Quality control and improvement techniques difabel corner of UIN sunan kalijaga yogyakarta

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KEYWORDS	ABSTRACT
Quality Control Improvement Techniques Difabel Corner	Difabel Corner UIN Sunan Kalijaga Yogyakarta is one of the inclusive service centers committed to providing optimal accessibility and support for students with disabilities in the university environment. This research aims to examine the application of quality control and quality improvement techniques in the management of Difabel Corner services. This research uses a literature study approach and descriptive analysis to explore quality management concepts from figures such as Deming, Juran, Crosby, Ishikawa, as well as international standards such as ISO 9000, and their relevance in educational services for students with disabilities. The results showed that the implementation of supervisory techniques such as service monitoring, periodic evaluation, service standardization, as well as quality improvement through human resource development, utilization of adaptive technology, external collaboration, and continuous audit can increase the effectiveness of Difabel Corner services. The implementation of these strategies not only ensures compliance with inclusivity standards, but also strengthens the capacity of the service in responding to the needs of students with disabilities in a sustainable manner. This article contributes to offering an implementation framework for monitoring and improving the quality of inclusive education services in higher education.

Introduction

The global challenge in the industrial 5.0 era is the quality of education. Facing this problem, the government has established various regulations in the form of policies based on the National Education System Law to build the quality of national education. The hope of the quality improvement policy through education quality control is to produce a society that has competitiveness at the local and global levels (Neliwati, 2024). To achieve this, there are efforts that can be done systematically to build human resources in the field of education. These efforts are public policies that include, equity and opportunity, relevance of education to development, quality of education and efficiency of education.

The quality of education is a concern of every educational institution today, it is inseparable from the government's efforts in improving the quality of education which has become a joint commitment between the government and the people of Indonesia (Anwar, 2018). Therefore, monitoring the quality of education must also address and implement it as much as possible.

The implementation of improving the quality of education can be directed by the government by conducting a cycle of planning, implementation, evaluation, development and improvement. Good supervision is not just about checking performance, but also about improving efficiency and effectiveness. With the right supervision methods and techniques, organizations can identify processes that need improvement, reduce waste and increase productivity. The result is more efficient use of resources and more effective achievement of goals. In a competitive business environment, the ability to adapt and improve performance is key to long-term survival and growth.

Supervision or control is the last part of the management function. The management functions that are controlled are planning, organizing, directing and controlling itself. Cases that often occur are due to weak control so that there are various deviations between what is planned and what is implemented. Based on the above problems, the author wishes to conduct a discussion on supervision techniques and quality improvement. Thus, control that is focused on the input-process-output aspects of education can provide significant benefits in improving quality.

Quality control and improvement are two important elements in maintaining quality standards in various sectors, especially in industry and services. With effective techniques in quality control and improvement, organizations can ensure that their products and services meet consumer expectations and standards. In this discussion, out of 13 quality control and improvement techniques, we will review 10 techniques that play a significant role in strengthening the control system and improving quality, including the following:

1. Deming

Deming is a statistician who developed the Shewhart method called Statistical Process Control (SPC). According to Deming, 80% of an organization's success is determined by its managers, the remaining 20% by other factors. Deming's concept states that by improving quality through the production process, costs can be reduced and productivity can be increased. This new approach in turn demands new knowledge built by three elements, namely:

a. the relationship between system appreciation, variation knowledge, knowledge theory and psychology.
b. 14 management obligations as an application of the first element.
c. Plando-check-act (PDCA) cycle as a tool to implement continuous process improvement (Imam Turmidzi, 2024).

2. Juran

Juran is considered by many to be the father of many quality management techniques still used in industry today (Juran, 2020). Juran in 1981 contributed his thoughts called Strategic Quality Management (PMS). His main thoughts include:

a. 85% of quality problems lie in management. Therefore, from an early age, management must be carried out as effectively and efficiently as possible.
b. PMS needs to be used, in PMS all employees as a team in 3 levels, namely:
    1) The highest manager has the main function of outlining the organization's strategic policy.
    2) Middle managers have the main function of outlining quality operational policies.
    3) Employees (implementers) are responsible for controlling quality.

3. Philip B. Crosby

Philip B. Crosby is known for his contribution to quality management, namely Zero Defect and Do It Right the First Time (Philip Bayard, 2017). Crosby's most prominent main thought is zero defect. In an effort to improve quality, all efforts from the beginning must be zero. To realize the zero error, Crosby suggested 14 steps, namely 1) leadership commitment, 2) quality improvement team, 3) quality measurement, 4) quality cost, 5) quality awareness, 6) corrective action, 7) zero error, 8) supervisor training, 9) zero error day, 10) goal setting, 11) elimination of the cause of error, 12) recognition, 13) quality advisory board, 14) do it again / continuously and improve again.

