

Quality Management for Holistic School Well-Being: The Case of an Indonesian Muhammadiyah Vocational School

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ABSTRACT: Quality management in education plays a crucial role in enhancing school quality and promoting the well-being of all stakeholders. School well-being is reflected through four key indicators: having, being, loving, and health. When quality management is implemented effectively, it fosters a conducive learning environment that supports the holistic well-being of the entire school community. This study aims to explore how quality management is implemented to realize school well-being at SMK Muhammadiyah 1 Bambanglipuro. Employing a qualitative case study approach, data were collected through interviews, observations, and document analysis. The findings indicate that the school's quality management practices are manifested in five major themes: (1) a comfortable and enjoyable learning environment; (2) strong family-like relationships; (3) participatory and pleasant school governance; (4) achievement of graduate competencies; and (5) a system of appreciation and rewards. The study concludes that effective quality management contributes positively to overall school well-being. Notably, SMK Muhammadiyah 1 Bambanglipuro implements a Teaching Factory model supported by an industry-based curriculum (Astra and Daihatsu), accompanied by teacher and staff rewards such as Umrah programs, which collectively enhance school well-being.

Keywords: muhammadiyah vocational school, national assessment standards, quality management, school well-being.

ABSTRAK: Manajemen mutu dalam pendidikan memainkan peran penting dalam meningkatkan kualitas sekolah dan mendorong kesejahteraan seluruh pemangku kepentingan. Kesejahteraan sekolah tercermin melalui empat indikator utama: *having, being, loving, dan health*. Ketika manajemen mutu diterapkan secara efektif, hal ini menciptakan lingkungan belajar yang kondusif dan mendukung kesejahteraan holistik seluruh komunitas sekolah. Penelitian ini bertujuan untuk mengeksplorasi bagaimana manajemen mutu diimplementasikan dalam upaya mewujudkan kesejahteraan sekolah di SMK Muhammadiyah 1 Bambanglipuro. Dengan menggunakan pendekatan studi kasus kualitatif, data dikumpulkan melalui wawancara, observasi, dan analisis dokumen. Temuan penelitian menunjukkan bahwa praktik manajemen mutu di sekolah ini terwujud dalam lima tema utama: (1) lingkungan belajar yang nyaman dan menyenangkan; (2) hubungan kekeluargaan yang kuat; (3) tata kelola sekolah yang partisipatif dan menyenangkan; (4) pencapaian kompetensi lulusan; dan (5) sistem apresiasi dan penghargaan. Penelitian ini menyimpulkan bahwa penerapan manajemen mutu yang efektif berdampak positif terhadap kesejahteraan sekolah secara keseluruhan. Secara khusus, SMK Muhammadiyah 1 Bambanglipuro mengimplementasikan model Teaching Factory yang didukung oleh kurikulum berbasis industri (Astra dan Daihatsu), disertai pemberian penghargaan kepada guru dan tenaga kependidikan seperti program umrah, yang secara kolektif meningkatkan kesejahteraan sekolah.

Kata kunci: kesejahteraan sekolah, manajemen mutu, SMK Muhammadiyah, standar penilaian nasional.

INTRODUCTION

A study suggests that many schools currently face various obstacles in providing well-being to stakeholders, both financially and psychologically. These obstacles include heavy workloads, leading to work stress and teacher burnout (Okfrima, 2022; Winowod et al., 2023), weak student learning readiness, and inadequate infrastructure, which hinders the achievement of well-being in learning. Therefore, schools urgently need to implement quality management that meets standards (Khasana et al., 2023). Effective quality management will improve the quality of education, thereby achieving school well-being (Arief, 2023; Pramono et al., 2022; Wijaya & Junani, 2023). School well-being, or what we know as school well-being, encompasses four indicators: school conditions (having), self-fulfillment (being), social relationships (loving), and health status (health) (Alwi & Fakhri, 2020b; Thoybah & Aulia, 2020). There are various components or aspects of school well-being. The having dimension describes the school's condition, including physical and non-physical facilities to support learning activities. The loving dimension describes students' social relationships and all academic activities, the school climate, teacher-student relationships, and school-family relationships. The being dimension describes the methods used by schools to meet students' self-fulfillment needs, such as appreciation, guidance, self-esteem enhancement, and the development of student creativity. Finally, health describes health status, consisting of physical and mental symptoms (Konu & Rimpelä, 2002). School well-being is influenced by both internal and external factors and has a positive impact (Dežan et al., 2021). This significantly impacts the academic and non-academic development of students, teachers, and all stakeholders. Therefore, measurement tools tailored to culture and educational level are needed. Meanwhile, research Ahkam et al., (2020) shows that student well-being is inseparable from how they evaluate their experiences at school (Konu & Rimpelä, 2002). This assessment includes cognitive and affective components within the school context. The cognitive component is described as students' assessment of cognitive experiences during school, and the affective component relates to students' positive and negative emotions during school (Hasanah, 2021; Hasanah & Sutopo, 2020).

