The Implementation Of Behavior-Based Management As An Attempt To Optimize Performance In Educational Institutions

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Abstract

Educational institutions constitute strategic entities for realizing quality generations of a nation. However, in fact, it has been found that there have been lots of these institutions only focus on accepting a large number of students without maintaining the quality of their graduates. Additionally, nowadays, the institutions do not emphasize the enhancement of excellent services for their users so that it is deemed that the educational institutions have not demonstrated an impressive performance and a highly competitive atmosphere yet. Therefore, it is required to carry out advanced innovations for optimizing the performance of those educational institutions. It highlights that the optimization of their performances which are revealed by the whole civitas academica of the institutions tends to provide their services as well as realize quality generations. One of attempts to enhance the institutions' performance is applying behavior-based management.

Keywords: *Educational Institutions, Optimizing Performance, Behavior-based Management, Quality*

Lembaga pendidikan merupakan sarana strategis dalam mewujudkan generasi bangsa yang berkualitas. Namun pada realitasnya, banyak ditemukan lembaga pendidikan yang hanya menjadi lembaga yang berupaya memperbanyak peserta didik tanpa memeprhatikan kualitas lulusannya. Di samping itu, lembaga pendidikan saat ini juga banyak yang tidak memperhatikan kualitas pelayanan prima kepada pengguna (users), sehingga terkesan kurang mampu memiliki kinerja yang baik dan berdaya saing tinggi. Dengan demikian, merupakan hal yang sangat perlu dilakukan dalam mencari dan meramu terobosan untuk meningkatkan kinerja lembaga pendidikan. Optimalisasi kinerja yang ditunjukkan sivitas akademika di lembaga pendidikan pada muaranya akan mewujudkan pelayanan prima dan selanjutnya menjadi sarana efektif mewujudkan generasi bangsa yang berkualitas. Salah satu upaya untuk meningkatkan kinerja di lembaga pendidikan adalah dengan penerapan manjemen berbasis perilaku.

Kata Kunci: *Lembaga Pendidikan, Optimalisasi Kinerja, Manajemen Berbasis Perilaku, Kualitas*

INTRODUCTION

Management becomes an important part in life and is used to differentiate human beings from other God's living creatures. Animals also deal with management but it is determined with their instinct to survive, whereas human beings learn it to have maturity so as to experience meaningful life. In other words, both human beings and animals concerning management (epistemology) possess certain objectives (ontology) as well as different significance (axiology).[1] It indicates that management constitutes a significant part in life which differs humans from the other living creatures.

The domain of management is derived from the concept demonstrating that an organization comprises a group of human beings in a social relationship for attempting to achieve certain goals. This domain covers objectives, focuses, processes, and functions. The goal achievement of the organization is measured by effectiveness (mission accomplishment) and efficiency. This measurement is called productivity. Additionally, management focuses on a group of people who coordinates activities related to each other by taking advantage of available resources for achieving the organization's goals.

A managerial process consists of planning, organizing, actuating, and controlling.[2] This kind of process occurs in the functions of management, including human resources and organization, operations, finance and accounting. It suggests that performance is aimed at connecting strategies of management with the functions of management. In short, both managerial and operational activities may run well when there is an organization that supervises those activities. In addition, the organization is supposed to be well-developed if there are activities called an organizational process. As a result, the organization goes dynamically.[3]

Meanwhile, one of pivotal part in management is human resources. It illustrates that this part is a key component of an organization that becomes the planner and executor in every single organizational activity. They contribute their ideas, consideration, desire, educational background, age, and heterogeneous gender that are deemed in the organization. Thus, they do not perform as a machine-like component, money, or materials that are passive and totally adjusted to achieve the objectives established in the organization. In short, they can be considered the most important part in the organization for the government and private sectors. It indicates that human resources play their pivotal roles that contributes to the success and failure of the organization/institution.

Organizations demonstrating their roles as a tool for administration and management seem significant when human resources focus on well-established goals. Therefore, the performance of the human resources need to be optimized. This paper tries to propose an alternative for the sake of developing the organizational performance that is carried out by implementing behavior-based management.

