Integrated Quality Management-based Education in Indonesia

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Abstract— **The insistence on improving the quality of education always emerges, particularly from the government. Almost in every opportunity and meetings, the central government always urges all parties, particularly the providers of education, to improve the quality of education. Simultaneously, public also pleads the central government to act quickly in this matter. There are strong behavior and response from each party showing that quality improvement is necessary and urgent. In reality, even though this issue has been encouraged for many years, the quality of education is still poor anywhere. This study aims to find out the reason and its solution. Integrated Quality Management (IQM) is one of the alternatives to overcome this issue. The IQM encourages "continuous improvement" and the mindset of continuous improvement.**

Keywords— **Education; IQM; Continuous improvement; Implementation of quality practices.**

I. INTRODUCTION

The government's insistence to all parties, particularly education providers, on improving the 'quality of education' is getting stronger. Every coverage of education is always ended with "demands" for quality improvement. Vice President Jusuf Kalla said in his speech at the College of Adabiyah Padang three months ago, "Science is the main capital of a country to move forward." Therefore, private schools have to work hard to promote the quality of education, because public schools are legally guaranteed by the state. Due to the high budget provided for them, most of public schools do not pay for it [1]". Even Jokowi also asks universities to increase the competitiveness of human resources, particularly in facing ASEAN Economic Community (AEC), such as productivity, work ethic, competitiveness and efficiency of human resources in various ways. In this case, universities play a role in preparing the strategic achievements [2].

Such commendable acts are certainly the form of the central government's attention and public responsibility for education. As a public servant, the government is supposed to be competent in all areas to evoke the spirit of "working" of the state apparatus or providers for public services because the government is in control of the programs administered by the state.

Simultaneously, when the government asks to improve the quality of education, all parties below the government also ask the government back to improve the quality of education, specifically to the institutions providing the education. The governments below the central government demand that central government immediately takes strategic measures to improve the quality of education in Indonesia. The public also actively and directly monitors the development of education, particularly in the era of "information openness" where they are more aware and critical to the dynamic of education. Public also never forgets the promises of Jokowi-JK before they are elected. One of the promises is 'to improve the quality of education'. Therefore, they requests the improvement of the quality of education.

At this moment, the public asks about the most responsible party for the "improvement of the quality of education". Is it the government or the public? Both parties equally demand from each other. It is as if both parties are throwing 'the responsibility' to the party who mostly gets the blame for the poor quality of education. It is obvious that all parties are responsible, that the government and the public must synergize and actively cooperate in building the quality of education.

Instead of blaming each other, introspection is the most wise and ideal attitude. To see yourself deeper with every less positive aspect can awaken you to make changes on an ongoing basis by utilizing the existing potentials. The effort to improve continuously is the most proper measure, because it focuses on self-improvement, quality development and the planning of future prospects. The Japanese call this measure *kaizen*, meaning that the improvement is not done 'gradually', but 'continuously'. Its essence is to improve the small and easy issues first to achieve success. Maarof and Mahmud presented a review of contributing factors and challenges in implementing kaizen in small and medium enterprises [3].

From a success, 'confidence' will arise to improve the big issues [4]. Regarding the insistences on improvement quality of education, the mindset to "continuously make improvements" becomes a strategic measure in improving the quality of education in Indonesia. It is one of the focuses of Total Quality Management (TQM) or Integrated Quality Management (IQM) that is a modern management concept trying to respond appropriately to any possible changes driven by both external and internal forces.

This study aims to find out the reason and its solution. Integrated Quality Management (IQM) is one of the alternatives to overcome this issue. The IQM encourages "continuous improvement" and the mindset of continuous improvement.

The rest of this paper is organized as follow. Section 2 presents rudimentary of education and integrated quality management. Section 3 describes continuous improvement of education. Section 4 presents the implementation of integrated quality management. Finally, the conclusion of this work is described in Section 5.

