

Model for Increasing the Brilliance and Quality of Education Based on Total Quality Management: Empirical Study at the Semarang Police Academy

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Abstract

This research aims to develop a model for improving educational quality excellence based on Total Quality Management (TQM): Empirical study at the Semarang Police Academy. This research was carried out with a research and development (R & D) design from Borg and Gall. This research focuses on developing a management model to increase the brilliance and quality of education at the Semarang Police Academy. To obtain precise, accurate and objective data, the research data collected must be tested through a data validity test. The results of the research show that in an effort to improve the brilliance and quality of education, the Semarang Police Academy already has a model which is currently being used as a reference. However, the existing model of educational excellence and quality still has several weaknesses. This weakness is that the quality management process is not yet oriented towards current development conditions and is not yet based on comprehensive quality improvement management. The current model is still conventional and does not focus on quality and brilliant education. Overall, the education model at the Semarang Police Academy has led to increasing the brilliance and quality of education, but is still not optimal. In terms of the concept of brilliance and quality of education implemented by the Police Academy, the aspects of brilliance and quality of education have not been integrated so that they have not been able to improve the quality of education as a whole. The model developed in Improving the Brilliance and Quality of Education at the Semarang Police Academy was developed using a TQM approach. The success of TQM in education is positioning the product as the central point for achieving organizational goals and achievements. Quality in products will not be produced without quality control in the process. Quality in the process will not be guaranteed without proper and effective organization. A proper and effective organization is meaningless without adequate leaders. Commitment from all components of the organization, from bottom to top, is a supporting pillar for all other components. Each pillar depends on the other four pillars and if one is weak by itself the other pillars will also be weak. TQM in education is related to the creation of a culture of quality by placing customers as the main focus through the involvement of all employees and educational staff as well as continuous improvement, in order to achieve a quality educational organization, which is able to compete and survive in the current era of development.

Keywords: *Total Quality Management (TQM), Semarang Police Academy, Research and Development (R & D), Excellence, Quality of Education.*

Introduction

Efforts to achieve excellence and quality of education at the Semarang Police Academy are not an easy task because they are influenced by various factors that are interrelated with each other. Among these factors, the most important is the means infrastructure, budget, education delivery system, and human resources (HR). If analyzed, human resources can be said to be the main determinant (determinant) because the utilization of infrastructure, budget and education delivery system is very dependent on the quality and performance of the Semarang Police Academy's human resources.

Ideally, educational excellence includes various aspects such as a relevant and comprehensive curriculum, effective teaching methods, adequate educational facilities, as well as active support and participation from all stakeholders including teachers, students, parents and the government. However, in reality, many educational institutions face various obstacles that cause this gap. First, limited resources are often the main barrier. Many schools and universities, especially in remote or less developed areas, do not have adequate

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facilities, such as laboratories, libraries, and access to modern technology, which are essential to support effective and innovative learning processes.

Another problem is inequality in the distribution of educational resources. Schools in large urban areas often have better access to facilities and resources than schools in rural or remote areas. This creates disparities in learning opportunities and student development, which ultimately affects educational outcomes. Inconsistent support from the government and policies also contribute to this gap. Although there are many initiatives and programs launched to improve the quality of education, their implementation is often uneven and unsustainable, so that the benefits are not widely felt.

Experts' thoughts about the excellence and quality of education have provided a strong foundation for understanding and developing a better education system. One of the leading thinkers in this field is John Dewey (2022), who emphasizes the importance of education as a lifelong learning process and deep experience. Dewey argued that education should focus on developing critical thinking and problem-solving skills, and should be relevant to students' real lives. This concept emphasizes the importance of active and participatory learning, where students are not only passive recipients of information, but also active participants in the teaching and learning process.

Apart from that, the thoughts of Benjamin Bloom (2014) through Bloom's taxonomy also make a major contribution to the understanding of the quality of education. Bloom classified educational goals into three main domains: cognitive, affective, and psychomotor. The cognitive domain focuses on intellectual skills and knowledge, the affective domain on attitudes and values, and the psychomotor domain on physical skills. This taxonomy helps educators in designing a balanced and comprehensive curriculum, ensuring that education not only develops students' academic abilities, but also their emotional aspects and practical skills.

