


## Enhancement Integrated Quality Management in Islamic Education Institutions

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### Abstract

The article described total quality management in islamic education institutions. Teamwork in handling projects of improvement or development of the quality of education is done through empowerment (empowerment) employees and its working groups by giving greater responsibility. The researchers used library research that carried out on several data findings from literature sources of well-known journal publications such as Google Book, Google Scholar, Taylor & France, Elsevier, and other publications that discuss issues of total quality management. To get answers to the problems of this study, the researchers involve a coding system, data interpretation, and high-level evaluation to get valid and reliable data. The result showed that the existence of cooperation in an educational institution is the main capital in achieving quality and stakeholder satisfaction through a process of continuous quality improvement. Teachers, staff and everyone in educational institutions also provide services to their colleagues and fellow internal customers. Poor internal relations would be hinder the development of an institution. Total Quality Management (TQM) is transforming a school institution into a team to achieve a single goal of satisfying all customers. The role of parents in children's self-motivation from an early age is a big asset for children's success in school.

**Keywords:** *Integrated Quality Management, Total Quality Management, Quality Management Institution*

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## INTRODUCTION

Education is a very important issue in human life. The progress of a nation is highly dependent on the nation's education. This means that if the education of a nation can produce "humans" of good physical and spiritual quality. Automatically the nation will progress, peaceful and tetram. On the other hand, if the education of a nation stagnates, the nation will be backward in all fields. Talking about the quality of human resources in Islam views showed that the development of human resources cannot be separated from thinking about humans themselves, thus Islam has a very clear, complete and comprehensive concept regarding the development of human resources (Khan & Sheikh, 2012; Ismail, & Thomas, 2018). This concept

remains current and relevant to be applied throughout the ages (Abudin Nata, 2001). Currently, National Education is facing a crucial issue. The most sensitive issues are related to the quality of education, relevance of education, accountability, professionalism, efficiency, debureaucratization and behavior of educational leaders. This is very contradictory to the Law of the Republic of Indonesia number 20 of 2003 concerning the National Education System (sisdiknas) chapter II article 3 states that National Education functions to develop capabilities and shape the character and civilization of the nation in the context of educating the nation's life, aiming to develop the potential of participants.

Educate students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. And in chapter III article 4 paragraph 6 it is stated that the principle of providing education is to empower all components of society through participation in the implementation and control of the quality of education services (Sisdiknas, 2003) which is encouraging, in fact there are still many failures due to, among others; the problem of inappropriate education management, the placement of personnel is not in accordance with their field of expertise (including the appointment of the head of madrasa / school who is less professional and even only prioritizes political nuances over professionalism), problem handling is not on the experts, equal opportunity, limited budget available, so that The goal of national education to educate the nation's life through quality improvement at each type and level of education has not been significantly realized. According to Sidi (2012), no less than 12 national education development strategies have been pursued, including 1). Implement local competency-based planning. 2). improve educational equity. 3). establish a comprehensive quality management system. 4). reviewing the curriculum periodically and developing curriculum implementation continuously. 5). designing the process of applying approaches and methods as well as educational content that provides broad opportunities for students and learning citizens to develop their potential abilities broadly. 6). improve a more equitable and adequate education resource management system as well as utilize and mobilize funding resources efficiently. 7). Develop policy guidelines for the development of flexible education programs. 8). Making laws and regulations that regulate the balance of government and non-government roles in education comprehensively. 9). Reducing bureaucratic units that are seen as less useful. 10). Consistently strive for adequate financial support, especially for priority education programs as *public goods*. 11). maintain the consistency and continuous internalization of national educational values among the three education centers; namely family, school and community, and 12). Assessing learning approaches that are oriented towards *life skills*.

To create a quality educational institution as expected by many people or the community is not only the responsibility of the school, but is the responsibility of all parties including parents and the business world as internal and external customers of an educational institution. *Arcaro S Jerome* said that there are five characteristics of a quality school, namely: 1) Focus on customers. 2) Total engagement 3) Measurement 4) Commitment 5) Continuous improvement (2005).

The quality of educational products will be influenced by the extent to which the institution is able to optimally manage all of its potential, starting from educational staff, students, learning processes, educational facilities, finances and including their relationship with the community. On this occasion, Islamic educational institutions must be able to change a new paradigm of education that is oriented to the quality of all activities that interact in it, all of which lead to the achievement of quality. *Suryadi Poerwanegara* (2002) stated that there are six basic elements that influence a product: 1) Human 2) Method 3) Machine 4) Material 5) Size 6) Continuous Evaluation.