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[1] Juliansyah Noor, *Penelitian Ilmu Manajemen, Tinjauan Filosofis dan Praktis* (Jakarta: Kencana, 2015), p. 1

[2] George R. Terry, *Principles of Management Eighth Edition* translated by Winardi (Bandung: ALUMNI, 2012), p. 5

[3] Daryanto, *Administrasi dan Manajemen Sekolah* (Jakarta: Rineka Cipta, 2013), p. 62

DISCUSSION

A. Behavior-based Management: An Attempt to Optimize the Performance of Human Resources in Educational Institutions

Humans' characters represent who they are. Individuals with good characters reveal that they have a good personality. It means that characters reflect individuals' behavior.[4] It is defined as attitude, characters, or morality that are adhered to certain characteristics and identity. According to Imam al-Ghazali, behavior is *al-haiah fi al-nafs tashduru bi suhulatin min ghairi fikrin wa ruwiyatin*. It refers to something that has been gifted in the humans' soul and appears spontaneously, without requiring thoughts and consideration.[5] This definition shows that there are five aspects related to behavior. Firstly, it is adhered to the humans' soul. Secondly, it spontaneously comes to the surface without some regard. Thirdly, human beings have it as a result of their own desire. It illustrates that behavior is not derived from others' pressure and demands as well as choices that should be responsible for. Fourthly, it is something original, pure, or true. Thus, it does not refer to certain images. Finally, it is merely committed in regard to a pure intention because of Allah.

Meanwhile, management is functionally defined as activities that consist of planning, organizing established a structure of organization as well as assigning individuals with a certain job description (staffing), actuating what has been planned and organized beforehand, controlling actions to supervise the possibility of distortion of the planning thoroughly, and evaluating what has been planned and actuated and encouragement so as to achieve maximal results.[6]

The behavior that has been previously exposed deals with the function of actuating in management. It suggests that behavior-based management refers to the management that emphasizes the function of actuating of the management itself. Considering this importance, it is assumed that actuating is the most pivotal part in management. It demonstrates that planning and organizing are important, but management has no significance without actuating even though it is carried out by allocating lots of budget, time, and energy.[7]

Consequently, human resources are deemed to be the key component in the function of actuating. It proposes that behavior-based management is principally based on human resources in the management. In other words, it can be stated that the this kind of management refers to the management functioning the human resources as the prominent factor that should be considered, encouraged, and humanized well. By implementing this approach, management is supposed to support in achieving the well-established goals of an organization since it is sustained with human resources'

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[4] Muhammad Saroni, *Analisis & Strategi Meningkatkan Daya Saing Sekolah* (Yogyakarta: Ar-Ruzz Media, 2017), p.184

[5] Abuddin Nata, *Akhlak Tasawuf* cet. I (Jakarta: Raja Grafindo Persada, 1995), p. 18-20

[6] Iwan Purwanto, *Manajemen Strategi* (Jakarta: Yrama Widya, 2007), p. 43-70

[7] Abuddin Nata, *Manajemen Pendidikan, Mengatasi Kelemahan Pendidikan Islam di Indonesia* (Jakarta: Kendana Prenada Media Grup, 2012), p. 360

behavior demonstrating their spirit, good working ethos, discipline, and high motivation. It promotes that behavior-based management may yield quality human resources (great employees) who possess sincere motivation in doing their duties resulting from their own awareness.[8]

For those reasons, applying the behavior-based management enables the board of managers in an institution to trust the human resources' performance as they are not getting busy with encouraging and controlling their employees. If it is implemented in an educational institution, this management may promote the *civitas academica* of the institution to have high working-atmosphere ethos. Not to mention, if human resources of the institution are aware of and implement this kind of management, the institution tends to yield the establishment of quality education.

B. Behavior-based Management: Systematized Integration among Factors Influencing Behavior

In line with the behavior-based management, educational institutions try their best efforts to integrate factors influencing behavior systematically, including development and motivation, the establishment of the values of great culture, leadership, communication, giving reward and punishment, strategic management, and total quality management. Further, these strategic attempts are explained as follows.

1. Motivation

Literally, motivation is defined as enthusiasm for doing something, whereas in a broader meaning, motivation refers to high enthusiasm for doing what has been established well. It is based on the assumption that human beings are the creature who are able to be motivated or influenced. Likewise, there are two types of motivation, namely intrinsic motivation and extrinsic motivation. The former concerns what has been gifted since they were born (an internal factor). This motivation does not need to be enhanced because each individual is responsible for it. The latter highlights the motivation that results from external factors. This type motivation, therefore, becomes one of strategic aspects that needs to be stimulated in performing quality behavior.