SMK Muhammadiyah 1 Bambanglipuro is one institution that has implemented various quality improvement strategies to enhance school well-being, including an industry-based entrepreneurship program called the Teaching Factory. This Teaching Factory involves students and teachers. However, the extent to which the implementation of quality management at this school has a direct impact on the well-being of students, teachers, and educational staff still requires further study.

The implementation of educational quality management at SMK Muhammadiyah 1 Bambanglipuro aims to improve the overall quality of educational services, including the well-being of the school community. Although a commitment to quality is embedded in the school's vision and mission, its implementation has not yet fully addressed the holistic aspects of student well-being. The primary focus remains on academic and vocational achievements.

Stakeholder participation has been implemented, but it has not been optimal in fostering an inclusive school culture. Student and parent involvement remains limited to temporary or incidental activities. A quality assurance system encompassing eight national education standards has been implemented in accordance with established indicators, but it has not yet optimally addressed the psychological and social well-being of students. Despite the availability of counseling services and character-building programs, attention to mental and emotional health and the creation of a safe learning environment have not been a primary focus in school management.

Three previous studies have examined the implementation of quality management in schools. First, a study by Hafidh Nur Fauzi and colleagues revealed that the implementation of integrated quality management at Muhammadiyah Pendowoharjo Elementary School significantly improved school performance, although challenges persisted, such as poor understanding of quality principles among educators Fauzi & Perawironegoro (2020). Second, research by Roswirman and Elazhari found that integrated quality management had no significant impact on teacher performance, while work discipline had a strong positive impact (Roswirman & Elazhari, 2022). Third, research by Ami Rahmi and her team showed that at STKIP Babunnajah, integrated quality management was implemented through various approaches, such as emphasizing customer satisfaction, conducting regular evaluations of the education system, and improving the quality of educators through ongoing training (Rahmi et al., 2023). These studies emphasize the importance of contextualizing quality management strategies. While numerous studies on quality management have been conducted, few have specifically focused on the context of achieving school well-being. Therefore, this study aims to uncover how quality management is implemented in vocational high schools and examine how these strategies contribute to achieving school well-being. This research is expected to provide strategic recommendations for achieving school well-being.

RESEARCH METHOD

This study used a qualitative method with a phenomenological approach, focusing on participants' perspectives in understanding the meaning of an event that is considered contrary to their own self or experience. The researcher attempts to understand that people's perceptions and perspectives are relative (Hasanah, 2021). The purpose of using qualitative phenomenological research is to collect various data related to the implementation of quality management to produce school well-being at SMK Muhammadiyah 1 Bambanglipuro using interviews, observations, and documentation (Cresswell, 2012). This study uses descriptive data in the form of qualitative words, not numbers. This study involved five participants: the principal (P1), the vice principal for curriculum (P2), the vice principal for infrastructure (P3), the vice principal for student affairs (P4), and a teacher (P5). The selection of participants was carried out using purposive sampling, namely based on the criteria that they have an understanding of quality assurance in schools and are willing to provide information as respondents. Prior

to the interviews, ethical approval was obtained stating that the data would only be used for research purposes, not for public consumption, and names were disguised to maintain confidentiality. Data validity was strengthened through source triangulation, with five participants as informants.

This study employed a qualitative data collection approach through interviews, observations, and documentation studies designed to explore the implementation of quality management based on the eight National Education Standards (NES) and various activities that contribute to achieving school well-being. Data analysis employed qualitative analysis techniques proposed by Miles and Huberman, conducted using the Atlas.ti9 application. Transcripts were analyzed using Atlas.ti9 through coding, categorization, and theme discovery, which represent novel research findings (Hidayati et al., 2022; Soge, 2023; Widodo, 2017)

RESULT AND DISCUSSION

Result

This study identified five main themes that represent teacher well-being based on the implementation of quality management at SMK Muhammadiyah 1 Bambanglipuro. These themes include: (1) the creation of a comfortable and pleasant environment, (2) the existence of familial relationships, (3) participatory and pleasant school management, (4) the achievement of graduate competencies, and (5) the provision of awards (rewards). These findings were obtained through interviews with five informants, namely the principal (P1), the vice principal for curriculum (P2), the vice principal for facilities and infrastructure (P3), the vice principal for student affairs (P4), and a teacher (P5). The collected data were then analyzed using Atlas.ti 9 software.

