

# 2019 Total Quality Management Program Specific Guidance and Counselling Services in the State High School

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# Total Quality Management Program Specific Guidance and Counselling Services in the State High School

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This study aimed to describe the planning, implementation, evaluation, improvement, total quality improvement program and specialised guidance and counselling services in the Senior High School. Conclusion of the study is firstly; total quality planning in guidance and counselling services with a preparatory phase (preparing) and design (designing) that involve various parties; secondly, the implementation of total quality plan in a special service counselling program conducted by a team with PDCA principle involving various components such as parents/families, teachers, and education personnel staff with coordination and intensive interaction. Evaluation is total quality in a special service program and guidance is through individual and group counseling, adherence to the program, the achievement, obstacles and constraints and involve all components including the parents / families. The total quality improvement program specialised in guidance and counselling services in the assessment-based implementation, involving stakeholders, continuous improvement, repair and improvement of the comprehensive and expanding services.

**Keywords:** *total quality management, special services program guidance and counselling*

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## **INTRODUCTION**

The integrated quality or also known as Total Quality Management (TQM) can be defined in three words : Total (Overall), Quality (quality, degree/level of excellence of goods and services), and Management (action, art, how to fix, control, direction). Based on that, TQM is a management system that is oriented to customer satisfaction with the activities being undertaken, through continuous improvement and motivating employees (Sadgrove, 1995).

Indonesia and developing countries need to build modern quality systems and total quality management practices in various areas of life, as a weapon to win the global market competition. Interestingly, the conceptual quality management then examined its application in education to improve the quality of education. The relevance of total quality management premises the world of education very closely. The purpose of total quality management is to prepare the professional education manager included with governance, who are masters of issues total quality management and quality management techniques (Sallis, 2010). It can be summed up in the world of education, philosophy total quality management for education, as business services and educational institutions as a service industry and not the production process. Total quality management does not talk about the input but speaks about output who are the graduates. Total quality management talks to customers who have different needs and works out how to satisfy those customers (Garengo & Biazzo, 2012; Sioncke, 2005; Srivastava, Sharfuddin, & Datta, 2012).

Substance education management is classified into two major parts of the core substance and extended substance (Imron, 2003). Counselling is included in the special service, which is one of the substances in the extension of education management science. In line with the opinions, Kusmintardjo (1993) service in the school established and organized to facilitate or accelerate learning, and can meet the special needs of students in school. A special service was held in the school to facilitate the implementation of teaching, to achieve the goals of education in schools. Education in schools is also trying to make the students always be in good condition. This does not concern the physical and spiritual aspects.

According to Mustiningsih (2005), it may take the form of school education institutions or the education office. School educational institutions shaped hierarchy starting from elementary, junior high, senior high, up to higher education. By the purpose of an educational institution, all the educational institutions want to achieve optimal results. Therefore, educational institutions should be organised with special services to achieve optimal objectives of the institution. Based on the description of the special services, it is a process of providing services to the needs of learners to support learning activities

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for educational purposes which can be achieved effectively and efficiently.

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In this regard, Mustiningsih (2005) also states that the school is one of the educational institutions to produce qualified human resources. This will be achieved if done with quality education provision. School institutions, as an educational institution that is able to produce quality graduates, are not managed mostly by the three pillars of education that cannot be separated from one another, namely : (1) the field of curricular form of reality through the presentation of a lesson in schools; (2) administration and supervision that exists, in fact, is in the form of administration and supervision at the school by the principal, teachers and various parties; and (3) field guidance that exists in fact is providing assistance to students, with attention to the possibilities and the reality of the problems that may arise in the areas of the first and second above, or other problems that are beyond the field, which can hamper the delivery of optimal student growth objectives.

Special services guidance and counselling (BK) is the process of assisting students in school through a variety of services. Included is a field of guidance service that is provided to learners in the field of personal, social field, the field of study and career fields. Special services BK has a position that is very important and supports educational activities in schools, especially in the strengthening and improvement of the affective (attitude) of the learners, the need for an ordered managerial, systematic and continuous, so that the expected future provision of guidance and counselling services to students can be effective and efficient, and run smoothly in accordance with the expected goals (Dugan, 1950; Gothard & Goodhew, 2018; kawi & Anwar, 2019; ULLMAN, 1964).

