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MANAJEMEN MUTU TERPADU

Dr. LANTIP DIAT PRASOJO

LOGO

THINK OUT OF THE BOX

THINK OUT OF THE BOX

KOMPETENSI DASAR

- Dapat menjelaskan sejarah gerakan mutu dan membedakan mutu dan mutu pendidikan
- Dapat menjelaskan Sejarah dan Konsep MMT
- Dapat memahami dan menjelaskan fungsi, tujuan serta komponen MMT dalam peningkatan mutu pendidikan

KOMPETENSI DASAR

- Dapat menjelaskan fungsi kepemimpinan dalam peningkatan mutu pendidikan
- Mampu mendisain kelompok kerja untuk peningkatan mutu pendidikan
- Menjelaskan pertimbangan mutu pendidikan dan teknik-teknik peningkatan mutu pendidikan

KOMPETENSI DASAR

- Menjelaskan perencanaan srategik untuk peningkatan mutu pendidikan dan model-model peningkatan mutu pendidikan
- mampu mendeskripsikan *Benchmarking* Mutu Pendidikan
- Mampu memformulasikan model MMT untuk lembaga asal

Sejarah MMT

- **1. F.W. Taylor (1856-1915)**
- **Seorang insiyur mengembangkan satu seri konsep yang merupakan dasar dari pembagian kerja (*devision of work*).**
- **Analisis dengan pendekatan gerak dan waktu (*time and motion study*) untuk pekerjaan manual, memperoleh gelar "Bapak Manajemen Ilmiah" (*The Father of Scientific Management*)**

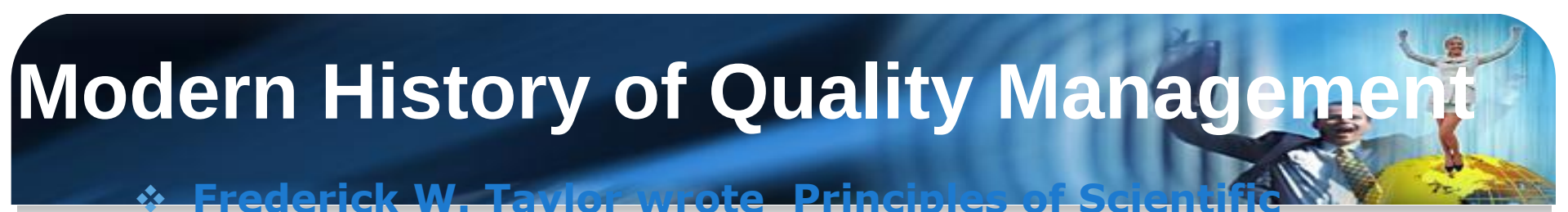
Sejahrah MMT

- Shewhart (1891-1967)
- Adalah seorang ahli statistik yang bekerja pada “Bell Labs” selama periode 1920-1930. Dalam bukunya “The Economic Control of Quality Manufactured Products”, merupakan suatu kontribusi yang menonjol dalam usaha untuk memperbaiki mutu barang hasil pengolahan.

Lanjutan…

- Edward Deming
- Lahir tahun 1900 dan mendapat Ph. D pada 1972 sangat menyadari bahwa ia telah memberikan pelajaran tentang pengendalian mutu secara statistik kepada para insinyur bukan kepada para manajer yang mempunyai wewenang untuk memutuskan.

Modern History of Quality Management



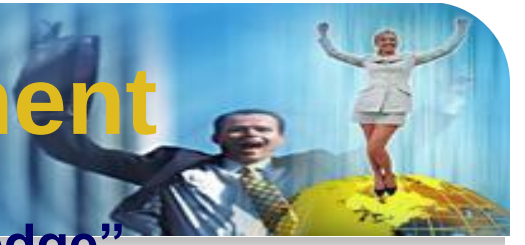
- **Frederick W. Taylor wrote Principles of Scientific Management in 1911.**
- **Walter A. Shewhart used statistics in quality control and inspection, and showed that productivity improves when variation is reduced (1924); wrote Economic Control of Manufactured Product in 1931.**
- **W. Edwards Deming and Joseph M. Juran, students of Shewhart, went to Japan in 1950; began transformation from "shoddy" to "world class" goods.**
- **In 1960, Dr. K. Ishikawa formalized "quality circles" - the use of small groups to eliminate variation and improve processes.**
- **In the late '70's and early '80's:**
  - Deming returned from Japan to write Out of the Crisis, and began his famous 4-day seminars in the United States
  - Phil Crosby wrote Quality is Free
  - NBC ran "If Japan can do it, why can't we?"
  - Motorola began 6 Sigma

History of Quality Management

Deming's 14 Points

1. Create constancy of purpose for improvement
2. Adopt a new philosophy
3. Cease dependence on mass inspection
4. Do not award business on price alone
5. Work continually on the system of production and service
6. Institute modern methods of training
7. Institute modern methods of supervision of workers
8. Drive out fear
9. Break down barriers between departments
10. Eliminate slogans, exhortations, and targets for the work force
11. Eliminate numerical quotas
12. Remove barriers preventing pride of workmanship
13. Institute a vigorous program of education and retraining
14. Take action to accomplish the transformation

History of Quality Management



Deming's Concept of "Profound Knowledge"

- Understanding (and appreciation) of Systems
  - optimizing sub-systems sub-optimizes the total system
  - the majority of defects come from systems, the responsibility of management (e.g., machines not in good order, defective material, etc.
- Knowledge of Statistics (variation, capability, uncertainty in data, etc.)
  - to identify where problems are, and point managers and workers toward solutions
- Knowledge of Psychology (Motivation)
  - people are afraid of failing and not being recognized, so they fear how data will be used against them
- Theory of Knowledge
  - understanding that management in any form is a prediction, and is based on assumptions

History of Total Quality

According to Dr. Joseph M. Juran (1991):

"On the assembly line at the Ford Motor Company in 1923, most of the workers producing Model T's were immigrants and could not speak English. Many were also illiterate. Workers learned their trade by modeling the actions of other workers. They were unable to plan, problem-solve, and make decisions. As a result, the Taylor scientific school of management flourished, and MBAs and industrial engineers were invented to do this work. Today, however, the workforce is educated. Workers know what is needed to improve their jobs, and companies that do not tap into this significant source of knowledge will truly be at a competitive disadvantage."

History of Total Quality

According to Phil Crosby, Quality is . . .

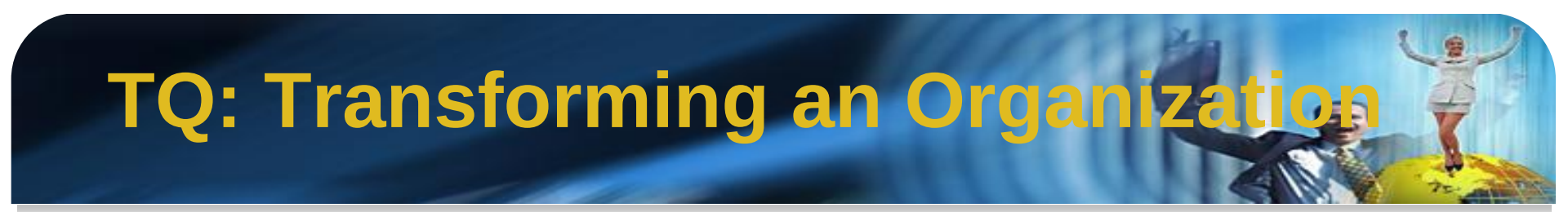
An attitude:

- Zero Defects
- Continuous Improvement

A measurement:

- Price of Conformance, plus
- Price of Nonconformance (defects)