Relating to the extrinsic motivation, this paper employs the theory of behavior X and Y suggested by MacGrogy, the theory of need of achievement (*n-ach*) proposed by David MacClalland, or the theory of humans' needs promoted by Abraham Maslow in terms of building high motivation for showing their working performance.[9]

In the theory X, it is claimed that basically, humans are lazy to work and tend to do their job unenthusiastically. For this reason, an institution needs to control,

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[8] Abdul Azis Wahabb, *Anatomi Organisasi dan Kepemimpinan Pendidikan, Telaah terhadap Organisasi dan Pengenalan Organisasi Pendidikan* (Jakarta: UPI dan Alfabeta, 2011), p. 173
[9] See Abdul Azis Wahab….. p. 203

encourage, and even give punishment in enhancing their motivation. In addition to this theory, the theory Y declares that humans are diligent, hard-working, and have various initiatives. Regarding this theory, they do not require to be commanded and given punishment. It, moreover, also suggests that democratic and participative leadership is a choice.

Meanwhile, in the theory of need achievement, it is pointed out that generally, every human possesses the mentality of a champion and the willingness to be the best individual or the top one. Deeming this theory, it needs to stimulate the extrinsic motivation to move ahead in the form of great and quality performance. David MacClelland used to apply this theory when he attempted to optimize the performance of the craftsmen of ceramics in Kakinada, Andra Pradesh, India. Those craftsmen previously had worked for many years in producing handcrafts, but they did not show significant growth of their performance. It occurred since they lacked new innovations and creativity. Nevertheless, after the craftsmen were trained by using an andragogic approach, they were able to produce better variety of the ceramics in relation to the quality and quantity. It indicates that by implementing this approach, their products could be distributed to broader consumers from low level to high level ones. Additionally, the marketing of their products also increased not only in the domestic area, but also other states of India, and even overseas countries.

It is in line with the theory of humans' needs proposed by Abraham Maslow. This theory highlights material/physical, social, intellectual, emotional, aesthetic, and spiritual needs as well as the need of power that motivate humans to do their job well. For instance, the child whom his father has promised to buy a bike, watch, have a vacation, or the staff that is given a reward or promoted to have higher position tends to be motivated in doing his/her job enthusiastically. It indicates that human beings who are provided with physical happiness, intellectual happiness, social happiness, moral happiness, or spiritual happiness tend to possess high motivation. It, however, varies and depends on what they need. For instance, the low-working classes feels more motivated when they obtain physical happiness. Conversely, the middle and high-working classes tend to have more enthusiasm if they receive intellectual, moral, and social happiness. Additionally, the old and religious individuals seem more motivated in performing their duties when they get spiritual happiness.[10]

Relating to those various types of happiness, in educational institutions, it can be applied by providing human resources with appreciation in terms of a higher position and an increased salary by taking into account of the aspect of their achievement. It demonstrates that motivation needs to be stimulated through systemized efforts and is in accordance with the level of education and needs of the *civitas academica* in the institution. Therefore, considering the importance of motivation

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[10] Abuddin Nata, *Manajemen Pendidikan, Mengatasi Kelemahan Pendidikan Islam di Indonesia* (Jakarta: Kendana Prenada Media Grup, 2012), p. 364

in the field of working, the head of the institution should find new innovations to enhance the motivation.

2. Great Culture

Great culture is the selected values that are further identified, understood, built in the humans' soul, established as the frame of works, and applied sustainably. These values concern emphasizing quality, attempting to be the best one, demonstrating to be the winner, and promoting discipline, hard work, fairness, democracy, equality, the principle of humanizing humans, and a good relationship.[11] Likewise, the values are taken into account to be the reference, the source of inspiration and motivation, as well as the base of evaluation. They are formulated and integrated into the vision, mission, goal, working program, and frame of works in management. Furthermore, the values are also socialized to the whole *civitas academica* in educational institutions and customized and implemented so that they would be living values. As a result, these values are qualitatively considered in the educational atmosphere with the great/quality culture.