II. EDUCATION AND INTEGRATED QUALITY MANAGEMENT

A. Education

Educational concept carried by the West and the East basically has substantial equality, i.e. to humanize humans. There are some specific things that differ from each other according to the experts of education seen from the terminological constraints. Larina proposed the practical application of total quality management system to education of international students [5]. According to Marimba, education is the guidance/instruction given by the educators to the students [6]. Ahmad Tafsir refers to it as 'personal development in all aspects'. Al-Attas evaluates that the use of this word is devoted to the teaching of God to His Prophet. Therefore, 'education' is defined as the development and cultivation of manners on human beings [7].

These terminological differences are caused by the viewpoint of the root word of 'education' itself. Al-Attas states that the word 'education' is derived from the translation of the word *ta'dib* that is commonly applied in Islamic education. *Ta'dib* means manner or to educate [8]. In the other hand, Abu Ahmadi in his book refers to education as *paedagogie*, while the science of education is called *paedagogiek* [9]. It means that education is emphasized more on 'practices', particularly with regard to teaching and learning activities.

From the aforementioned explanations, it can be classified that education consists of two groups: education in narrow sense, that is education on students conducted by educational institutions, and education in broad sense, that is applicable education for everyone and by anyone. Both are aimed to humanize human in order to reach the happiness in the world and the hereafter. Therefore, education is the whole activity or effort consciously done by educators to students on all aspects of the development of personality of physical and spiritual, formal, and non-formal that runs continuously in order to achieve happiness and values.

B. Integrated Quality Management

IQM is popularized by Peter & Waterman around 1982, stating that IQM is an organizational culture that is defined and supported by the achievement of satisfaction on an ongoing basis through an integrated system that consists of a variety of tools, techniques, and trainings in order to produce high quality products and services.

From the aforementioned description, the main target in IQM is to raise the 'culture' of improving the quality of education through the "continuous improvement", focusing on long-term satisfaction of customers and participation of stakeholders (schools, families, communities and the government). Sila discussed an empirical study to examine the effects of contextual factors on TQM and performance through the lens of organizational theories [10] . Marshal Sashkin, *et al.*, states that TQM/IQM is the philosophy and the 'work culture' of the quality-oriented organization [11]. The goal of an organization applying a culture of TQM is to meet or even exceed what is needed and expected or desired by the customers. Topalović presented the idea how to implement of total quality management in order to improve production performance and enhancing the level of customer satisfaction [12]. Maltis & Jackson emphasize that TQM/IQM is a comprehensive management process focusing on continuous improvement of the organizational activities to improve quality and services offered. Talib *et.al.* proposed an analytic hierarchy process analysis for the service industries to prioritising the practices of total quality management [13]. Gaspersz adds that IQM as a systematic management approach is oriented on organization, customers, and market through a combination of significant improvement in quality and management productivity between the finding of practical fact and problem solution, in order to create significant improvement in quality, productivity and other performance of the organization [14]. Tjiptono & Anastasia state that IQM is an approach to maximize competitiveness through "continuous improvement" on services, manpower, products, and environment or management, raising 'quality' as an effort and is oriented to customer satisfaction by involving all members of the organization [15]. The involvement of all the members of the organizations in education, including alumni, in the management and development of school is defined as "after sales service". All the components of the organizational system are positioned as a part to ensure the quality and synergized through quality leadership [16]. Salis states that IQM is to create a quality culture where every member aims to satisfy the customer and the organizational structure allows it [17]. IQM is a management that creates and develops a set of values and beliefs that will make everyone aware that quality for the consumer is the most important demand [18].