## **METHOD**

This study used a qualitative approach to the type of site studies at SMAN 2 Banjarmasin. The research instrument is the researcher himself. Data collection techniques used were interviews, observation, and documentation. Respondents as key informants were the principal, vice- principal, BK teachers, subject teachers, students, parents, and stakeholders. Respondents from growing (snowball) to the data obtained saturated (redundancy). When the study for one year. Data was analysed from the fieldwork carried out until the end of data collection, using data analysis techniques proposed by Miles and Huberman (2014).

## **RESULTS**

**Total Quality Management in the Special Program of Guidance and Counselling Services** Based on the results of in-depth interviews and observation at the school showed findings of total quality management program and specialised guidance and counseling services at the school performed SMAN 2 Banjarmasin as follows :

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The total quality planning service program and the dedicated service program using guidance and counselling (BK) SMAN 2. First, the preparatory phase (preparing) the total quality of service BK

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comprises: (1) Assess the need is to prepare the students' biographical data format and requirements analysis of guidance and counselling to students, as well as the analysis of the problems that occur at school. BK teacher assessment was conducted to identify the data required for the preparation of materials for the special program of guidance and counselling services. The data about the developmental tasks of the student's high school age, the problems and achievements of the learner/counselee. Then an instrument was chosen that will be used in accordance with the purpose of extracting the data they want, because extracting the data uses instruments that vary as well as instruments to approach the problem, such as appliance according to a common problem, the tool according to learning problems, checklists problems, inventory tasks development, instrument approach service field goals (personal, social, learning, and career) to a questionnaire, observation, interview, and questionnaire sociometry. After that the collection, process and analysis take place. (2) Activity support elements of the school environment through pa at coordination take place, involving BK personnel, principals, vice-principals, homeroom, subject teachers and school committees. Matters discussed at a coordination meeting are the structure of the curriculum, types of handling students, and facilities that support the implementation of the special services program BK .(3) A plan for special services program planning for guidance and counselling, based on the value of the philosophical and theoretical foundation of guidance and counselling. Learners served attentively to achieve success, the collaborative effort where a special program of guidance and counseling services to meet the needs of each learner.

Stage design (designing) consists of a work plan carried out by personnel BK and principals, who develop an annual program, and put together a program semi-annually so that the resulting design or formulation of the program will be implemented, including the implementation schedule, the provision of facilities to support the implementation of the service, budget planning, and cooperation with relevant agencies and BK teacher, who also conducted a SWOT analysis. Furthermore, these programs are disseminated to all parties involved in the implementation process. The program structure of special services of guidance and counselling consists of rationale, vision and mission, a description of the need, purpose, component service program, specifically BK, field service, the operational plan (action plan), the development of a theme / topic, plan evaluation, reporting and follow-up, as well as budget.

#### **Implementation of Total Quality Plan Counseling Guidance in Special Services**

In the implementation of an integrated quality management plan in particular, guidance and counselling services do four actions, namely activation of the team, teacher feedback to the steering committee, staff feedback to the steering committee, and modifying the following infrastructure. This total quality plan is implemented, including activation of the team. A steering committee

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guides every BK teacher and activates them. BK teachers use the Plan-Do-Check-Action as the TQM process model.

Implementation of quality characterized by lack of planning and service planning BK is implemented by identifying barriers that have not been resolved, to look for a solution to the problem, whether the future will be conducted face-to-face or not until the end services are carried out, which can help learners overcome barriers.

Feedback to the steering committee : Each BK teacher provides customer feedback with information service users, both internal and external customers, using infrastructure modifications. The feedback obtained from the above steps (of the project team, customers and employees) will be used as a base to make the necessary changes in the infrastructure of educational institutions' special services related to BK.