4. Peter

Peter is famous for the MBWA (managing by walking about) leadership type, which is leadership that is managed while walking, a type of leadership that is directly related to subordinates and customers who can direct creative and innovative ideas. Based on the information above, MBWA is an application of a leadership style that emphasizes implementation/practice. This leadership style is needed for an institution (Faiqotul Husna, 2017). Peter is well known for his customer orientation. 12 attributes of the quality revolution that are needed and support the organization, 1) management must have an obsession with quality, 2) personal system, 3) measurement is quality, 4) quality is a bonus, 5) everyone is trained in quality, 6) multi-functional teams, 7) small is beautiful, 8) endless creativity, 9) parallel organizational structure is diligent in improving quality, 10) everyone is involved, 11) if quality goes up, costs go down, 12) quality improvement never ends.

5. Ishikawa

Ishikawa sought to improve quality by implementing a quality control system (Risa Triana, 2024). Ishikawa is a QC pioneer, to determine the factors that result in quality characteristics, for example a deviation by making a diagram. The diagram shows the relationship between the causes that result in something, for example, graduates are not of high quality. Factors that cause low quality are 1) materials, 2) people. 3) methods, 4) tools, and 5) environment.

6. *Malcolm Baldridge Quality Award*

Is a form of award for outstanding entrepreneurs including the field of education. Winning criteria include quality: planning, implementation, measurement and feedback processes. The award criteria are 1) customer-directed quality, 2) leadership, 3) continuous improvement, 4) total participation, 5) quick response 6) quality design and maintenance, 7) long-term view, 8) fact-based management, 9) partnership development, 10) community responsibility.

7. *European Quality Award*

Rewarding quality companies with the European foundation quality management (EFQM) prize. The European Quality Award was introduced in October 1991 at the European Forum for Quality Management (EFQM) meeting in Paris (Edward Salis, 2011).

8. *International Standard Organization* (ISO) 9000 ISO

Is an international standardization body that deals with standardization issues for goods and services. The advantage of ISO implementation in educational institutions according to Sendari (1999) is that with the ISO 9001 certificate obtained by a school, it means that the school is proven to have implemented the ISO 9001 quality assurance system. One of the benefits of the school is that it can establish basic rules for the quality system of goods / services to remain consistent, documented, and evaluated. In the context of globalization, the

role of ISO is becoming increasingly important, allowing companies, governments, and consumers to operate with confidence that the products and services they use meet the highest standards (Rexy, 2024).

9. Integrated quality management of education (MMTP)

MMTP according to West-Burnham (1997) is all functions of the school organization into a holistic philosophy built on the concepts of quality, teamwork, productivity and achievement and customer satisfaction. MMTP is a culture of continuous improvement in the quality of education, a focus on school customers for their long-term satisfaction, and the participation of school members, families, communities and governments.

10. School-based management (Monitoring and Evaluation)

School-based management is a management model that provides authority and flexibility to schools while encouraging the participation of school members (teachers, students, principals, and employees) directly to improve school quality. The meaning of School-Based Management itself is the authority to make decisions by education units to achieve better quality education. Of course, the authority given to education units must comply with applicable national education laws and regulations (Yohanes, 2022). The principles of MBS that need to be considered are 1) commitment, 2) readiness, 3) involvement, 4) institutionalization, 5) decision, 6) awareness, 7) Independence, 8) Resilience. Monitoring and evaluation (M&E) activities are carried out by officers from the Ministry of National Education in Jakarta and/or school supervisors who are in charge of directly monitoring and assessing the schools visited. All school supervision practices carried out by supervisors must refer to the Decree of the Minister of Education and Culture No. 020/U/1998 on the technical guidelines for the implementation of the functional position of school supervisor and its credit score.monev practices for the school-based quality improvement management program, all schools have used the standard format listed in the MPMBS monitoring and evaluation guidebook published by Depdiknas 2004. Depdiknas has also issued a book of self-evaluation instruments for kindergartens, primary schools, junior high schools, senior high schools and vocational schools (Imam Turmidzi, 2020).

Method

This research uses a library research approach with descriptive analysis. This approach was chosen to explore, review, and analyze various theories, concepts, and previous findings relevant to quality control and quality improvement techniques in the context of inclusive education services, especially those applied at the Difabel Corner UIN Sunan Kalijaga Yogyakarta.

Data were collected from various credible literature sources, such as academic books, scientific journal articles, government regulations, and institutional documents related to disability services in higher education. Some of the main figures and theoretical frameworks analyzed in this research include quality management theories from Deming (PDCA), Juran (*Strategic Quality Management*), Philip B. Crosby (Zero Defect), Kaoru Ishikawa (*cause-effect diagram*), as well as international standards such as ISO 9000.