C. The Objectives and Benefits of Integrated Quality Management

To improve the quality of work, productivity and efficiency are the objectives of IQM. According to Goetsch, quality has common components, namely: 1) To meet the expectations of the customers, 2) To focus on products, services, manpower, processes, and the environment, and 3) To have ever-changing state. It means that quality is a

dynamic condition involving products, services, manpower, processes, and the environment in order to meet the expectations [19]. Sadikoglu and Zehir discussed an empirical study of Turkish firms to investigate the effects of innovation and employee performance on the relationship between total quality management practices and firm performance [20]. The change in the quality includes four comprehensions, namely 1) quality inspection and control, 2) quality assurance, 3) total quality management, and 4) global quality management [21]. The benefits of IQM can be felt by those who apply it, namely the customers, institutions as well as administrative staff. For customers, it can reduce and even eliminate a problem with a product or service, give more attention to the customers, and guarantee the customer satisfaction. For institutions, it can change the quality of product and service, motivate the staff to improve productivity, reduce the expense, reduce defective product, and resolve a problem. For the organizational staff, it can make them better trained and capable, respected and recognized, and empowered. The benefits of IQM in the future, particularly for the institutions, are to make the institutions as the leader instead of mere follower, to promote team work, to tie the relationship between departmental staff more easily, and to make the institution more ready and easily adaptive to changes.

D. The Principles and Components of Integrated Quality Management

Hensler and Brunell explain that there are four main principles of IQM, namely: a) Customer satisfaction, including parents as the external customers of the school and students, teachers as well as administrative staff as the internal customers of the school. In another sense, the school has students as the primary customer, parents as the secondary customer and the government as well as the public as the tertiary customers. b) Respect for everyone. It is a necessity to treat everybody well and to give them the opportunity to excel, career, and participate in decision making. This is because every person in an organization is seen as the most valuable asset of the organization. c) Fact-based management. Every decision is always based on facts and not on feelings or memories alone, and e) Continuous improvement. It is required to do a systematic process in conducting continuous improvement. The applicable concept is PDCA cycle that includes planning, implementation, check on the results of implementation, and corrective actions to the results obtained.

The components of IQM are a) focus on customer satisfaction, b) obsession with quality [19], c) scientific approach, d) long-term commitment, e) teamwork, f) continuous system improvement, g) education and training, h) controlled freedom, i) unity of purpose, j) the involvement and empowerment of Teachers and Administrative Staff.

E. The Culture of Integrated Quality Management

An action by someone will produce reaction, while silence will not produce anything. According to Sashkin, it is called 'trust'. Moreover, there is also 'value' that includes: quality, moral, economic, historical, symbolic and aesthetic aspects. Thus, the 'trust and value' is a culture itself. Its function is to adapt to the changes, achieve goals, and

coordinate the tasks of the school's community [11]. Roldán et.al. presented the influence of organisational culture on the Total Quality Management programme performance [22].

The role of a leader is required in order to motivate people in implementing IQMP. They need a proper appreciation that can improve the welfare and encourage them to perform better. At least, the role of the principal in developing the 'quality culture' is to ensure: 1) the vision of the school, 2) a clear commitment to improve the quality, 3) a meeting about customer needs, 4) a guarantee that constructive criticism by the customers is heard and followed up, 5) an ability to communicate the message of quality, 6) the development of staff, 7) 'culture' issue, almost all of quality issues are generated by incorrect management and policies instead of the failure of the staff, since the staff is merely the executor, 8) directing innovation, 9) commitment that remodel the engineered obstacles, 10) the development of effective teams, and 11) the development of mechanisms.

III. CONTINUOUS IMPROVEMENT

It has been mentioned that IQM involves 'philosophy' and 'methodology'. The philosophy is the "mindset" to utter the statement of continuous improvement and the methodology is the explanation about tools and techniques such as brainstorming and force field analysis used as a means to carry out continuous improvement. Thus, the culture of "continuous improvement" is IQM itself focused on long-term satisfaction of the customers of the school and participation of the school community, family, community, and government.

Continuous improvement still refers to the basic concept of *kaizen* as the root of forming concepts. Therefore, the theoretical and practical coverage cannot be separated from what *kaizen* wants. Only technical level will be adjusted to the space into which the concept of *kaizen* is implemented.

