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Total Quality Management in the Utilization of Educational Reports at SMAS Santo Yosef and SMAN 4 Mandau, Bengkalis Regency

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ABSTRACT

This study analyzes: (1) the implementation of Total Quality Management (TQM) principles in the utilization of Education Reports, (2) school strategies for integrating Education Report results into planning and TQM-based quality improvement, and (3) supporting and inhibiting factors in the application of TQM related to the use of Education Reports as tools for sustainable and systematic quality enhancement at SMAS Santo Yosef and SMAN 4 Mandau, Bengkalis Regency. This research employs a descriptive qualitative approach with principals, teachers, education staff, school committee members, and students as subjects. Data were collected through interviews, observations, and document analysis, with source and technique triangulation used to ensure credibility. Data were analyzed through data condensation, data display, and conclusion drawing/verification. The findings show that both schools use Education Report data as a basis for planning and designing quality improvement programs, supported by strong collaboration among school stakeholders. Annual evaluations and follow-ups based on Education Reports help maintain consistency in quality improvement and strengthen a culture of continuous quality. However, limited time, resources, and uneven understanding of quality management roles hinder optimal TQM implementation, indicating the need for more systematic integration of TQM and more intensive evaluation cycles.

1. Introduction

Education is a fundamental foundation for developing qualified, strong-character human resources who are adaptive to twenty-first-century demands. Schools are therefore required to manage quality in a planned, systematic, and sustainable manner so that both learning processes and outcomes meet high standards. This obligation is firmly anchored in Law No. 20 of 2003 on the National Education System, which requires schools to achieve and continuously improve the National Education Standards (SNP); Law No. 14 of 2005 on Teachers and Lecturers, which

mandates ongoing competency and performance improvement; and Minister of Education and Culture Regulation No. 28 of 2016 on the Quality Assurance System for Primary and Secondary Education, which regulates data-based planning, stakeholder involvement, evaluation, and continuous development. Within this framework, quality management in education is understood as an integrated process of planning, control, assurance, and continuous improvement so that all educational components develop optimally (Mulyasa, 2015). To support this, the government introduced the Rapor Pendidikan (Education Report Card) as a strategic instrument for data-based planning, providing a profile of educational quality across dimensions such as learning outcomes, teaching and learning, school climate, and governance, and serving as a basis for identifying strengths and weaknesses, diagnosing root causes, and formulating targeted action plans (Astuti et al., 2025; Sari & Supriyanto, 2025; Rohbiyatun et al., 2025; Hidayah et al., 2025; Minarso et al., 2024).

In parallel, Total Quality Management (TQM) offers a theoretical framework for developing a school quality culture that emphasizes continuous improvement, the involvement of all organizational members, data-based decision-making, and a strong focus on educational “customers,” namely students, parents, and other stakeholders. Deming (1986) operationalizes quality as a shared responsibility through his 14 Points and the PDCA (Plan–Do–Check–Act) cycle; Juran (1999) conceptualizes quality as “fitness for use” supported by leadership commitment and the trilogy of planning, control, and improvement; and Crosby (1979) defines quality as conformance to requirements based on prevention, zero defects, and attention to the cost of non-conformance. In the educational context, TQM is regarded as a key approach to responding to the dynamics of modern schooling (Sallis, 1993), with Arcaro (1995) highlighting the importance of total commitment and systematic data use within the school community. From this perspective, Rapor Pendidikan indicators should be interpreted not only as final outcomes but also as reflections of underlying quality management processes, while the synergy between TQM and the Rapor Pendidikan is expected to translate data into concrete policies, programs, and improvement actions.

Empirically, however, many schools have not yet realized this ideal integration. The Rapor Pendidikan is often treated as a formal requirement that is downloaded, archived, and reported without becoming the main reference for strategic planning, continuous evaluation, and innovation; key documents such as the School Activity and Budget Plan (RKAS) do not always reflect priority problems identified in the report card. At the same time, studies on TQM in schools show that although quality planning and program design have begun, monitoring, evaluation, and supervision are frequently inconsistent, so continuous improvement is not optimal (Wulogening & Timan, 2020; Handayani et al., 2025). Within this broader context, SMAS Santo Yosef (private, “B” accreditation, NPSN 10497544) and SMAN 4 Mandau (public, “A” accreditation, NPSN 10400852, NSS 30.109.02.04.004, NIS 300040) in Bengkalis Regency present an interesting empirical setting: both are categorized as “good quality” based on the 2024–2025 Rapor Pendidikan, with strong performance in learning, school climate, and governance, although resource utilization at SMAN 4 Mandau remains “Low.” Initial interviews indicate that, despite this promising

profile, the use of Rapor Pendidikan data and the implementation of TQM principles in both schools are still partial and not yet embedded in coherent, continuous-improvement cycles. This situation forms a clear research gap and justifies the study “Total Quality Management in the Utilization of the Education Report Card at Santo Yosef Senior High School and State Senior High School 4 Mandau, Bengkalis Regency,” which analyzes the implementation of TQM principles, strategies for integrating Rapor Pendidikan results into TQM-based planning and quality improvement, and the supporting and inhibiting factors that shape these processes.