Every educational institution, including Islamic boarding schools, is required to provide the best possible service to its "customers". In order for this task to be realized, pesantren need to be supported by a good management system. Some of the characteristics of a good management system are the existence of an orderly mindset (*administrative thinking*), orderly implementation of activities (*administrative behavior*), and good attitude towards activity tasks (*administrative attitude*). According to *Mulyasa* (2005) that the principal is assumed to be the leader of the Islamic boarding school, known as the director or kyai, is one of the components of education that plays the most role in implementing and improving the quality of education. Meanwhile, the potential of the principal / kyai when viewed from his duties and responsibilities, is more emphasized on managerial competence and educational leadership. As a manager as well as an education leader, the principal/kyai must: 1) Foster harmonious cooperation with his staff, 2) Help teachers understand the curriculum, 3) Foster good relations between schools and the community, and 4) Organize education and foster it. Hence, this article aims to describe total quality management in islamic education institutions.

## **METHOD**

The research discussed literature review and its review system. After that, we tried stand-alone or part of a more extensive assignment. Next, we started a search through the Google engine. Our target is data-based, such as international publications like Elsevier, Google Book, Sagepub, Taylor & France, and Google scholar. In our search, we limited our search publications to journal articles (*Scheurich, 2014*). Next, so that we find data that we can make into the findings of this article, we begin to analyze the data by involving a data extract system such as a coding system, in-depth interpretation brought by a phenomenological approach

so that we can evaluate data and draw conclusions on ready-to-use data by considering elements of validity and reliability—finding data. In all stages of this research, from problem formulation, data search to report writing, we follow a descriptive qualitative design (Leech & Onwuegbuzie, 2010).

At each review stage, we evaluate the quality of the data we generate from the analysis. We must explain the minimum acceptable design level with the question formulation and design research selection criteria that must go through a more nuanced review and analysis quality assessment using critical data guidelines and design-based data quality. We will carry out this comprehensive quality evaluation using the meta-analysis guidelines and suitability options. So that the data findings can help determine the validity of the conclusions and provide suggestions for future studies. (Schünemann et al., 2019).

## **RESEARCH RESULTS AND DISCUSSION**

### **Integrated Total Quality Management**

Management comes from the word " *to manage* " which means to manage. Arrangements are made through a process and are arranged based on the order of the management functions, so management is a process to realize the desired goals (Hasibuan, 2004). Integrated Quality Management (*Total Quality Management*) in the context of education is a methodological philosophy of continuous improvement, which can provide a set of practical tools for every educational institution in meeting the needs, desires, and expectations of customers, now and in the future. (Edward Sallis, 2006). Meanwhile, Santoso said that TQM is a management system that promotes quality as a customer satisfaction-oriented business strategy by involving all members of the organization (2003). Total Quality Management is an approach in running a business that tries to maximize the competitiveness of the organization through continuous improvement of products, services, people, labor, processes, and the environment (Nasution MN, 2004).

In essence, the purpose of educational institutions is to create and maintain customer satisfaction and in TQM customer satisfaction is determined by the stakeholders of the educational institution. Therefore, only by understanding the process and customer satisfaction can organizations realize and appreciate quality. All efforts / management in TQM must be directed at a main goal, namely customer satisfaction, what management does is useless if it does not give birth to customer satisfaction.

### **Teamwork**

Teamwork is a very important element in Integrated Quality Management. A team is a group of people working together and having a common goal, namely to provide satisfaction to all stakeholders. Team work in an organization is an important component in TQM, considering that teamwork will increase self-

confidence, communication and develop independence. Teamwork in handling projects to improve or develop the quality of education is one part of the empowerment of *employees* and their working groups by giving them greater responsibility. The existence of cooperation in an educational institution as the main capital in achieving quality and stakeholder satisfaction through a continuous quality improvement process.

Team collaboration functions as follows:

1. Responsible for the quality of learning.
2. Responsible for the use of teachers' time, materials and space used.
3. Become a means to monitor, evaluate and improve quality.
4. Act as a channel of information to the management about changes in the process of improving the quality of the team.

Factors Inhibiting Teamwork:

1. Personal identity of team members.
2. Relationships between team members.

### **The key to team success**

There are three interrelated components that affect the performance of a team's productivity, namely as follows:

#### 1. Organization as a whole

The culture or culture of an organization will determine the attitudes, behaviors and ways of thinking of all members in achieving the mission and goals which are influenced by the organization's philosophy, norms, codes of ethics, reward systems and expectations of members of the organization.

#### 2. Team Work

The work team is able to achieve the expected performance or productivity if it is carried out with clear roles and responsibilities, able to carry out conflict management, clear and simple operating procedures, and the achievement of the team's mission.

#### Individual team members

The individual nature of team members must have several requirements so that performance or productivity increases, namely: having early awareness to work together in achieving team goals, having an appreciation for individual differences, being empathetic and paying great attention to the delivery of tasks for each individual member. team.