#### **Total Quality Evaluation in Special Services BK**

Evaluation is an important step in the total quality management of special services BK upper secondary school, which was to determine the degree of advancement of the quality of BK activities regarding the criteria, following the special services program BK has determined.

Evaluation of total quality in special services BK evaluation system is designed, developed, and organised in a comprehensive and sustainable way, optimally utilising school resources to improve and ensure the quality and specialized service delivery processes of BK.

The evaluation of teachers delivered through the council meeting, in one half of the personnel BK submit quarterly BK implementation of special services running. Some of the activities of special services and BK in the evaluation: the implementation of individual and group counselling services, consultation with students, parents, and teachers, either individually or in groups, measurements of interests and abilities, behavior, and how the child's progress is in learning.

The steps of evaluation BK's special services, namely: goal setting the BK service program, the criteria that the goal is reached, the measurement and evaluation of BK specialized services based on predetermined criteria and the evaluation report of the BK service . From the data interview with the chairman of the committee found that the BK personnel have conducted an evaluation. Things presented in the evaluation of adherence to program special services and BK already running, were obstacles in the natural and in consultation with the school community and the committee in overcoming these obstacles, so the successes and constraints of schools in organizing programs dedicated to service BK on a regular basis, can be identified and used as bait turning



to a perfection (Agus & Handaka, 2017; Hendrickson, 1983; Terzi, Tekinalp, & Leuwerke, 2011).

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Data from the evaluation results include, reduced learning problems experienced by students due to lack of proper study habits that have an impact on the value of low learning outcomes, students who initially did not discipline have now used positive behavior, which can be seen from the behaviour of children every day. Students can improve the discipline of learning and have the ability to behave well towards one another. It also reduced changes in learners' programs and the reduction of students dropping out of school. There was an increased use of BK good service for students who are having problems or not. This proves that the BK service program implemented in schools is within their expectations, as well as the purpose of the service.

### **Integrated Quality Improvement and Enhancement of the Special Service BK**

BK special service quality can be measured by the satisfaction of customers or users of these services, including the learners, teachers, and parents. There are several things to consider; first, the continuous improvement. Improvements made by the BK teacher towards improving comprehensive as the BK program appears in several ways such as (a) assessment to formulate the needs of learners and other key stakeholders are parents, the community of peers, teachers, school administrators, etc. The BK program should become a data driven program, (b) BK services should reach learners and other relevant stakeholders such as parents, the community of origin of students, peer communities, teachers, and school community in general,

## **DISCUSSION**

### **Total Quality Planning in Special Services Guidance and Counselling**

The findings of this study planning guidance and counselling services is totally quality based. Through preparing and designing measures total quality in service will generate BK vision and a mission statement of guidance and counselling services, the base of guidance and counseling services in the form of the philosophical and theoretical foundation of values, as well as the support of management and staff through coordination meetings and socialising. This is in line with the findings Suriansyah (2018) that the planning begins by setting the vision, mission, characteristics, values and is understood by everyone (members of the organization). Socialisation is intense, comprehensive and continuous. The cornerstone values, vision, and mission are the root of fundamental value for the creation of quality work culture of an organization (Wilkinson & Dale, 2001).

The findings of the study stated that the Planning Service BK, compiled each school year with the cooperation of the teachers based on the vision, mission, and goals of the school and it's implementation tailored to the situation, and were observed as between personality and cultural character. Following the opinion of Ratnawulan (2016) a plan results in activity responsive directly to the activity, individual planning and support

system, while basic services in the classical and non-classical specifically, do not optimise the role of teacher and homeroom in learning activities.

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The research findings of BK total quality planning from the perspective of the peculiarities of the school, is to load the value of justice and equality, and avoid discrimination that appears on the program of activities to be implemented during the school year, divided into daily activities, weekly, monthly, by semester and yearly. The activities will be conducted in the future. This is supported by research findings (Fattah, 2009) : planning activities are being organised to manage all of the resources to achieve results in line with expectations and goals.