TQ: Transforming an Organization

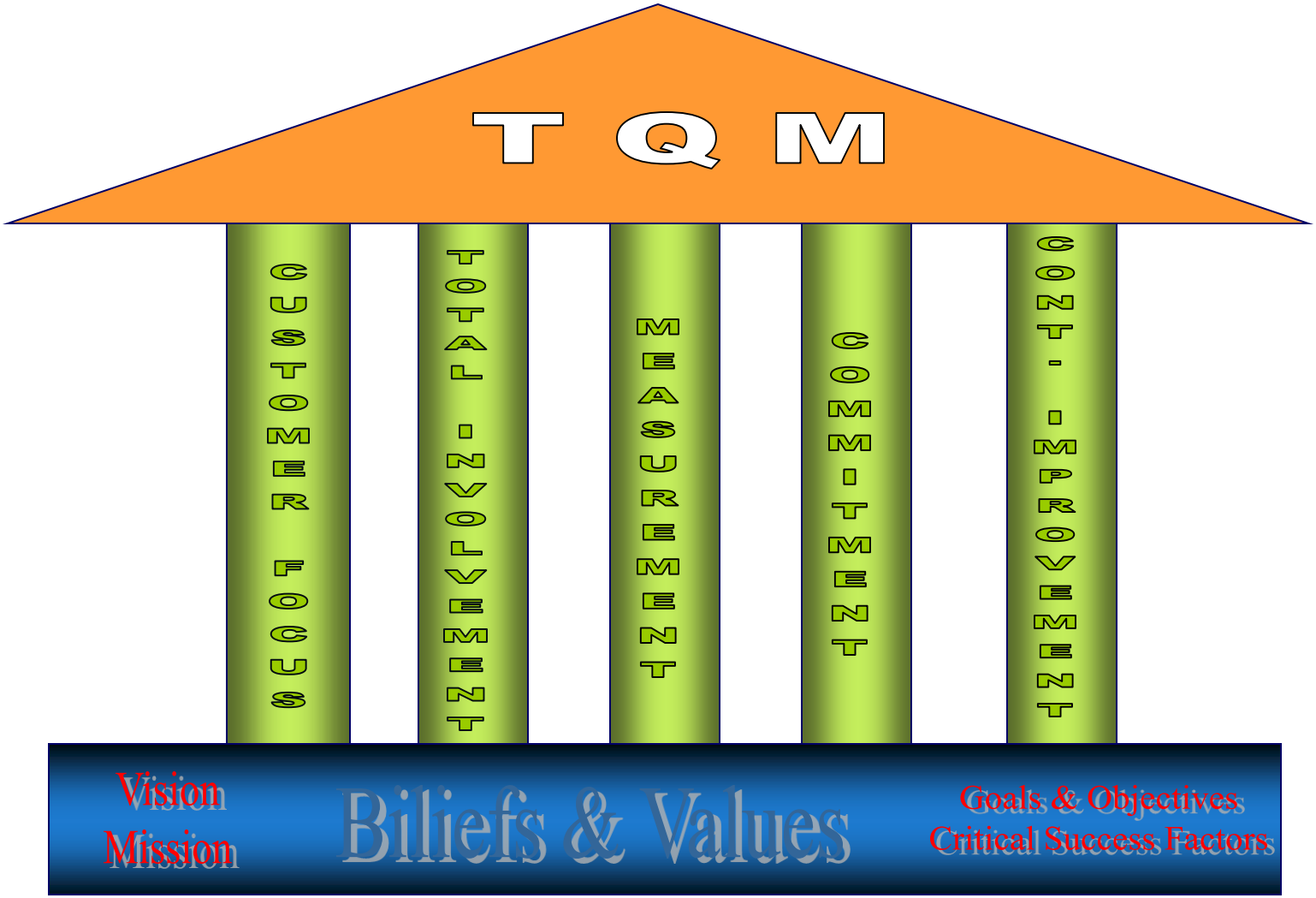


From	To
Motivation through fear and loyalty	Motivation through shared vision
Attitude: "It's their problem"	Ownership of every problem affecting the customer
Attitude: "the way we've always done it"	Continuous improvement
Decisions based on assumptions/ judgment calls	Decisions based on data and facts
Everything begins and ends with management	Everything begins and ends with customers
Crisis management and recovery	Doing it right the first time
Choosing participative OR scientific management	Choosing scientific AND participative management

Definisi Manajemen Mutu

- Manajemen mutu (QM) adalah perencanaan dan kontrol kualitas produk dan jasa dalam sebuah perusahaan secara eksplisit dan sistematis.
- Manajemen mutu pendidikan adalah perencanaan dan kontrol kualitas lulusan dalam lembaga pendidikan secara eksplisit dan sistematis.

LIMA PILAR TQM



1. Customer Focus:

the needs of the customers ~ Kebutuhan pelanggan

2. Total Involvement:

total community involvement in the program

3. Measurement:

developing systems to measure
added value of education

4. Commitment:

commit to support systems that the staff
and students need to manage change

5. Continuous Improvement:

always striving to make
the products of education better

Tujuan MMT

- Memastikan bahwa sistem mutu yang diterapkan memenuhi tuntutan dan berjalan dengan efektif.
- Memacu tindakan–tindakan perbaikan oleh bagian terkait untuk mencapai *Continuous Improvement.*
- Kepentingan registrasi atau sertifikasi Hasil Audit mayor dan minor.
- Meningkatkan efektivitas dan efisien.

KEPEMIMPINAN:

ADALAH ILM U/SENI MEMPENGARUHI DAN MENGGERAKAN ORANG UNTUK MENCAPAI TUJUAN YANG DI INGINKAN

Davis : melmbangkitkan motivasi staf ..... Total ..... Mencapai atau mlawati tujuan yg ditargetkan

1. OTORITER~MILITERISTIK
2. LAIZE-FAIRE ~ COUNTRY STYLE
3. POOR LEADERSHIP
4. PARTISIPATIF~DEMOKRATIK

TANTANGAN GLOBAL

GLOBALISASI

⇩

COMPETISI

⇩

B : Biaya Termurah

M : Mutu Terbaik/Standar

W : Waktu Tercepat/Tepat

Masyarakat Internasional

⇨ ISO

⇩

Certifikat

BEDA PEMIMPIN DAN MANAJER

PEMIMPIN	&	MANAJER
1. *Leaders are "originals"*		1. *Managers are "copies"*
2. Anti Status Quo		2. Pro Status Quo
3. Menggerjakan sesuatu yg benar (*do the right things*)		3. Mengerjakan sesuatu dg benar (*do the things right*)
4. Mengembangkan		4. Memelihara
5. Mengilhami		5. Mengendalikan
6. Melakukan inovasi		6. Mengelola
7. Orientasi Jangka Panjang		7. Orientasi Jangka Pendek
8. Fokus pada Manusia		8. Fokus pada Sistim
9. Fokus pada "Apa & Mengapa"		9. Fokus pada "Bgmn & Kpn"

KEPEMIMPINAN DALAM TQM

Peter Drucker:

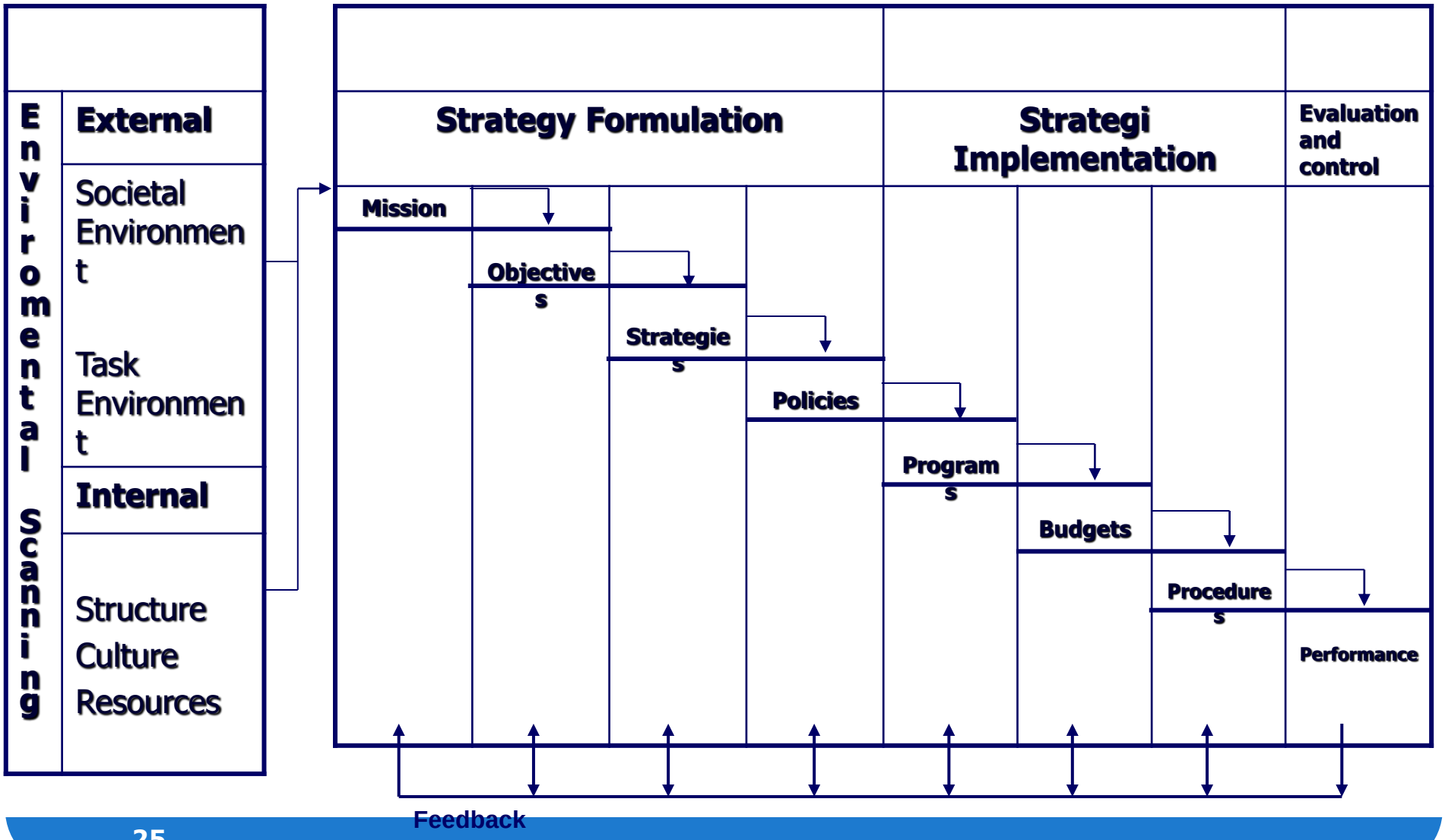
1. **VISI/IDE/GAGASAN**
2. **KOMUNIKASI**
3. **KOMITMEN**
4. **PENGGERAKAN**

$\approx$ *Nilai-2 TQM*

KEPEMIMPINAN TRANSFORMASIONAL

- VISIONING ~ menyamakan visi
- INSPIRING ~ menumbuhkan inspirasi
- STIMULATING ~ membangkitan semangat
- COACHING ~ memfasilitasi pelatihan
- TEAM BUILDING ~ membangun tim yg solid

MODEL MANAJEMEN STRATEJIK



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BENCHMARKING

LOGO

Definisi Benchmarking

- **Benchmarking (patok duga): cara yang paling sempurna untuk mencari dan mendapatkan kesuksesan melalui pertumbuhan organik. Misalnya pertumbuhan yang didasarkan pada kinerja sendiri.**