The state of excellence and quality of education at the Semarang Police Academy (Akp0l) still faces various obstacles that need to be overcome to achieve ideal standards. Even though the Police Academy has made efforts to improve the quality of education through various programs and initiatives, challenges such as limited resources, a curriculum that needs to be more adaptive to current developments, and the quality of teachers that still needs improvement, are still significant obstacles. Apart from that, infrastructure and technology support that is not evenly distributed, as well as the involvement and active participation of all stakeholders that are not yet optimal, also affects the effectiveness of the education process at the Police Academy. Continuous and comprehensive efforts are needed to overcome these obstacles in order to achieve the desired excellence and quality of education. Starting from the explanation above, the excellence and quality of education at the Semarang Police Academy still shows gaps. Therefore, this study is very important because it can provide very valuable information and perspectives for improving education at the Semarang Police Academy. In fact, it is hoped that this study can provide constructive and applicable thoughts so that the implementation of education at the Semarang Police Academy will be more effective and efficient as well as more successful and efficient.

Various efforts to improve the quality of higher education have been, are being, and will continue to be implemented in stages and on an ongoing basis. The development strategy includes implementing a new paradigm in the form of continuous quality improvement in the future, known as Total Quality Management (TQM) (Saifullah, 2017). The basic principles contained therein have been adopted by universities. Implementation of the TQM program can use a name agreed upon by interested parties. Some organizations use the philosophy in their own name. Whatever name can be used, for example, Total Quality Control, Total Quality Service, Continuous Improvement, Strategic Quality Initiatives, Service Quality (Sallis, 1993) or Quality Management System (Gandem, 1999). Through this naming, it is hoped that it will influence the quality culture within the organization concerned.

Previous research examining the excellence and quality of education has been widely carried out but still produces varying findings. Research conducted by Ghazali et al., (2023) explains that the concept of increasing the excellence of academic education explains that parents (mother and father) have a good relationship with respondents and always motivate them but are less helpful in learning matters. Peers were also found to have more or less the same academic excellence and exerted a strong socializing influence on

respondents. Another research conducted by Baro'ah (2020) explains that the implementation of the independent learning policy aims to improve the quality of education through the learning process, commitment from teachers, as well as creativity and support from school principals. Other research conducted by Shobri (2017) explains that supporting factors in improving the quality of education are education teachers who have bachelor's and several master's qualifications according to the subjects taught, madrasas have clear educational programs and division of tasks, infrastructure, climate and environment. conducive and great support from the Islamic Boarding School Foundation. Further research conducted by Mukhsin (2019) explains that the best solution for developing the quality of education in the era of regional autonomy and educational autonomy is through the application of management principles, namely: good governance, internal and external efficiency of education.

The results of previous research examining models for improving quality excellence and education still produce varied findings, thus providing a gap for conducting further research. Therefore, this research aims to develop a model for improving the quality of education based on TQM: Empirical study at the Semarang Police Academy.

Literature Review

Educational Excellence

Educational excellence refers to the achievement of high educational performance and skills within the context of the education system. It involves the holistic development of an individual in various aspects, including academic, social, emotional, and physical. There are several elements that are important to understanding educational excellence:

1. **Academic Achievement:** Educational excellence is often measured through academic achievement, such as a student's decision making, level of understanding, and skills in a particular subject. Students who excel in this aspect usually have the ability to master concepts and apply knowledge well.
2. **Skills Development:** Excellence in education also involves developing various skills such as communication skills, critical thinking skills, understanding skills, working skills in the environment, and so on. These skills are important in helping individuals succeed in life after completing education.
3. **Development of Attitudes and Values:** Apart from academic aspects and skills, educational excellence is also related to the development of attitudes, values and ethics. This includes values such as integrity, cooperation, responsibility, honesty and social sensitivity. Students who excel in this aspect usually become responsible and ethical individuals in society.
4. **Social and Cultural Engagement:** Educational excellence also includes involvement in social and cultural activities, These activities help develop social skills, leadership, and provide opportunities for outdoor learning.
5. **Development of physical health and emotional well-being:** Physical and emotional well-being is more important than educational excellence. Students who are healthy and emotional tend to be better at learning and achieving.
6. **Family Support and Educational Institutions:** The importance of support from family, teachers, and educational institutions cannot be ignored. This support can help students achieve excellence by providing resources, guidance, and an environment that supports their learning and development.

Quality of Education

In the world of education, quality can be used to differentiate between those who succeed and those who fail. In reality, the definition of quality itself has various connotations, depending on the person who uses it. Quality comes from the Latin word *qualis*, which according to Deming means conformity to market needs. Meanwhile, according to Juran, quality is compatibility with the product. According to Crosby, quality is conformity to requirements. Quality according to West-Burham is the relative measure of a product or service in accordance with design quality standards. Design quality includes product specifications and conformity quality, namely how far a product meets the specified quality requirements or specifications.

