



Revitalizing Character-Based Total Quality Management: A Humanistic Solution to Addressing the Trend of Violence in Educational Institutions

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Abstract

This study aims to analyze the effectiveness of character-based Total Quality Management (TQM) revitalization as a humanistic solution to reduce the trend of violence in educational institutions. Given the increasingly alarming escalation of bullying and student aggression, this study employs a qualitative approach using a descriptive-analytical case study design at vocational high schools in Indonesia. Data were collected through participant observation, in-depth interviews with the principal, teachers, and students, and documentation of quality management protocols. Data analysis was conducted through the stages of data reduction, data presentation, and verification using content analysis and interpretive analysis techniques. The results of the study reveal three main findings: first, a paradigm shift from technical quality to humanistic quality, which prioritizes students' psychological well-being as the highest quality indicator. Second, the implementation of Spiritual-based Service Excellence, grounded in the values of humility and tolerance, effectively transforms the role of educators into character mentors who help reduce students' self-centeredness. Third, the application of Collaborative Governance through the "Character Quality Assurance Group" has successfully created an organic oversight system involving alumni, parents, and peers. The contribution of this research lies in the development of a Humanistic Total Quality Management model that offers empirical validation for educational institutions to transform administrative management systems into moral defense systems responsive to humanitarian crises and student safety.

INTRODUCTION

There has been a shift in perception, whereby violence is beginning to be viewed as normal or simply part of the dynamics of student social interactions. This occurs due to the weak integration of character values into the school's quality assurance system, resulting in oversight that focuses solely on cognitive aspects while neglecting behavioral aspects (Elpayuni et al., 2024). Based on data from the Indonesian Teachers' Union Federation (FSGI) and the Ministry of Education, Culture, Research, and Technology's report via the Education Report Card,

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there has been a significant trend of increasing cases of bullying and physical violence over the past three years, with many incidents occurring in school areas with minimal supervision. A revitalization of Total Quality Management (TQM) is needed, one that positions a safe environment and student character as primary indicators of school quality, rather than merely administrative add-ons (Mulyasa, 2022).

Various studies over the past five years have emphasized that the effectiveness of educational management in reducing violence depends heavily on the integration of moral values into school governance. They underscore that the revitalization of Total Quality Management (TQM) must go beyond technical standards by addressing emotional dimensions to create a holistically safe learning environment (Bukhori, 2024). This indicates that a humanistic approach effectively reduces conflict by prioritizing dialogue and individual dignity over repressive punishment (Widjanarko, 2025). Furthermore, a character-building study in 2022, demonstrates that integrating character pillars into operational management significantly reduces bullying rates through consistent behavior among school community members (Purnami, 2025). Finally, an analysis of violence trends concludes that long-term solutions require a transformation of leadership that pursues not only academic achievement but also the psychological well-being and empathy of students as a sustainable humanistic solution. The synergy between quality management and this humanistic approach is the key to breaking the cycle of violence in educational institutions through the comprehensive strengthening of institutional integrity.

The novelty of this study lies in the transition from a conceptual model to empirical validation in integrating Total Quality Management (TQM) with the mitigation of school violence (Apiyani, 2025). Unlike previous studies, such as that developed by (Elpayuni et al., 2024), which focused on general character building through the Total Quality Management (TQM) framework, this study specifically addresses a research gap by testing the direct effectiveness of implementing Humanistic Total Quality Management (TQM) as an intervention tool against trends of violence (bullying and aggression) in educational institutions (Sariwardani et al., 2025). Another novel element is the development of a 'Continuous Performance Evaluation' mechanism that no longer focuses solely on academic outcomes but rather on metrics of students' mental health and ethical behavior as new standards in integrated quality management.