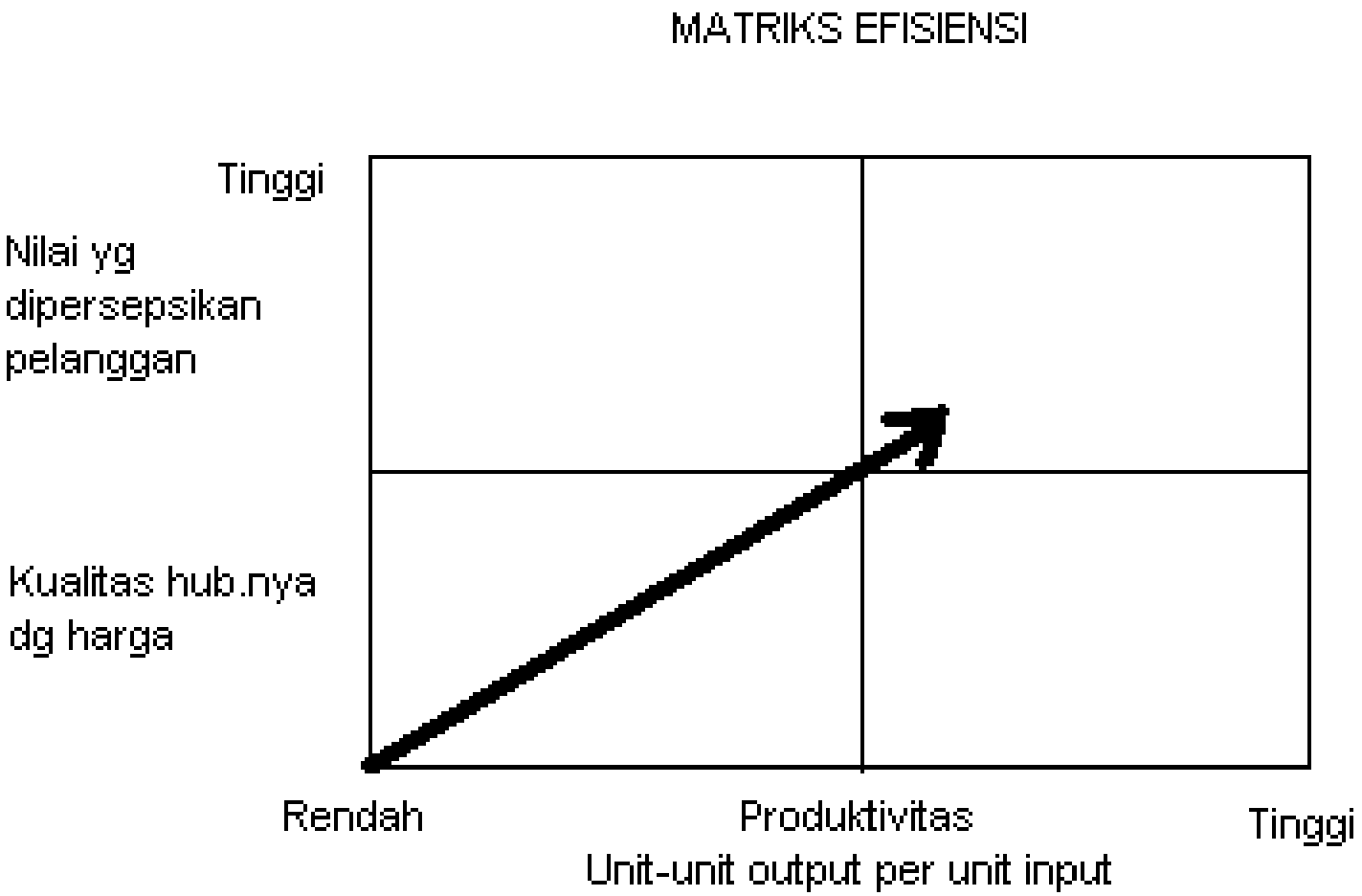
Perlunya Benchmarking

- Benchmarking (patok duga) ditujukan secara langsung untuk peningkatan efisiensi operasi dan strategik.
- Benchmarking mengarah pada reorientasi budaya melalui pembelajaran, peningkatan keterempilan dan efisiensi.

Efisiensi:

- Konsep efisiensi terdiri dari empat komponen dasar, yaitu:
- Kualitas (utilitas)
- Unit cost per anak
- Volume lulusan yang berkulitas
- Biaya total

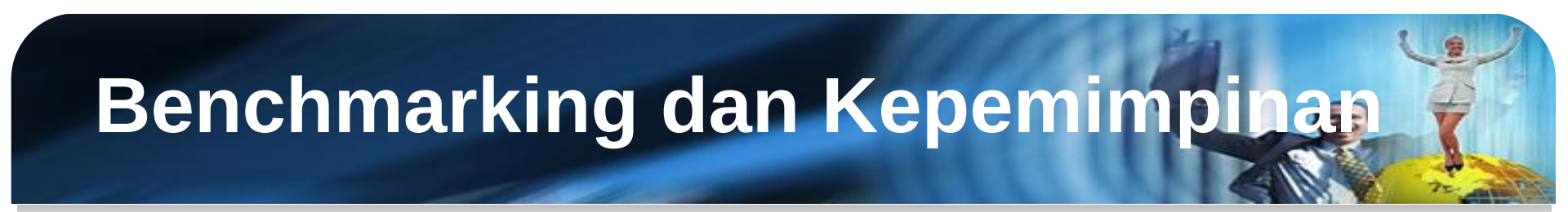
Matrik Efisiensi



Benchmarking dan Perubahan Budaya

- Konsekuensi benchmarking pada organisasi adalah:
- Benchmarking memusatkan perhatian pada muatan isi pekerjaan dan kinerja, yang dengan demikian ini memprakarsai proses pembelajaran.
- Pengembangan kepemimpinan dan program pelatihan tradisional bisa diintegrasikan kedalam isi pekerjaan.

Benchmarking dan Kepemimpinan



- **Bencmarking memiliki pengaruh yang sangat besar pada perumusan dan implementasi strategi lembaga pendidikan dalam mencapai tujuan, pada pengembangan kepemimpinan, pengembangan dan pelatihan organisasi. Pada semua tahapan ini, metode benchmarking memiliki kemampuan unik dalam meningkatkan konsentrasi tugas dan mendorong orientasi kinerja, orientasi tujuan dan mengendalikan hasil (lulusan)**

Pendekatan Benchmarking:

- Benchmarking menghadirkan tiga pendekatan:
- Sebagai analisis lulusan dan jasa dalam istilah biaya dan kualitas.
- Analisis ekonomi dengan referensi ekonomi keseluruhan sistem yang berkompetisi.
- Analisis sikap pelanggan, suplayer, dll. Dengan satu pandangan untuk mendapatkan informasi latar belakang.

Kategori Benchmarking:

- Ada tiga kategori dari benchmarking, yaitu:
- Benchmarking internal mengacu pada perbandingan yang dibuat dalam beberapa organisasi.
- Benchmarking eksternal membuat perbandingan dengan operasi yang sama di beberapa tempat.
- Benchmarking fungsional membuat perbandingan diantara fungsi atau proses di lembaga pendidikan yang sama sekali berbeda. Idenya adalah mencari keunggulan-keunggulan apa saja yang mungkin berguna.

SISTEM MANAJEMEN MUTU PENDIDIKAN

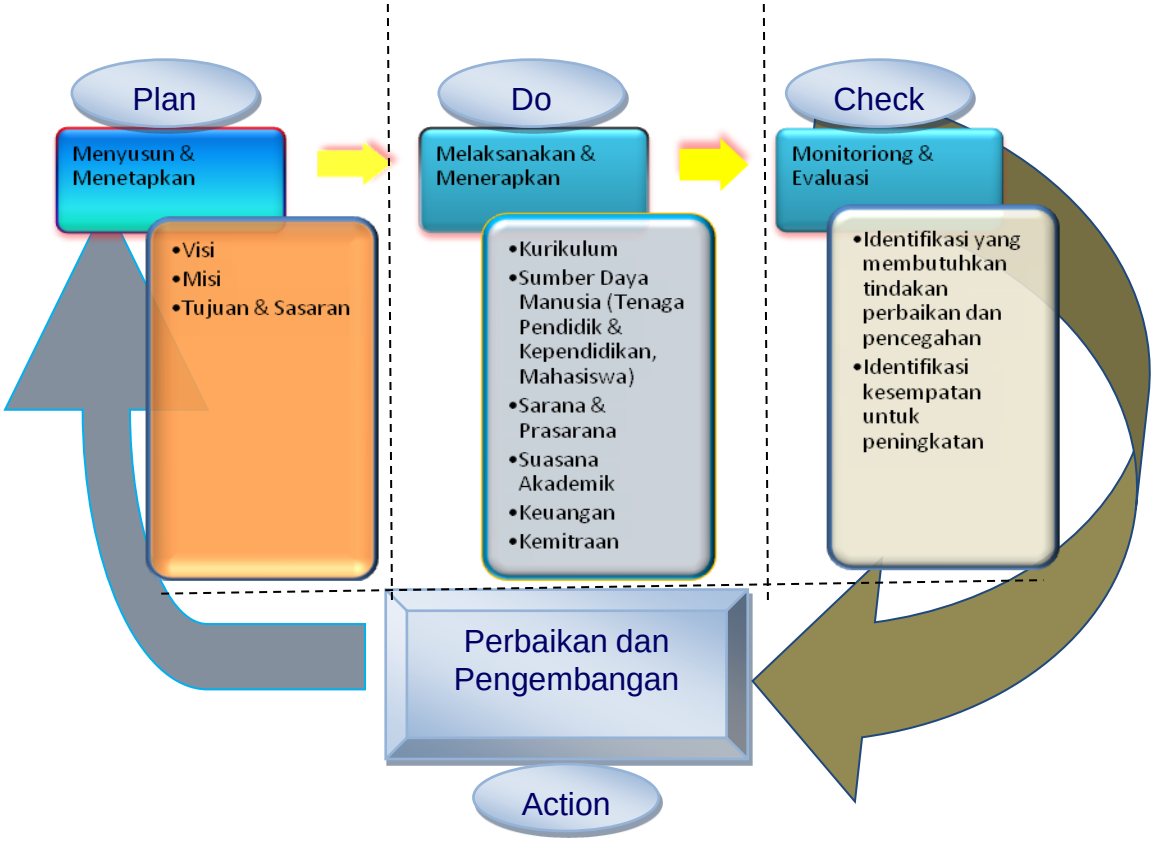
Komponen utama yg perlu ditingkatkan

- Kurikulum
- SuasanaAkademik
- Kualitas Pembelajaran
- Jaringan Kerjasama
- Monitoring dan Evaluasi Pembelajaran

