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Leadership in Total Quality Management for Service Quality

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Abstract: A leader inspires the functions of Total Quality Management (TQM), it operates and it is become as philosophy or method to increase service quality in educational service. In educational service, the implementation of TQM focuses practically on external's customer. But internal customer is as one of the keys in optimizing service function which is less to get attention. Internal customer seems to be separated from the improvement practice of sustainable service performance. Reviewing phenomenon for leadership in TQM, this study aims to analyze the leadership in TQM for quality service. The method is used by survey in educational service which is Private Universities that spreads in West Java, with observing on lecturer as internal customer. Research result shows that the low of service quality stated by Universities in West java on internal customer. Furthermore, TQM as method has not functionalized overall in providing service to internal customer. It is caused by the weak of leadership to optimize the function of structure and culture in giving service to internal customer

1 INTRODUCTION

Service quality to external customer becomes the major focus of educational service organization (de Jager & Gbadamosi 2013), it is done in order to produce a qualified service on the major customer, and it means students. Besides that, there is other customer in implementation of service quality which is internal customer (Ragavan 2016). Service to internal customer is sub system that becomes part of efforts to build a qualified university (Husso & Nybakk 2010). The happening phenomenon today in educational service industry, the effort of service quality to internal customer has not run effectively in practice. One of important factors in implementation of service quality in educational service is leadership (Cappelli & Crocker-Hefter 1996). In which leadership has close relationship with the implementation of all educational managements included service quality (Pearce & Manz 2014).

Service quality is truly focuses on company customer; it is included internal customer (Husso & Nybakk 2010). In educational service of University, internal customer meant is lecturers and educational staffs (Majerová & Křižanová 2015). An important principle of Total Quality Management (TQM) is stated that every employee is appreciated to customer (Samat et al. 2006), because employee is the important case in achieving company success (Ledford 2014). It explains that lecturer as one of internal

customer of educational service becomes important in supporting University's performance. In marketing science, it is stated that internal marketing that comes from employee can not be separated from marketing strategy (Kotler & Keller 2012). It is same with educational service that also controls lecturer's ability as internal part of University in realizing its performance. Furthermore, it is stated that internal marketing as requirements to get success of external market (Quazi et al. 2003). It means that by controlling lecturer's ability, it can improve University's performance on external environment. The phenomenon for internal customer is lecturer states directly the importance of internal service by service quality on lecturer. Remember it has revealed that there is positive correlation between internal marketing with service quality (Casidy 2014). Service quality on internal customer to educational service, at least it can develop employee's capability and it becomes educational service system to be more effective (Ragavan 2016).

Service for internal customer is included in educational institution that has not been major focus (Casidy 2014). It is depended on the lack of understanding and practices which describes the whole system of marketing, customer and quality continuously. It is emphasized in previous study that internal marketing at university relates to commitment, satisfaction and employee's performance (Fu & Deshpande 2014). Reviewing

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from those opinions explains directly that satisfaction from internal customer is the important part of company that needs to be noticed relating to internal marketing. Associating with internal marketing in educational service like University, it lies on lecturer as internal stakeholder. In line with the previous theory that conceptually, education quality of higher education can be determined by evaluation of their stakeholders's satisfaction level. Those proof are stated in the next research which reviews service on internal customer has positive influence to external service at University (Arslanagic-Kalajdzic & Zabkar 2015)

Other phenomenon which runs recently is known that structure and culture has not fully used by Universities' leaders (Suparjo & Darmanto 2015). In fact it has been known the implementation of structure and culture can optimize the functions on internal customer service at University particularly lecturers (Ganieva et al. 2015). University, especially Private Universities tend to rule out service to internal customer (Abduh & Andrew 2017). It is often happened on service for research, further education, and service in carier development and functional position. The essence of phenomenon for internal customer shows the framework of University is still limited on the perspective of human resource functions inside. The implementation practice of quality management system for internal customer in educational institution is still limited; it can obviously influence University's performance (Yunaningsih et al. 2015). However all of them can still be improved, when University's leaders can run its role that focuses on internal customer, which is lecturer.