2. Methodology

The study employed a qualitative approach with a descriptive design because it aimed to systematically describe and interpret strategies for school quality management based on Total Quality Management (TQM) and the use of the Education Report Card (Rapor Pendidikan) at SMAS Santo Yosef and SMAN 4 Mandau, rather than test hypotheses statistically. The focus was to capture how TQM principles and report card data are understood, implemented, and experienced by school stakeholders in their everyday practices of planning, teaching, supervision, and evaluation. The research was conducted at two purposively selected senior high schools in Bengkalis Regency, Riau Province, namely SMAS Santo Yosef and SMAN 4 Mandau. These schools were selected because both have implemented educational quality management systems, actively utilize the Education Report Card as an instrument for evaluation and improvement, and show relatively strong performance in the national quality profile while still displaying specific weaknesses that require follow-up. The study was carried out from August to November 2025 and covered the stages of data collection, data analysis, and the preparation of research findings.

The main data sources in this study consisted of individuals directly involved in the implementation of TQM-based quality management strategies and in the use of the Rapor Pendidikan at both schools. Key informants were the two school principals, who function as central decision-makers and supervisors of quality management processes. Additional informants included teachers, administrative staff, students, and parents, as well as representatives of the school committee. In total, two teachers, two administrative staff members, two students, and two parents from each school were involved to represent diverse perspectives as planners and implementers of learning, managers of data and school administration, and beneficiaries of the outcomes of quality management and the Rapor Pendidikan.

Data were collected using three main techniques: in-depth interviews, observation, and document analysis. In-depth interviews were conducted with principals, teachers, school committee representatives, administrative staff, and selected students and parents to obtain detailed information about how quality management is carried out and how the Rapor Pendidikan is used as an instrument for evaluation and improvement. Interviews were semi-structured, based on an interview guide aligned with the three research focuses: (1) implementation of TQM principles in

the use of the Education Report Card; (2) school strategies for integrating report card results into TQM-based planning and quality improvement; and (3) supporting and inhibiting factors in the implementation of TQM. Each interview was audio-recorded with the informant's consent, supported by field notes, and then transcribed verbatim.

Observations were carried out in a non-participant manner to directly examine activities related to quality management and the use of the Rapor Pendidikan, such as school meetings, program planning sessions, learning processes, and monitoring or supervision routines. Document analysis was used to gather data from official records and documents such as the Education Report Card, school work plans (RKS), school activity and budget plans (RKAS), quality evaluation reports, principal decrees, minutes of meetings, and written policies related to internal quality assurance systems. In this qualitative design, the researcher functioned as the main research instrument, responsible for planning the inquiry, interacting with participants, interpreting data, and maintaining sensitivity to the socio-cultural context of each school.

To ensure the trustworthiness of the findings, the study focused on credibility through source triangulation and technique triangulation. Source triangulation was carried out by comparing information obtained from different informants (principals, teachers, administrative staff, students, parents, and school committee members) to check the consistency and reliability of the data. Technique triangulation was implemented by cross-checking findings derived from interviews, observations, and documents so that patterns identified in the data could be validated from more than one angle. Convergence of evidence from these different techniques strengthened confidence that the patterns reflected actual conditions in the schools rather than the bias of a single source or method.

Data analysis followed the interactive model of Miles, Huberman, and Saldaña (2014), which consists of three interrelated components: data condensation, data display, and conclusion drawing and verification. Data condensation involved selecting, focusing, simplifying, abstracting, and transforming the raw data obtained from field notes, interview transcripts, and documents so that they became more manageable and aligned with the research focus. The condensed data were then organized into clear and systematic displays, such as narrative descriptions, matrices, tables, and thematic groupings, to facilitate interpretation and identification of key patterns. Conclusion drawing and verification were conducted throughout the research process. Initial conclusions were developed based on patterns and relationships that emerged in the data but were treated as provisional and continuously tested against new data and alternative explanations. Through repeated checks, comparisons, and reflections, the final conclusions were formulated in a systematic manner and aligned with the research questions and objectives of the study.