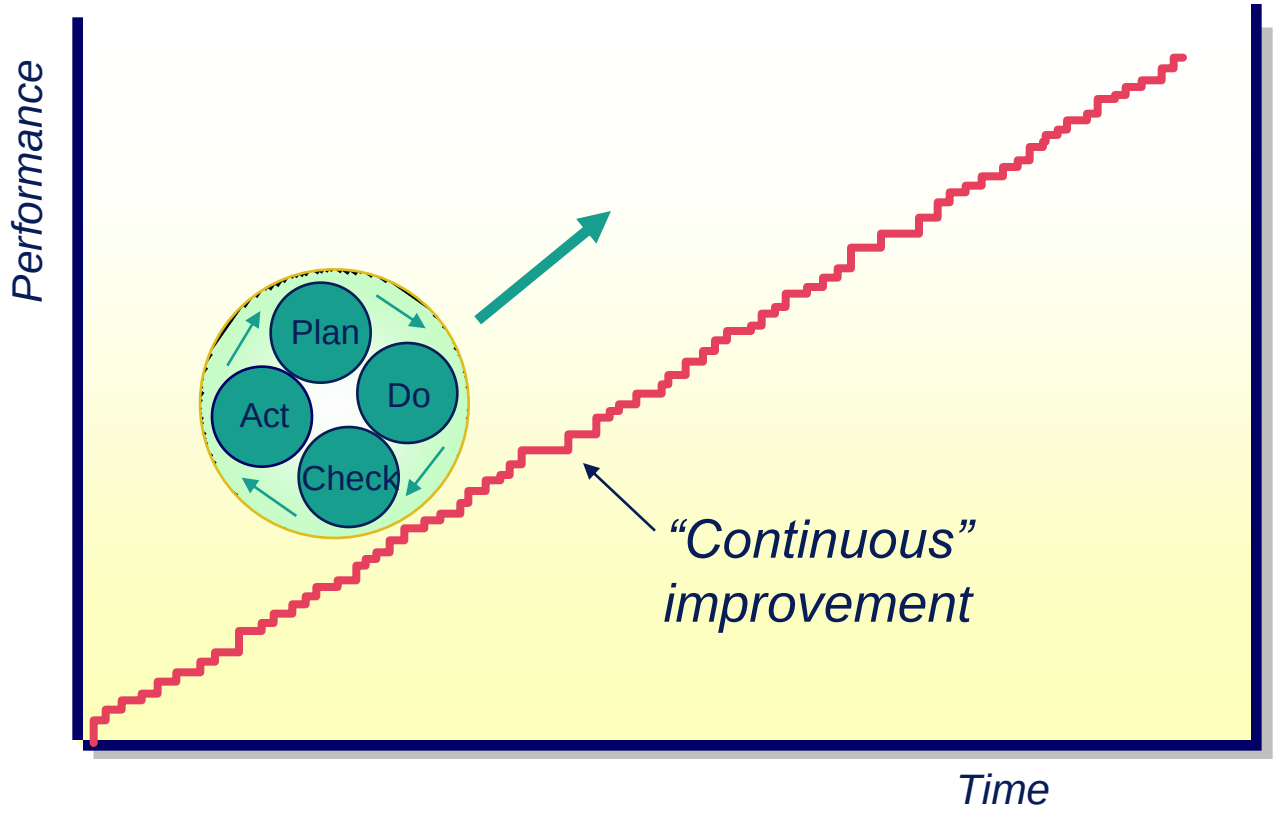
Langkah2 dlm mewujudkan efektivitas dan Peningkatan sistem manaj. mutu

- Mengidentifikasi proses-proses yang dibutuhkan bagi system manajemen mutu dan penerapannya
- Menentukan urutan dan interaksi proses-proses tersebut
- Menentukan criteria dan metode-metode yang diperlukan untuk memastikan bahwa kegiatan pelaksanaan dan pengawasan terhadap proses-proses tersebut adalah efektif
- Memastikan ketersediaan sumber daya (manusia dan fasilitas) serta informasi yang dibutuhkan untuk mendukung penerapan dan pengawasan proses-proses tersebut
- Memonitor, mengukur dan menganalisa proses-proses tersebut
- mengambil tindakan yang diperlukan untuk mencapai hasil yang direncanakan dan peningkatan berkelanjutan terhdap proses-proses tersebut.