The analysis was conducted descriptively, with the aim of identifying the basic principles of quality control and improvement techniques, and how they can be adapted and implemented in the operations of the Difabel Corner service. This research did not conduct primary data collection through surveys or interviews, but instead focused on interpreting and synthesizing existing findings in the literature to build a conceptual and practical understanding of inclusive service quality management.

Through this method, the research aims to make theoretical and practical contributions to the development of quality-based management of disability services in Islamic higher education, particularly in the context of inclusive campuses in Indonesia.

Result and Discussion

Implementation of Supervision and Quality Improvement

In both the education and industrial sectors, the implementation of quality monitoring and improvement represents a strategic approach to ensure the consistency and sustainability of institutional performance standards. Effective supervision functions as an early detection mechanism that enables institutions to identify and address potential issues before they escalate. This proactive approach is crucial for maintaining operational efficiency and service excellence.

Simultaneously, quality improvement efforts are designed to foster innovation and promote a culture of continuous development, ensuring that institutional outcomes align with evolving user needs and expectations. According to Sari and Wibowo (2022), institutions that embed quality assurance mechanisms into their governance structures are more adaptive to change and demonstrate higher levels of responsiveness to both internal and external quality demands. By adopting a structured supervision system integrated with ongoing quality improvement methods, organizations can not only meet but exceed national and global benchmarks—thereby gaining a sustainable competitive advantage in a rapidly evolving environment.

The implementation of Total Quality Management in education is expected to reduce the quality gap in all areas and achieve the goal of improving the quality of education in a sustainable, continuous, and integrated manner. Efforts to improve the quality of education are based on each component of education that can be realized with the following principles;

a. Focus on customers (customer focus)

The key to the success of an integrated quality culture is the existence of effective relationships between customers (in the context of education: students, parents, and the community) and service providers (educational institutions). Vertical and horizontal communication networks need to be optimized to create a conducive climate through multidirectional and harmonious communication media. Customer satisfaction is a key factor in integrated quality management in the field of education (Muhibbin & Hendriani, 2021). In the context of an inclusive campus, for example, meeting the service needs of students with disabilities serves as an indicator of an institution's success in integrating inclusive management with a customer-centric approach (Sulaeman & Trustisari, 2024).

b. Process improvement

Process quality improvement refers to continuous improvement based on work implementation consisting of interrelated stages and activities that ultimately produce outputs in the form of quality educational services. This process improvement encompasses service planning, the implementation of learning activities, the provision of facilities and infrastructure, and feedback from service users (Riswari et al., 2021). The implementation of a continuous improvement system has also proven effective in enhancing accessibility and participation for students with disabilities in higher education institutions (Novialassafitri et al., 2021).The involvement of all components of education, starting from active leaders (school principals) to teachers and educational staff. They must be involved to achieve competitive advantages in a broad user environment.

c. Total Quality Management: Total Involvement

The involvement of all components of education, from institutional leaders (rectors or principals), lecturers/teachers, educational staff, to students, is key to achieving competitive excellence. In TQM, every element of an educational institution is responsible for maintaining and improving quality collaboratively. Strong and participatory leadership is essential in realizing a comprehensive culture of quality (Istiqomah, 2020). This approach is highly relevant in disability services at higher education institutions, where cross-role collaboration is crucial for achieving equitable and dignified education.

In developing and improving the quality of UIN Sunan Kalijaga is the first inclusive PTKIN in Indonesia which is committed to providing equal investigation services. Law No. 43 of 2007 on Libraries, Article 3, states that libraries serve as a vehicle for education, research, preservation, information, and recreation in order to improve the intelligence and empowerment of the nation. To realize this function, the accessibility of library services for users with disabilities must be a primary concern. This accessibility encompasses all aspects of services, from spatial design, disability-friendly furniture, visitor facilities, to inclusive technology-based service systems.

Ideally, if all library facilities and infrastructure are integrated with accessible technology, there is no need for special spaces such as a disability corner; inclusive services can be provided comprehensively and evenly. However, the ability of libraries to provide accessible services varies, depending on budget allocation and the readiness of human resources. Research by Yunita & Nugroho (2020) emphasizes that inclusive libraries must be supported by assistive software such as screen readers and collections of reading materials in Braille or audio formats.

Research by Triutari (2022) indicates that the role of internal campus institutions specifically addressing disability issues significantly contributes to driving systemic change in higher education environments, both in terms of services, policies, and academic culture. In this context, the PLD (Disability Services Center) at UIN Sunan Kalijaga serves as a model for inter-institutional collaboration within higher education institutions to achieve comprehensive inclusivity.