3. Result and Discussion

Research Results

SMAS Santo Yosef is a private senior high school located on Gajah Mada Street, Titian Antui Village, Pinggir Subdistrict, Bengkalis Regency, Riau Province, with postal code 28784. The school, registered under NPSN 10497544 and led by Principal Yenni Br Kacaribu, serves students from surrounding communities and holds a “B” accreditation, reflecting compliance with national education quality standards. Meanwhile, SMA Negeri 4 Mandau, located on Batin Betuah Street in Pematang Pudu Village, Buluh Kasap Hamlet, Mandau Subdistrict, Bengkalis Regency, shares the same postal code and operates as a public senior high school with NPSN 10400852, NSS 30.109.02.04.004, and NIS 300040. Under the leadership of Principal Dimon Sapta, S.Pd., the school maintains an “A” accreditation, indicating excellent performance in school management, learning processes, and educational services.

Data for this study were collected through a qualitative process combining in-depth interviews, non-participant observations, and document analysis at SMAS Santo Yosef and SMAN 4 Mandau in Bengkalis Regency. The two schools were purposively selected because they actively use the Education Report Card and represent different organizational characteristics (private vs. public) with distinct accreditation statuses and management profiles. After research permission was obtained from the principals, semi-structured interviews were conducted with key informants, including principals, teachers, education staff, school committee representatives, and students; all interviews were audio-recorded with consent, supported by field notes, and transcribed verbatim. Observations focused on school activities related to the use of the Education Report Card, while document analysis covered school work plans (RKS), school activity and budget plans (RKAS), meeting minutes, and quality assurance reports. The interview process followed a structured protocol that linked the three main research focuses with respondent categories, ensuring that the data gathered were relevant, comparable, and aligned with the study objectives. This protocol included questions exploring principals’ leadership and quality vision, teachers’ use of report data in instruction, education staff’s administrative support roles, school committee involvement in quality programs, and students’ perceptions of the learning environment. A simplified version of this protocol is presented in Table 1.

Table 1. Research Focus, Indicators, and Respondents

No.	Research Focus	Indicator	Respondents
1	Implementation of TQM principles in the use of the Education Report Card	Existence of a long-term, data-based quality vision	Principal, teachers, school committee
		School commitment to building a quality culture	Principal, teachers, education staff
		Role of school leadership in TQM implementation	Principal, teachers, education staff

No.	Research Focus	Indicator	Respondents
2	School strategies for integrating Education Report Card results into TQM-based planning and quality improvement	Use of report card results in preparing quality improvement programs	Principal, teachers, education staff
		Strategies to link report card indicators with TQM principles	Principal, teachers
		Steps to ensure follow-up of report card results in teaching and school management	Principal, teachers, school committee
		Roles of principal, teachers, and education staff in integrating report card into continuous improvement processes	Principal, teachers, education staff
3	Supporting and inhibiting factors in TQM implementation	Training for teachers and education staff aligned with report card results	Principal, teachers, education staff
		Open and safe working climate without fear	Principal, teachers, students
		Cross-element collaboration within the school	Principal, teachers, education staff, committee, students
		Involvement of all school members and the committee	Principal, teachers, education staff, students, committee

This section presents the research findings on the implementation of Total Quality Management (TQM) principles in the utilization of the Education Report Card (Rapor Pendidikan) at Santo Yosef Senior High School (SMAS Santo Yosef) and State Senior High School 4 Mandau (SMAN 4 Mandau), Bengkalis Regency. Data were obtained through interviews, observations, and document analysis involving principals, teachers, education staff, students, and school committee representatives. The data were analyzed using the interactive analysis model of Miles, Huberman, and Saldana (2014), which consists of data condensation, data display, and conclusion drawing and verification.

