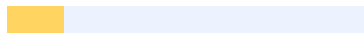




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<https://doi.org/10.58421/gehu.v5i1.940> ISSN 2963-7147 439 Journal homepage:
<https://journal-gehu.com/index.php/gehu> Total Quality Management of Sekolah Ramah
Anak (SRA) at SDN Ngupasan and SDN Tegalrejo 2, Yogyakarta City Winur Purbo
Sejati¹, Setya Raharja² ^{1,2}Universitas Negeri Yogyakarta, Yogyakarta, Indonesia Article
Info ABSTRACT Article history: Received 2025-12-10 Revised 2025-12-29 Accepted
2025-12-29 This study aims to describe the implementation of Total Quality Management
(TQM) in Sekolah Ramah Anak (SRA), a national childfriendly school program in
Indonesia, identifying supporting and inhibiting factors at SDN Ngupasan and SDN
Tegalrejo 2 in Yogyakarta City. The study used a qualitative approach with a multiple-case
design. The research subjects included the principal, the school committee, and students.
Data were collected through observation, in-depth interviews, and documentation studies.
Data analysis in this study used the Miles and Huberman model, which includes data
reduction, data presentation, conclusion drawing, and verification. Data validity was verified
through triangulation. The results showed that TQM has been implemented effectively
through the principle of customer focus by accepting student and parent input, developing
programs based on student interests and talents, involving all school members and related
parties, and measuring quality through assessments, parent satisfaction surveys, and
academic and nonacademic achievement standards. The school's commitment is reflected
in its vision, mission, short-term, medium-term, and longterm goals, as well as in
continuous improvement based on measurement results. Supporting factors include active
participation of the school community, cooperation between parents and related parties,
the availability of child-friendly facilities and infrastructure, government support, funding,
and training. Inhibiting factors include limited conceptual understanding, suboptimal
parental support, limited facilities and funding, minimal training, resistance to change,
bullying, and suboptimal data utilization. This research emphasizes the importance of TQM
in creating SRA that are safe and comfortable for students. Keywords: Elementary
school Total Quality Management Child-friendly Schools This is an open-access article

under the CC BY-SA license. Corresponding Author: Winur Purbo Sejati Faculty of Education, Educational Management, Universitas Negeri Yogyakarta Email:

winurpurbo.2022@student.uny.ac.id 1. INTRODUCTION Basic education plays a strategic role as the foundation for the development of students' character, competence, and overall personality. Education also serves not only

<https://doi.org/10.58421/gehu.v5i1.940> 440 academic purposes but also instills moral values, social attitudes, and positive habits in students [1]. Schools are not only required to improve academic achievement but are also responsible for creating a safe, comfortable, and enjoyable learning environment for children. 8 The learning environment not only influences learning outcomes but can also affect students' cognitive and personal domains [2]. The student-oriented education paradigm demands school management that ensures the quality of educational services and the fulfillment and protection of children's rights. Schools play a strategic role in protecting children's rights, as the first environment after the family that shapes children's character and personality [3]. Total Quality Management (TQM) is a strategic approach to improving educational quality that is oriented towards customer satisfaction through continuous improvement and the involvement of all organizational elements [4], and is also a culture integrated into organizational policies and practices [5]. The application of TQM in primary education can strengthen the school's quality culture and create a safe, supportive learning environment for students. The government is promoting 2 the implementation of Sekolah Ramah Anak (SRA), a national child-friendly school program in Indonesia, as a policy to improve the quality of education and ensure the fulfillment of children's rights through a safe, inclusive, violencefree, and participatory school environment [6]. SRA focuses not only on physical aspects but also emphasizes creating a school climate that makes the school a second home for students, allowing children's character and personality to develop naturally through healthy social interactions. The implementation of SRA in schools has not been optimal, with bullying, academic pressure, limited child-friendly facilities, and low student