A. The Definition of "Continuous Improvement"

Continuous improvement is a constant, continuous and innovative improvement at small-medium scale so that improvement projects can be carried out quickly and on target. Continuous improvement in the Japanese concept is called *kaizen*. Tetteh presented *kaizen*: a process improvement model for the business of health care and perioperative nursing professionals [23]. *Kaizen* means an improvement in the 'expertise' associated with an awareness of the search of problem, creativity and generation and implementation of idea. *Kaizen* is a single concept in the most important management of Japan and the key for Japan to be successful in competition. *Kaizen* is a means developed in Japan to combine philosophy, system and tool to solve problems. Its main pillars are Quality Control Circle (QCC) and Suggestion System (SS). Radharamanan *et.al.* presented the quality and productivity improvement in a custom-made furniture industry using *Kaizen* [24]. *Kaizen* can be started by realizing that every company has its own problems and *kaizen* can solve them by forming the company's culture where everyone can freely raise their problem. Higuchi *et.al.* discussed the sustained impacts of Kaizen training [25]. The improvement is carried out step by step yet continuously, repairing tiny and easy issues first to get a success, and the success encourages the confidence to fix the big issues. This

term includes an improvement that involves everyone, both managers and employees, and involves expense in small amount.

B. The Concept and Scope of "Continuous Improvement"

Yasohiro mentions that the fundamental concept of *kaizen* includes two important issues, namely: 1) the concept of 3M: *muda, mura*, and *muri*), 2) the concept of 5S: *seiri, seiton, seiso, seiketsu* and *shitsuke.*

The concept of 3M is formed to reduce the number of work processes, improve quality, shorten the time, and gain efficiency. The concept of '*muda*' is defined as the reduction of wastefulness or futility, the concept of '*mura*' is defined as the reduction of differences, and the concept of '*muri*' is defined as the reduction of tension. Meanwhile, the concept of 5S is defined as a process to change 'attitude' by applying the order, cleanliness, and discipline in the workplace. In a sense, it is a 'culture' of how people treat their workplace well and properly. Ease and convenience of working is full with cleanliness, order, and discipline. The ease covers four areas, namely the working efficiency, productivity, quality, and safety of work. The concept of '*seiri*' is the concept of how separating the necessary matters from unnecessary ones and how getting rid of the unnecessary ones [26]. This technique is called "*seiri*-visual". The concept of '*seiton*' means to prepare neatly and recognize objects for ease of use. It leads to the skills of inventory and layout [27]. The concept of '*seiso*' means to prioritize neatness and cleanliness. It is a basic process where an area/location/room with all the associated furniture are swept then mopped with a cloth. To impose a clean work program is necessary at this point [27]. The concept of '*seiketsu*' means a continuous business in order to maintain the 5S. The concept of '*shitsuke*' means to apply a method to motivate the employees to continuously perform and participate in the activities of maintenance and improvement as well as to get the employees accustomed with the rules (diligent). It is regarded as the most difficult component of 5S because it requires self-control instead of control by management [27].

Its scope is similar to the philosophy 'continuous improvement is to carry out continuous improvement'. In realization, each employee at all levels within the organization can participate, ranging from Top Management to the lower level. It aims to develop a better company. The format of *Kaizen* may be in the form of individual, suggestion system, small group or large group, to subordinates, commonly called company's way of life.

C. The Basic Principles of "Continuous Improvement"

In principle, 'continuous improvement' is wanting and/or small and gradual. Obviously, it is different from the concept of innovation generally popularized by the West, where they tend to make a breakthrough in large scale through technology of management concept or latest production technique. *Kaizen* is not dramatic and the process is applied based on common sense and low-cost, ensuring the progress gradually, leading to long-term results. Therefore, *kaizen* is a low-risk approach [28].