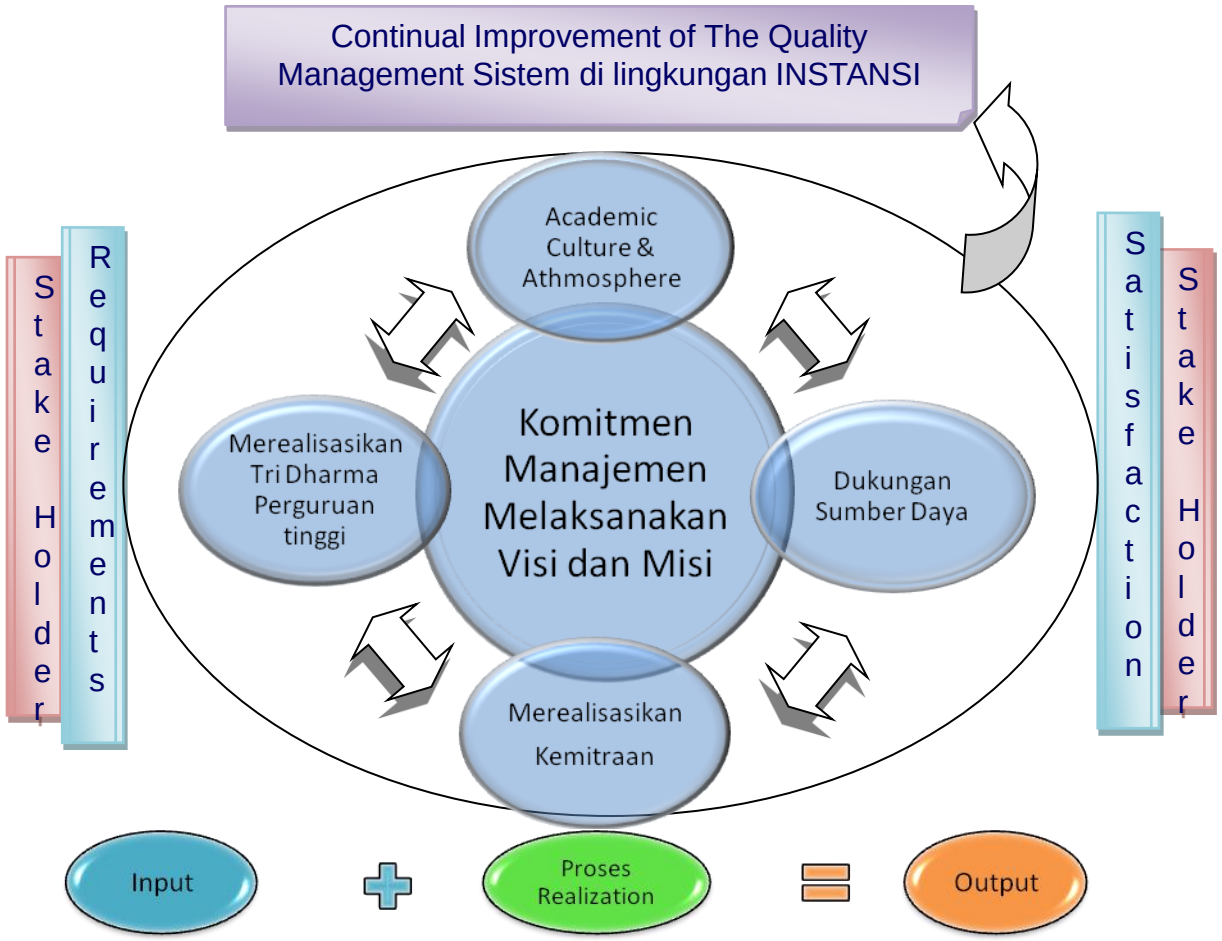
Model Peningkatan Mutu



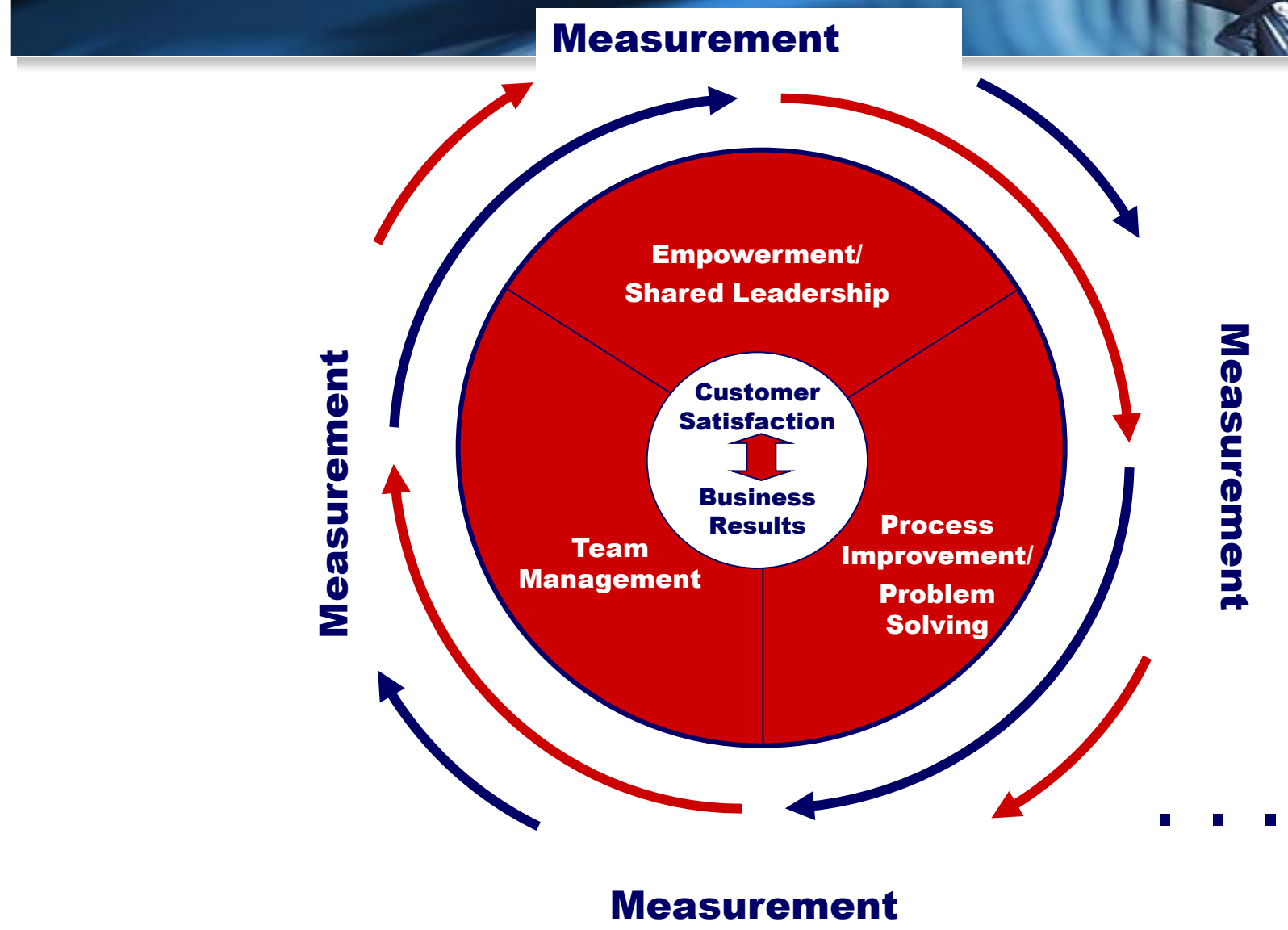
PDCA Cycle repeated to create continuous improvement



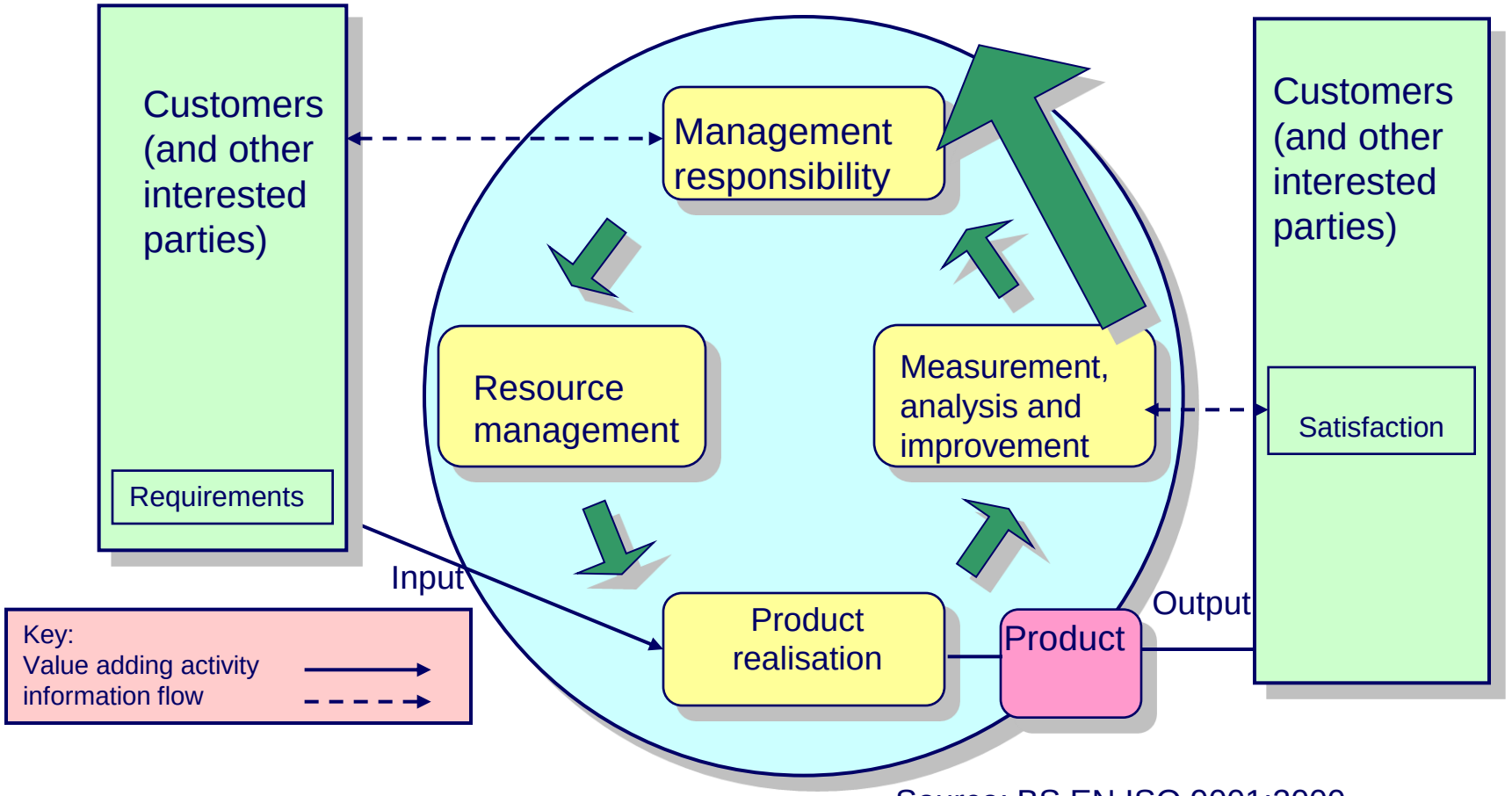
Model Peningkatan Mutu yang Berkelanjutan