and parent participation still being encountered, creating a gap between policies and practices that tend to be administrative in nature and not yet integrated into school quality management [7]. Efforts to improve the quality of education are also closely related to the fulfillment of National Education Standards as stipulated in Government Regulation Number 19 of 2005, which covers eight education standards, including graduate competency standards, content, processes, teaching staff, facilities and infrastructure, management, financing, and education assessment [8]. Fulfillment of education standards is oriented towards the quality of input, process, and output, making TQM a relevant approach in responding to the dynamics of change and demands for quality education services [9]. Advances in ¹ science and technology are encouraging parents to be more selective in choosing schools based on service quality, funding, and the learning process. The implementation of TQM places students at the center of services and emphasizes the role of school leadership in improving the performance of educators and education personnel [10]. The implementation of TQM in education requires synergy between schools, the community, and the government to improve the performance of school personnel through effective and sustainable resource management [11], [12]. This is reflected in the Yogyakarta City Government's commitment to designating 98 percent of schools as SRA by 2022 [13]. The Sekolah Ramah Anak (SRA) designation does not fully reflect the comprehensive implementation of Total Quality Management (TQM) ¹ in elementary schools,

<https://doi.org/10.58421/gehu.v5i1.940> 441 as previous studies have tended to focus on improving teacher performance and learning effectiveness. At the same time, the integration of TQM with CSR principles remains limited. Furthermore, various reports and studies on SRA implementation indicate that meeting indicators, particularly in school policy, facilities, infrastructure, and an inclusive learning climate, remains a challenge in many elementary schools [14]. Based on these conditions, ¹ there is a research gap regarding the application of Total Quality Management (TQM) in strengthening the

implementation of Sekolah Ramah Anak (SRA) in elementary schools. Therefore, this study focuses on 2 the implementation of TQM at SDN Ngupasan and SDN Tegalrejo 2 in Yogyakarta City, as schools with the ChildFriendly School predicate. 5 This study aims to provide an empirical overview of Total Quality Management practices, their supporting and inhibiting factors, and their contribution to creating a safe, comfortable, and student-oriented school environment.

2. METHOD

This study used a descriptive qualitative design with a multi-case approach 1 to examine the implementation of TQM in the Sekolah Ramah Anak (SRA) program at SDN Ngupasan and SDN Tegalrejo 2 in Yogyakarta City. The qualitative approach is based on the post-positivist paradigm and is used to examine phenomena in their natural settings [15]. The study focused on observing primary data to understand the phenomena in depth and comprehensively address the research questions [16]. This study used primary and secondary data. Primary 1 data were obtained through in-depth interviews with the principal, school committee, and students at SDN Ngupasan and SDN Tegalrejo 2 in Yogyakarta City, while secondary data came from school curriculum documents, archives, and relevant literature and journal reviews. All data were confirmed and validated through triangulation techniques to increase the credibility of the research findings [17][18]. Data collection was carried out through interviews, observation, and documentation as the main instruments of qualitative research [19]. Informants were selected using purposive and snowball sampling [17]. The data were valid and accurate, and the findings were in accordance with scientific principles, as assessed using four criteria: 13 credibility, transferability, dependability, and confirmability [20]. Data analysis 1 in this study used the Miles and Huberman model, which includes data condensation, data display, conclusion drawing, and verification [21].

3. RESULTS AND DISCUSSION

3.1. Results

3.1.1 Focus on customers

The results of the study indicate that SDN Ngupasan Yogyakarta implements a customer focus through the active involvement of students and parents in the planning, implementation, and evaluation of school programs. The school provides a broad participation space through committee meetings, the Parent-Student Forum (Forum Orang Tua Siswa/FOS), parent-teacher meetings, and 10 parent

involvement in curriculum workshops. Educational services and the provision of infrastructure are designed ² to create a safe, comfortable, and enjoyable learning environment in accordance with the principles of Sekolah Ramah Anak (SRA). In addition, the school regularly conducts satisfaction surveys as part of its quality management culture, enabling the school to quickly and effectively