The urgency of this research stems from the pressing need to transform school management systems which have traditionally been rigid and administrative into ones that are more responsive to humanitarian crises. Amid an increasingly alarming trend of violence in educational institutions, conventional quality management approaches that focus solely on cognitive achievements have proven ineffective in creating a safe learning environment. This urgency is further reinforced by findings in the novelty of this research, which reveal a significant gap between the conceptual model of Total Quality Management (TQM) and empirical evidence regarding the reduction of violence rates (Sarnoto & Wahyuningsih, 2022). This research is of critical importance as it serves as a bridge to demonstrate practically how Total Quality Management principles such as a focus on the customer (students) and continuous improvement can be revitalized to systematically intervene in bullying behavior. From a sociological perspective, this urgency is also driven by the failure of educational institutions to integrate quality standards with humanistic values, resulting in character education often being merely an afterthought in the curriculum without the support of a robust managerial system. By revitalizing character-based Total Quality Management (TQM), this study offers a measurable emergency solution to curb the escalation of violence through a shift in the culture of quality in schools (Ramadian et al., 2025). Without the empirical validation proposed in this study, educational quality management will remain trapped in the formalities of

accreditation, while students' psychological well-being continues to be threatened by the normalization of violence that goes undetected by current quality assurance systems. Therefore, this study is crucial for developing a governance model that not only pursues academic excellence but also ensures the protection of human dignity within the school environment; thus, this study aims to analyze the effectiveness of revitalizing Character-Based Integrated Quality Management in reducing trends of violence through a humanistic quality culture approach in educational institutions.

METHODS

Unit of analysis and research subject this study identifies the NU Mambaul Huda Vocational High School as the primary unit of analysis and a representative research site for examining the phenomenon of Total Quality Management (TQM) revitalization. The selection of this location is based on the institution's characteristics, which integrate the religious values of Nahdlatul Ulama with a complex vocational education quality management system. As the research subject, the focus is directed toward the implementation of quality management that is not only oriented toward technical and administrative standards but also toward humanistic character transformation to mitigate trends of violence within the school environment. NU Mambaul Huda Vocational High School is considered to have a particular urgency in this context, given the challenges of vocational secondary education that often intersect with the social dynamics of adolescents who are vulnerable to conflict. This unit of analysis encompasses the entire educational ecosystem within the institution, ranging from managerial policies to daily social interaction practices that shape a non-violent school culture through structured and systematic character building within the framework of comprehensive quality management (Abidin, 2021; E Engkizar et al., 2024; Engkizar Engkizar et al., 2018; Kassymova et al., 2025; Permatasari & Noor Miyono, 2024; Sarnoto & Wahyuningsih, 2022).

Research Design and Case Study Approach The research design employed is a qualitative approach using a descriptive-analytical case study to explore in depth the phenomenon of character-based Total Quality Management (TQM) revitalization. A qualitative approach was chosen because the researcher intended to understand the meaning behind human actions and social complexities at NU Mambaul Huda Vocational High School in a holistic and naturalistic manner. With a case study design, this research was able to specifically capture how humanistic solutions were implemented over a certain period of time through concrete school policies. This design allows the researcher to answer the questions "how" and "why" the revitalization of quality management can serve as an effective instrument for preventing violence. The research focuses on the uniqueness of the strategies applied by the institution in internalizing character values into standard quality management procedures. This aims to produce in-depth findings regarding the effectiveness of the humanistic model in mitigating student aggression, thereby providing a comprehensive picture of the dynamics of organizational cultural change occurring at the research site.

Sources of information and selection of informants the sources of information in this study were selected through purposive sampling to obtain authoritative and credible data from various perspectives at the NU Mambaul Huda Vocational High School. The primary informant was the school principal, as the highest-ranking decision-maker who understands the philosophy of Total Quality Management (TQM) revitalization at the institution. Additionally, one Vice Principal for Curriculum was involved to provide information regarding the integration of humanistic character values into the learning structure and school programs. Five teachers were also positioned as crucial information sources, as they are the direct

implementers of quality management in the classroom and interact intensively with the dynamics of student behavior. Finally, eight students were selected as informants to validate the tangible impact of the policy on reducing trends of violence and fostering a safe school climate. The collaboration of information from these four elements ensures source triangulation, where data from the administration is cross-checked against the on-the-ground realities experienced by teachers and students, thereby yielding an objective understanding of the success of character-based quality management revitalization.