The Continuous Improvement Process



Continual improvement of the quality management system

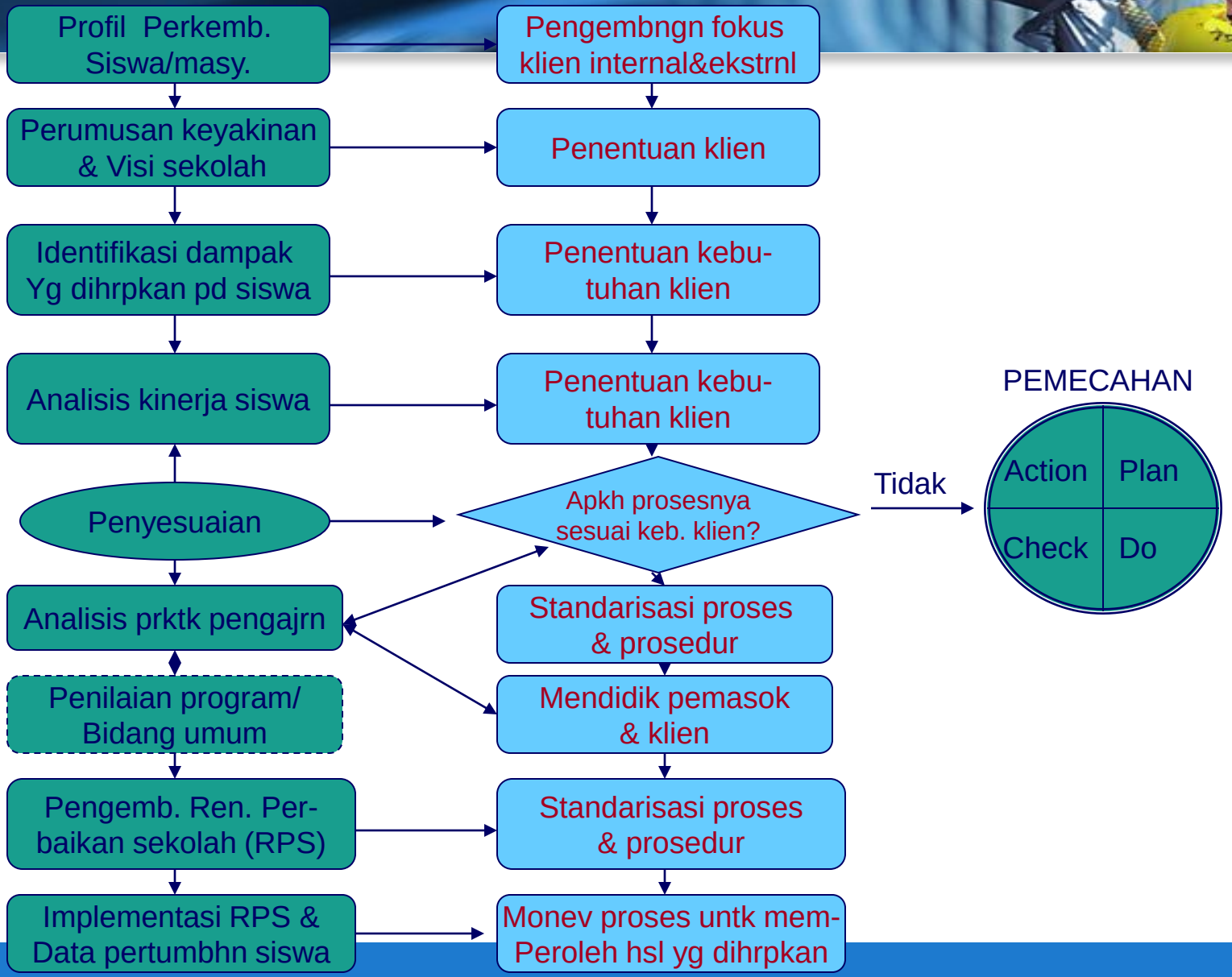


Source: BS EN ISO 9001:2000

ANALISIS LIMA PILAR SEKOLAH MUTU

PILAR-PILAR MUTU	KEKUATAN	KELEMAHAN
1. Fokus Pelanggan	Secara berkala menga-dakan pertemuan dg staf, siswa, ortu & wkl-2 Masyarkat	Tdk merespons komplain staf, siswa, ortu atau masyarakat
2. Ketertiban Totaal	Warga sekolah sec. bersm-2 bertanggung jwb memecahkan mslah pengeeembangan mutu sekolah	Umumnya warga sek. Menunggu manajemen puncak/orang lain
3. Pengukuraan	Warga sek mengumpulkan data untk mengukur perbaikan dan solusi pengembangan	Warga sekolah, terutama guru tdk mencatat kemajuan yg diperoleh dan hanya bekerja menuju masal;ah berikutnya
4. Komitmen	Komitmen pimpinan thd pelatihan, sistim & proses yg dibutuhkan untk mengubah cara kerja guna memperbaiki mutu & peningkatan prrodukktivitas.	Dukungan thd mutu terisolasoi & tdk diakui oleh staf, siswa, dan masyarakat
5. Perbaikan Berkelanjutan	Secara konstan sekolah mencari cara untuk memperbaiki setiap proses pendidikan	Sekolah mengatasi hal-2 sbgmn biasanya, sekalipun ada masalah tdk dianggap sbg masalah

CONTOH PROSES PERBAIKAN MUTU SEKOLAH



What is Six Sigma?

- A goal of near perfection in meeting customer requirements
- A sweeping culture change effort to position a company for greater customer satisfaction, profitability and competitiveness
- A comprehensive and flexible system for achieving, sustaining and maximizing business success; uniquely driven by close understanding of customer needs, disciplined use of facts, data, and statistical analysis, and diligent attention to managing, improving and reinventing business processes

(Source:The Six Sigma Way by Pande, Neuman and Cavanagh)

Is 99% Quality Good Enough?

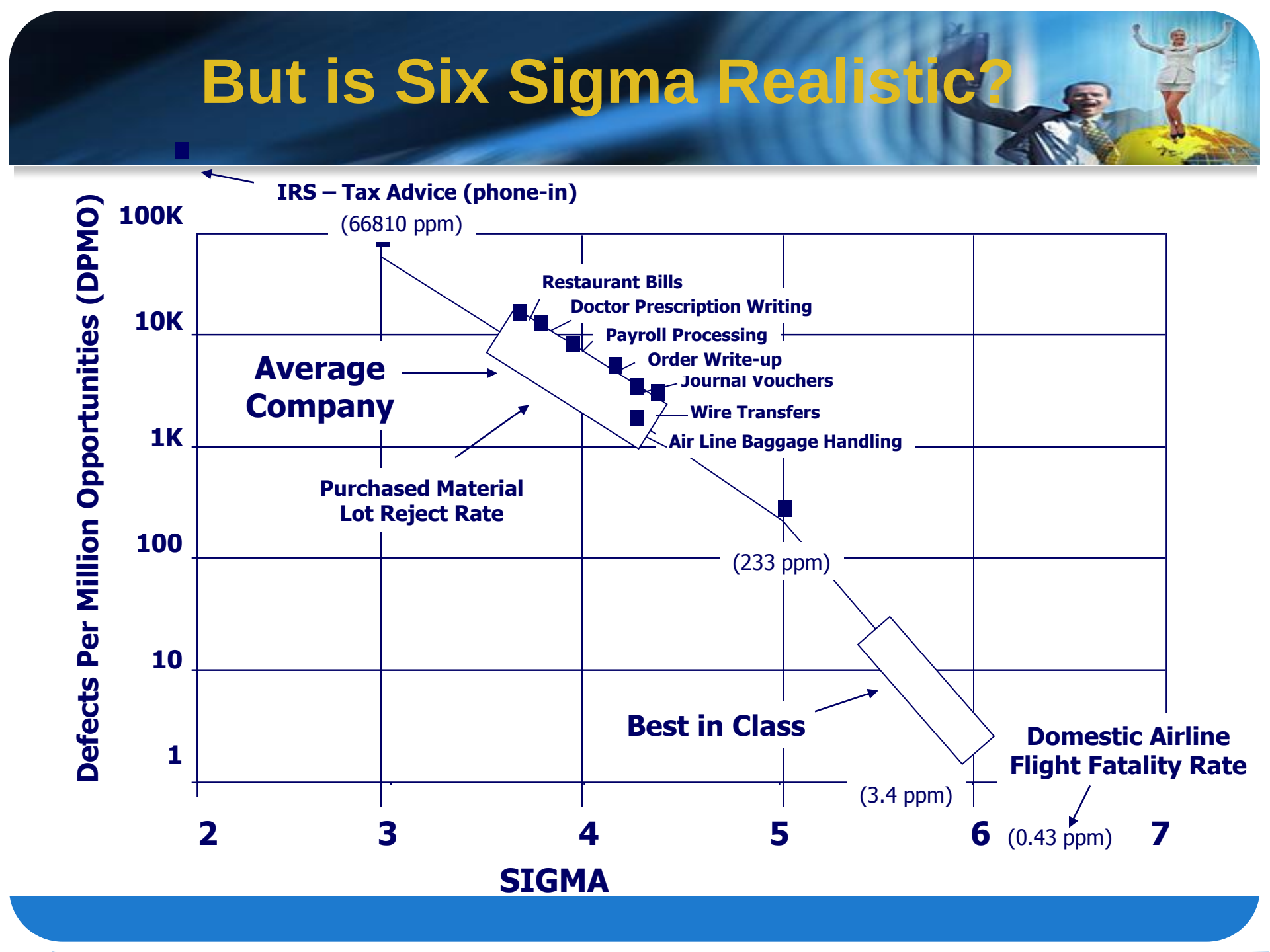
- 22,000 checks will be deducted from the wrong bank accounts in the next 60 minutes.
- 20,000 incorrect drug prescriptions will be written in the next 12 months.
- 12 babies will be given to the wrong parents each day.