Implementation of TQM Principles in the Utilization of the Education Report Card

SMAS Santo Yosef

At SMAS Santo Yosef, the utilization of the Education Report Card is explicitly framed within key TQM indicators, namely customer focus, fact-based decision making, process approach, continuous improvement, and total involvement. The school interprets the Education Report Card as a representation of students' learning needs and parents' expectations; indicators on literacy, numeracy, character, learning quality, school climate, and resource utilization are discussed in teacher meetings, school committee forums, and parent meetings, where the principal and teachers present the results, listen to parents' concerns about students' learning difficulties, and identify priority areas such as numeracy reinforcement or character

education, so that students and parents are positioned as “customers” whose satisfaction and development become the reference for planning quality improvement programs. The Report Card has become an important evidence base in school decision-making, as planning documents such as the School Work Plan (RKS) and the School Activity and Budget Plan (RKAS) are drafted by referring to Report Card scores, particularly indicators that decline or remain in the “moderate” category (for example, teacher training participation or resource utilization), and program priorities such as strengthening literacy and numeracy, improving classroom management, and optimizing the use of ICT are determined after analysis of Report Card data and supporting documents, with meeting minutes and principal decrees confirming that decisions are no longer formulated solely on intuition but increasingly grounded in objective evidence.

The school does not treat the Report Card merely as an outcome report, but as an entry point to examine the entire learning and management process; literacy and numeracy scores are traced back to lesson planning, choice of learning methods, assessment practices, and remedial or enrichment activities, while indicators on school climate and leadership are linked with supervision routines, classroom visits, and communication patterns between school leaders, teachers, and students, so that quality improvement is directed not only at enhancing final scores but also at refining the end-to-end processes that produce those scores. The principle of continuous improvement is visible in the routine evaluation cycle: after each Report Card release, the principal and quality assurance team conduct review meetings to assess the achievement of previously set targets and identify aspects requiring adjustment, and follow-up programs such as strengthening teacher professional development, revising learning scenarios, or improving school climate initiatives are redesigned based on evaluation results, so that the cycle of planning, implementation, evaluation, and follow-up creates a repetitive pattern of improvement rather than one-off interventions and positions the Report Card as a trigger for ongoing refinement rather than a static administrative document.

TQM implementation is also reflected in the involvement of multiple stakeholders in utilizing the Report Card, as the principal leads strategic planning and monitoring, teachers analyze the implications of indicators for classroom practice, education staff manage and present data, and the school committee supports policy decisions and communicates them to parents, while students are indirectly involved through counseling activities, class meetings, and character-building programs that respond to Report Card findings, indicating that responsibility for quality is not concentrated solely on the principal but is shared among all elements of the school. Overall, the implementation of TQM principles at SMAS Santo Yosef through the utilization of the Education Report Card has contributed to the formation of a school-wide quality culture in which customer focus is reflected in attention to students’ and parents’ needs, fact-based decision making is evident in the use of data for planning, the process approach is used to trace the causes behind scores, continuous improvement is ensured through repeated evaluation cycles, and total involvement is built through collaborative work among all stakeholders.

SMAN 4 Mandau

At SMAN 4 Mandau, the Education Report Card is also utilized according to key TQM indicators, although with different emphases and challenges compared to SMAS Santo Yosef. Report Card indicators on literacy, numeracy, character, and inclusivity are used to identify student groups that require reinforcement or remediation; based on these data, the principal and teachers design additional learning services, tutoring, and character-building programs, particularly in subjects tested in the national assessment, while guidance and counseling services are directed to students whose learning outcomes or behavior patterns are flagged in the Report Card. However, parental involvement in understanding and utilizing Report Card data remains limited, as communication with parents is still more focused on general school information, so the potential for deeper collaboration in supporting learning at home is not yet fully realized.

The school uses the Education Report Card as the main reference for mapping strengths and weaknesses, especially in learning outcomes and school climate, where increases in literacy and numeracy scores from 2024 to 2025 are not interpreted as mere achievements but as validation of previous intervention programs, while low or stagnant indicators, such as resource utilization, become the basis for revising planning and budget allocation; program design documents, meeting minutes, and principal decisions show alignment between program priorities and the pattern of scores in the Report Card, indicating that school decisions are increasingly data-driven. The process approach is reflected in efforts to relate Report Card outcomes to the internal processes that produce them, for instance by linking improvements in instructional quality and teacher reflection indicators with structured academic supervision, classroom observation, and teacher reflection sessions, and by forming working groups that analyze how specific teaching methods, classroom management techniques, and use of technology contribute to changes in Report Card scores; nonetheless, some improvement initiatives have not yet been fully standardized or documented as part of the internal quality assurance system, which indicates that the process approach is still being strengthened.