In the area of education, quality is a comprehensive description and characteristics of services and services. These services are both internal and external customers. Internal customers include employees, staff, educators and educational staff as well as students. Meanwhile, external customers are the surrounding community and all educational units or work units that will receive graduates from the educational institution. If an institution wants to progress, the basic step that should be taken is to improve its quality. Improving quality in the education sector includes the quality of input, process, output and outcome. All of these aspects really need attention from all elements of an educational institution. Improving the quality of educational institutions will have implications for competitiveness, and will make educational institutions become favorites among school customers (parents of students and the community). This kind of position will make people flock to entrust their sons and daughters' education because the school/university is able to provide satisfaction to customers and is able to maintain quality that meets, or even exceeds, the standards set by customers. Moreover, if the institution has international quality standards, there is no need to doubt its quality.

Total Quality Management (TQM)

Developing and improving the quality of human resources should be a priority. One effort that can be made to improve the quality of human resources is to apply the principles of Total Quality Management (TQM). The application of TQM to improve the quality of human resources has been proven to make a major contribution to achieving goals (Supardi, 2006). Total Quality Management is an approach and offers a simple concept about how institutions can compete and excel in competition and produce the best quality among existing institutions (Syam, 2017). To be able to produce the best quality, continuous and continuous improvement of human resources is needed (Suhermanto, 2018). Apart from that, the Total Quality Management concept also has characteristics, namely that it is oriented towards satisfying customer needs and long-term achievements (Hijrawan, 2019). The human resource development process based on Total Quality Management has conditions that must be met, namely the full commitment of all elements to carry out measurements as an evaluation. Evaluation and improvement are carried out continuously to improve quality, starting from planning, recruitment, selection, development, performance assessment to termination of the employment contract (Rachmawati, 2008).

Methods

This research was carried out using the research and development (R & D) design from Borg and Gall (1983). This research design has clear characteristics, both regarding implementation procedures and the results that must be realized. Therefore, research products can be justified theoretically, methodologically and empirically.

This research focuses on developing a management model to increase the brilliance and quality of education at the Semarang Police Academy. Data collection required in this research was carried out using several techniques according to the research stages

1. Preliminary Study Stage

At this stage, data collection was carried out through participant observation, in-depth interviews and study of documents.

2. Development Stage

Basically, model development is carried out based on theory and empirical data obtained at the preliminary study stage. Therefore, data collection was carried out by carrying out a literature review to understand the theory that could be used as a basis for developing a conceptual model.

3. Evaluation Stage

This stage aims to determine the feasibility of the model developed in the previous stage (hypothetical model). For this reason, data collection was carried out using a questionnaire as a tool.

To obtain precise, accurate and objective data, the research data collected must be tested through a data validity test. There are several data validity testing techniques that can be selected and implemented, including extending research time, preparing data based, informant review, and triangulation (Sugiyono, 2020). An extension of the research time allowed the data

Qualitative data at the preliminary study stage and development stage were analyzed using interactive analysis models which consist of 3 (three) main components, namely data display, data condensation, and data verification (Miles and Huberman, 1994). Interactivity between the three components enables data. Meanwhile, data at the evaluation stage was analyzed using quantitative descriptive analysis techniques with the percentage formula as below.

Skor Hasil

$$\text{Skor Rata-rata} = \frac{\text{Skor Maksimal}}{\text{Skor Maksimal}} \times 100\%$$

This analysis aims to determine the average score which can be used as a basis for determining the feasibility of a model. The method is to consult the average score obtained with the Criteria Table as presented below.

Table 3.1. Criteria for Determining Model Feasibility

NO	SCORE WEIGHT (%)	CRITERIA
1.	>80 – 100	Very Worth It
2.	>60 - 80	Worthy
3.	>40 – 60	Decent Enough
4.	>20 - 40	Not feasible
5.	0 - 20	Totally Not Worth It

Results and Discussion

Model for Increasing the Brilliance and Quality of Education that Has Been Implemented at the Semarang Police Academy (Factual Model)

The Police Academy (Akpól) is an educational institution that is founded on two regulations, namely official education and vocational national education. The Police Academy or often abbreviated as Akpól is an educational institution to produce National Police Officers. Akpól is the implementing element for education for the formation of National Police Officers which is under the National Police Education and Training Institute (Polri Education and Training Institute). Based on National Police Chief Regulation Number 21 of 2010, the Police Academy aims to provide education for the formation of National Police Officers at Academy level and the length of education is 4 years (8 Semesters) with the output being the rank of Second Police Inspector (Ipda). Educational approach through learning, training and nurturing

methods. Akpol is a member of INTERPA (International Association of Police Academies) from 36 other member countries.