<https://doi.org/10.58421/gehu.v5i1.940> 442 follow up on student and parent input, criticism, and complaints ² as a basis for improving educational services. Meanwhile, SDN Tegalrejo 2 Yogyakarta demonstrates customer focus by providing adaptive educational services that prioritize individual student needs. The school implements differentiated learning, mentoring for students experiencing learning difficulties, and assessments that encompass both academic and non-academic aspects. Parent participation is facilitated through committee meetings, parent-teacher meetings, and involvement in school program evaluations. The school also fosters ² a culture of open communication and responsiveness to complaints and input, supported by satisfaction surveys and transparency in school information. These practices demonstrate that SDN Tegalrejo 2 has integrated ¹ the principle of customer focus into its efforts to improve SRA quality.

3.1.2 Total Involvement in the Sekolah Ramah Anak (SRA)

The results of the study indicate that SDN Ngupasan implements total engagement through the active participation of all school members, including teachers, education staff, students, parents, ¹ and the surrounding community in the planning, implementation, evaluation, and reflection of school programs. The school provides ample space for students to express aspirations, develop creativity, ⁶ and participate in academic and extracurricular activities as part of character building. School program planning based on educational report card data ¹ is carried out collaboratively and is a shared responsibility of all school members. The principal creates an open dialogue with all school members. At the same time, partnerships with the committee, the Parent-Student Forum, and the community through the RT, RW, and sub-district are realized in various educational activities, local culture, and

environmental cleanliness movements. **The learning process is** implemented in a nondiscriminatory, gender-sensitive manner and upholds the fulfillment of children's rights in a safe, enjoyable, and empathetic learning environment. Meanwhile, SDN Tegalrejo 2 demonstrates total involvement by strengthening the participation of all school members with the principles of togetherness and mutual cooperation in every school program development. Teachers and education staff share a sense of collective responsibility for the quality of education, which manifests through active involvement in planning, evaluation, training, workshops, and Teacher Working Groups (Kelompok Kerja Guru/KKG). Parents are directly involved in classroom activities, extracurricular activities, mutual cooperation, religious activities, and class outings. Students are given a democratic space to express ideas and opinions through discussion forums and deliberations. The principal implements inclusive leadership by creating spaces for dialogue and thematic discussions involving all school members, thereby fostering a collaborative climate that supports the realization of a participatory, child-friendly, and sustainable school. 3.1.3 Measurement in Sekolah Ramah Anak (SRA) **1 The research results show that** measurement at SDN Ngupasan **is carried out** routinely through learning evaluations based on academic and non-academic data as **a basis for improving the quality of** education. **Student learning outcomes** are systematically analyzed, including test items, assignments, and assessments, to identify levels of material

<https://doi.org/10.58421/gehu.v5i1.940> 443 mastery, remedial needs, and enrichment opportunities. **6 This data is used to provide** targeted guidance and involve parents in supporting learning at home. In addition to academic aspects, the school also assesses the development of student character and attitudes through teacher observations and daily reports, which are reinforced through habituation activities such as ceremonies, religious activities, clean-up movements, and the strengthening of school culture. The measurement results are analyzed together with the entire school community as a basis for formulating improvement and innovation programs, supported by strengthening the information