Annual evaluations based on the Education Report Card are used to maintain the consistency of the school's quality culture, as the principal emphasizes the need to refine programs that have not yet produced significant improvements, such as optimizing resource utilization and expanding teacher training participation, and improvement programs are formulated for the next period with reference to previous evaluation results; however, limited time, administrative workload, and infrastructure constraints, such as unstable internet connectivity, sometimes hinder the implementation of follow-up actions, meaning that the principle of continuous improvement has been initiated but still needs support so that every evaluation cycle genuinely translates into concrete changes at the classroom level. Total involvement is pursued through the establishment of teams or working groups to analyze Report Card data and plan school improvement programs, with the principal ensuring teacher participation, the school committee providing feedback on program directions, and education staff managing data and supporting administration, while

students are involved through participation in school climate enhancement programs and extracurricular activities designed based on Report Card findings; nevertheless, the intensity and depth of involvement vary, as some teachers demonstrate strong understanding of the Report Card indicators and their implications for teaching, whereas others still require further mentoring and capacity building, indicating that the ideal of total involvement is moving in a positive direction but has not yet been achieved evenly across all school members. In summary, at SMAN 4 Mandau the Education Report Card has supported the implementation of TQM principles by providing evidence for decision-making, directing process improvements, and encouraging continuous evaluation, yet variations in stakeholder involvement, limitations in resource utilization, and incomplete documentation of good practices show that the integration of TQM principles still needs to be strengthened to become more systematic and sustainable.

School Strategies for Integrating the Education Report Card Results

SMAS Santo Yosef

The school's strategies for integrating the Education Report Card into planning and quality improvement systematically operationalize the TQM indicators, beginning with fact-based decision making and the process approach through in-depth analysis of each Report Card indicator, which is then used to determine program priorities in the RKS and RKAS so that every planned activity directly responds to identified problems in literacy, numeracy, character, learning quality, school climate, and resource utilization. Customer focus is reflected in the way these program priorities take into account students' learning needs and parents' expectations, with efforts such as strengthening literacy and numeracy, expanding character-building activities, and improving classroom management all aimed at enhancing students' learning experiences and outcomes. Total involvement is evident in the composition of planning teams and routine evaluation meetings that include the principal, teachers, education staff, and the school committee, where each party contributes perspectives according to their roles so that program design reflects a shared responsibility for quality. Continuous improvement is supported by systematic monitoring and evaluation mechanisms, as the principal and quality assurance team conduct academic supervision, collective reflection with teachers, and re-analysis of Report Card data in subsequent periods, reinforcing and standardizing programs that prove effective while revising or replacing those that are less effective. Through these strategies, the Education Report Card is integrated into a TQM-based quality management cycle, ensuring that data are translated into concrete actions and that each cycle of planning and evaluation pushes the school toward higher levels of quality.

SMAN 4 Mandau

At SMAN 4 Mandau, strategies for integrating the Education Report Card into school planning also reflect TQM indicators, although with certain limitations. Fact-based decision making appears in the use of Report Card data as benchmarks to design and evaluate improvement programs, especially in strengthening literacy,

numeracy, character education, and school climate. The process approach is implemented through efforts to link Report Card indicators with TQM principles in learning and school management; for example, improvements in instructional quality and teacher reflection indicators are followed up with more structured supervision, peer discussions, and the introduction of more varied, technology-enhanced teaching methods. Customer focus is visible in programs that aim to improve students' learning experiences, such as remediation and enrichment, guidance and counseling, and extracurricular activities that support character development and inclusion, although parental engagement in using Report Card data as a reference for supporting learning at home still needs to be intensified. Total involvement is pursued through collaborative planning, in which the principal, teachers, the school committee, and education staff jointly design quality improvement programs and monitoring mechanisms. Continuous improvement is facilitated by annual reviews, even though the consistency of implementation is sometimes constrained by limited resources, time, and documentation. These strategies show that SMAN 4 Mandau has initiated a TQM-oriented integration of the Education Report Card, but still needs to strengthen standardization, documentation of good practices, and equal involvement of all teachers so that quality improvements become more sustainable.

Supporting and Inhibiting Factors in the Implementation of TQM

SMAS Santo Yosef

At SMAS Santo Yosef, supporting factors for the implementation of TQM through the utilization of the Education Report Card can be directly linked to the five TQM indicators, where strong leadership commitment supports continuous improvement and the process approach as the principal consistently promotes data-based planning and routine evaluations; a collaborative culture among teachers and education staff strengthens total involvement by enabling joint analysis of Report Card data and collective design of improvement programs; active participation of the school committee and parents reinforces customer focus because programs are increasingly aligned with students' needs and parental expectations; and the use of ICT to manage and present Report Card data facilitates fact-based decision making by making information more accessible and understandable for decision makers. Inhibiting factors include limited teacher time for in-depth data analysis, varying levels of data literacy, and constraints in resources for training that aligns with Report Card findings, all of which can weaken the consistency of continuous improvement and reduce the depth of the process approach, as not all teachers are able to fully integrate data into their daily instructional practices.