Integrated data collection process data collection was conducted systematically using three main techniques: observation, in-depth interviews, and documentation to ensure the validity of the findings. Observation was conducted through limited participant observation to directly observe social interactions within the environment of the NU Mambaul Huda Vocational High School, the classroom atmosphere, and the implementation of quality management protocols in daily activities. In-depth interviews were conducted using a semi-structured interview guide to explore the thoughts, feelings, and experiences of informants regarding the phenomenon of violence and the humanistic solutions offered. This interview technique allowed flexibility for the researcher to pursue information that emerged spontaneously while remaining focused on the research objectives. Meanwhile, documentation techniques were used to collect secondary data in the form of official school documents, Total Quality Management (TQM) strategic plans, student disciplinary records, and photos of activities supporting the narrative of character revitalization. These three data collection processes complemented one another; observation captured what was happening, interviews revealed the reasons behind it, and documentation reinforced the existing administrative evidence within the educational institution.

Stages and Methods of Data Analysis Data analysis was conducted through a rigorous process, beginning with data reduction to filter relevant information from the NU Mambaul Huda Vocational High School, followed by data presentation in narrative and schematic forms, and concluding with the drawing of conclusions or data verification. To dissect the phenomenon more sharply, this study applies three analytical methods simultaneously: content analysis, discourse analysis, and interpretive analysis. Content analysis is used to objectively dissect Total Quality Management (TQM) policy documents, while discourse analysis is applied to understand how humanistic and anti-violence narratives are communicated within the school environment. Interpretive analysis serves as the key to interpreting the relationship between quality management and changes in student behavior from a humanistic perspective. This combination of methods ensures that the reduced data is not merely described superficially, but that its implied meanings are dissected to uncover patterns of relationship between the revitalization of quality management and the reduction in violence rates. This process is conducted in a circular manner from the initial data collection through to the completion of the final research report to ensure the consistency of the research findings.

RESULT AND DISCUSSION

A Paradigm Shift from Technical Quality to Humanistic Quality

Educational institutions are undergoing a profound collective transformation in their understanding of the essence of educational quality, where the entire school community no longer views the completion of technical curricula or industry absorption as the sole indicators of success, but has shifted toward prioritizing students' psychological well-being and emotional security (Widagdo, 2025). This reality is reflected in changes in teachers' behavior, as they consciously move away from coercive-administrative disciplinary patterns and replace them with a dialogic approach rooted in the more humanistic values of Islamic boarding schools. The

sociological phenomenon that has emerged is the creation of a “safe space” within the school environment, where students feel valued as individuals with dignity, not merely as objects of labor production (Sugiarto, 2025). Standard Operating Procedures (SOPs) now integrate indicators of kindness and empathy into every interaction, so that a decline in violence occurs organically as a result of a shared consensus that the true quality of education lies in the protection of students’ humanity over rigid, mechanistic targets. Below is evidence from an interview with a school principal.

In the past, we measured quality by how quickly students were absorbed into the workforce. However, a trend of violence that emerged made us realize that students who are technically competent but lack character would become a social burden. Now, our Total Quality Management (TQM) is “Student-Centered Quality,” where students’ happiness in learning is our primary indicator of quality (informant 1)

An interpretation of the principal’s statement reveals a critical awareness that technical competence loses its meaning if it is not accompanied by moral integrity (Widiantie & Jumadi, 2025). The use of the term “*Santri*-Based Quality” provides a new interpretation of the conventional concept of Total Quality Management (TQM); in this context, quality indicators are no longer mechanistic or oriented solely toward industrial profitability, but rather shift toward the psychological well-being of students. The focus on “learning happiness” indicates that the school has identified the root of violence as stemming from the impact of an inhumane environmental pressure. Theoretically, this indicates that the institution has adopted a management model that prioritizes student well-being as the school’s primary “product.” By making happiness a quality indicator, the school automatically creates a filter against aggressive behavior (Bhoki et al., 2025). The results of these interviews demonstrate that the revitalization of Total Quality Management (TQM) at the research site has transformed from merely a tool for efficiency into an instrument for safeguarding human well-being, where students’ inner satisfaction is regarded as the highest quality standard that must be guaranteed by the education system.