The most easily understood principle of 'continuous improvement' is to: a) reduce, b) combine, c) integrate, and d) simplify. Other principles are contained in the following:

a. Focus on the customer. The main focus is the quality of product leading to customer satisfaction.
b. Conduct continuous improvement. The total quality is a sine qua non for the sustainability.
c. Openly acknowledge the problem. Build a no blame culture.
d. Promote openness. Science is to be shared and the supporting communication links are a source of greater efficiency.
e. Create work teams. First, the influence between colleagues (and leadership) can maintain the discipline to ensure that no one is allowed to disturb the balance in the team and the harmony between the team. Second, everyone is encouraged to take advantage of education and training in order to ensure that the personal contribution adds value to the results of the team.
f. Manage projects through cross-functional teams. Utilize resources between departments and even from outside of the company.
g. Maintain the correct relationship. Design and ensure the relationship among people.
h. Develop personal discipline and maintain the integrity through education, religion, and social norms.
i. Provide information to all employees. The challenges of the company, namely mission, values, products, performance, human and company's plans turn into personal challenges
j. Give authority to each employee through training in various skills, encouragement, responsibility for decision-making, access to data sources and budgets, reciprocity, job rotation and awards.

D. The Key Techniques for the Implementation of "Continuous Improvement"

The cycle of PDCA (plan, do, check, and adjust) is a key measure in the implementation of 'continuous improvement'. According to Imai, this cycle is the most important concept of continuous improvement. Plan is related to the setting of targets for improvement. Since continuous improvement is a way of life, there must always be improvements to all areas and the formulation of the plans to achieve these targets. Check refers to the determination of whether such implementation is on track according to the plan and to monitor the progress of the planned improvements. Action is related to the standardization of the new procedures in order to avoid the recurrence of the same problem or to set new targets for the next improvement [29]. In Japan, to apply this concept, the leaders of the organization / institution / management adhere to two principles, namely: 1) Requiring good process or ways of working to get maximum results. This way, the institutions can work more skillfully instead of work harder. Therefore, the leaders need to know the source of the problems, and then ask for ideas/solutions from all the employees in order to obtain better results. 2) Sorting ideas that might be or possible to be performed and later implement and patiently wait for the results. It turns out that small improvements carried out within a company or an organization will be able to produce a great impact, allowing time and money saving. The employees are eager to work because they see that their ideas are accepted and implemented by the company.

IV. THE IMPLEMENTATION OF INTEGRATED QUALITY MANAGEMENT

A. The Implementation of Integrated Quality Management

According to Goetsh & Davis, the implementation of IQM can be carried out through the following steps as shown in the Figure 1 as follow:

	Action	
PREPARATION	Top management	Total Quality Commitment
	Consultant	A To create Total Quality Steering Committee
		B To create a team
	Total quality steering committee	C To train total quality D To formulate vision and principles as guidelines E To formulate common goals F To communicate and publish G To identify strength and weakness H To identify support and restraint
	Steering committee	I To estimate the basic nature of the employees J To meet customer satisfaction
PLAN	Steering committee	K To plan an approach of implementation >> Plan/Carry out
		L To identify the project M To compose the team N To train the team O To do team's activity and briefing P To intensify the team
IMPLEMENTATION	Project team	Q R Notes: Step F and K to T is continuously repeated. S Feedback to the steering committee Feedback from the customers Feedback from the employees T To modify infrastructure considerably
	Authority of steering committee	Procedure/Process Organizational Structure TIME Reward system Labor law