One of the police academies that is the focus of National Police Education is the Semarang Police Academy. The Semarang Police Academy has a vision, namely to become a higher education institution for the National Police that produces professional, intelligent, moral and modern police officers with global insight and international standards. Meanwhile, the Police Academy's mission includes:

1. Organizing education for the formation of National Police officers through gradual and continuous teaching, training and nurturing activities at every level of education;
2. carrying out research activities in an effort to develop science and technology related to the police sector;
3. organize community service activities related to the police sector;
4. carry out institutional governance that is oriented towards excellent service and develop into a center of excellence;
5. developing cooperation and working networks with various institutions at home and abroad.

The Semarang Police Academy has received "A" accreditation from BAN-PT based on 466/SK/BAN-PT/Ak-PPJ/PT/V/2021. This shows that the Semarang Police Academy is a good higher education institution in the field of policing and has an educational system and educational support facilities that are very appropriate and good for students, and has superior competitiveness in the police field. The quality of education at the Semarang Police Academy is currently good and brilliant, but it still has several shortcomings, especially in terms of teaching human resources who often move from place to place for work, thus affecting the quality of education at the Semarang Police Academy. Models of increasing the brilliance and quality of education have been implemented but are still conventional. The current models are as follows:

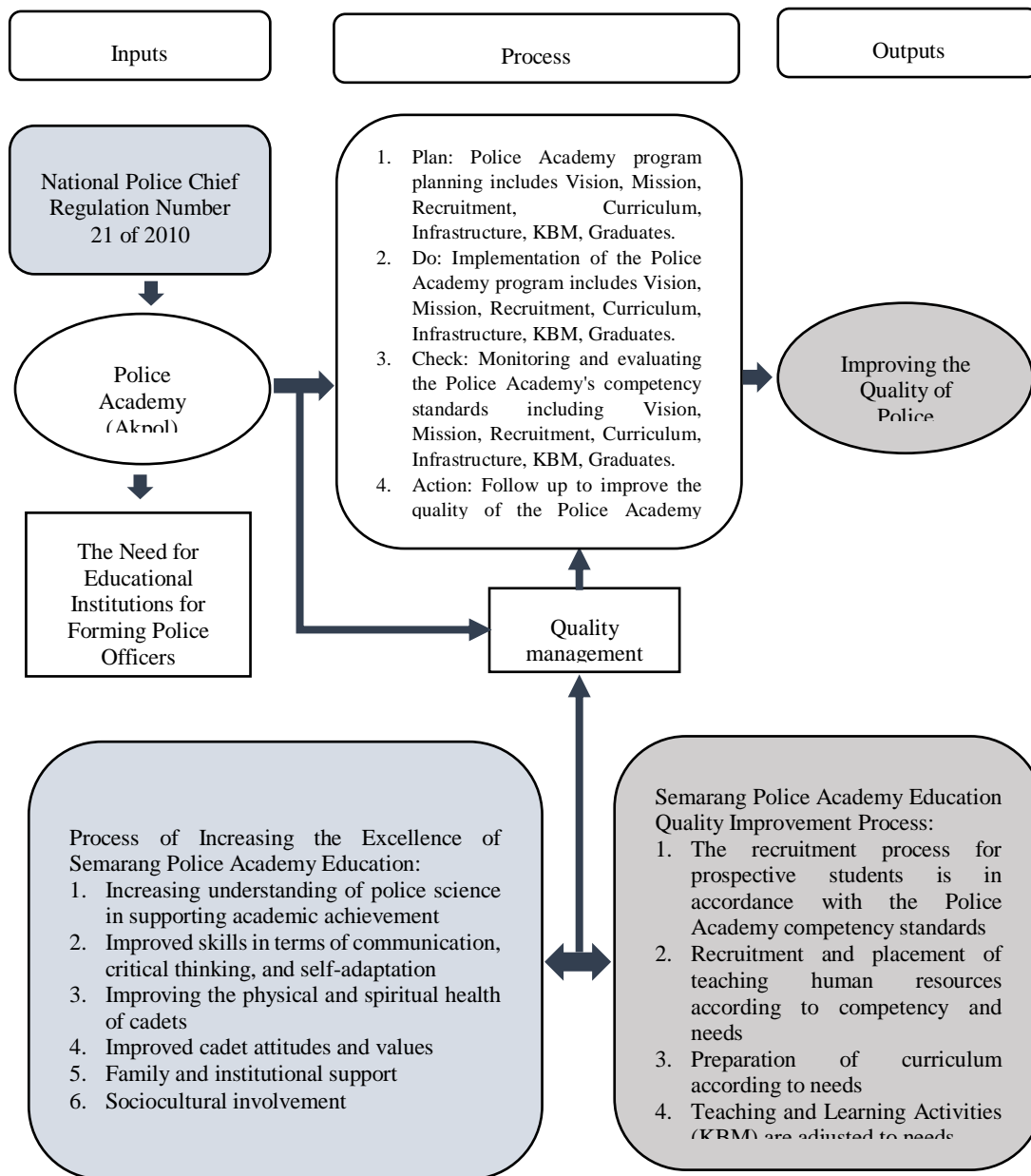


Figure 4.1. Factual Model of Increasing the Brilliance and Quality of Education that Has Been Implemented at the Semarang Police Academy