SMAN 4 Mandau

At SMAN 4 Mandau, supporting factors also relate to TQM indicators, as management support for positioning the Education Report Card as the basis for planning encourages fact-based decision making and continuous improvement; teachers' motivation to improve instructional quality and participate in training contributes to total involvement and strengthens the process approach in the

classroom; and the readiness of some teachers to use Report Card data in lesson planning and assessment reflects the initial formation of a data-driven culture. However, inhibiting factors such as limited use of resources for quality improvement, variations in teachers' understanding of TQM principles and data interpretation, and heavy administrative workload hamper the full realization of TQM; these constraints limit the depth of the process approach, weaken the consistency of continuous improvement, and reduce the breadth of total involvement, especially among teachers who have not yet fully integrated data into their teaching practices. Overall, the findings indicate that both SMAS Santo Yosef and SMAN 4 Mandau have started to operationalize TQM indicators through the utilization of the Education Report Card; nevertheless, strengthening data literacy, documentation of good practices, and equal involvement of all school members remains essential to ensure that customer focus, continuous improvement, fact-based decision making, process approach, and total involvement are fully institutionalized in the schools' quality cultures.

Discussion

The implementation of TQM principles in the utilization of the Education Report Card

At SMAS Santo Yosef and SMAN 4 Mandau shows that both schools use Report Card data as the basis for designing sustainable school quality improvement programs. In both schools, collaboration among the principal, teachers, education personnel, and the school committee is a key factor in implementing TQM. At the same time, the findings indicate that TQM does not only influence the quality of learning processes, but also gradually improves the quality of report management itself, particularly in terms of systematic procedures, stakeholder involvement, and the extent to which data are translated into follow-up actions.

The application of continuous evaluation based on Report Card data is a primary step to ensure the identification of strengths and weaknesses in the learning process and to design appropriate improvement programs. In this regard, the PDCA (Plan–Do–Check–Act) cycle introduced by Deming (1986) is applied by both schools to ensure continuous improvement. Annual evaluations based on Report Card results allow schools to set quality targets and ensure that improvement efforts are aligned with desired outcomes. At SMAS Santo Yosef, the use of a PDCA-like cycle has led to more regular, documented, and follow-up oriented management of the Education Report Card: data are not only collected and reported, but also routinely revisited and used as the main reference for subsequent planning. At SMAN 4 Mandau, the PDCA cycle is present but less mature; evaluations are conducted annually, yet constraints in time and documentation mean that not all findings are consistently converted into concrete program revisions. This shows that TQM has begun to improve the quality of report management, but with different levels of consistency across the two schools.

SMAS Santo Yosef and SMAN 4 Mandau use Report Card-based evaluation to engage teachers, staff, and the principal in designing improvement programs. At

SMAS Santo Yosef, the Report Card is used to assess student performance in literacy, numeracy, and character, reflecting the need for holistic education. The study indicates that this holistic orientation has raised the quality of report management: indicators are not read in isolation, but interpreted across domains and discussed in multi-stakeholder forums, which makes the management of the Report Card more integrative and pedagogically meaningful.

At SMAN 4 Mandau, the implementation of data-based evaluation also reflects the principle of continuous improvement, in line with Handayani et al., (2025) concept that continuous improvement should be guided by data analysis for evaluating and designing improvement programs. The application of data-based evaluation at SMAN 4 Mandau helps the school set priorities for improvement, particularly in literacy and numeracy, and ensures that improvement efforts are focused and aligned with students' needs. However, the findings show that the quality of report management at SMAN 4 Mandau is still developing: although data are used to set targets, follow-up mechanisms and documentation of good practices are not yet as structured as at SMAS Santo Yosef. Thus, TQM has initiated a shift from incidental to more systematic report management, but this process remains incomplete.

However, despite the good achievements of both schools, they still face major challenges, including limited time, resources, and understanding among some stakeholders regarding their roles in quality management. This aligns with Hendrian (2024) view that objective and accurate data-based evaluation is key to continuous improvement of educational processes. In practice, these challenges directly affect the depth and stability of report management quality: limited time reduces opportunities for in-depth analysis; uneven data literacy leads to varying interpretations of Report Card indicators; and resource constraints limit the frequency and quality of training related to data utilization. Although regular training and evaluations have been carried out, both schools still need to strengthen the systematic and comprehensive integration of TQM across all school elements and enhance the application of continuous improvement through more intensive and structured evaluation cycles, so that the management of the Education Report Card does not stagnate at the level of routine reporting but truly becomes a driver of continuous improvement.