Fig. 1 Step of MTT

Another model to be applied is stepped arrangement as shown in the Figure 2 below:
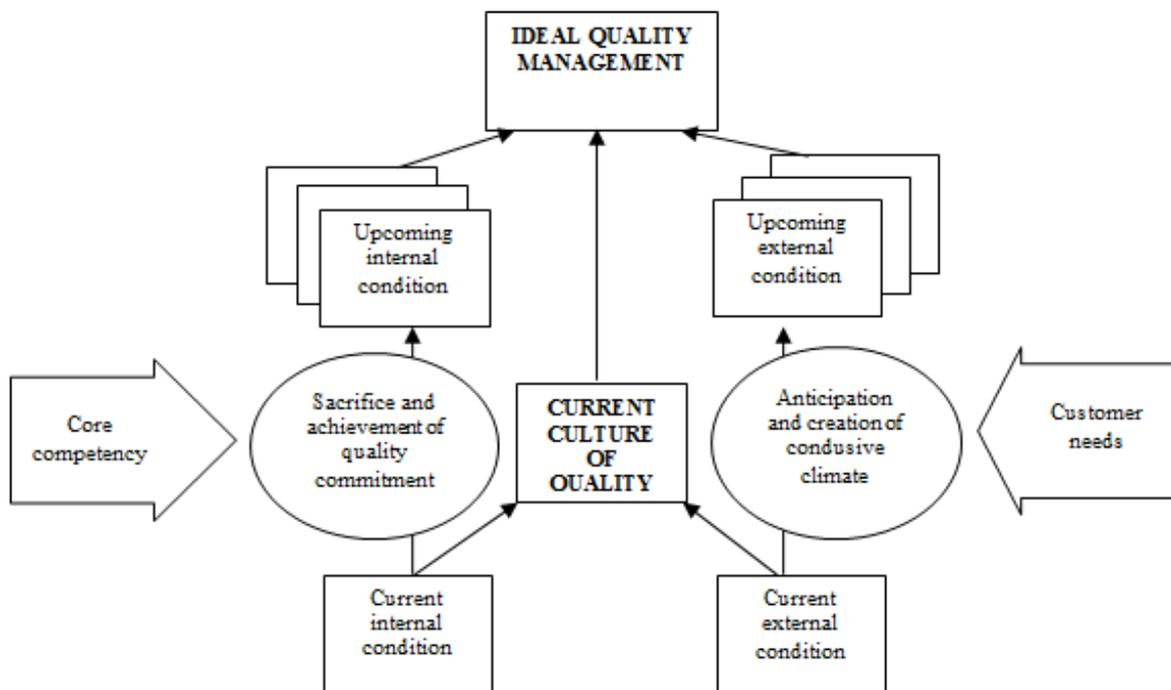
Fig. 2 Ideal Quality Management

B. Assessment of the Implementation of Integrated Quality Management

In order to improve the quality of education, we can use 10 indicators as follows: 1) 5% for access, 2) 5% for customer service, particularly students, 3) 15% for leadership, 4) 5% for physical environment and infrastructure, 20% for effective learning and teaching, 6) 15% for students, 7) 15% for administrative staff, 8) 5% for public relations, 9) 5% for organization, and 10) 10% for standard. Some lists of questions to be developed by Salis [17]:

1 = very poor performance
2 = poor performance
3 = undecided
4 = good performance
5 = excellent performance

The details of list of question, readers are advised to see appendix of this paper.

V. CONCLUSIONS

The implementation of Integrated Quality Management in education is certainly not as easy as imagined. It requires patience and expertise of all parties to understand the concept and methodology of IQM. Some challenges encountered by the implementing party, namely 1) half-hearted delegation of leadership, 2) maniac team, 3) the dissemination process, 4) limited approach, 5) excessive expectations, 4) a mindset of instant success from the management, 5) a mindset that quick learning or practice will lead to successful implementation, and others. However, the aforementioned downsides can be overcome by paying attention to the success factors, that is, when the managers of education do what should be done, namely: 1) To understand: philosophy, vision, mission, action, customer needs, and the uniqueness of the employees, 2) To create: an efficient process, conducive work culture, and solid team work , 3) To encourage: recording, improvement, and morale, 4) To develop: themselves, subordinates, and coworkers, 5) To achieve: common perception, commitment of superior, friends on the same level, and subordinates, 6) To implement: a participatory leadership style. It is recommended not to: 1) think negatively, be bossy, 2) be static, 3) be resistant to changes, 4) ignore the opinion of critics, 5) assume that successful work is one self's outcome, 6) be too subjective, 7) be unfair, 8) be dishonest.