technology system and by involving relevant external parties, so that quality improvements are carried out sustainably and in line with the principles of SRA. Meanwhile, measurement at SDN Tegalrejo 2 **1 is carried out** continuously through **monitoring and evaluation** of learning outcomes and the achievement of clear, measurable Key Performance Indicators. The school uses data on learning outcomes and the achievement of Minimum Completion Criteria. Improvements in school exam scores and student achievement serve as **2 the basis for** evaluation and program planning. Quality assessment analysis covers academic and non-academic aspects, student and parent satisfaction, and evaluation of **1 the learning process is** conducted periodically **by the school management** team. Measurement results are communicated transparently to the entire school community through meetings, print, and digital media, making them easily accessible for collective reflection. Based on these evaluation results, the school designs and implements improvement programs that target curriculum development, teacher competency enhancement, infrastructure improvements, and the strengthening of educational services, involving teachers, education personnel, **10 students, and parents in the** continuous improvement process. 3.1.4 Commitment in Sekolah Ramah Anak (SRA) **1 The results of the study** indicate that SDN Ngupasan's commitment to implementing Child-Friendly Schools is reflected in the consistency **of the principal and teachers** in delivering a safe, comfortable, enjoyable, non-discriminatory, and responsive learning environment. Learning is designed using a differentiated **approach and is** oriented toward developing students' potential, interests, and talents, including through extracurricular activities. All school members actively contribute **2 to creating a** conducive environment by applying positive discipline and conflict resolution **based on the** triangle of restitution. The commitment to quality is also reflected in the consistent **1 implementation of the** school's vision and mission within **learning activities and** school culture, strengthening Pancasila character values, religious attitudes, environmental awareness, and the mastery **of science and technology**. In addition, the school implements anti-violence policies through the establishment of the Team for the Prevention and Handling of Violence in Educational Units (Tim Pencegahan

dan Penanganan Kekerasan di Satuan Pendidikan/TPPKS), antibullying and anti-discrimination campaigns, smoke-free zones, and prevention programs related to narcotics and hazardous substances, disaster-safe education, as well as support for inclusive services through Special Education Teachers (Guru Pendamping Khusus/GPK)

<https://doi.org/10.58421/gehu.v5i1.940> 444 and collaboration with the Disability Services Unit (Unit Layanan Disabilitas/ULD), community health centers, the police, and other relevant agencies. Meanwhile, SDN Tegalrejo 2's commitment is demonstrated through the consistent application of SRA principles in **1 learning and school** management, emphasizing safety, comfort, justice, and respect for children's rights. Teachers develop active, creative, and communicative learning that focuses not only on academic aspects, but also **on strengthening character**, tolerance, empathy, and cooperation through habituation and extracurricular activities. **The school's vision** and mission serve as the main guidelines **in program planning** and implementation, and are periodically monitored and evaluated **by the principal and** management team. Quality commitment is realized through **2 the implementation of** sustainable work programs, teacher professional development, and learning innovations. The school also implements an anti-violence policy through the TPPKS, positive discipline without corporal punishment, anti-bullying and anti-discrimination campaigns, and a commitment to a smoke- and drug-free area through education and collaboration with community health centers, the police, and the National Narcotics Agency (Badan Narkotika Nasional/BNN). 3.1.5 **1 Continuous Improvement in** Sekolah Ramah Anak (SRA) **The research findings indicate that** continuous improvement at SDN Ngupasan is implemented through regular evaluations **of learning and school** management **to improve the quality of education.** The school fosters a culture of reflection integrated into daily activities, including through the Teacher Learning Day program and the sharing of good practices across classes, which serve as a forum for discussion, problem-solving in learning, and the development of innovations. Teachers and education personnel are encouraged to continuously improve their competencies and

professionalism as part of the continuous improvement strategy. Positive changes are implemented consistently and adaptively to developments, as reflected in improvements in learning quality, strengthened student character, better management of extracurricular activities, and an increasingly conducive school environment. These improvement efforts are designed into short-, medium-, and long-term programs ¹ to support the achievement of the school's vision, mission, and goals. Meanwhile, continuous improvement at SDN Tegalarjo 2 is implemented through systematic evaluation ⁸ of the learning process and school management, covering academic, character, and social skills of students. Evaluation results are analyzed to identify areas for improvement, followed by ¹ the development of a concrete, measurable, and tailored improvement program tailored to the school's needs. The school consistently encourages the professional development of teachers and education staff through training, workshops, seminars, and individual and group reflection. A culture of reflection and continuous evaluation is implemented through regular meetings that involve the entire school community as a forum for collaborative learning and the sharing of experiences. ¹ The implementation of improvements is periodically evaluated to ensure the school remains responsive to challenges and needs and can continuously improve the quality of education in accordance with the principles of SRA.