In planning the counselling conducted jointly by principals and teachers in each school year, they start from the preparation of the program from the previous service, then draw up a short-term and long-term program, draw up the budget to discuss the types of services, so that the material content of planning offers thought to a lot of people with different perspectives, so that the resulting design reflects the specificity of the school. Involving teachers in the planning process makes it possible to translate the knowledge, values and skills from the perspective of various backgrounds, so that the constraints faced in the previous service can be resolved. In planning counselling (Gollnick & Chin, 1998) state that quality planning strategically is the process of preparation of the project as a whole and is not only systematic but also rational, through the arrangement of careful planning and having the long-term in mind, by the vision, mission and certain principles for the fulfillment of basic needs for all customers both internal and externally. To improve the planning agency in this case, related to the special services school guidance and counselling, is indispensable, with efforts and strategic efforts conducted by both principals and school staff in the institution itself (Geltner & Clark, 2005; MATTESON, 1951; Stott & Jackson, 2005).

### **Implementation of the Total Quality Plan in Particular Guidance and Counselling**

**Services** The findings of this study of the implementation of total quality BK services through responsive service in the form of individual counselling and consultation so that it works, are if the student has reached the BK service it means the subject teachers and homeroom have not been able to resolve the problems faced by students through to completion (Ratnawulan, 2016).

The implementation of total quality of service BK based on consideration of the administrative aspects, include: (1) inventory service that collects information about the characteristics of students that each one has his/her uniqueness, (2) the information service is the collection, storage and presentation of useful information and support in the implementation of guidance usually in the physical form, (3) counselling service is the process of providing guidance, (4) placement services which help with career and (5) follow-up and research are the efforts made to keep in touch with graduates before the alumni, that can be used to measure the success of the program as well as the

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promotion of the school (Kusmintardjo et al, 2017).

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It is reaffirmed that the implementation of total quality service performed by BK is responsive guidance and service specialisation which can be interpreted individually so that the guidance is done and only limited to students who have problems in that field, so that the model guidance is adjusted to the needs.

The implementation of total quality of service of BK stages performed, included collecting information from sources which roughly could help, gathering information about physical objects in the form of recorded data such students and counselling in the process of providing assistance, then before entering the process of assistance, the teacher should pay attention to the following points: (1) understand the characteristics of students, (2) understand the cultural background of students and (3) increase the ability of critical analysis of the problems and issues that arise and are subsequently invited to discuss, teachers to do guidance indoors, with BK deliberately made somewhat closed off from one room to another, in an effort to maintain the confidentiality of the identity of the student and the problems experienced by students, as well as the creation of a comfortable and relaxing atmosphere that helps accelerate problem resolution.

The foregoing agrees with Clare, et al (2018) who stated that the counsellor (teacher) is obliged to create a friendly environment related to the settlement of problems faced by students. Hamre, et al (2012) suggested possibly in future the BK teacher should understand well about injustice, discrimination, and achievement.

Conclusions are drawn based on the findings of research. Total quality BK is most often faces the problem of disciplinary action that approaches methods and techniques of problem solving for students who need guidance in all three settings, made on the principle of diversity, that takes into account the sources of the problem and the characteristics of students so that the settlement method is given to adjust to the problems encountered.

The statement above stated that in the implementation of the service BK, teachers must first know the problems faced, then examine the personal characteristics and cultural characteristics, and use further determination methods to help resolve the problem. Some problems cannot be solved by BK teachers so the solution is transferred to a tutor, whose selection is based on the teacher's personality and discipline - a strict teacher, with common beliefs, and their kinship for example, of the same tribe and the same dwelling.

Value distinctiveness schools look from service implementation of BK that diversity is evidenced through the methods of solving problems given to the students with one

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another differently, in addition to the value of the diversity and the value of mutual respect, which appears also in the

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room settings that are deliberately closed in order to maintain the development of students psychological condition.

The implementation of total quality service of BK includes preventive care and service action. Preventive services i.e. activities relating to examine existing problems to be anticipated or an increase in problems, whereas an act of service includes a comprehensive problem-solving by involving parents and teachers in schools (Hermino, 2016).