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APPENDIX

List of questions:

Question	1	2	3	4	5
1. Access (5%)					
The availability of complete address to contact all the customers.					
The availability of receptionist.					
Quick response for incoming calls.					
Easy access for infrastructure and facility's guidelines					
The availability of clear signs around campus.					
Open access					
The availability of flooring and lift for the disabled.					
Understandable language for every sign.					
Statement	**1**	**2**	**3**	**4**	**5**
2. Customer Service (5%): Advice and Guidance					
The availability of effective information					
The availability of service guidelines.					
The availability of pre-entry service for all students					
The availability of proper continuous service for all students					
Easy access for career guidance.					
The availability of access to welfare for students in need.					
The availability of guidance for students in need.					
The availability of learning sources.					
The availability of complete library to meet curriculum's requirement.					
Open access to learning sources for all students.					
Open access to computer facility for all students.					
Social and refreshment.					
The availability of canteen facility for students in need.					
The availability of adequate sport facility.					
The availability of adequate relaxing facility.					
The availability of opportunity for the students to organize their activities.					
Statement					
3. Leadership (15%): the Principal	**1**	**2**	**3**	**4**	**5**
Having a vision(s).					
Caring to actualize his/her vision(s).					
Favoring the principles of TQM.					
Carrying out his/her duties.					
Knowing the staff.					
Knowing the students.					
Preparing the leadership.					
Ensuring that his/her school is superior in quality.					
Inspiring innovation.					
Inspiring creativity.					
Prioritizing quality improvement.					
The government					
Cooperating with the department of district/city to develop the school's missions.					
Ensuring that the school has guidelines for quality improvement.					
Having the Department of Education effectively monitors the quality with following indicators:					
(1) Learning outcomes (GPA).					
(2) Total of students/classes.					
(3) The school's admission.					
(4) Total dropout.					
(5) The period of study.					
Values:					
(1) Administrative staff					
(2) Students					
(3) Teachers					
(4) Parents/guardians of students					
Establishing the policy to obtain the same opportunity in the school.					
Getting strong commitment from the community.					
Statement					
4. Physical Environment and Infrastructure (5%): Building, Class, Workshop	**1**	**2**	**3**	**4**	**5**
The building's sanitary					
The building's physical appearance					

The readiness of the facilities for various purposes.					
The availability of media in the class.					
Pleasant learning environment					
Pleasant layout of the class for the students.					
The availability of a policy to ensure that health and safety are regularly monitored.					
The availability of strong commitment to maintain the environmental safety.					
Allocation and control of resources					
The availability of proper delegation in the management of resources.					
The effective control of resources.					
Control of resources by people using the resources.					
Quality cost					
The school has a clear idea concerning the cost incurred due to the failure in quality improvement.					
The quality cost is regularly reported.					

Statement					
5. Effective Learning and Teaching (20%): Skills in Learning Method	**1**	**2**	**3**	**4**	**5**
The availability of proper learning and teaching strategy to achieve the program's objectives.					
The availability of variation of learning model in accordance with the students' needs.					
Learning and teaching strategy is measured by the learning outcomes of the students.					
Learning is focused on the students.					
Students are responsible for their learning materials.					
The availability of prior recognition for the learning.					
The availability of healthy atmosphere in accordance with the purpose of the students.					
Acceptable curriculum					
Curriculum in accordance with the needs of the students.					
Relevant program content.					
Updated program content.					
The availability of short response time to develop new exercises from the program content.					
Monitoring and assessment					
Regular feedback from the students.					
Regular feedback from the customers.					
Proper use of students' enquiries.					
Proper use of community's enquiries.					
Having a formal system for review.					
Having a formal system for assessment.					
The availability of feedback from students for decision-making purposes.					

Statement					
6. Students (15%)	**1**	**2**	**3**	**4**	**5**
The availability of common places for student gathering.					
The availability of beautifully-decorated common places for student gathering.					
The availability of handbooks for the students.					
The availability of academic handbooks.					
The availability of list of attendance.					
The availability of appropriate transportation for the students.					
The availability of sport and recreational places for the students					
Students' satisfaction					
The availability of master data for good students.					
The availability of data for good teachers.					
The availability of data of good administrative staff.					
Survey (questionnaire) about the satisfaction of the students.					
Survey (questionnaire) about the satisfaction of the community (parents).					
The progress of each student given to respective students.					
Regular opinions from the students.					
Monitoring of the progress of the students					
Regular survey of the progress of the students.					
Regular monitor of the progress of the students.					
Regular monitor of the attendance of the students.					
Effective use of tutorial to ensure the smooth progress of the students.					