<https://doi.org/10.58421/gehu.v5i1.940> 445 3.1.6 Driving Factors for Total Quality Management in Sekolah Ramah Anak (SRA) The results of the study indicate that the implementation of Total Quality Management at SDN Ngupasan is supported by the active participation of all school members, particularly the involvement of parents through the school committee and the Parent-Student Forum (Forum Orang Tua Siswa/FOS), which regularly holds meetings to provide input, joint planning, and supervision of school programs. Parents are involved in various academic and non-academic activities, such as competition mentoring, extracurricular activities, class outings, learning resource persons, school cleaning activities, religious holiday celebrations, and cultural activities. Other

driving factors include the active **1** **role of the principal in** directing and supervising **the implementation of** child-friendly TQM, **the role of teachers and** education personnel as facilitators and role models of nondiscriminatory learning **according to students' talents and interests**, government support through child-friendly school regulations, the availability of safe and comfortable **facilities and infrastructure**, student involvement in children's forums and class discussions, moral and material support **from the school committee**, cooperation with the community, **development of teacher competencies through** training and workshops, and implementation of quality assurance-based **monitoring and evaluation.**

Meanwhile, the implementation of Total Quality Management at Tegalrejo 2 Public Elementary School is driven by the principal's strong leadership in building a school culture that is communicative, collaborative, and responsive to input from all school members. Key driving factors include intensive collaboration with parents, **1** **the school committee, and the** Parent-Student Forum through regular meetings and involvement in the planning, implementation, and evaluation of school programs. The school also collaborates with external parties, including community leaders and relevant agencies. It receives government support through child-friendly school regulations and School Operational Assistance (Bantuan Operasional Sekolah/BOS) and Regional School Operational Assistance (Bantuan Operasional Sekolah Daerah/BOSDA) funding. Other supporting factors include differentiated learning by teachers tailored **1** **to students' abilities and interests**, the availability of child-friendly **facilities and infrastructure**, student involvement in school activities, and **the development of** class agreements, **as well as** continuous encouragement **to improve the competence of teachers and** education personnel to deliver inclusive, child-friendly educational services.

3.1.7 Inhibiting Factors for Total Quality Management in Sekolah Ramah Anak (SRA)

The research results show that implementing Total Quality Management at Ngupasan **Public Elementary School** still faces several obstacles. These obstacles include teachers, education staff, and some parents' suboptimal understanding **2** **of the principles of Total Quality Management and** SRA School indicators. Limited infrastructure, funding, and human resources also affect optimal

program implementation. Furthermore, traditional management and learning patterns persist; some school community members are resistant to change; limited training in child-friendly learning and in handling children with special needs; 1 and the utilization of quality data that 5 has not been systematically managed. Other

<https://doi.org/10.58421/gehu.v5i1.940> 446 obstacles that still arise are the suboptimal 4 involvement of parents and the community, the focus of quality assessments that emphasizes academic aspects, and the continued presence of cases of bullying on a minor scale. Meanwhile, 1 obstacles to the implementation of Total Quality Management at SDN Tegalorejo 2 include limited understanding among some school residents regarding the concept of integrated quality and indicators of SRA, limited supporting infrastructure, such as prayer facilities, child-friendly toilets, and those with special needs (Anak Berkebutuhan Khusus/ABK), 4 and a healthy canteen, which is exacerbated by limited school land. Resistance to changes in school management, suboptimal involvement of parents and committees, and limited training for teachers and education personnel in child-friendly learning are also major obstacles. 1 In addition, there are still old learning practices, minorscale bullying, and parents' limited understanding of school programs that are not fully equitable, requiring strengthened coordination and ongoing mentoring.