These living values are supposed to influence the behavior of human resources in the management of the educational institutions and play their roles to promote quality human resources. Not to mention, the values should be adjusted with the challenges of problems and needs appear. If there have been no the atmosphere of hard work, honesty, discipline, and the mentality of being the best, the educational institutions need to build this atmosphere. It illustrates that if this condition has been well-established, the values of culture can be changed with other ones.

Likewise, the education institutions require some changes to enhance the culture that may provide dynamic and innovative space in management. The changes start from the mindset of the human resources in those institutions. Further, the mindset to build the culture of organization may benefit the *civitas academica* since the culture contributes to the growth of the institutions.[12] Moreover, the values constitute effective planning, awareness, and the desire to optimize behavior. It reveals that the values of individuals may guide the behavior in both the working environment and daily one.[13]

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[11] Budaya yang kuat bercirikan nilai inti organisasi yang dianut dengan kuat, diatur dengan baik, dan dirasakan Bersama secara luas. Semakin banyak anggota yang menerima nilai-nilai inti, menyetujui jajaran tingkat kepentingannya dan merasa sangat terikat kepadanya, maka semakin kuat budaya tersebut. Organisasi yang muda atau *turn over* anggotanya konstans, mempunyai budaya yang lemah karena para anggotanya tidak mempunyai pengalaman yang diterima Bersama, sehingga dapat menciptakan pengertian yang sama. Lihat Abdul Azis, *Anatomi Organisasi dan Kepemimpinan Pendidikan…* p.233

[12] Hellriegel, *Management.* 10th Edition (Australia: Thomson South Western, 2005), p.512

[13] John M. Ivancevich, *Human Resources Management.* 10th Edition (Singapore: McGraw-Hill Internasional. Inc), p. 34

3. Leadership

Leadership is an interesting topic that catch people's attention and presented in some definitions. It can be defined based on its characteristics, behavior, effects, interaction, the relationship of responsibilities, and administrative positions.[14] In the Newstrom's point of view (2007), it is clearly stated that leadership is the process of influencing and supporting others to work enthusiastically toward achieving objectives.[15] In addition, Colquitt (2009) points out that leadership as the use power and influence to direct the activities of followers toward goal achievement.[16] In line with the previous views, Quick and Nelson (2009) promotes that power is the ability to influence someone else.[17] In other words, the essence of leadership is the process of how the head of an institution manages his/her staff so as to achieve the goals of the institution by committing several needed changes.

Leadership, likewise, can be defined as the attempt to influence individuals for performing their duties and well-planned program so as to achieve the goals that have been established beforehand. It shows that the core of leadership is empowering human resources to work together in achieving well-determined goals as well as what has been considered to be their self-express. Additionally, some experts also differentiate leadership from a manager. The former functions to guide the established vision, mission, and goal, whereas the latter is responsible for realizing what has been established by the leader/head of an institution.

Moreover, leadership also plays the role of a pillar while a manager is stair-like to achieve the determined goal. If the former uses the right brain to take a certain decision ideally, whereas the latter tends to employ the left brain that is technical and linear. It indicates that a leader is responsible for his/her duty while a manager relates to the ability to accomplish technical issues. In short, a leader can be a manager, but the manager cannot deal with the leader's duties. Law and Glover (2000) in Wuradji, for managers, human beings need to adapt to the atmosphere in an institution/organization (being taught by the organization), whereas the concept of leadership promotes that the organization is a place for learning (learning from the organization).[18]

4. Characteristics of Quality Head

To guide, supervise, and inspire staff in an educational institution efficiently and effectively, a leader should have qualitative requirements as follows. First,

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[14] Dadang Sunyoto dan Burhanudin, *Teori Perilaku Keorganisasian* (Yogyakarta: Center of Academic Publishing Service, 2015), p. 83

[15] John W. Newstrom, *Organization Behavior: Human Behavior at Work*. Twelfth Edition (Singapore: McGraw-Hill International. Inc, 2007), p. 159

[16] Jason A. Colquitt, *Organization Behavior* (Singapore: McGraww-Hill, 2009), p. 441

[17] James Quick Campbell and Nelson Debra, *Principles of Organizational Behavior: Realities and Challenges* 6th Edition (Singapore: McGraww-Hill Internastional. Inc., 2009), p. 364