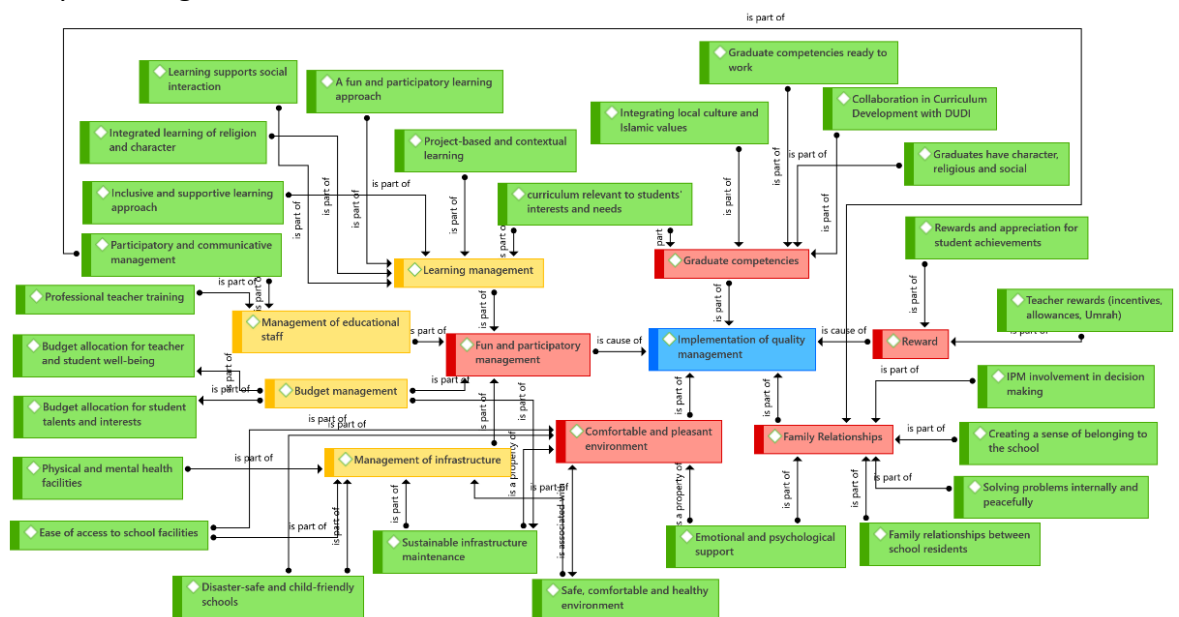


Figure 1. Aspects of quality management to produce school well-being analyzed using Atlas.ti9

Theme 1: A Comfortable and Enjoyable Environment

A comfortable and enjoyable environment, based on the analysis of interview transcripts, was a primary concern among the study respondents. Researchers found that a comfortable and enjoyable environment comprises several aspects, including a safe, comfortable, and healthy environment, the availability of physical and mental health facilities, easy access to school facilities, ongoing maintenance of facilities and infrastructure, and the school's designation as a disaster-safe and child-friendly school. The presence of various aspects of a comfortable and enjoyable environment can create a sense of belonging for the school community. According to informants, a safe, comfortable, and healthy environment is defined as a building that meets national standards. This was expressed by several informants as follows.

"...The clear principle is that the buildings we have are standardized. Our buildings after the earthquake were all standardized. There were almost none before the earthquake. Everything is standardized now because almost 45% of the buildings we have were donated by the government. The structures have been determined, everything has been evaluated, and we routinely conduct disaster simulations every year." (P1/i/June/2025)

"With facilities that meet national standards and are disaster-safe, this school is considered a disaster-safe and child-friendly school. This was expressed by informant 3, "God willing, we have, and we have the SPAB (School and Aid Center). Well, we are constantly renovating (laughter) to meet standards..." (P3/i/May/2025).