Six Sigma Quality

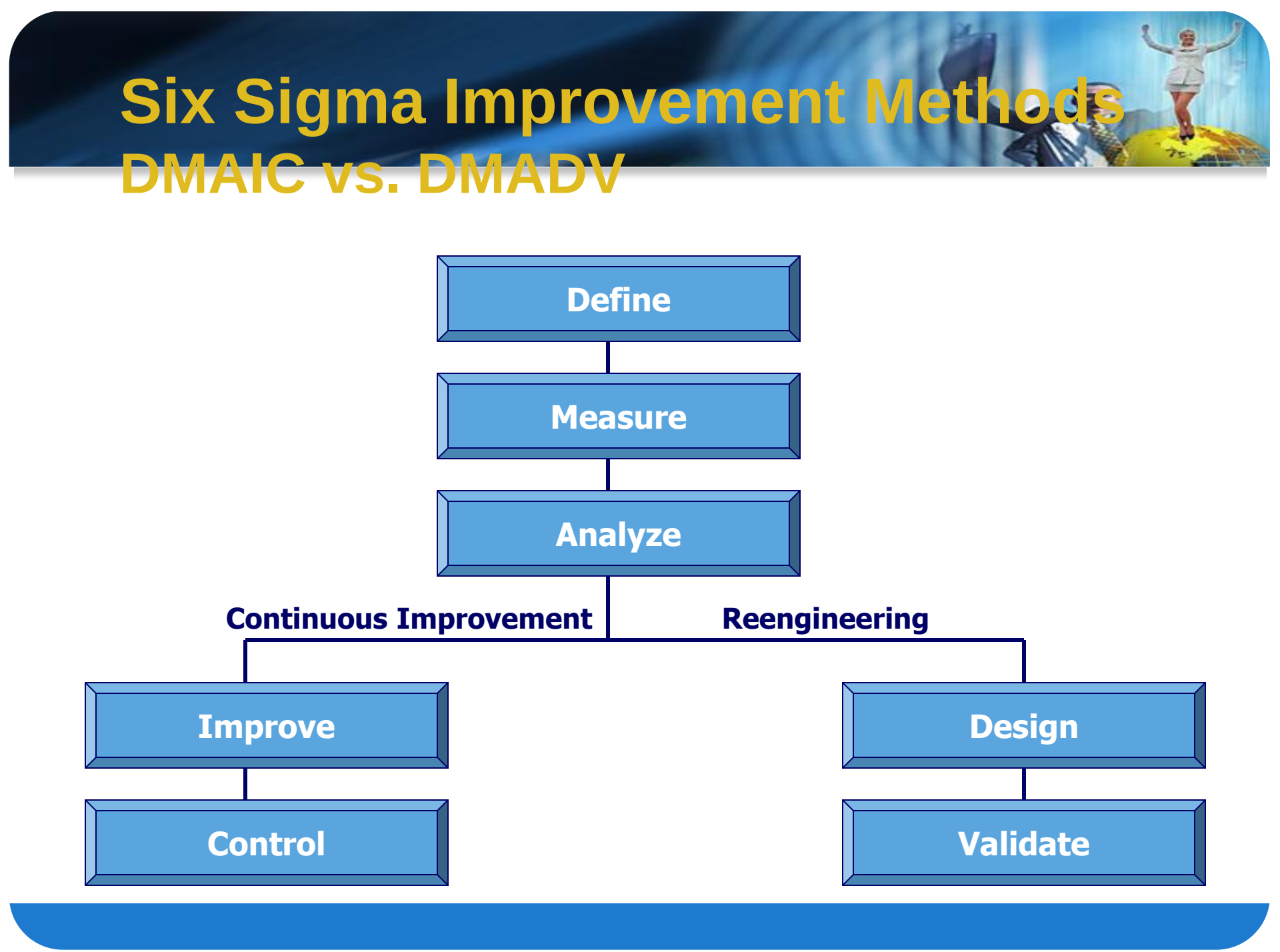
The objective of Six Sigma quality is 3.4 defects per million opportunities!

(Number of Standard Deviations)	3 Sigma	4 Sigma	5 Sigma	6 Sigma
0.0	2700	63	0.57	0.002
0.5	6440	236	3.4	0.019
1.0	22832	1350	32	0.019
1.5	66803	6200	233	**3.4**
2.0	158,700	22800	1300	32

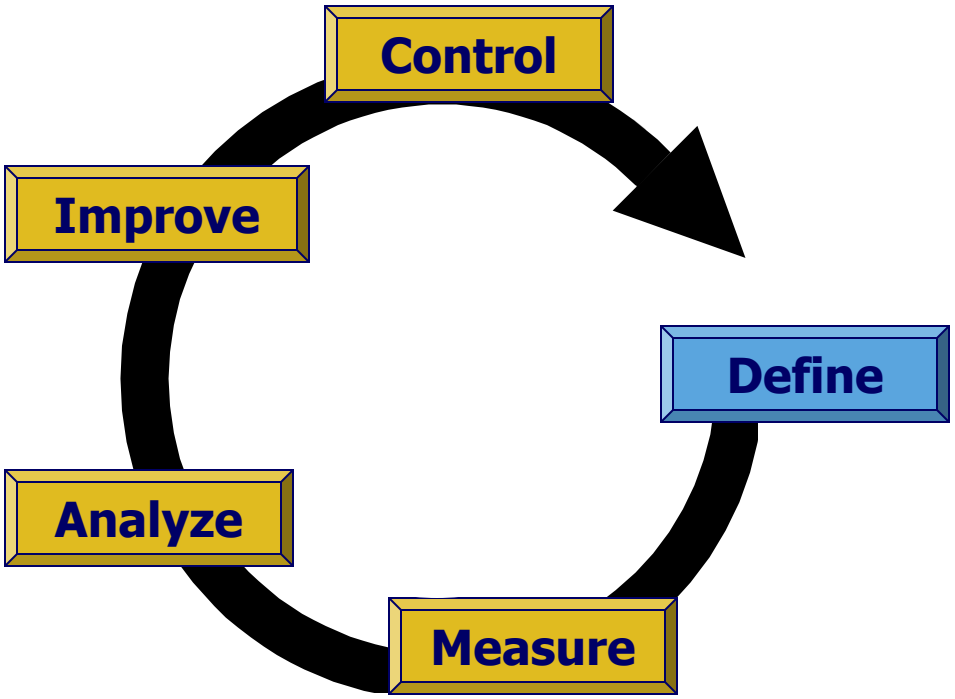
But is Six Sigma Realistic?



Six Sigma Improvement Methods
DMAIC vs. DMADV

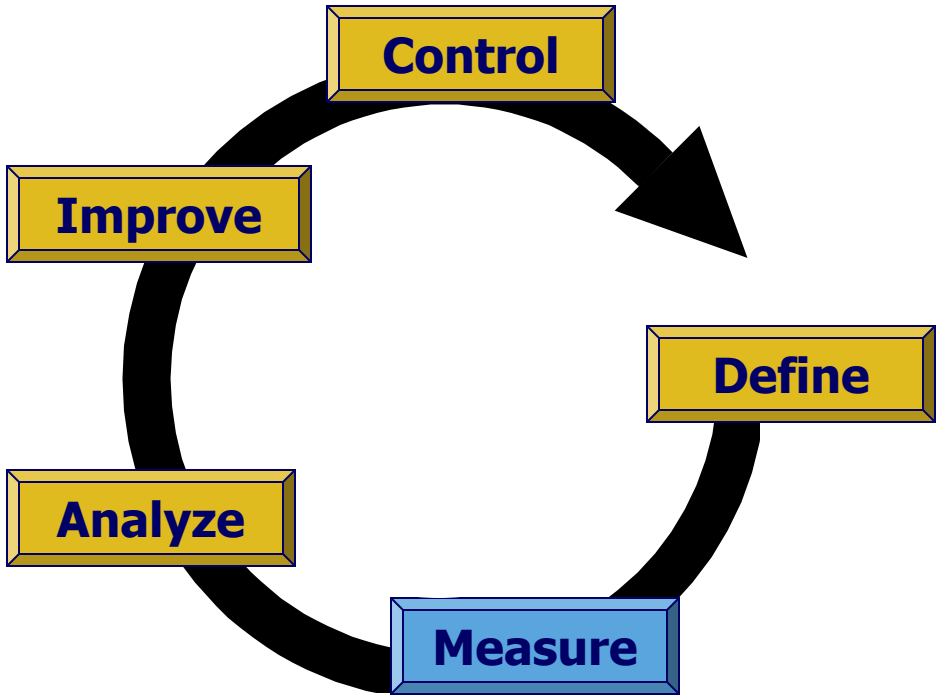


Six Sigma DMAIC Process



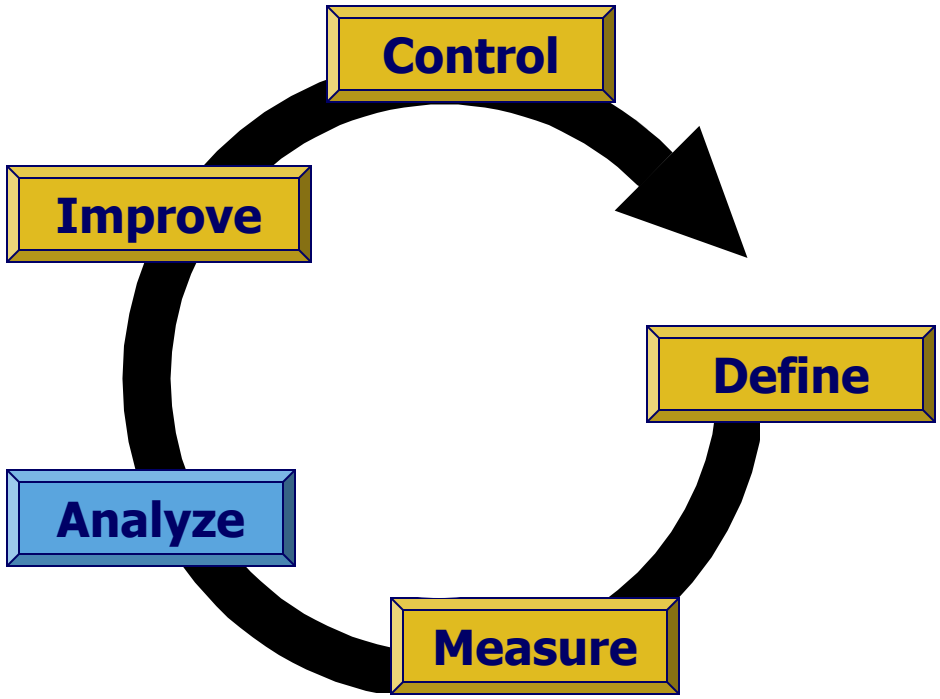
Define: Define who your customers are, and what their requirements are for your products and services – Their expectations. Define your team goals, project boundaries, what you will focus on and what you won't. Define the process you are striving to improve by mapping the process.