3.2. Discussion

2 Total Quality Management (TQM) is an organizational management system that emphasizes continuous quality improvement by involving all organizational components to achieve customer satisfaction. 7 Quality is a dynamic concept that is always associated with products, services, people, processes, and the environment [22]. 1 In educational institutions, implementing TQM aims to improve the quality of the learning process, stakeholder satisfaction, and managerial efficiency [23]. Quality can only be achieved through continuous system improvement and the involvement of all parties [24]. Systematic, measurement-based planning is considered a fundamental prerequisite for achieving quality. [5]. TQM rests on five main pillars: customer focus, total involvement, measurement, commitment, and continuous improvement.[25]. 1 The

results of research at SDN Ngupasan and SDN Tegalrejo 2, Yogyakarta City, show that the implementation of TQM in Sekolah Ramah Anak (SRA) is based on the five pillars and integrated with its principles. 3.2.1 Focus on Customers Customer focus is one of the main principles of Total Quality Management (TQM). TQM is understood as a management system designed to improve quality and customer satisfaction by involving all members of the organization [26]. Customer satisfaction is the organization's top priority, so all activities and policies must be directed toward meeting customer needs and expectations [27]. Customer satisfaction is the primary goal in quality improvement efforts [24]. In the context of education, educational customers include students, parents, the community, and other stakeholders [25]. The implementation of this principle in schools will not run optimally without the active role of the principal, teachers, and school committee [28]. From the perspective of SRA, customer-focused education is defined as fulfilling children's rights to safe, comfortable, and supportive educational services that support optimal growth and development. The Ministry of Women's Empowerment and Child Protection, along with UNICEF, emphasized that educational services must prioritize children's needs and ensure their participation and protection. The study found that Ngupasan

<https://doi.org/10.58421/gehu.v5i1.940> 447 Elementary School and Tegalrejo 2

Elementary School implemented the customer-focused principle by accepting input from students and parents, providing spaces for participation, and developing educational services tailored to students' interests and talents. These findings demonstrate an alignment between TQM principles and Sekolah Ramah Anak (SRA) indicators. 3.2.2 Total Involvement Total engagement emphasizes the participation of all school members and stakeholders in efforts to improve educational quality. The concept of total engagement implies a comprehensive commitment from all elements of the organization [29]. Quality cannot be achieved without the involvement of all parties in the organization [24], while active participation of school members is a prerequisite for establishing a culture of quality [4]. This principle emphasizes the importance of

involving all elements of the educational institution, including teachers, administrative staff, students, and parents [30]. Furthermore, professional collaboration among school members has been shown to increase organizational effectiveness and the quality of educational services [31]. Good collaboration and communication between all stakeholders ultimately create synergy in achieving educational goals [32]. In the context of SRA, total engagement aligns with the principles of partnership and strengthening the child protection ecosystem. UNICEF emphasized the importance of collaboration between schools, parents, communities, and child-care institutions [33]. The research results showed that both schools involved principals, teachers, education staff, students, parents, school committees, and the community in the planning, implementation, and evaluation of school programs. This collaborative involvement not only strengthened the implementation of TQM, but also supported the creation of a safe, inclusive, and child-friendly school environment.

3.2.3 Measurement

Measurement is a crucial pillar in Total Quality Management (TQM) as a basis for data-driven decision-making. Measurement is necessary to control and improve processes [24]. Quality control must be based on valid, systematic data [5]. To measure the success of TQM implementation, instruments capable of producing valid and reliable data are required [30]. In the context of child-friendly education, measurement encompasses not only academic aspects but also the development of character, attitudes, and student well-being. The results of the study indicate that both schools have implemented quality measurement through academic and non-academic assessments, learning evaluations, and parent satisfaction surveys. SDN Ngupasan utilizes the Education Report Card as a basis for quality improvement, while SDN Tegalrejo 2 utilizes the Minimum Completion Criteria (Kriteria Ketuntasan Minimal/KKM) and achievement indicators. These findings indicate that measurement has been utilized as a basis for continuous quality improvement. In addition, the proper application of TQM tools and techniques contributes to improving service quality or output, cost efficiency, and strengthening customer satisfaction [34].