[18] Wuradji, *The Educational Leadership (Kepemimpinan Transformasional)* (Yogyakarta: Gama Media, 2008), p.8

he/she is supposed to have technical skills coping with the use of computer, technology of communication and interaction, media and other technology devices as well as other technical skills in relation to the management of working office, standard operating procedure, and so on. Second, he/she should possess leadership skills in terms of the ability to influence, guide, facilitate, and encourage all the human resources in the institution so as to work based on the determined procedures. Third, the leader needs to have emotional skills concerning the ability to control his/her emotions so that the feelings of care, sympathy and empathy may appear. As a result, it motivates the staff and other human resources to show their working performance enthusiastically.

Fourth, he/she requires to possess communication skills covering the ability to build a good relationship, cooperation, tolerance, and respect. By considering the communication skills, it is supposed to have the same perceptions so that misconceptions may not happen. It indicates that the good communication may yield a good synchronization and coordination. Fifth, the leader should possess moral skills demonstrating the ability to guide the human resources for performing their duties based on the values of honesty, fairness, togetherness, democracy, and willingness to realize their welfare. Sixth, he/she needs to have transcendental skills dealing with the ability to provide spiritual and transcendental meanings so that the job is in line with the religious teaching. This skill can be realized by deeming that human beings will be responsible for the job they take in the hereafter.

5. Effective Leadership

Emotion-based leadership means that the head of an institution is able to control his/ her emotions in balance. In this kind of leadership, the head may stimulate positive energy to his/her staff, including the feelings of sympathy and empathy, respect for humans' dignity, tolerance, fairness, and equality. When meeting his/her staff, the head is not reluctant to smile, greet, and appreciate both verbally and non-verbally for the achievement that is performed by the staff. This energy leads to positive effects so that the staff show their quality performance. It suggests that the head requires to consider that human resources are the most determining aspect of an institution in achieving its well-established goals.[19]

Furthermore, this paper also highlights five characteristics of effective leadership as follows. First, this leadership is able to encourage staff to be involved in problem solving and accomplishing their duties so that it realizes active, creative, innovative, and progressive staff. Therefore, the head may use some methods and employee-centered approach that involve the staff in decision making. It makes them have the sense of belonging and be responsible for their job description. Second, the effective leadership shows the head who are able to develop the staff's

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[19] Fances Hesselbein, *Hesselbein on Leadership* translated by Emmy Nur Hariati, *Change: How to be a Leader for the Future* (Yogyakarta: Pustaka Pelajar, 2007), p.8

interest and attention to do their duties well. Interest is people's psychological condition in terms of the tendency to cover what has been assigned such as interest in reading, researching, writing, and so on. Meanwhile, attention is people's psychological condition that is not as strong as interest. Those who focus on their work tend to avoid distortion in performing their job. Third, this leadership also stimulates high motivation to the staff so as to have enthusiasm in doing their job. Fourth, it pays attention to the individuals' difference in terms of the aptitude and skill to develop their performance. Fifth, this kind of leadership promotes to apply available media, facilities, technology, and environment to achieve quality work.

Besides, the effective leadership can be deemed from the effect appear that provides significant contributions to the growth of the institution. The existence of the head is needed, respected, and admired by the staff as a result of the achievement in working. For example, when he/she is absent because of sickness, the staff are getting worried about their head's condition and pray for his/her health. It demonstrates that the head is looked forward to his/her presence. Moreover, this kind of head is not only respected during his/her life, but also after the head has passed away. The head's name, for example, is immortalized as the name of a building or other places so that his/her thoughts as well as the moral values that he/she taught remains to inspire and guide the next generation in the institution.

6. **Communication**

Richard et al. (2009) defines that communication is understood as a process beginning with an intention to exchange certain information with others.[20] It reveals that communication involves individuals in a certain group, organization, or society to be able to adapt in various environment. Meanwhile, Dwyer (2005) views it as the sharing of ideas, knowledge, feelings and perceptions. In other words, communication is a process that relates to ideas, knowledge, feelings, and perceptions of a certain issue. Likewise, McShane and Glinow (2008) point out that communication refers to the process by which information is transmitted and understood between two or more people.[21] It indicates that communication is a process of delivering information, thoughts, emotions, skills, and other aspects. It is in line with the Newstrom's point of view (2007:45), communication is transfer of information and understanding from one person to others.[22] It suggests that communication is the way of transferring information and ideas between two persons or more.