"Furthermore, the availability of both physical and mental health facilities contributes to creating a comfortable and enjoyable environment. This was stated by informant 5. "There are health facilities in the UKS (Healthcare Unit) and BK (Guidance and Counseling Center), the rooms are in the school" (P5/i/May/2025).

"These facilities can provide emotional and psychological support to the school community. This was conveyed by informant 4. "...Our curriculum is tailored to aspects of social and emotional development." (P4/i/may/2025).

The facilities certainly require regular maintenance to ensure they are used as intended. This was expressed by informant 1.

"Well, that falls under the purview of infrastructure. However, in practice, it's not necessarily the infrastructure department that will observe the physical facilities of the educational facilities. Primarily, when a teacher finds something in the classroom, they can report it to the curriculum. Then, when something happens in the lab or workshop, each department has its own K3 department. From there, they report it to the Deputy Head of Facilities and

Infrastructure. So, if it's urgent, it's immediately reported. But if it's not immediately, we have a weekly meeting held through the school's management structure, consisting of the Principal, Vice Principal, K3, and the heads of workshops and labs. We coordinate KTU funding. These findings are discussed there, and we prioritize their implementation according to the available budget." (P1/i/June/2025)

With these aspects in place, this school is able to create well-being for both students and teachers, providing a comfortable and safe learning and working environment, enabling them to focus on learning and work. Furthermore, it creates a healthy environment for all members of the school community. This improves the quality of the school, which can also impact the quality of its graduates.

Theme 2: Family relationships

Family relationships from the analysis of interview transcripts are a particular concern. Harmonious family relationships will create a sense of belonging to the school. This is built from good family relationships between school members, providing emotional and psychological support, internal and peaceful problem solving, participatory and communicative management and the involvement of the IPM in decision-making. The sense of belonging created in this school was expressed by informant 5 "yes. If anything happens, all parties are involved, including teachers, employees..." (P5/i/June/2025). Thus, all members will feel humanized, considered and appreciated as part of the school. According to informant 1, the familial relationship between the school community is well-established.

"First, it's clear from the homeroom teacher, as the homeroom teacher is clearly the second parent at school. Second, when each subject teacher enters the classroom or the lab, the first thing they do is establish communication. Familiarity, warmth, and awareness first..." (P1/i/June/2025)

With the good relationships established between the school community, any problems that arise are resolved internally and peacefully. This was expressed by informant 1.

"When something happens, it's resolved as much as possible at the school level. We strive to resolve everything within the school. Whether it's between teachers, staff, or students, but if it happens within our own borders, even if we've tried our best, it can't be done. External mediation is needed, which we will do. But we'll try our best to resolve it internally and prevent it from getting out." (P1/i/June/2025)

This can provide emotional and psychological support, as conveyed by informant 5. "...of course, it aligns with the school's vision and mission, which, God willing, has taken students' social and emotional development into consideration" (P5/i/June/2025). Establishing emotional and psychological support will create participatory and communicative school management, as expressed by informant 1.

"... I prefer building communication. Reciprocal communication with everyone, whether it's children or teachers, staff, staff, cleaners, or security. I have no barriers. I'm a welcoming person to everyone... And when I have free time, I hang out in the teachers' lounge, sometimes in the workshop, reminding each other that the school and the principal have their shortcomings..." (P1/i/June/2025)

Regarding communication and openness between the principal and management, this creates space for the Student Association (IPM) to participate in school decision-making. This was conveyed by informant 3, "I take part, especially now regarding the PPDB (New Student Admissions), the Student Association (IPM) head directly participates. He's the one who creates the content (laughter)" (P3/i/May/2025). This creates harmonious family relationships that foster well-being (love) for the entire school community.

Theme 3: Fun and participatory management

Enjoyable and participatory management is one component in the process of creating school well-being. Enjoyable and participatory management includes infrastructure management, educational staff management, budget management, and learning management. Infrastructure management includes providing physical and mental facilities, easy access to school facilities, and ongoing infrastructure maintenance so that SMK Muhammadiyah 1 Bambanglipuro can create a safe, comfortable, and healthy environment and be a disaster-safe and child-friendly school in Bantul. Both physical and mental health facilities are available at SMK Muhammadiyah 1 Bambanglipuro, as explained by informant 5. "There's a health clinic (UKS) and a guidance counseling room at the school." (P5/i/June/2025). Easy access is also provided, as expressed by informant 2, "...yes, it's very easy." (P2/i/May/2025). Infrastructure maintenance is carried out in stages and continuously, as expressed by informant 3.