Figure 4.1. shows that the management of the Police Academy refers to the regulations of the Police Academy (Akpol) as well as the demands of the community who want an educational institution to produce competent Police Officers. Thus, the Police Academy must be a team worker in all quality management activities. If quality management is carried out well in every activity at the Police Academy starting from planning (Plan) of the Police Academy program, Implementation (Do) of the Police Academy program, Monitoring and evaluation (Chek) of the Police Academy program, as well as Follow-up (Action) to improve the quality of the Police Academy program, then the quality of the Police Academy Very satisfying/high quality results will be obtained. With the very high quality of the Police Academy, it will have an impact on the quality of graduates produced by the Police Academy, and thus public trust in the Police Academy will also increase.

In an effort to improve the brilliance and quality of education, the Semarang Police Academy already has a model which has now been used as a reference. However, as can be seen in Figure 4.1, the existing model of educational excellence and quality still has several weaknesses. This weakness is that the quality management process is not yet oriented towards current development conditions and is not yet based on comprehensive quality improvement management. The current model is still conventional and does not focus on quality and brilliant education.

Overall, the education model at the Semarang Police Academy has led to increasing the brilliance and quality of education, but is still not optimal. In terms of the concept of brilliance and quality of education implemented by the Police Academy, the aspects of brilliance and quality of education have not been integrated so that they have not been able to improve the quality of education as a whole. The current conditions at the Police Academy are that teaching staff still change frequently due to demands for moving places, so teaching consistency is still not optimal. Apart from that, some existing cadets are still unable to achieve learning targets in accordance with existing standards, so this is an illustration that the student recruitment process is still not optimal. The current curriculum at the Police Academy is not yet fully oriented towards digitalization and internationalization so it still needs adjustments. The flow of improving the quality of education can be integrated by implementing the Total Quality Management (TQM) approach. TQM was actually developed from thinking systems thinking, which also started in the industrial world and was then elaborated and applied to become TQM in the world of education. Quality improvement management developed in the world of education is a model that is applied based on the principle of the Thinking system which emphasizes that everything must be seen from the perspective of needs combined with Quality Assurance. The concept of TQM or Quality Improvement Management (MPM) is based on a number of ideas which means that thinking about quality must be seen from the various functions of the company starting from the initial process to the end of the process which integrates various functions that are interconnected in all actions. Likewise in the world of education.

Model for Increasing the Brilliance and Quality of Education According to Needs (Hypothetical Model)