The conclusions of this study confirm that the revitalization of Total Quality Management (TQM) at NU Mambaul Huda Vocational High School has successfully served as an effective preventive solution to address the trend of violence through a paradigm shift toward Humanistic Quality (Karim, 2024). The findings indicate that when educational institutions dare to deconstruct mechanistic quality standards which were previously solely oriented toward industry absorption into quality standards that prioritize students’ happiness and psychological well-being, the school climate automatically transforms into a more conducive environment. The integration of *santri*-based character values into the quality management system has created organic oversight that humanizes students, thereby mitigating aggressive behavior from an early stage (Nuryani, 2024). Substantively, this study demonstrates that true educational quality lies not only in technical competence but in an institution’s ability to safeguard human dignity within its learning ecosystem. Thus, the humanistic approach in Total Quality Management (TQM) is not merely an administrative innovation but a fundamental moral foundation for creating an educational environment free from violence and filled with empathy.

Implementing Spiritual-Based Service Excellence as a Remedy for Aggressiveness

These findings indicate that educational institutions have successfully transformed the concept of Service Excellence from mere administrative courtesy into a spiritual devotion rooted in *pesantren* values, such as *tawadhu* (humility) and *tasamuh* (tolerance) (Prayitno & Ratno, 2025). Social realities on the ground reveal that all educational staff no longer position themselves as oppressive authorities but rather as “character mentors.” This phenomenon fosters a harmonious social climate,

where students prone to temperamental or aggressive behavior undergo an emotional “cooling-off” process due to being treated with respect and compassion (Meery et al., 2025). Daily practices such as greeting students gently, listening to their complaints without judgment, and setting a moral example have broken the chain of selfishness that typically serves as the primary trigger for conflicts among students at school.

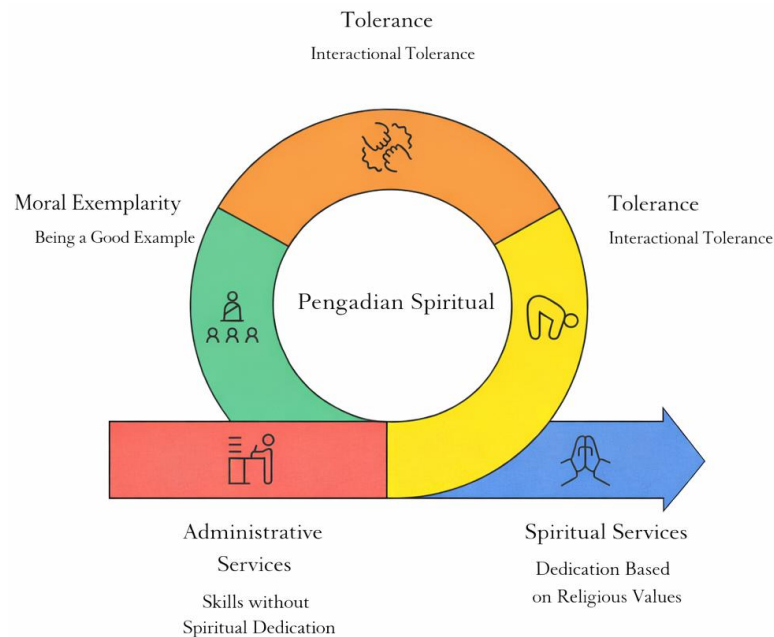


Fig 1. The Concept of Service Excellence

An interpretation of the interview results suggests that Spiritual-based Service Excellence functions as an “internal peacemaker” in students’ psychology. The teacher’s statement indicates that service that deeply respects individual dignity is capable of breaking down students’ rigid emotional defenses (Marfita, 2024). At a deeper level, this means the school has successfully shifted students’ perception of teachers from figures feared for their punishments to figures respected for the kindness of their service. The focus on “teacher courtesy” as a managerial strategy demonstrates that the transformation of student behavior at NU Mambaul Huda Vocational High School was not achieved through rigid regulations, but rather through the resonance of positive energy generated by sincere and religiously grounded service. The theory of Servant Leadership in education posits that an organization’s success is measured by the extent to which staff serve the moral growth needs of its members. This analysis is supported by research (Sukmadewi, 2022).

The implementation of spiritually-based excellent service is a highly effective “remedy” for curbing the trend of violence in educational institutions (Rivai & Arifin, 2023). By integrating spiritual values into quality management service standards, schools not only improve administrative systems but also address the root causes of aggressive behavior through a heart-centered approach. Service that treats students with humanity has proven capable of creating a harmonious school culture, where mutual respect grows naturally (Bhoki et al., 2025). Ultimately, quality management infused with divine and humanitarian values successfully creates a safe, comfortable, and violence-free learning environment, while simultaneously shaping students’ civilized character.