Therefore, the library has a difabel corner service as one of the services intended for students with disabilities in supporting the completion of their studies. Difabel Corner is a service unit provided specifically for difabel (different ability) users or users with special needs. The existence of the difable corner is an effort to support UIN Sunan Kalijaga as an inclusive campus. An inclusive campus is a campus that provides equal access to education for everyone, including people with disabilities. The service unit located on the first floor provides various adaptive facilities and materials for disabled users. The facilities and materials include monitor reader software that allows blind people to operate various computer programs and access the internet. In addition, there are also audio books, digital books, and books in Braille format. The disabled corner is located on the 1st floor of the central part of the UIN Sunan Kalijaga Library building. Difabel corner is a place for all students with disabilities who are looking for references or working on final assignments (Corner, 2025) Difabel corner UIN Sunan Kalijaga Yogyakarta with quality monitoring and improvement can be done through the following aspects:

1. Supervision Techniques in the Disabled Corner
    a. Service Monitoring: UIN Sunan Kalijaga can implement a monitoring system for the services provided by Difabel Corner, such as the availability of facilities, the effectiveness of assistance, and the satisfaction of students with disabilities.
    b. Periodic Evaluation: Monitoring can be done through user satisfaction surveys,

interviews, or focus group discussions (FGDs) with students with disabilities.
 c. Service Standardization: The implementation of measurable and monitorable standards for inclusive services, such as building accessibility, availability of assistive devices, and readiness of assistive personnel.
2. Quality Improvement of Disabled Corner Service
 a. Human resource development: Training for lecturers, staff and volunteers on more inclusive approaches to supporting students with disabilities.
 b. Technology Utilization: Improve quality by integrating assistive technology, such as screen readers, learning support applications, and disability-friendly digital learning platforms.
 c. Collaboration with External Parties: Collaborate with organizations of persons with disabilities, the government, and the private sector to support the sustainability of services.
 d. Audit and Continuous Improvement: Periodically conduct audits of the effectiveness of Difabel Corner services, identify constraints, and implement improvements based on feedback from students with disabilities.

Difabel Corner UIN Sunan Kalijaga Yogyakarta can continue to improve the quality of its services for students with disabilities by implementing strict supervision strategies and continuous quality improvement efforts. Effective supervision plays a role in keeping the services provided up to inclusivity standards, while quality improvement allows the services to evolve according to the needs and expectations of students with disabilities. These two aspects support each other in a continuous cycle of improvement, ensuring that Difabel Corner can continue to innovate, be responsive to user needs, and provide more effective and optimal services for students with disabilities.

Disabled student services One of the important facilities for information accessibility for people with disabilities can be fulfilled properly is the building. Library management and learning environment for blind users is basically the same as library management for normal people, but not all existing services can be used by blind users. Libraries that provide special services for visually impaired users should consider the following things (Rinawati, 2017).

a. Each library room provides facilities and infrastructure that are needed by blind users and provides signs on each existing service using braille.
b. The room arrangement should be made as wide as possible so that the freedom of movement of blind users does not interfere with their mobility.
c. Technology-based services are needed for blind users to access information.

There are three services in this program. The first is an adaptive collection, which includes popular books, course references, and materials in Braille, soft files, e-books, and audiobooks. The second service is assistive technology, such as scanners and computers with JAWS software, a screen reader for the visually impaired. The third service is personal assistance from volunteers at the UIN Sunan Kalijaga Disability Center. Activities include reading assistance and accompaniment in the library area (Andayani, 2018). Some adaptive assistive devices that need to be provided in the library include scanners, optical character recognition software, closed-circuit television devices to enlarge text in printed books, digital talking books, Braille books, and enlarged printed books (Muhibbin, 2021).

Conlusion

Surveillance techniques can provide a basis for management to make more informed and evidence-based decisions. With the appropriate use of surveillance, organizations can improve their operations, maintain regulatory compliance, and achieve set goals more efficiently and effectively. If quality control and improvement techniques are implemented properly, an organization or institution can achieve higher quality standards on an ongoing basis. The importance of supervision, continuous quality improvement, Deming, Juran, Philip B. Crosby,

Peter, Ishikawa, Malcolm Baldridge Quality Award, European Quality Award, International Standard Organization (ISO) 9000 ISO, Integrated quality management of education (MMTP), School-based management (Monitoring and Evaluation) and involvement of all parties all these theories and approaches aim to improve quality, efficiency and customer satisfaction through a structured management system, close supervision and continuous improvement.

Good supervision techniques and quality improvement can be done based on valid data and evaluation, not just based on assumptions. As an example of the difabel corner of UIN Sunan Kalijaga Yogyakarta, this difabel corner service can improve the quality of service for students with disabilities through the application of supervision techniques and continuous quality improvement. Good supervision ensures that services remain in line with inclusivity standards, while quality improvement ensures the development of services according to user needs. With good supervision techniques, quality improvement can be carried out based on valid data and evaluation, so the systematic application of techniques and methods can ensure that the quality of products, services, or educational systems is maintained and increasingly developed according to the needs of the times.

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