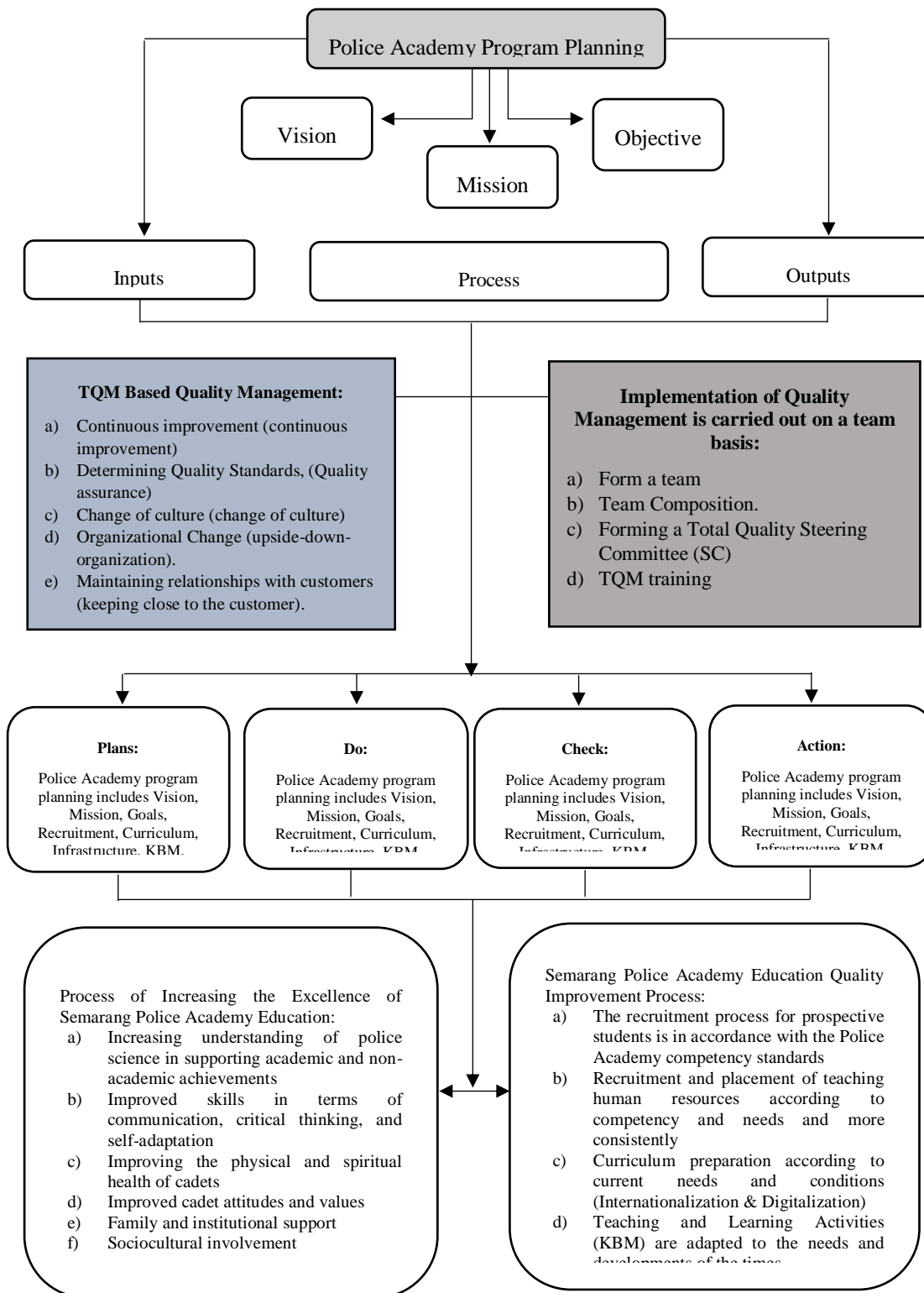


Figure 4.2.Hypothetical Model for Increasing the Brilliance and Quality of Education at the Semarang Police Academy

Based on figure 4.2. It can be explained that the hypothetical model for increasing the brilliance and quality of education currently implemented at the Semarang Police Academy was developed using a TQM approach. The success of TQM in education is positioning the product as the central point for achieving organizational goals and achievements. Quality in products will not be produced without quality control in the process. Quality in the process will not be guaranteed without proper and effective organization. A proper and effective organization is meaningless without adequate leaders. Commitment from all components of the organization, from bottom to top, is a supporting pillar for all other components. Each pillar depends on the other four pillars and if one is weak by itself the other pillars will also be weak. TQM in education is related to the creation of a culture of quality by placing customers as the main focus through the involvement of all employees and educational staff as well as continuous improvement, in order to achieve a quality educational organization, which is able to compete and survive in the era of current developments.

In this hypothetical model, the management characteristics of Police Academy quality improvement are developed in a more inclusive manner containing elements of effective education which are categorized into more comprehensive inputs, processes and outputs, namely;

1. Input (input), In general, Akpol's input includes: vision, mission, goals, objectives, management, human resources, and others.
2. Process, including the teaching and learning process, leadership, the Police Academy environment, management of educational staff, the institution has a culture of quality, the institution has a cohesive team work, the institution has authority, high participation from Police Academy members and the community, the institution has management transparency, the institution has the will to change, carry out continuous evaluations, responsive institutions, have good communication, have accountability, and the ability to maintain sustainability.
3. Output is the achievements achieved by the Police Academy as a result of the teaching and learning process and institutional management, both in the form of academic and non-academic achievements.

There are several considerations that form the basis for implementing TQM for the Police Academy. Educators must be responsible for their duties proactively. They must develop a problem-solving process that makes sense and can identify and get to the root cause. The Police Academy must be able to become a pilot organization and be able to measure what is functioning well and what is not, so that a good system can be obtained within the Police Academy institution. There are four main reasons for adopting TQM in educational institutions, including:

First, educators must be responsible for their duties and functions, because educators are the main factor in improving the quality of the Police Academy. Educators must control the process of solving problems that impact the learning environment at the Police Academy.

Second, education requires a problem-solving process that is sensitive and focuses on identifying and resolving the main causes that give rise to the problem. All the roots of educational problems are systemic, that is, they originate from the root of the problem at the Police Academy and have implications for teaching and learning activities at the Police Academy itself.