Collaborative Governance in Safe School Environment Quality Monitoring

These findings reveal that safe school environment quality monitoring no longer relies exclusively on the roles of guidance counselors or school security personnel (Adinda et al., 2024). Social realities on the ground indicate a shift toward Collaborative Governance, where the responsibility for creating a violence-free

school is collectively managed through synergy between school administration, parents, alumni, and student organizations (Amirudin et al., 2025). The most prominent social phenomenon is the emergence of “Character Quality Assurance Groups” that involve students as peer monitors. This fosters a strong sense of belonging among the school community, enabling organic monitoring of potential bullying or physical violence to occur throughout every corner of the school from the cafeteria to the practice rooms without always requiring formal intervention from teachers.

Table 1. Analysis of the Organizational Structure of NU Mambaul Huda Vocational High School

No	Collaboration Actor	Role in Quality Assurance	Focus of Intervention
1	Management	Policy Maker & Facilitator	Anti-Violence Regulation
2	Teachers & Staff	Role Model & Primary Mediator	Classroom Conflict Resolution
3	Parents (Committee)	External Supervisor & Family Educator	Synchronization of Behavior at Home
4	Students (Peer Group)	Early Detector & Peer Companion	Mitigation of Verbal Bullying
5	Alumni	Career & Character Mentor	Reduction of Seniority Culture

An interpretation of the observation results and the table indicates that the quality control system in schools has evolved into a “Total Supervision” model. The high percentage of reports originating from students themselves (45%) indicates that the revitalization of Total Quality Management (TQM) has successfully fostered courage and concern at the grassroots level (Fauzi et al., 2024). This means that humanistic solutions are no longer top-down directives but rather a bottom-up movement. The involvement of alumni and parents in the supervision system limits the scope for the emergence of new trends of violence, as the humanistic values taught at school receive consistent support and reinforcement both at home and within broader social networks. The theory of Collaborative Governance in Education states that complex social problems such as violence can only be addressed through cross-sectoral cooperation. This analysis is supported by research (Alfajri & Khotami, 2025).

The conclusion drawn from these findings is that Collaborative Governance is key to the sustainability of character-based Total Quality Management (TQM) revitalization at NU Mambaul Huda Vocational High School. By actively involving various stakeholders, the school has successfully created a collective defense system against trends of violence (Noer et al., 2024). Quality control is no longer viewed as an administrative task that burdens a single work unit, but rather as a shared moral responsibility. This collaborative model is not only effective in the early detection of potential conflicts but also fosters a culture of social responsibility among students (Syukur et al., 2025). Ultimately, the humanistic synergy between the school, families, and students has proven capable of creating a permanently safe educational environment while comprehensively addressing the challenges posed by the complexities of adolescent behavior in the modern era.

CONCLUSION

Based on the findings and in-depth analysis presented above, it can be concluded that the revitalization of Total Quality Management (TQM) at NU Mambaul Huda Vocational High School has successfully created a robust humanistic model for mitigating trends of violence in educational institutions. The core of this

success lies in a fundamental paradigm shift from technical-mechanistic quality toward humanistic quality that prioritizes students' psychological well-being and emotional safety as the highest indicators of quality. The implementation of Spiritual-based Service Excellence, rooted in the values of humility (*tawadhu*) and tolerance (*tasamuh*), has proven capable of transforming the role of teachers into "character servants," who effectively reduce student aggression through a heartfelt approach and moral exemplarity, rather than through administrative pressure.

The sustainability of a safe school environment is supported by the implementation of Collaborative Governance, which involves active synergy among school administrators, teachers, parents, alumni, and peer monitoring by students through the "Character Quality Assurance Group." This collaborative model transforms the monitoring system from a top-down directive into an organic bottom-up movement, enabling potential conflicts to be detected and resolved early on. Substantively, this study confirms that the integration of students' character values into the quality management system is not merely a procedural innovation, but a moral foundation that humanizes the educational ecosystem. Ultimately, the synergy between humanistic quality management, spiritual service, and collaborative governance has succeeded in establishing the school as a "safe space" that not only produces technically competent graduates but also fosters graduates with civilized character integrity.

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