"Every day, we... (clears throat) I have a monthly repair and maintenance fund. But for large-scale repairs, we usually use a special fund. If you don't have a roof, you can't expect it to collapse. If you don't fix it, you have to replace it, right down to the roof..." (P3/i/May/2025)

Thus, SMK Muhammadiyah 1 Bambanglipuro is a safe and comfortable school, as expressed by informant 3.

"It should be, because we build everything, right?" "Oh, the ideal classroom size is that, even though it might be different from the previous one, but the old classrooms probably follow the old circular or guidelines, and the new ones will follow the new ones." (P3/i/May/2025)

Therefore, SMK Muhammadiyah 1 Bambanglipuro received the title of disaster-safe and child-friendly school. This was explained by informant 4, "...now it's a child-friendly school" (P4/i/May/2025). Management of educational staff includes participatory and communicative management, as well as professional teacher training. Informant 1 expressed that management is very communicative. "...And when we have free time, we hang out in the teachers' lounge, sometimes in the workshop, reminding each other that the school and the principal have their shortcomings..." (P1/i/June/2025)

In terms of professional development, teachers are given the opportunity to participate in training. This was expressed by informant 3, "There are development trainings. Regarding well-being and other matters, within the SBM, these are passed down to several sub-directorates as needed..." (P3/i/May/2025). Budget management includes budget allocations for student talents and interests, as well as for teacher and student well-being. SMK Muhammadiyah 1 Bambanglipuro designs a budget allocation at the beginning of the year for student talents and interests, such as extracurricular activities, and also for teacher well-being. An interview with informant 1 revealed that the budget allocation for student talent development has been budgeted. Informant 1 stated, "We've also included that in one of the school's activities in the School Budget (Arkas)" (P1/i/June/2025). Informant 1 added that teachers' salaries are now at the minimum wage (UMR).

"Thank God, we, as employed teachers, are already close to the minimum wage. Honestly, it's all based on the number of students. The larger the number of students, the better the financial management. We can structure the Arkas like that from the start." (P1/i/June/2025)

The learning management at SMK Muhammadiyah 1 Bambanglipuro encompasses various stages, including a curriculum relevant to student interests and needs, an inclusive and supportive learning approach, learning that supports social interaction, integrated learning with religion and character, a fun and participatory learning approach, and project-based and contextual learning. Informant 2 stated that the curriculum, starting from the development of the curriculum, has been designed to ensure that classroom learning is enjoyable, comfortable, and supportive.

"... Starting from the administrative structure, and even in the learning process, it will be included in the teaching modules, so each teacher will have a learning process..." (P2/i/May/2025)

This was confirmed by an interview with informant 5.

"The approaches used vary, but the priority here is the Tefa, Miss. But not all, just a few. I mean, some subjects are emphasized, while others include PBL and PJBL." (P5/i/June/2025)

Informant 1 added that learning integrates religion and character.

"...in our case, every subject teacher, regardless of their profession, is also a religious teacher. That's because our area is a place of da'wah (Islamic outreach), and our area is the habituation of golden habits. These are the positive cultures we are trying to build..." (P1/i/June/2025)

With enjoyable and participatory management, we will produce graduates with character, religiousness, culture, and readiness for work, as well as competent and competitive teacher employees.

Theme 4: Graduate competencies

Graduate competency is one indicator of school quality. A quality school will produce competent graduates in both academic and non-academic fields. To achieve high graduate competency, the school implements several steps, including developing a curriculum in collaboration with the Industrial and Industrial Industries (DUDI), adapting it to student interests and needs, aligning graduation standards with government and DUDI regulations, producing competent and work-ready graduates, instilling character, religious, and social values in students, and integrating local culture and Islamic values into the learning process. Thus, it is hoped that graduates will not only be work-ready but also possess character, religiousness, culture, and the ability to socialize within the wider community.

To achieve competent graduates, SMK Muhammadiyah 1 Bambanglipuro collaborates with DUDI in developing its curriculum. Informant 2 explained, "...After that, we align it with the industrial world..." (P2/i/may/2025). In addition to collaborating, we also adapt to student interests and needs, as stated by informant 1.