Based on the foregoing implementation of the service, it can be run effectively and efficiently if the implementation of the technical worked with the best. The implementation of the total service of BK at three sites indicates that the service is carried out by those responsible for BK, which was given additional time for service in schools. Therefore, the implementation of the services rendered needs to get the full support of the teachers (Ganguli & Roy, 2013; HARRIS, 1977; McLaurin & Harrington, 1977). Associated with the completion strategy of total quality services at the three sites, has not fully described the strategy of constructive settlement, due to a lack of understanding of the existing BK teachers, especially about the dynamics of the psychological development of children who are having problems. It concurred with Fatima,

The underlying meaning of the above statement, that the form of services provided is a form of open access that is not limited to the service circulation alone, but to the reference service, with respect them by the selection of the appropriate method, is a form of service is open (open-access) the teacher can carry out two tasks at once that is in charge BK and teaching. The service form is effectively enforced, meaning that visitors to BK are at the boundaries of what is permissible and what is not allowed. Things that were not allowed to read BK, namely services for cases that occur outside the school, and while for things that are allowed are with regard to internal problems at school or with regard to problems in the family.

BK special service quality can be measured by the satisfaction of customers or users of these services, including the learners, teachers and parents. Some things to note are: the existence of continuous improvement. Improvements are always done better by the teacher of BK towards improving comprehensive manner, namely: (a) assessment to formulate the needs of learners and other key stakeholders including parents, community of peers, teachers, school administrators, etc. The guidance and counselling program must be a program that is data driven, (b) the service and BK reach learners and other relevant stakeholders such as parents, community of the students, the community of peers, teachers, and school community in general, (c) a program of BK can involve the



stakeholders not only as recipients of services, but also as partners in providing the relevant services. For example, in order to create a family environment of origin, healthy and conducive to the growth and development of learners, school committees can be involved in organising

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educational activities for parenting (parenting education) (d) evaluation of the process, the result, and impact (outcomes) which reach learners and stakeholders mentioned above. The BK quality program is conducted with the aim forming a long-term development of the widest possible environmental impact, which reach learners and stakeholders mentioned above. The BK quality program is conducted with the aim to form a long-term development of the widest possible environment.

In line with the above, Zahroh (2014: 93-94) says that quality can be measured by customer satisfaction and user education. The popularity of the implementation of total quality management education instituted. There are several things to consider : First, continuous improvement. Second, quality standards. Each educational institution or school must have a separate standard to develop a quality institution. The existence of this standard is intended as the basis or foundation in the development of total quality. With these standards, institutions will strive to develop a quality institution.

Third, the change in the culture. At this stage, educational institutions must be clever in selecting the culture that existed at the institution. Negative culture should be abandoned, while a positive culture should be maintained. Fourth, the existence of organizational change. Organisations should leave out things that are less effective. Organisations must be directed towards the development and improvement of education quality. All members of the organisation must be active and always behave in cooperation in quality improvement efforts. Organisational changes should be thorough. Fifth, the effort to maintain good relations with customers. Good relationships with education customers, with good communication between the educational institution or school with education customers. Organisations must be directed towards the development and improvement of education quality. Organisational changes should be thorough.

### **Total Quality Evaluation in Special Services Guidance and Counselling**

Evaluation of the integrated quality management is an evaluation system that is designed, developed, and organised in a comprehensive and sustainable way, optimally utilising school resources in order to improve and ensure the quality and specialised service delivery processes of BK. Evaluation of teachers delivered through the council meeting, in one half delivered quarterly BK implementation of special services. Some of the special services activities BK evaluated are the implementation of individual and group counselling services, consultation with students, parents, and teachers either individually or in groups, measurements of interests and abilities, as well as the behaviour of learners' progress in learning.

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Step evaluation of BK's special services include : goal setting of the BK service program, the criteria that the goal is reached, the measurement and evaluation of the BK specialised services based on predetermined criteria and the evaluation report of BK service. Feedback from the evaluation of BK's special services are also to be sustainable, thus it is possible to know accurately the state of progress of learners who foster each teacher of BK against the target class.