Third, the Police Academy organization must become a learning organizational model for all organizations.

Fourth, through the integration of TQM in educational institutions, society can discover why the current education system is not working well. Based on these reasons, it is clear that the application of TQM in the world of education requires good and professional management, good organizational management and the provision of adequate personnel to carry out good processes so as to produce high quality and high quality output.

The implementation of TQM at the Police Academy leads to customer satisfaction, both internal customers and external customers. Internal customers such as Police Academy Leaders, Educators, staff and institutional administrators. Meanwhile, external violators include society, government and the industrial world. So an institution or educational institution is said to be of quality if it is able to provide satisfaction to internal and external customers for the services provided. There are several main things that need to be considered in implementing TQM at the Police Academy, namely:

1. Continuous improvement (continuous improvement). This concept implies that the management always carries out various improvements and continuous improvements to ensure that all components of education implementation have reached the specified quality standards. This concept also means that educational institutions continually update processes based on needs and demands.
2. Determining Quality Standards (Quality assurance). This understanding is used to determine quality standards for all components that work in the production or transformation process of educational institution graduates. This standard includes possession of basic learning abilities according to education level, curriculum and evaluation.
3. Change of culture (change of culture). Leaders of educational institutions must be able to raise awareness among their members of the importance of maintaining and improving the quality of learning.
4. Organizational Change (upside-down-organization). Its application within the Police Academy environment can be carried out in the form of changes to the organizational structure of the Police Academy. Initially in conventional structures from top to bottom, then in new structures it can change from bottom to top.
5. Maintaining relationships with customers (keeping close to the customer). Good relations between educational institutions and the community, parents of cadets and other parties, the institution or educational institution must be able to establish good relations with its customers.

Based on this description, it means that the Police Academy has a big responsibility in terms of continuous quality improvement. This responsibility must be carried out not only by the Police Academy leadership as managers but by all components to support the implementation of integrated quality management within the Police Academy. This means that the involvement of a leader as a manager in the organization he leads, in this case the leadership of the Police Academy in the Police Academy environment, plays a very important role in efforts to increase the brilliance and quality of education.

The model for increasing educational excellence at the Semarang Police Academy (Akp0l) is designed to produce cadets who excel in various aspects. First, increasing understanding of police science is the main focus in supporting academic and non-academic achievements. Through a comprehensive curriculum and various training programs, cadets are provided with in-depth knowledge of police theory and practice, including law enforcement strategies, security management, and investigative techniques. Second, improving skills in communication, critical thinking and self-adaptation is also a priority. The educational program at the Police Academy not only emphasizes academic aspects, but also the development of interpersonal skills and adaptability, which are important for dealing with various situations in the field.

Third, improving the physical and spiritual health of cadets is carried out through intensive physical fitness programs and regular spiritual activities. Physical activities such as regular exercise and fitness training aim to maintain peak physical condition, while spiritual programs such as mental and moral development help maintain cadets' emotional and spiritual balance. Fourth, improving the attitudes and values of cadets is an integral part of the educational process at the Police Academy. Through discipline training, character development, and instilling the values of integrity, responsibility, and social care, cadets are formed into ethical and highly committed individuals.

Apart from that, support from family and institutions also plays an important role in this process. Family involvement in providing motivation and moral support is very important for cadet success. Meanwhile, the institution provides facilities, resources, and a learning environment that is conducive to cadet development. Finally, socio-cultural involvement is an aspect that is no less important. Cadets are invited to participate in various social and cultural activities, which not only increase their understanding of the diversity of society, but also develop empathy and the ability to interact with various levels of society.

Improving the quality of education at the Semarang Police Academy (Akpól) is a continuous effort that covers various important aspects to ensure graduates are competent and ready to face challenges in the field. First, the recruitment process for prospective students is carried out strictly in accordance with the Police Academy's competency standards, ensuring that only individuals who meet certain criteria can be accepted. This recruitment involves various selection stages that include academic, physical, psychological tests and interviews, which are designed to assess the potential and readiness of prospective cadets.

Second, recruitment and placement of teaching human resources (HR) is carried out selectively and consistently according to competence and needs. Recruited teachers must not only have in-depth knowledge and experience in the police field, but also good teaching skills. Their placement is tailored to their respective areas of expertise, so that the learning process can run effectively and efficiently.

Third, curriculum preparation is adapted to current needs and conditions, referring to the principles of internationalization and digitalization. The curriculum is designed to cover various aspects relevant to police work in the modern era, including the use of information technology, understanding global issues, and developing critical and analytical thinking skills.