One of the keys in TQM is leadership (Ciasullo & Troisi 2013). The study of leadership in quality management system for internal customer has contribution to solve the functions and role leadership problems in educational sector (Dubey et al. 2014). In leadership context for TQM, there is a small attention for strategical research, leadership organizational culture (Valmohammadi & Roshanzamir 2015). Finally, it focuses on internal customer and leadership becomes one of strategical issues on educational service development. Although the variety of proofs explain that leadership becomes strategical aspect in supporting TQM's success (Chen et al. 2018), the phenomenon explains that leadership value in TQM at University is still weak. Reviewing from the problem phenomenon in Private Universities relates to internal customer and leadership so the aim of this study focuses on description analysis of leadership in TQM for quality service.

2 LITERATURE REVIEW

2.1 Leadership in TQM on Educational Service

TQM has function as philosophy, method and strategy to encourage quality in educational institution (Ahmed & Ali 2013). It can be stated as activity, goal, and management function fully both the policy of quality, purpose, responsibility also implementation of quality management tools (Oakland 2014; Alamsyah & Hariyanto 2017). In practical, it states that TQM as philosophy gives the whole concept which encourages the continous improvement in an organization (Prakash et al. 2015). Those philosophies emphasize the systematical, integrated, consistent perspective; it involves all people and all of the things for customer's satisfaction, included internal customer. TQM in educational service is stated as business to change culture with positive way, it involves all people in each level in organization (Sallis 2014). Finally, it is stated that TQM is comprehensive and applicative management approach with the number of supports (Obeidat et al. 2016).

Leadership in TQM as stated before will encourage company's management productivity (Sallis 2014). *TQM* emphasizes management based on leadership instead of management by objective, command, and coercion (Ross 2017). That theory focuses on service industry, where it explains the importance of leadership that support university's productivity level. Talking about leadership challenge in the implementation of integrated quality management system at University, it is close related to human resource inside (Johnson et al. 2016). Leadership in TQM context is started from top management with vision and its deployment strategy (Oakland 2014). In the last, it is proven that proposition shows the function and strategic role of leadership in TQM needs human resource support inside (Chen & Reyes 2017).

2.2 Internal Marketing

In principle, educational service has internal and external customer (Sallis 2014). The position of internal customer has correlation to institution's success. Organizational's function is optimized to give service to internal customer in order to realize its external customer's satisfaction (Mcnaughton et al. 2012). The position of internal customer is very important, it is included its correlation to other elements inside of organization (Choi & Mogyoro

2011). A good external service quality is started by significant internal service quality. Those cases explain that it is close relationship to internal and external customer with service quality accepted. In the process of internal service quality is called also as internal marketing, which is a main stage in communicating ideas, products and services, which is traded to employee is the same with service to its customer (Laohasirichaikul et al. 2011). It means that knowledge of company product information needs to be known at first by internal customer, then for next is external customer. So it needs an attention to internal customer through internal service quality as organizational performance requirements. At the previous, it has been proven that proposition about internal service needs to be attention particularly in educational service (Nazeer et al. 2014). It relates to internal marketing of company and company's performance.

Remember the significant internal marketing practice can improve company's effectiveness. Surely, internal service can influence organizational's effectiveness (To et al. 2015), so human resource's practices are proposed to encourage the improvement of internal service quality and organizational's effectiveness. Sometimes external customer's satisfaction is influenced by service quality in which there is an internal marketing activity (Wali et al. 2015). It explains that University's service quality is surely affected by internal and external marketing. Internal marketing is not only becomes a part that shows there is a focus to customer as system (Chow et al. 2015). But, focus on internal customer as a culture (customer focus) will lead behavior pattern both in individual and system level to focus on customer (Eichorn 2004).