The results of the evaluation include a reduction in the problems experienced by learners due to the lack of proper study habits, that have an impact on the value of learning outcomes, which are lower than the more disciplined learners. BK service programs implemented in schools has been in line with expectations and the objectives of the service implementation.

Evaluation of the quality of service total BK was conducted to assess the process and the ability of the person in charge. Hermino (2016) suggested that the evaluation of the quality of service total of BK includes: (1) direct evaluation on a regular basis, (2) functional evaluation conducted agencies outside the organization, and (3) evaluation of the individual. Related to this, the evaluation of service quality of total BK done directly by the principal as a leader in the school with a visit by other school personnel, with regard to the statement of the research findings on all three sites, was namely the evaluation of service quality of total BK and the performance of the person in charge, based on the principle of equality, that all school personnel have the same opportunity to express their opinions, criticism and suggestions.

This service is limited to the evaluation of the performance of the responsible control BK fields and interactions that take place in it. Undertaking BK enables personnel to identify phrases or statements that can be used as a tool / media control, such utterances or complaints that occur on student interaction, opinion, advice or criticism raised by the teacher, writing messages and the impression conveyed by the students through the visitors book. The above findings agree with Lan (2011) that their collaboration and integration of all school personnel will increase the level of understanding of the counselling, advancing excellence BK fields, and instilling a culture of openness in the school environment.

When viewed from the perspective of the local culture, this event contains the value of mutual love, that the evaluation of these services apply to all school personnel that the principal, and by holding direct control, teachers and staff can express directly their thoughts, feedback or criticism to the management of BK, whereas for students are not constrained by feeling free to criticise the teacher, then given the opportunity to record a message and impression while in the BK room on each visit.

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Controlling service BK is to measure the impact and performance of the party responsible for BK. Controlling and evaluation are conducted continuously so that the services supplied continuously can be directly corrected. Hikmawati (2010) suggests the process of controlling the DM services includes recording, i.e. the evaluation of measurement and assessment of results, the working process and the determination of measures for improvement and development.

Evaluation of total quality specialised services in the BK form of recording activities performed later, reported regularly at the school each semester, and BK service reports in SMAN 2 Banjarmasin were made by those responsible for BK.

Controlling the performance conducted by the principal and vice-principals by a lively discussion about the performance, such as brainstorming and discussion about the extent to which a solution is found to the problems faced. This conclusion was drawn from the findings of the performance of the responsible control of all three BK background on the basis of the value of mutual love that is not to measure the achievement of performance but with more emphasis on helping each other.

The findings of the statement above stated that controlling the activities carried out as a follow-up on the guidance given, is responsive and service specialisation guidance is done individually, so control is not as a measurement of performance results, but in order to assist teachers in implementing the guidance and help students in solving problems. It agreed with Clare (2017) that in order to produce an output that is equipped with the knowledge, attitudes and skills to interact with people different from themselves, is to teach them to be nurturing and apply to their work.

Value peculiarities that appear on this activity is to love one another because these activities are interpreted as support services in an effort to resolve the problems faced, because they are carried out in the form of discussion based on mutual trust and respect. From the overall theoretical conclusions, it can be deduced that the school is able to integrate and apply the values of the school in guidance and counselling services. In the sense in any management activities including planning, organising, implementing and controlling their distinctiveness value-laden school, it can be the theme of "total quality guidance and counselling services" (Hutasuhut, Nasrun, Yusnadi, & Nainggolan, 2019; Smith, 1943; Stott & Jackson, 2005).

Controlling aims to ensure that any activities undertaken are in accordance with the plan. Controlling and evaluation of this service aims to control the services and performance fields of BK and to improve the parts that need repairs done by consensus. Meeting discussion material in the form of progress reports and accountability for the implementation of activities of BK particularly daily and weekly

activities and for monthly reports, semester and yearly, following the holding of a meeting .If the meeting time is in the seventh month of the semester, it means activity should be reported.