<https://doi.org/10.58421/gehu.v5i1.940> 448 3.2.4 Commitment ² Leadership

commitment is a key factor in the successful implementation of Total Quality Management (TQM). Top management commitment determines the sustainability of an organization's

quality [5]. Meanwhile, commitment to quality must be reflected in the organizational

culture, not simply a formal statement [35]. In ³ the context of SRA, this commitment is

manifested through anti-violence policies, the implementation of nondiscriminatory

learning, and the creation of a safe and inclusive learning environment. ¹ The results of

the study indicate that both schools' commitment is reflected in their vision and mission, as

well as in the implementation of learning programs and the development of a child-friendly

school culture. The principals play an active role in ensuring the consistent implementation

of SRA and TQM principles. 3.2.5 Continuous Improvement Continuous improvement is at

the heart ² of Total Quality Management (TQM). Quality improvement is a continuous

cycle ¹ that must be carried out consistently [24]. In the context of education, continuous

improvement reflects the commitment of educational institutions to continually enhance the quality of educational delivery to align with the demands of modern developments [36].

Improvement efforts need to be carried out systematically and continuously [25].

Implementing this principle in education includes improving the learning process,

developing teachers' competencies, and enhancing the quality of school services. The

study found that SDN Ngupasan and SDN Tegalrejo 2 routinely conduct evaluations and

reflections through coordination meetings, teacher forums, and professional development

programs. These improvement efforts are embedded in short-, medium-, and long-term

programs as a strategy to enhance the quality of SRA. 3.2.6 Driving ⁹ Factors for Total

Quality Management in SRA The main driving factors for implementing Total Quality

Management (TQM) include the principal's leadership, teacher and education staff

involvement, parental support, the availability of ¹ facilities and infrastructure, and

government and community support. This finding aligns with [25], which emphasized that

leadership is the primary foundation for TQM success. In the school context, the principal's

leadership plays a dominant role in driving the implementation of TQM principles, which is

further strengthened by high teacher collaboration, active participation by administrative staff, and the establishment of harmonious working relationships. 3 The role of the school committee as a strategic partner is also evident in its bridging role in communication between parents and the school, providing input on facility development and improving the quality of educational services [37]. 1 The findings of this study indicate that both schools are supported by the active participation of the school community, cooperation between parents and the committee, and support from government policies, funding, and teacher training, which collectively strengthen 2 the implementation of TQM based on SRA.

<https://doi.org/10.58421/gehu.v5i1.940> 449 3.2.7 Inhibiting Factors for Total Quality Management in SRA Barriers to TQM implementation include limited conceptual understanding, limited resources and funding, resistance to change, lack of training, bullying, and unsystematic quality data management. Some staff in educational institutions still lack a sufficient understanding of the principles and implementation of Total Quality Management (TQM) [30]. 1 The results of the study indicate that these obstacles were still present in both schools, albeit to a minor extent. This condition indicates that the implementation of TQM in childfriendly schools still requires strengthening, particularly in human resource capacity development and internal quality assurance systems. 4.

CONCLUSION The results of qualitative research at SDN Ngupasan and SDN Tegalrejo 2 indicate that the implementation of Total Quality Management in the Sekolah Ramah Anak (SRA) program has been carried out with reference to five main indicators: customer focus, 2 involvement of all parties, quality measurement, commitment, and continuous improvement. Both schools have been oriented to the needs of students and stakeholders through 3 the provision of educational services, the involvement of the school community and external partners, the implementation of assessments and satisfaction surveys, and the strengthening 1 of the school vision and programs as a basis for continuous quality improvement. The driving factors for implementing Total Quality Management include school leadership, active participation 3 by the school community, support from the

committee and parents, and collaboration with external parties. The inhibiting factors include limited infrastructure and funding, an uneven understanding of the school community regarding the concepts **2 of Total Quality Management and SRA, resistance to change**, limited training for teachers and education personnel, and the ongoing discovery of bullying cases. **1 Therefore, it is necessary to** strengthen human resource capacity, provide supporting facilities, and optimize crossparty collaboration to make **the implementation of** Total Quality Management in SRA more effective and sustainable.

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