2.3 Service Quality

Service quality is measured depends on dimension attached to those services (Seo et al. 2015). One of service quality approach that many referenced is SERVQUAL model (service quality) developed by the researchers (Chi et al. 2008). SERVQUAL is built for the comparison of two major factors, which is customer's perception for perceived service that they accepted with expected service (Roostika 2011). In educational service, service quality is close related to internal and external customer (Naik et al. 2010). Internal customer needs to understand and deliver service quality to external customer. When external customer feels satisfied with service quality given, it can support educational service's performance (de Jager & Gbadamosi 2013). In line with the study in

educational service about there is influence of service quality to University's performance (Casidy 2014).

There are five determinants of service quality (Hussain et al. 2015); first reliability is ability to carry out the promised services reliably and accurately, second responsiveness is willing to help customer and to give service quickly, third certainty is knowledge and employee's courtesy and also their ability to emerge trust and conviction, fourth empathy is willingness to care, give attention specifically to customer, the last tangible is physical facility appearance, tools, officials and communication material about service quality to internal service. However, in educational service industry can be formulated internal dimension by using SERVQUAL that is added by two other dimensions, which is school's discipline and school's facility service (Ragavan 2016).

3 RESEARCH METHODS

This qualitative study was conducted in 2017 with analysis unit of Private Universities in West Java was about 15 samples. Remember Private University was more vulnerable for empowerment of internal customer (Lecturer) especially related to research, while observation unit on internal customer (Lecturer) who was conducted the function of TQM in human resource management. Also data was obtained through observation, documentation and Focus Group Discussion (FGD) towards 45 former lecturers. In explaining data, it was conducted data analysis using constructive analysis.

4 RESULTS AND DISCUSSION

From 15 samples of universities, then it is selected each of 3 until 4 lecturers to represent the implementation of FGD. FGD is done not in one special place, but on several places with combining some universities. Remember time limitation from lecturers in implementing FGD. In the final of FGD, it is collected a total of 45 lecturers who give information related to leadership in TQM and service quality at University.

4.1 The Implementation of Service Quality on External Customer

External customer of University is student, while internal customer is lecturer. Those two unshures are

important correlation to university's performance. So the implementation of service quality needs to be management's attention. FGD's result shows that service quality to major customer which is student, is close related to teaching process and learning in the class. Service to students through teaching and learning process, most of other academic service relate to lecturer's function. It shows factor that affects more to students relating to lecturer.

Teaching and learning process at Private University in West Java are commonly stated to run well. Lecturer gives optimum ability in educational service through teaching and learning process. It is closed related to lecturer's responsibility, in which one of them is teaching to students. However, it is found the obstacle where facility in teaching and learning process is limited at several Universities, so the teaching quality is less optimum. It is obviously impact to lecturer's service quality to external customer which is not optimum students. However, students' understanding for teaching and learning process from lecturer is become lecturer's responsibility, it is not campus's responsibility. So university's image is lying on lecturer; it is not fully lies on university. In fact service quality in practical at university is fully university's responsibility through University's leader (Casidy 2014).

The next finding is stated that teaching and learning practice offered critical dialogue about science has not been tradition; it is supported by lecturer's ability in the research. The novelty of science describes how paradigm of lecturer to understand the reality with the more wide horizon. However, there is university's limitation to encourage the research both from material aspect in form of research aids and supervision to do research and also encouragement. It leads the lecturer's research work that is still low. The result is teaching and learning practices are minimum in dialogue between theory and empirical fact in order to encourage discourse of change that orientates the role and university's function as one of institutions that produces novelty in science. Based on the problem fact obtained from FGD result, it seems that there is gap of service quality implementation given by lecturer to students, remember University's support on lecturer's teaching and research facilities are still limited. This finding is line with the previous opinion from Xiao & Wilkins (2015), that it is close related to learning tools and lecturer's research support with students satisfaction level (external customer).