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Conclusions are drawn based on the statement of the research findings, the total quality control evaluation activities of BK, conducted regular meetings every month with a model of deliberation that each meeting participants can express criticism, suggestions, opinions and suggestions. The underlying meaning of the above findings that consultation means talking and solving problems together to reach an agreement in the sense of the meeting was run democratically. Hermino (2018) proposed that democracy is a dynamic process that implements the values of civility in society and the state. Dense form in all three models of deliberation implemented indirectly sites reflect awareness, attitude, honesty, sportsmanship and responsibility.

Sallis (2010) states to ensure that an evaluation process is able to supervise individual and institutional objectives, and the evaluation should be done in three levels of evaluation, as follows:

(1) Immediately, namely: involving daily checks on the progress of learners. This evaluation mode takes place on an informal basis, and it is done by individual teachers or the rank of the team; (2) Short-term, namely: requiring a more structured and specific mode, which ensures that learners already on a path they should be and are reaching their potential. Evaluation at this level is to ensure remedies for everything to be fixed. Usage statistics and profiles of learners should be highlighted in this process. This evaluation is done on the level of the team. So, it can be concluded that the short-term evaluation can be used as a quality control method that highlights the existence of errors and problems. The emphasis on improvement as a way of preventing the failure of the learners; (3) Long-term, namely: evaluation of progress made in achieving strategic goals. This evaluation is an evaluation that is led directly by the institution as a whole. This evaluation requires a lot of examples of cases of the attitudes and customers, who are also monitored through large-scale institutional achievement indicator. The type of evaluation is performed as an opening attempt to renew the strategic plan. Evaluation of progress was made in achieving strategic goals. This evaluation is an evaluation that led directly by the institution as a whole.

### **Total Quality Improvement in a Special Program of Guidance and Counselling**

**Services** Quality improvement guidance and a counselling program is an effort to engage individuals within the organisation of BK in schools and do the division of labor between member organisations at BK schools (Juntika, 2009). The opinions of the above means that the service quality improvement in total BK is a "tool" to achieve the goal.

For effective implementation of the service program total quality BK, the basic thing that needs to be improved is in respect of circuitry organising services of BK, namely

personnel involved in service of BK and in the organisation of BK. Responsible BK is the lead, assisted by principals and vice-principals and students. The position of principals and vice-principals are here not as a

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leader but to help provide guidance in terms of the problems which cannot be solved by BK teachers followed by school principals, teachers, counsellors, homeroom and subject teachers.

It is supporting Kusmintardjo et al, (2017). In order for the implementation of the guidance and counselling program to run effectively and efficiently, they need to be supported by people who are skilled, proficient and expert in the field of BK. Here are the things that can become a reference in determining a teacher of BK: (1) teachers who are gifted in teaching, (2) a good relationship with pupils, (3) a good relationship with fellow teachers, (4) implementing recording and research, and (5) a professional attitude.

Recognized by those responsible for BK is the responsibility of organizing activity counselling teacher, not the divisions, but on the task of identifying the problems that occur in students based on a variety of characteristics. Expressions of these findings is the teacher in charge. BK has its own method in tracking students who need guidance but is constrained by personal characteristics, such as phone number information, engineering attitude and provision of specialised books.

The underlying meaning of the statement of the above findings are in charge BK is teachers who have excess so determined to be in charge BK. Excess can be applied to a method or means to do so students who need guidance but are constrained by personal characteristics such as shyness, physical limitations, nervousness and wanting to remain undisclosed problems getting service.

Another advantage demonstrated by those responsible for BK is namely the professional attitude shown by sincere work and being able to adapt and have the patience. BK Service most frequently faced disciplinary action so that the process of problem identification, approach, methods and techniques vary in accordance with the disciplinary action taken.

Enhancement and improvement of quality of service total BK contains the values of the school are the peculiarities of love and diversity. Love each value appears on the methods and ways that made for students who have problems but need guidance while the value of the diversity found in the approaches, methods and problem-solving techniques provided in accordance with the problems encountered.