Based on the definitions presented above, it can be highlighted that communication becomes the most pivotal part in achieving the goals of an

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[20] Richard I. Hughes et al., *Leadership: Enchancing the Lessons of Experience,* Sixth Edition (USA: McGraw-Hill International, 2009), p. 326

[21] McShane and Von Glinow, *Organization Behavior* (Singapore: McGraw-Hill International. Inc, 2008), p. 314

[22] John W. Newstrom, *Organization Behavior....* p. 45

institution. Thus, generally, communication can be stated as a process of transferring messages to have the same understanding. Further, effective communication may occur when individuals have the same understanding, stimulate others to act, and enhance them to have new ways of thinking. The skill of effective communication is supposed to enhance the motivation in working. It is very significant to working satisfaction both individuals and the institution so as to solve problems appear, make decisions effectively, coordinate the flow of work, supervise staff, build a good relationship, and promote products and services provided in the institution.[23] It indicates that the effective communication tends to contribute to people's success everywhere he/she lives in. In short, the communication skills have significant effects on human resources' behavior in the institution.

Relating to the way of influencing the human resources, the communication skills are getting easier to do. The most important consideration is that communication happens if the message delivered must be understood by the interlocutor. Therefore, it requires the clarity of the message, the availability of a means of communication. It demonstrates that the failure to understand the message needs to be avoided since there are the interlocutors who only focus on the utterance delivered and others that attempt to develop the message by considering the context of situation and the context of culture.

7. **Giving Reward and Punishment**

Literally, a reward is defined as something that makes people happy in both physical and non-physical stuff. Meanwhile, a punishment refers to the sanction that bothers them in both physical and non-physical forms. There have been different views on the use of the reward and punishment. Some experts choose not to use the reward since they assume that it may redirect people's motivation in working. It means that they work for the sake of pursuing materials. Thus, they would be reward-oriented. However, other experts agree with the use of this because basically individuals prefers something that makes them happy. In giving the reward, it needs to base on their achievement in working and is carried out wisely. Those who benefit the institution should be given the reward to appreciate their hard work and loyalty. It proposes that they receive what they have contributed to the institution. Conversely, those who do not show their achievement do not need to be provided with the reward.

The controversy also happens to the use of a punishment since it is not in line with the dynamics and tendency of modern people who emphasize the principles of democracy, equality, and respect of human rights. Not to mention, the studies of psychology declare that humans prefer to be treated well since they have the tendency to be evil-like. It indicates that the punishment is worried to stimulate

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[23] Juliansyah Noor, *Penelitian Ilmu Manajemen*...p. 207

their bad attitudes. For this reason, the experts agree with the implementation of the punishment if there is no alternative without the intention to hurt, but to educate them to be better individuals. Besides, the punishment is given to be a preventive action so that it becomes good introspection and education not to commit disobedience. Physically or for a short-term period, the punishment refers to something weakening, but psychologically or for a long-term period, it may create a better condition for the sake of realizing quality human resources in terms of their intelligence, skills, morality, and spirituality.

8. Strategic Management

According to Irwan Purwanto, the term 'strategic management' is frequently used to describe a process of decision-making. This management is the unity of a management decision and the action that are attempted to show quality performance in an organization, including the observance of environment, strategic formula, strategic implementation, as well as strategic evaluation and control.[24]

Relating to its function, strategic management that constitutes the art and science of formulating, implementing, and evaluating across the function enables the organization to achieve its established goals. Meanwhile, taking into account of its target, strategic management focuses on the effort to integrate management, marketing, finance or accounting, production or operation, research and development, as well as computer information system to obtain the success of the organization.[25]

Based on elaboration above, the main task of the strategic management involves formulating, implementing, and evaluating. The activity of formulating or planning is initiated with the effort of investigating and analyzing the strengths, weaknesses, opportunities, and threats (SWOT) that are carried out objectively, comprehensively, and thoroughly. The result of the SWOT analysis is used to be the base of establishing vision, mission, goal, strategic program, and method as well as approach to achieve. In addition to dealing with the head and manager of an institution, the formulating activity also involves stakeholders. The availability of complete data as well as the easiness of accessing the data are important parts of formulating. The strategy offered in the formulating should represent the quality, competitiveness, be challenging and future oriented.