Statement					
7. The staff (15%): Attitude and motivation	**1**	**2**	**3**	**4**	**5**
Responsible					
Knowledgeable					
Student-oriented					
Responsible to his/her quality of work.					
Proud of his/her job.					
Happy with his/her job.					

Ready to respond individual needs.					
Teamwork					
Having teamwork commitment.					
Having team approach.					
Having training of teamwork skill.					
Having strong cohesiveness					
Having clear idea concerning the extent of authority.					
Having main resources to improve quality.					
Having regular guidance in accordance with the policy.					
Staff development and training					
The school is responsible to develop its staff.					
The school is proactive to know the needs of its staff.					
Staff development is started with the review of individual needs.					
Staff training is equipped with adequate facilities.					
Staff training is adequately funded.					
Staff training is the main priority of the school.					
Staff training is given to all staff members.					
Staff training trains quality improvement techniques.					
Facilities					
The availability of pleasant workspace.					
The availability of complete work equipment.					
The availability of suitable work equipment.					
The availability of opportunity for professional discussion (debate)					
Statement					
8. Public Relation (5%): Marketing	**1**	**2**	**3**	**4**	**5**
Coherent marketing strategy is available.					
Market research is carried out in regular basis.					
The school seeks positive opinion from the customers.					
Student questionnaire is used regularly.					
Staff questionnaire is used regularly.					
Community					
Relevant good relationship is maintained.					
Public opinion is regularly obtained.					
Strong relationship with business and industry world through partnership is available.					
Strong relationship with NGOs through partnership is available.					
Statement					
9. Organization (5%): Strategic Planning	**1**	**2**	**3**	**4**	**5**
The school has long-term objectives.					
The school has short-term objectives.					
All the staff is aware of the objectives of the school.					
The school has written strategic planning.					
The planning includes how the staff can contribute to the school's authority.					
Organizational culture					
The school has simple organizational structure.					
The principal has a commitment to improve quality.					
The autonomy is delegated downward.					
Positive attitude is a part of change of culture.					
Leading general statement (slogan) is available.					
Strong commitment between reviewer and review is available.					
The organization is supported by team work.					
To maximize the policy of freedom of taking risk.					
Tolerance for those who make mistakes is available.					
Communication					
Good communication is a main priority.					
Bottom-up communication.					
Communication is a life source of the school.					
Knowledge of management					
A policy to use the source of knowledge effectively is available.					
Active approach is used to manage knowledge.					
A team learns from other successful teams.					
The Quality of equipment and technique					
The equipment is used to improve quality.					
The technique is used to improve quality.					
Project team is created to handle the issues of quality.					

Statement	1	2	3	4	5
10. Standards 10%: Hard Standards					
The school has the best exam results as the achievement of the students.					
The school has intelligent students.					
The students are fast learners.					
Facilities and infrastructure are used effectively and assessed for additional values.					
Feedback from good students based on systematic data collection as required is available.					
Feedback from the community based on systematic data collection as required is available.					
Effective budget control is available.					
Soft Standards					
The availability of supportive climate.					
The welfare of student is priority.					
Customer service is priority.					
The availability of attractive environment to visit.					
The availability of learning commitment to develop all abilities.					
Benchmarking					
Proper benchmarking data is required.					
Accuracy is used to create benchmarking.					
Additional value					
The school knows the additional values for the students.					
Additional values are assessed to be used as target of the students.					
The data of additional value is used as a part of benchmarking practices.					
Strategy to improve additional values is available.					
Self-assessment and setting target					
Thorough program for assessment is available.					
Proper targets are set based on the experience of best practices on benchmarking data.					
The school does not carry out self-assessment of its main priorities.					
Data as feedback to improve initiatives.					