"...at SMK Bali, during the initial process of accepting new students, we introduce them. We will have five future skill concentrations. Then we provide explanations, explaining where the emphasis will be, and what the expected graduate profile will be. We explain each one. So, by the tenth grade, they're ready to register, and each student already has a picture of, 'I'll be here, and finally, like this,' that's already there." (P1/i/June/2025)

In addition to collaborating with the Industrial and Industrial Industries (DUDI) and adapting to student interests and needs in curriculum development,

graduation standards must comply with regulations, such as the current Merdeka Curriculum. This was expressed by informant 1.

"...first, the SKL must comply with regulations, whether it's the Ministry's regulations as the basis. Then, the school bridges the gap in the foundation's policies, or we have the AIK aspect, which the Ministry doesn't have, but we must follow it. The spirit of the independent curriculum is that no student will fail because all assessments are narrated according to each child's level..." (P1/i/June/2025)

To realize this, the learning process at SMK Muhammadiyah 1 Bambanglipuro integrates local culture and Islamic values, as explained by informant 2: "The activities are like, what are they called, arts, regional arts..." (P2/i/May/2025). It also instills character, religious, and social values, as conveyed by informant 5.

"...getting children used to character building, by exemplifying discipline, such as congregational Dhuha prayer and even congregational Asr prayer, religious study groups, and community service." (P5/i/June/2025)

This is to produce competent and work-ready graduates, as conveyed by informant 1.

"Our tagline is a school for work-ready graduates. This means that although some students pursue entrepreneurship and pursue employment, our focus is on graduates being work-ready. Therefore, our emphasis is on the golden habit, which is a habit we emphasize more on students' attitudes..." (P1/i/June/2025)

Through various innovations in curriculum development and graduation standards, SMK Muhammadiyah 1 Bambanglipuro has been able to produce competent, character-based, religious-minded graduates who are competitive in society.

Theme 5: Reward

Muhammadiyah 1 Bambanglipuro Vocational School provides rewards to students, teachers, and staff. Scholarships are awarded based on the criteria of achievement recognition, including those who are single and underprivileged. Informant 1 explained, "We have several criteria: First, we provide full tuition for orphaned students, then full tuition for orphaned and orphaned students. Furthermore, we provide free tuition for siblings, and for those with higher academic achievement. We also provide scholarships for children with outstanding achievements, as mentioned above. We provide approximately twelve scholarships to each child almost every month..." (P1/i/June/2025)

Rewards for teachers and staff include salaries, allowances, achievement recognition, and Umrah pilgrimages. Informant 1 explained, "...the school rewards teachers for outstanding performance, and then for employees who excel annually..." (P1/i/June/2025). Informant 5 mentioned another reward, namely the Umrah pilgrimage.

"...Here, besides our salary, we also receive allowances, such as family allowances and attendance allowances, even though many of us are already certified. And also the Umrah pilgrimage, Miss, worth 30 million rupiah, based on age." (P5/i/June/2025)

So, in addition to worldly well-being, the school also prioritizes the well-being of the afterlife. This is a plus for SMK Muhammadiyah 1 Bambanglipuro.

Discussion

A Comfortable and Enjoyable Environment: The Having Dimension in School Well-Being

The first finding indicates that the creation of a safe, healthy, and comfortable environment is a key factor in the well-being of the school community at SMK Muhammadiyah 1 Bambanglipuro. This aspect encompasses several aspects, including building security, the availability of physical and mental health facilities, ease of access, and ongoing facility maintenance. In Burhanuddin's well-being theory, the having dimension refers to the fulfillment of material needs and a physical environment that supports individual well-being. A school that is disaster-safe, child-friendly, and meets national standards demonstrates that the basic needs of the school community to feel safe and comfortable in learning and working have been met. Therefore, the comfortable and enjoyable environment at SMK Muhammadiyah 1 Bambanglipuro reflects the successful implementation of quality management that has resulted in the having dimension of school well-being.

Family Relationships: The Loving Dimension of School Well-Being

The second finding is the harmonious and participatory family relationships between teachers, students, and school management. This relationship is characterized by open communication, peaceful problem-solving, and the involvement of all members of the school community in school decision-making. This school well-being theory reflects the loving dimension, which is the need for love, appreciation, and acceptance. These family relationships strongly support social relationships and enhance a sense of belonging and shared meaning in both the work and learning environments. Therefore, the harmonious family relationships at SMK Muhammadiyah 1 Bambanglipuro represent a manifestation of the loving dimension, which supports the social and emotional well-being of the school community.