Furthermore, the strategy of implementation requires annual report, decision-making, high motivation in working, and the allocation of human resources so that the formulated strategies can be achieved. The activity of the implementation includes: 1) developing the culture supporting those strategies, 2) building the structure of effective organization, 3) planning budget, 4) developing

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[24] Irwan Purwanto, *Manajemen Strategi* (Jakarta: Yrama Widya, 2007), 1st printing, p.75
[25] Fred R. David, *Strategic Management, Concepts and Cases* (USA: Pearson Education Internasional, 2009), Twelfth Edition, p.34

and empowering an information system, and 5) connecting the staff's performance with organizational performance. Thus, the core of the implementation strategy is to mobilize the staff and management for realizing formulated strategies to be an action and fact.

For this reason, the strategic implementation needs individual's high discipline, commitment, and sacrifice. Moreover, the success of the strategic implementation depends on the manager's skills in motivating the staff, which is deemed appropriate to use intuition-based approach rather than logic-based approach. It indicates that a planning of a good strategy or formulation which is not implemented has nothing to do. In addition, interpersonal skills are needed to affect all managers and staff in an organization. All the elements should be responsible for implementing their duties into organizational strategies as well as the best ways to accomplish their job. It indicates that the ability to motivate all the managers and staff to work enthusiastically and be responsible for achieving established goals becomes the main challenge in strategic implementation.

Meanwhile, evaluating is the key function in receiving information of how well strategies are implemented. Therefore, there are three main activities to do, including: 1) reconsidering both external and internal factors that have been the base of the current strategy, 2) assessing performance, and 3) providing corrective feedback. This kind of evaluation is needed since no one can guarantee what comes in the future. Further, the advancement of technology may influence social changes. It illustrates that success may cause different and new problems. For this reason, the proverb "experience is the best teacher" nowadays cannot be totally adopted. In other words, regarding the motivation and spirituality, past experience is still likely applied at present era. However, it is no longer appropriate when considering the operational and procedural sides. By implementing the functions of formulating, implementing, and evaluating elaborated previously, the management of strategies attempts to win global competitions, which is by demonstrating the quality of competitiveness.

Those functions of strategic management are closely related to humans' behavior dealing with encouraging them to be great employees. The implementation of those functions also requires the quality of humans' behavior. The function of formulating is highlighted with both internal analysis (strengths and weaknesses) and external analysis (opportunities and threats) and further establishes the vision, mission, and strategic programs obviously requires human resources with high conceptual and managerial skills.

Interestingly, it is in line with the function of implementing. This function significantly needs quality behavior since it demands human resources' interest, attention, motivation, and commitment. Meanwhile, in the function of formulating, great policy and planning lack usefulness if the human resources do not contribute their conceptual, managerial, technical, moral, and spiritual aspects to the

institution. Likewise, it also occurs in the function of evaluating. This function needs to review critically and is objective towards the implementation of well-established planning as well as promoting news programs so as to solve problems appear. It is obviously stated that the human resources play their roles to achieve the established goals in the institution.

9. Total Quality Management (TQM)

Total Quality Management (TQM) is the willingness to try to do the best continuously starting from the beginning.[26] The word "total" in TQM asserts that each individual in an institution should be involved in attempting to perform betterment sustainably. Meanwhile, the word "management" in TQM is applicable for every single person since he/she constitutes a manager who is responsible for himself/herself.[27] Additionally, as the management that attempts to provide the customers with excellent services and quality products, TQM possesses the principle and duty in terms of continuous betterment, the change of working culture, reversed organization, a good relationship, and internal marketing.[28]

Initially, TQM is a concept of management in corporate activities or business companies that are obeying the transactional law. It means that each effort should be measured and provides satisfaction to the customers in accordance with the value of money paid or given services. As a result, the institution/organization may satisfy the customers, show a positive image, promote the sustainability of the institution, and succeed in a very tight global competition.

Further, TQM is implemented in other activities, especially in the field of education. It is based on General Agreement for Trading Service declaring that this field is classified into one of trading sectors. By using TQM, the management of education is no longer process-oriented or an unprofitable spiritual motivation, but applies the corporate management. It reveals that all students are willing to receive satisfying services. If the demand of this satisfaction is not fulfilled, the educational institution can be threatened with the fact that the students possibly leave the institution so that it may affect its sustainability.