Overall, the implementation of TQM principles through the utilization of the Education Report Card at SMAS Santo Yosef and SMAN 4 Mandau demonstrates that both schools have adopted continuous data-based evaluation involving all school elements in quality improvement processes. At SMAS Santo Yosef, this has resulted in higher-quality report management, characterized by regular analysis, clear linkages between data and planning, and more consistent follow-up. At SMAN 4 Mandau, improvements are evident in the use of data to guide priorities, but the quality of report management is still constrained by limited documentation, uneven stakeholder involvement, and resource limitations. Despite good progress, challenges related to time constraints, limited resources, and the need to strengthen understanding of each stakeholder's role in quality management still remain, and these challenges determine how far TQM can actually elevate the quality of Education Report Card management in both schools.

School Strategies for Integrating the Education Report Card Results

At both SMAS Santo Yosef and SMAN 4 Mandau, Education Report Card results are used strategically to design and improve educational quality with the involvement of all school elements. In both schools, the use of Report Card data functions not only as an evaluation tool but also as the basis for designing continuous improvement programs. This approach aligns strongly with TQM principles, which emphasize active participation of all parties in every stage of quality improvement, and it also marks a transition in the quality of report management from being merely administrative to becoming strategic and action-oriented.

At SMAS Santo Yosef, Report Card data are used to identify strengths and weaknesses in various aspects of education, from student performance to program effectiveness. This use of data enables the school to design proactive improvement programs, ensuring that every decision is grounded in accurate and relevant information. As a result, report management becomes more structured: data flows from collection to analysis, priority setting, program design, and monitoring. This creates a structured and integrated system in which every decision and improvement step is driven by ongoing, data-based information.

At SMAN 4 Mandau, Report Card data are likewise used to set quality targets in literacy, numeracy, and instructional quality. Integration of Report Card results into quality improvement planning supports the TQM principle of total involvement, which requires the active participation of all parties. In line with Hidayah et al., (2025), the application of this principle can measurably and sustainably improve school quality. At SMAN 4 Mandau, analysis of Report Card data is used to identify strengths and weaknesses in student performance and instructional quality, which then serves as a basis for designing relevant improvement programs suited to students' evolving needs. However, the study also shows that the maturity of report management is still lower than at SMAS Santo Yosef: standard operating procedures for analysis, documentation of follow-up actions, and feedback loops are not yet consistently implemented. Consequently, although TQM has initiated improvements, the impact on the overall quality of report management remains partial.

Both schools demonstrate that the Education Report Card can function as more than an administrative reporting instrument. At SMAS Santo Yosef, Report Card data are used to determine program priorities, allocate resources, and monitor program progress. This indicates a high level of integration where report management supports decision-making across multiple dimensions of school management. At SMAN 4 Mandau, Report Card data are utilized to strengthen learning and school climate, although further strengthening of standard procedures and documentation is still needed. These findings reinforce the view that TQM-based quality management requires integration of data into the entire management cycle, not only at the planning stage. Without clear integration mechanisms, Report Card data risk remaining at the reporting level and not fully contributing to continuous quality improvement.

The integration of Education Report Card results into planning and quality improvement at SMAS Santo Yosef and SMAN 4 Mandau shows that the Report Card functions as more than a mere administrative reporting tool. Both schools use Report Card data to design sustainable improvement programs, involve all school elements in improvement processes, and ensure that decisions are based on accurate and relevant data. At the same time, the comparison between the two schools indicates different levels of report management quality: SMAS Santo Yosef has moved closer to a fully integrated, TQM-based management cycle, whereas SMAN 4 Mandau is still in a transitional phase where data are used, but supporting systems and documentation are not yet consistently in place. Further strengthening of standard procedures and documentation is needed to ensure that Report Card data do not stop at the reporting stage but contribute optimally to continuous quality improvement.

Supporting and Inhibiting Factors in the Implementation of TQM

The implementation of TQM through the utilization of the Education Report Card at SMAS Santo Yosef and SMAN 4 Mandau shows that, although both schools face challenges, they have succeeded in integrating TQM principles to improve educational quality. In both schools, commitment from all elements, from the principal to the school committee, plays an important role in ensuring that TQM implementation proceeds well. At the same time, these supporting factors are positively associated with higher-quality management of the Education Report Card, whereas inhibiting factors tend to limit the depth and consistency of report utilization.