4.2 Leadership Model in TQM at University

It has been known that based on previous analysis, one of factors assessed to have the influence towards the weak of service performance to students is internal service to lecturers. It is not line with the implementation of TQM element, where it is revealed that focuses on customer becomes priority in TQM implementation (Kenyon et al. 2016). It is intended that it needs service quality management to internal and external customer at university in order to support TQM implementation at university and it also encourages univeristy's performance. The implementation of TQM emphasizes the conception of basic principle in TQM system which is service for all included to lecturer as internal customer at university (Burhanuddin & Supriyanto 2017). However, support to lecturer to do research is still limited so it can be stated that the implementation of leadership in TQM has not run optimally.

Research encouragement or teaching process is included into structure element in TQM (Miller et al. 2018), while service quality both internal and external customer is included into culture in TQM (Fu et al. 2015). Reviewing from problem facts, it is clear that structure element and culture in university has not been functionized to encourage the optimization of service performance to lecturer. It is included the weak of culture that orientates on internal customer service which is not presented yet. It seems that culture-orientated on customer has not been norm which is created, socialized and also emphasized by university's leader. It explains that leadership at University is supported by TQM implementation, will encourage a better service quality. This research finding is presented in leadership model in TQM for service quality (Picture 1).

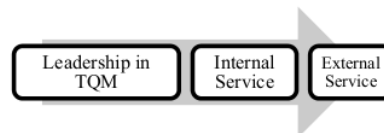


Figure 1. Leadership Model in TQM for Service Quality

Leadership is a case inside of University (Naser et al. 2016). In TQM implementation, it becomes important because it is close related in supporting service to internal customer (lecturer) and it is tipped on external customer, is students. Service to lecturer both on teaching and learning are included research and community service are not separated from customer's focus that has integrated become value or

norm and it is supported by University's structure. Success invests focus value to internal customer and it becomes culture in at university and it is close related to university's leader. So that, success becomes customer's focus as part of structure function that is not separated from leader's role. Therefore, university's leader needs to ensure both structurally and culturally in TQM for its internal services. Leader in TQM context is transforming culture that based on participative management (Hickman & Akdere 2017). This finding is in line with the previous theory from R. Chen et al., (2018), and also in which it is known that leadership is as one of challenge in TQM. Leadership is the most important unsure in the success of TQM (Hussain et al. 2014). Leader inspires vision, strategic pace direction also values, it emphasizes that leadership focuses on each function of TQM. Actually, leadership in TQM is as motivate and encourage the workforce (Samat et al. 2006). It becomes leadership's challenge in the implementation of total quality management system on educational service like University. It is needed paradigm shift in order to transform leadership that understands TQM requirements and university's system needs.

The success of TQM is as a system, norm, philosophy that leads the function of internal service which is close related to leadership (Miller et al. 2018). Leadership has commitment to optimize functions in organization to give service to its internal customer (Eichorn 2004). Success to provide internal service will impact to deliver values to its external customer (Plouffe et al. 2016). The importance of leader's position mentions that internal service quality is affected by leader who encourages the changing in organization and it creates a healthy bureaucracy culture that appreciates lecturer's performance. Based on the concept of EFQM quality management that is TQM development, leadership is as key of success of university quality management. Leader ensures that one of the main unshures in educational service system is fulfilled, which is service to internal and external customer.

4 CONCLUSIONS

University is educational service that gives priority to service quality for students as external customer. However, service quality given by lecturer as internal customer gets the obstacles. It seems from the support of teaching process, research and lecturer's dedication that are still limited in University, as structure and culture in TQM implementation.

Leadership becomes the key of success in optimizing structure and culture in TQM, with focuses on internal customer to satisfy external customer. However the implementation is not fully optimum, because the limitation of university's leadership in leadership implementation through TQM. It is needed paradigm shift where leader understands the qualification of TQM and understand about internal customer's needs. So it is stated the leadership model in TQM for service quality. This study has obviously limitation, remember that data is not sourced from lecturer, while information from University's leader is not become attention. So it is suggested to the next research to explore information related to leadership in TQM in order to service quality with information source from University's leader also from external customer directly is students.

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