Six Sigma DMAIC Process



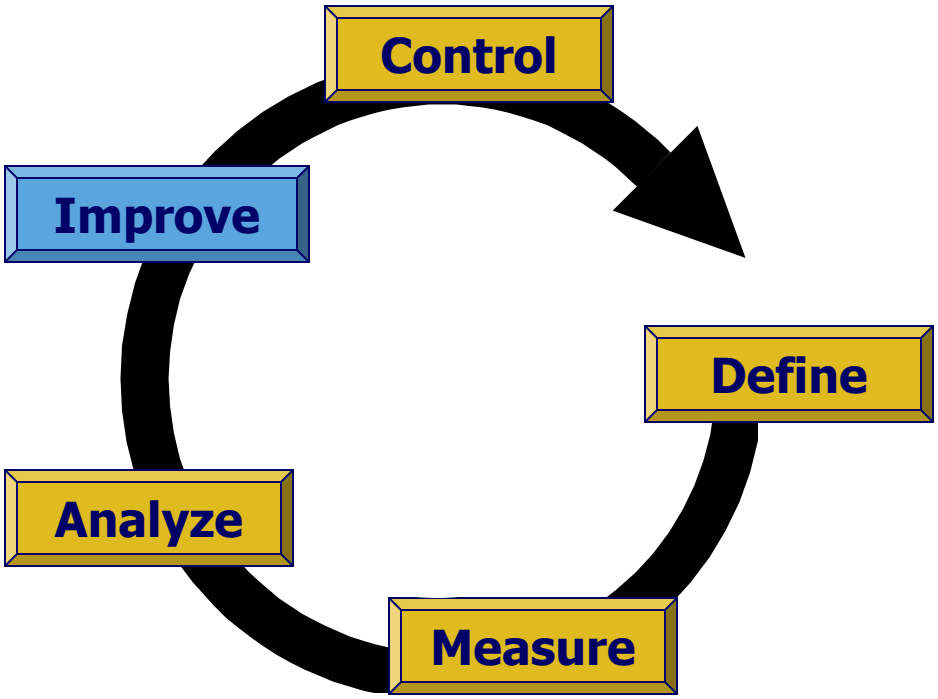
Measure: Eliminate guesswork and assumptions about what customers need and expect and how well processes are working. Collect data from many sources to determine speed in responding to customer requests, defect types and how frequently they occur, client feedback on how processes fit their needs, how clients rate us over time, etc. The data collection may suggest Charter revision.

Six Sigma DMAIC Process



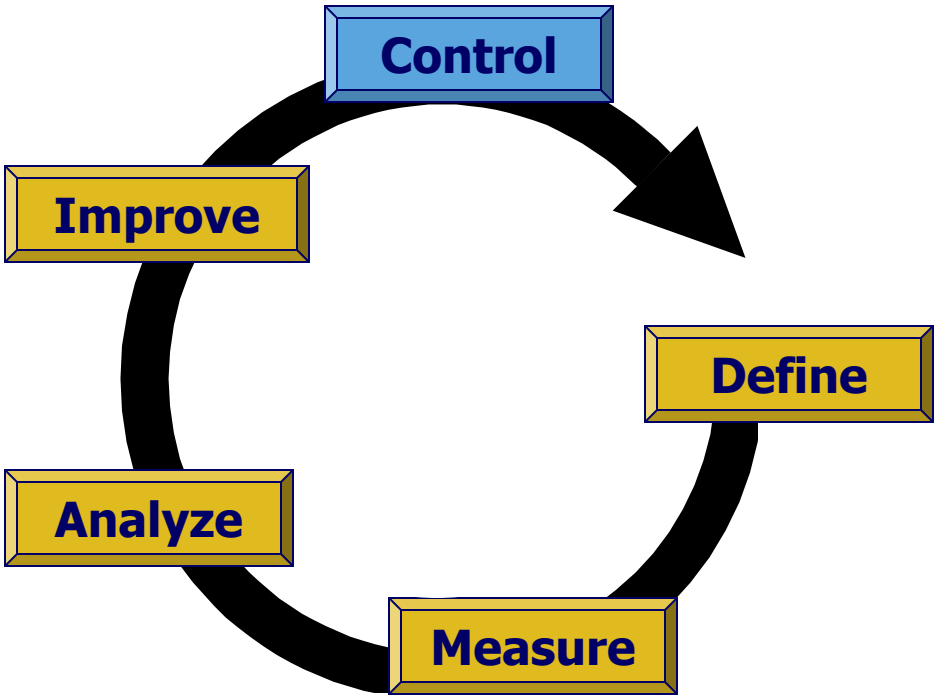
Analyze: Grounded in the context of the customer and competitive environment, analyze is used to organize data and look for process problems and opportunities. This step helps to identify gaps between current and goal performance, prioritize opportunities to improve, identify sources of variation and root causes of problems in the process.

Six Sigma DMAIC Process



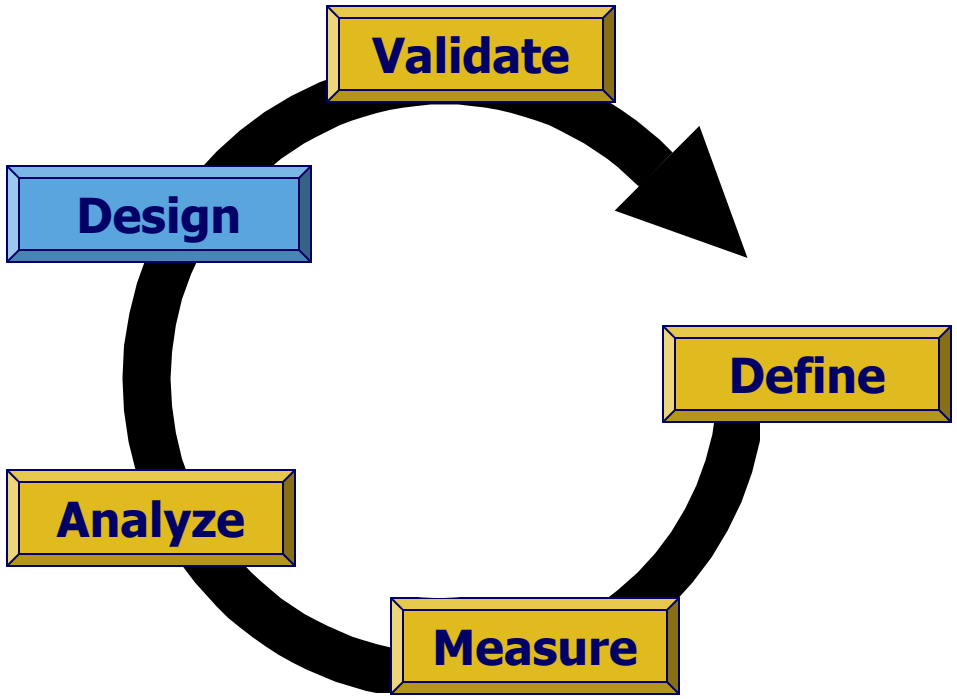
Improve: Generate both obvious and creative solutions to fix and prevent problems. Finding creative solutions by correcting root causes requires innovation, technology and discipline.

Six Sigma DMAIC Process



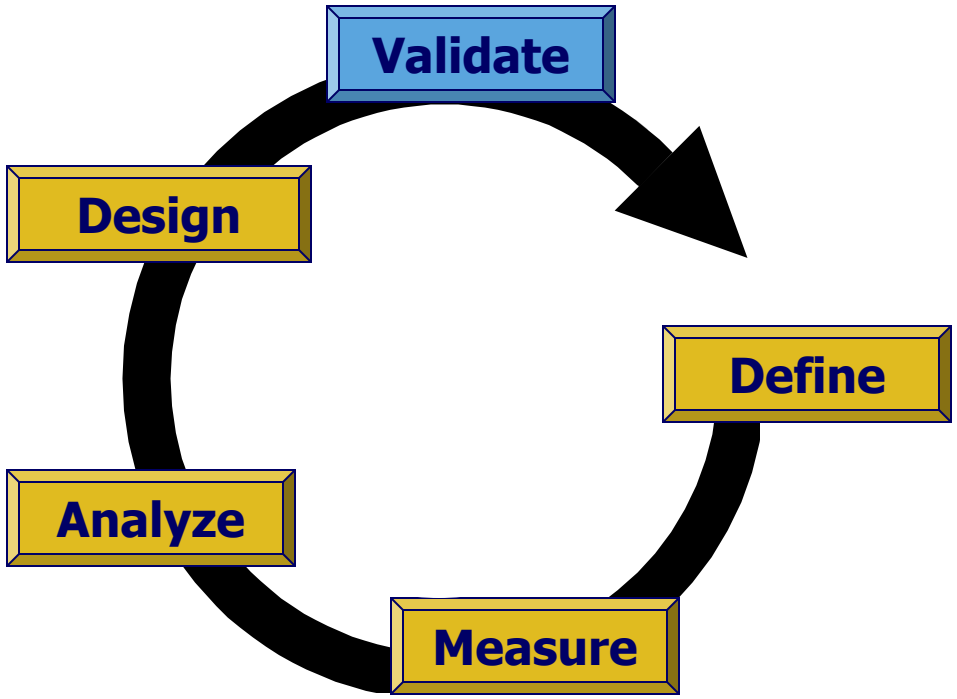
Control: Insure that the process improvements, once implemented, will "hold the gains" rather than revert to the same problems again. Various control tools such as statistical process control can be used. Other tools such as procedure documentation helps institutionalize the improvement.

Six Sigma DMADV Process



Design: Develop detailed design for new process. Determine and evaluate enabling elements. Create control and testing plan for new design. Use tools such as simulation, benchmarking, DOE, Quality Function Deployment (QFD), FMECA analysis, and cost/benefit analysis.

Six Sigma DMADV Process



Validate: Test detailed design with a pilot implementation. If successful, develop and execute a full-scale implementation. Tools in this step include: planning tools, flowcharts/other process management techniques, and work documentation.

Thank You !

Click to edit company slogan .

LOGO