At SMAS Santo Yosef, the main challenges are limited time and resources. SMAS Santo Yosef has managed these constraints by maintaining strong engagement of all school members and conducting continuous evaluations. Regular evaluation is key to maintaining commitment to quality improvement despite resource limitations and has helped the school maintain a relatively high level of report management quality, characterized by routine analysis, multi-stakeholder discussion, and documented follow-up.

At SMAN 4 Mandau, the main challenge lies in differing priorities among the principal, teachers, and administrative staff, which can hinder active participation in TQM programs. To address this, SMAN 4 Mandau has enhanced coordination and collaboration among stakeholders, allowing them to manage differing priorities and ensure that TQM implementation continues effectively. Active participation of all parties is key to achieving optimal educational outcomes, and this is reflected in practices at SMAN 4 Mandau. However, the findings of this study suggest that these efforts have not yet fully translated into high-quality report management: variations in engagement, incomplete documentation, and uneven follow-up mean that the potential of the Education Report Card as a quality management tool is not yet fully realized.

Supporting and inhibiting factors in TQM implementation at both schools show that TQM success depends on a combination of structural and cultural factors. Principal

commitment, a collaborative culture, and teachers' readiness to work together in instructional processes are supporting factors that tend to enhance the quality of report management, making it more systematic, participatory, and action-oriented. Meanwhile, inhibiting factors such as limited time, resources, data literacy, and administrative workload pose obstacles that must be addressed to enhance the effectiveness of follow-up programs and to prevent report management from remaining at a superficial level.

By understanding these factors, schools can design more realistic and contextual strategies, such as strengthening individual capacity through training and mentoring, developing systems through SOPs and internal quality assurance, and better managing school culture. These strategies are not only important for improving learning quality, but also crucial for raising the quality of Education Report Card management from basic compliance with reporting requirements to the level of strategic, TQM-based utilization.

The implementation of TQM at SMAS Santo Yosef and SMAN 4 Mandau shows significant progress in utilizing the Education Report Card as a tool to improve educational quality. At SMAS Santo Yosef, TQM has contributed to more mature report management practices that are regular, documented, and closely linked to planning and follow-up. At SMAN 4 Mandau, TQM has initiated important changes, but report management still requires reinforcement in terms of standardization, documentation, and equitable involvement. Although both schools face challenges such as resource limitations and differing stakeholder priorities, collective commitment, continuous evaluation, and strong collaboration among stakeholders remain the main factors ensuring ongoing quality improvement. To overcome the obstacles, both schools need to strengthen resource capacity and operational standards so that TQM can be applied more systematically and effectively. With appropriate approaches, TQM implementation can continue to contribute positively not only to sustainable improvement in educational quality, but also to the progressive enhancement of the quality of Education Report Card management as a central instrument in school quality assurance.

4. Conclusion

This study concludes that the implementation of TQM principles in the utilization of the Education Report Card at SMAS Santo Yosef and SMAN 4 Mandau has contributed positively to school quality improvement and gradually enhanced the quality of report management. Both schools apply key TQM indicators customer focus, fact-based decision making, process approach, continuous improvement, and total involvement and use Report Card data as the basis for planning, implementing, and evaluating quality improvement programs. The PDCA cycle is evident in both contexts, although its consistency and depth of application differ.

SMAS Santo Yosef demonstrates a more mature implementation of TQM, reflected in systematic analysis of Report Card data, clear linkage between data and program planning, documented follow-up, and broad stakeholder involvement. In this

school, the Education Report Card functions not only as an administrative tool but as an integral component of a data-driven quality management cycle. At SMAN 4 Mandau, TQM has initiated important shifts toward data-based decision making and collaborative planning; however, limitations in procedures, documentation, and equal participation indicate that the quality of report management is still in a transitional stage.

Supporting factors in both schools include strong leadership commitment, a collaborative culture, and growing teacher motivation to engage with data. Conversely, inhibiting factors such as limited time and resources, uneven data literacy, administrative workload, and incomplete standardization of procedures constrain the full realization of TQM. Strengthening data literacy, standard operating procedures, internal quality assurance mechanisms, and equitable involvement of all stakeholders is therefore essential. Overall, the findings affirm that TQM-oriented utilization of the Education Report Card has significant potential to drive continuous school improvement, provided that structural and cultural constraints are systematically addressed.

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