BK special service quality can be measured by the satisfaction of customers or users of these services, including the learners, teachers and parents. Some things to note: their continuous improvement. Improvements are always done by the BK teachers towards improving, such as : the guidance and counselling program appears in several of the



following: (a) assessment to formulate the needs of learners and key stakeholders, including parents, community of peers, teachers, school administrators, etc. The BK program must be a program that is data driven, (b)

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BK services that reach learners and other relevant stakeholders such as parents, the community of origin of students, peer communities, teachers, and school community in general, (C) BK program may involve the stakeholders not only as recipients of services, but also as partners in providing the relevant services. For example, in order to create a family environment of origin a healthy and conducive to the growth and development of learners, school committees can be involved in organizing educational activities, such as parenting (parenting education), (d) the evaluation process, the result, and impact (outcomes), which reach learners and stakeholders mentioned above. The BK quality program is conducted with the aim to form a long-term development of the widest possible environment.

The findings of a study conducted by Suriansyah (2010, 2017) confirms that the culture of quality within an organization cannot be formed without going through a certain process. The process should start early, so that the organisation should have set the basic values as a guide and for every action toward the goal of providing services by members of the organisation. In connection with this problem, Hellsten and Klefsjo (2000) explains that the TQM as a management system that is rooted in the value of quality, quality engineering and quality tools that support each other. Root value is the basis for quality work and culture of an organisation (Wilkinson & Dale, 2001). Therefore, quality work culture must begin by identifying the roots of the value of quality and then the techniques and strategies that really supports the value should be chosen, and finally the support tools and techniques should be applied correctly. Therein lies the importance of quality management approach in the management of the organisation based on values, norms and culture of quality work.

In connection with the foregoing, Sirvanci (2004) states that organisations using TQM has succeeded in changing the institutional culture into a culture of quality that involves various elements such as working groups, focusing on customers, and staff involvement in the management process. This means that the quality of work culture can be created if TQM is integrated into the organisational culture and the culture of the organisation's members individually. According Schien (1997) this work culture leads to a system of shared meaning held by members. Therefore, Robbins (2001) states that a system of shared meaning is formed by citizens who are making it different from other organizations.

Based on the description it seems clear that the culture of the organisation and work culture is a value system that is understood and believed by all members of the organisation as a guide and a foundation for every movement and behaviour of their duties. With confidence and a strong belief in the value system, all the problems in the organisation of work can be handled with ease. This happens because of the cultural

values and norms as well as the work being adhesive, binding members of the organisation in a strong bond. This issue is explicitly stated by Moeljono (2003),

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that the work culture is an organisation of adhesion, binding members of the organisation through the values that are adhered to, and the equipment, the symbolic and social ideals to be achieved. Mondy and Noe (1993) emphasizes that the work culture is a system of values.

From the overall theoretical conclusions, it can be deduced that the school is able to integrate and apply the values in the school peculiarities with the BK service. In the sense in any management activities including planning, organizing, implementing and controlling the charge of multicultural values so it can be the theme of "service-based BK total quality service".

### **CONCLUSION**

From the results of the discussion above, it can be concluded that the total quality planning in guidance and counselling services is with a preparatory phase (preparing) and design (designing) involving various parties. Implementation of a total quality plan in a special service counselling program, conducted by a team with PDCA principles, involves various components, such as the elderly or families, teachers and staff coordination and education personnel with intensive interaction. Evaluation of total quality in a special service program through individual guidance and group counselling, adherence to the program, the achievement, obstacles and constraints, involve all components including parents or family. Total quality improvement program is a specialised guidance and counselling service in the assessment-based implementation.

In implementing total quality management guidance and counselling special services principals, the management of special services should be put forward on the basis of total quality management, in order to plan continuously each school year, so that obstacles can be resolved at the next service. BK teachers carry out activities with the principle of quality services through the implementation of total quality management-based services ranging from planning, implementation, and the evaluation of services. Therefore, it can give satisfaction to all customers (students who receive services), so that the principle of equality and attentive service is an emotional and physical condition of the students, as well as those with disabilities get the services with equality and balance. This will give satisfaction to everyone, especially students who received the service, as well as parents.

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