Enjoyable and Participatory Management: The Having and Being Dimensions of School Well-Being

The third finding concerns enjoyable and participatory management. This management encompasses the management of facilities and infrastructure, educational staff, budget, and learning. The principal here implements an open and democratic leadership style and provides space for teachers to develop their professionalism. Thus, SMK Muhammadiyah 1 Bambanglipuro has provided well-being in the Having dimension, evidenced by the availability of adequate resources and facilities, while the Being dimension is achieved by providing opportunities for teachers and students to actively participate and develop professionally and personally.

Graduate Competence: The Being Dimension in School Well-Being

The fourth finding concerns graduate competency. The school strives to produce graduates who are competent, have character, are religious, have local culture, and are ready to work through the implementation of quality management, specifically content standards, process standards, and graduation standards. Through these three standards, the school designs a curriculum in collaboration with the business world and industry, directly providing knowledge and skills relevant to companies. Furthermore, the curriculum is tailored to student interests and complies with government regulations. This contributes to the school's being dimension for students, not just academic achievement.

Rewards: The Being and Healthy Dimensions in School Well-Being

The final finding indicates that rewards at SMK Muhammadiyah 1 Bambanglipuro extend beyond material rewards in the form of salaries, allowances, and scholarships. They also include Umrah (minor hajj) rewards for teachers and staff. This reward system is given fairly and transparently to high-achieving students and those who contribute significantly. The Umrah award, specifically for teachers and staff, is transparently stratified by age, valued at 30 million Rupiah. The awarding of this Umrah reward reflects spiritual well-being, aligned with the Islamic values characteristic of Muhammadiyah schools. According to Rezaei (2024), organizational aspects such as job security and benefits play a significant role in teacher satisfaction. This demonstrates that SMK Muhammadiyah 1 Bambanglipuro provides material well-being, emotional well-being, and spiritual well-being.

Quality management is a crucial aspect for schools and institutions to shape the educational experience (Marjani et al., 2022; Thahir, 2025). At SMK Muhammadiyah 1 Bambanglipuro, quality assurance encompasses eight national education standards. In practice, this has resulted in school well-being for both students and teachers. School well-being is not merely a financial consideration; a safe, comfortable, and enjoyable environment is also essential for achieving psychological, mental, and religious well-being. The quality management implemented at SMK Muhammadiyah 1 Bambanglipuro can be grouped into the five aspects mentioned above, but the management of infrastructure is still less

than optimal in meeting school needs, particularly the lack of sanitation and toilets. This is due to limited funding, which sometimes puts infrastructure needs aside. Furthermore, student interest and self-confidence are still relatively low. However, this school has the advantage of using a well-being-based learning method, namely the teaching factory. Not many schools use this learning method. A teaching factory is a learning model similar to PBL and PJBL, but in this learning model, students are actively involved directly in the production process. This teaching factory is very suitable for implementation in vocational schools because it is industry-based (Kasman, 2017). The research findings above were obtained from the results of analyzing and reducing interview data, documentation, and field observations. Interview data was transcribed and then reduced so that keywords could be extracted as codes and presented in diagrams or tables. This process used a manual and the Atlas.ti application. The data was then confirmed with document data and observation data to draw conclusions.

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CONCLUSION

Based on the results of the study, it was concluded that the implementation of quality management carried out by SMK Muhammadiyah 1 Bambanglipuro in producing school well-being has been carried out well but still needs to be optimized, starting from mapping student interests so that students learn optimally according to their interests so that they will achieve achievements in academic and non-academic fields. Then for the cultivation of character and

self-confidence of students must be improved so that students who graduate can immediately compete in the industrial world full of confidence. So that it will increase the absorption of graduates' work. In addition, the principal routinely monitors and evaluates management, prioritizing vital infrastructure such as sanitation, so that it will provide comfort in learning and working. The flagship program of SMK Muhammadiyah 1 Bambanglipuro is Teaching Factory-based learning where this program is able to provide well-being for school residents, especially coupled with cooperation with DUDI both Astra and Daihatsu has been able to create an Ahass workshop branch so as to increase turnover for the school. In addition, SMK Muhammadiyah 1 Bambanglipuro provides rewards for teachers and employees in the form of Umrah of 30 million, this Umrah is given sequentially according to age. Thus, the well-being provided by SMK Muhammadiyah 1 Bambanglipuro extends beyond teacher salaries to environmental, health, and even religious considerations. Hopefully, more in-depth research on quality management will be conducted in the future, perhaps at schools that already use ISO or SPMI to achieve school well-being.

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