Fourth, teaching and learning activities (KBM) are adapted to the needs and developments of the times. An interactive and technology-based learning approach is applied to increase cadets' active participation in the learning process. Methods such as simulations, case studies, and project-based learning are used to provide in-depth and relevant practical experience.

Fifth, evaluation of learning programs is carried out comprehensively and continuously. This evaluation includes an assessment of the effectiveness of the curriculum, the quality of teaching, and the achievements of cadets in various aspects. Feedback from cadets and teachers is used to continuously improve and perfect the learning program, so that it can continue to be relevant and in line with field needs.

The implementation of Total Quality Management (TQM) in the model of improving the brilliance and quality of education at the Semarang Police Academy (Akpól) can provide various significant and broad benefits, including academic, administrative, and character development aspects of cadets. TQM is a management approach that focuses on continuous improvement and the involvement of all parties in the organization to achieve the highest quality in all operational aspects. In the context of Akpól, the implementation of TQM means that every process and activity in police education is evaluated systematically and continuously to ensure effectiveness and efficiency (Ramirez et al., 2019).

First, TQM encourages improving the quality of recruitment of prospective cadets. A strict and competency-based selection process ensures that only the best individuals are accepted, who have high potential to develop into competent and integrity police officers. Thus, from the start, Akpól ensures that the human resources entering the education system are the best, which will facilitate their further development process (Karageorgos et al., 2021).

Second, TQM focuses on continuous training and development for teachers and staff. Teachers at Akpól must not only have in-depth knowledge in the field of policing, but must also continuously improve their pedagogical skills. Regular training and professional development programs ensure that teachers are always up-to-date with the latest teaching methods and educational technologies, which in turn improves the quality of learning (Khan, 2021). The use of data and analysis in TQM helps identify specific training needs, ensuring that the training provided is targeted and effective.

Third, TQM encourages the development of a curriculum that is relevant and adaptive to current developments. The curriculum at Akpol is developed and updated regularly based on analysis of field needs, technological developments, and international trends in police education. This approach ensures that cadets receive education that is relevant to current conditions and challenges in the world of policing (Thompson, 2019). An adaptive curriculum also allows cadets to develop critical thinking, communication, and self-adjustment skills needed to operate in a dynamic and complex environment.

Fourth, in the context of teaching and learning activities (KBM), TQM ensures that the teaching methods used at Akpol are adapted to the needs and developments of the times. The use of information and communication technology in the learning process, such as e-learning, simulations, and visual aids, increases cadet interaction and participation, and facilitates better understanding of the material. TQM also emphasizes the importance of continuous evaluation of teaching methods, so that instructors can adjust their approach based on feedback and evaluation results (Kay, 2016). Fifth, comprehensive evaluation of learning programs is one of the pillars of TQM that ensures that every aspect of the educational process at Akpol runs according to plan and delivers the expected results. This evaluation includes an assessment of cadets' academic performance, the effectiveness of teaching methods, cadet satisfaction, and the achievement of educational goals (Tutty, 2020). The data collected from this evaluation process is used to make necessary improvements and adjustments, ensuring that the educational program is always relevant and effective. In addition to the benefits above, the implementation of TQM also strengthens an organizational culture that is oriented towards quality and continuous improvement (Nasim et al., 2020). At Akpol, this culture is translated into high discipline, integrity, and professionalism.

Conclusion

Based on the results and discussion of the research, it can be concluded that The Semarang Police Academy already has a model which is currently being used as a reference. However, the existing model of educational excellence and quality still has several weaknesses. This weakness is that the quality management process is not yet oriented towards current development conditions and is not yet based on comprehensive quality improvement management. The current model is still conventional and does not focus on quality and brilliant education. Overall, the existing education model at the Semarang Police Academy has led to increasing the brilliance and quality of education, but is still not optimal. In terms of the concept of brilliance and quality of education applied by the Police Academy, the aspects of brilliance and quality of education have not been integrated so that they have not been able to improve the quality of education as a whole. The model developed in Improving the Brilliance and Quality of Education at the Semarang Police Academy was developed using a TQM approach. The success of TQM in education is positioning the product as the central point for achieving organizational goals and achievements. Quality in products will not be produced without quality control in the process. Quality in the process will not be guaranteed without proper and effective organization. A proper and effective organization is meaningless without adequate leaders. Commitment from all components of the organization, from bottom to top, is a supporting pillar for all other components. Each pillar depends on the other four pillars and if one is weak by itself the other pillars will also be weak. TQM in education is related to the creation of a culture of quality by placing customers as the main focus through the involvement of all employees and educational staff as well as continuous improvement, in order to achieve a quality educational organization, which is able to compete and survive in the current era of development.

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