In line with the implementation of the customer satisfaction-based TQM, it requires several educational components, namely: vision, mission, goal, curriculum, teaching and learning process, facilities, management, as well as budgeting to be well-constructed in relation to the established standard, indicators, and norms as well as the students' recommendations and hopes. The Government Regulation Number 19 of 2005 on the National Standard of Education that consists of eight standards of education are further elaborated in several the Minister Regulation and

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[26] Abuddin Nata, *Manajemen Pendidikan, Mengatasi Kelemahan Pendidikan Islam di Indonesia* (Jakarta: Kendana Prenada Media Grup, 2012), p. 377

[27] Edward Salis, *Total Quality Management in Education* (Yogyakarta: IRCi-SoD, 2006), p.74

[28] *Ibid,* p.73-86

socialized to educational institutions. This effort is aimed at realizing better quality of education so as to provide the excellent services to the customers.

TQM, likewise, comprises five principles that should be sustainably realized as follows. The first principle is continuous improvement. It can be pointed out that the management of educational institutions should carry out continuous improvement to guarantee all components of educational authority achieving the well-established standard of quality. Furthermore, this concept also emphasizes that the educational institutions should provide process renewal which is based on the customers' needs and demands. The second principle is establishing the standard of quality (quality assurance). This principle is employed to determine standards of quality from all components which are working on either production processes or the transformation of graduates from educational institutions. The standard of educational quality includes the acquisition of basic skills in each competence and relates to the educational level to be achieved. Besides, the management should also determine the standard of quality of curriculum as well as the standard of evaluation which is used as a measurement to achieve the standard of basic skills.

The third principle promotes the change of culture. This principle is aimed at building organizational culture which considers quality and makes it as the orientation of all organizational components. If this kind of management is established in educational institutions, the head should attempt to build human resources' awareness in accordance with the importance of the maintenance and improvement of learning quality, both the quality of processes and the quality of learning output. The fourth principle highlights organizational changes (an upside-down organization). It illustrates that if the vision, mission, and goal of an organization change or develop, it is going to enable the paradigm of organizational changes. These changes do not refer to the change of the organizational form but an organizational system or structure which symbolizes the relationship between work and supervision in the intended organization. The fifth principle deals with the maintenance of the relationship between educational institutions and their customers. Interestingly, this principle emphasizes the concept of keeping close to the customers. Since educational institutions concern the customers' satisfaction, they need to maintain a very good relationship with the customers.[29]

CONCLUSIONS

This present paper highlights some conclusions as follows:

1. A global competition demands the optimization of performance, particularly in providing excellent services. Therefore, educational institutions need to reorganize as well as attempt to apply effective innovations so as to possess quality competitiveness.

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[29] Abuddin Nata, *Paradigma Manajemen Pendidikan Berbasis Perilaku dalam Perspektif Islam* (Jakarta: UIN Jakarta, 2011), p. 148-150

One of the innovations is behavior-based management that is well-systemized and sustainably implemented.

2. The behavior-based management contributes positive effects to the performance of *civitas academica* in the educational institutions where the management is implemented. Additionally, quality performance that is revealed by the *civitas academica* supports the effectiveness of the establishment of education in quality educational institutions.

3. The behavior-based management should be understood and applied by all elements in the educational institutions in which this kind of management is implemented. All the elements should recognize their roles by performing organizational behavior demonstrating the image of the quality institutions.

4. When employing the behavior-based management, the head or manager of the educational institutions plays pivotal roles to supervise as well as generate. These roles are aimed at motivating the *civitas academica* to optimize their performance well.

5. The synergy among factors influencing the implementation of the behavior-based management requires to be sustained for the sake of the effectiveness of this kind of management. Those factors include motivation, great culture, leadership, reward and punishment, good communication, and total quality management.

The author, additionally, deems that this paper is a simple, systemized, and well-structured effort to be suggested for realizing the quality of educational institutions. Hopefully, this simple work may contribute significance to the readers or practitioners of education and is considered as a good deed by Allah. *Wallahua'lam bish-showab.*

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