Strategies to improve team performance in Goal Achieving

1. Interdependence; The interdependence of individuals in a team is very important in terms of information, resources, task services, because this can strengthen team cohesiveness in achieving the satisfaction of all stakeholders.
2. Task Expansion; Teams must be challenged, because reactions or responses to these challenges form a spirit of unity, pride and team unity.

3. Alignment: Individualistic feelings must be removed in order to achieve a common mission.
  4. Common language; In the use of terms, general language must be used so that it is easily understood by all team members.
  5. Trust/Respect; The team must try to build trust and respect in order to achieve good cooperation.
  6. Leadership: In a team, each individual has the talents and abilities of team members.
  7. Problem solving skills; The ability to solve problems in a team must be fostered. Because problems often arise in organizations.
  8. Skill in handling confrontation/conflict. In Integrated Quality Management skills are needed to deal with differences of opinion and express disagreement with the opinions of others without destroying the harmony in the team.
  9. Assessment/action; Assessment is done by monitoring and comparing what has been done with the mission statement and the existing action plan.
  10. Awards ;Recognition for the success of the team in completing the task is the team's motivation to work better in achieving the next goal.
- According to Edward Sallis, the parameters of team effectiveness are as follows:
1. A team requires clearly defined member roles. It is important to know who is the team leader and who is the team facilitator.
  2. Teams need clear goals. The team must have a clear direction and goals to achieve. Goals must be realistic, achievable and relevant to the interests of all members.
  3. A team needs basic resources to operate.
  4. The basic resource needs are human, time, space and energy.
  5. A team needs to know responsibility and authority. Disappointment will arise if there are considerations that are ignored or if the team overuses its authority.
  6. Before the team needed a work plan. The plan includes the vision, mission of the steps needed to complete the task and resources for the team.

### **Stakeholder Engagement**

The main mission of Integrated Quality Management is to meet the needs and demands of all customers. A good school is a school that is able to maintain relationships with its customers and has an obsession with quality. There are two kinds of school customers:

External customers consist of:

- Primary customers: students
- Secondary customers: parents, government and society.
- Tertiary customers: users/recipients of graduates (universities and the business world).

According to Edward Sallis in educational institutions, the main customers are students who directly receive services, the second customers are parents or student sponsors who have direct individual or institutional interests and third customers are parties who have an important role, although indirectly, such as the government and society as a whole.

Teachers, staff and everyone who works in their respective institutions also provide services to their colleagues are internal customers. Poor internal relations will hinder the development of a school institution and ultimately make external customers suffer. One of the goals of TQM is to turn a school institution into a team that is sincere, without conflict, and internal competition, to achieve a single goal of satisfying all customers.

### **Student Involvement**

Efforts to involve students have become a growing phenomenon in schools recently, but the students are not maximally involved and influence the process of preparing teaching and learning activities in schools. It needs to be designed so that in the preparation of the curriculum and school regulations it is arranged fairly and effectively by involving students.

It is important to involve students in decision-making processes such as in curriculum development and matters relating to the design of learning materials. A classroom environment that provides autonomy or flexibility for students has a close relationship with students' ability to express, creatively demonstrate the ability to learn conceptually and enjoy challenges. The students who take part in instructional activities or school rule-making have a love for the school and in turn they are significantly involved in school activities. So far, students are used as objects in the classroom rather than as subjects of education. Students are required to comply with all the rules made by the school, students are not given the opportunity to express their abilities. Students in receiving lessons from teachers and carrying out existing rules at school are forced, because they feel uncomfortable and are not involved in learning design and rule making.

That negative orientation can arise if school policies, goals and norms or implementations are all developed without involving students or anyone who will implement them. Conversely, their maximum involvement, especially students will give a positive response to programs, regulations, demands or school norms, student involvement in planning classroom activities is part of the autonomy and control aspects of the students themselves. If students feel they are not against class rules, they are more likely to develop positive attitudes toward school in general and toward academic achievement in particular.

## **Parental in Education**

Involvement Parental involvement in the education process of children at school is an important thing for educational institutions to do and this is one of the important elements in TQM. The role of parents in the formation of children's motivation and self-control from an early age is a big capital for children's success in school. The role of parents consists of: parents can support children's intellectual development and children's academic success by providing them with opportunities and access to educational resources such as the type of school children attend or access to libraries, multimedia such as the internet and educational television. Parents can shape children's cognitive development and academic achievement directly by being directly involved in their educational activities. Parents also teach children norms in dealing with adults and peers that are relevant to the classroom atmosphere.

### **Alternative ways to familiarize the school and parents are:**

Communicate intensively, the school proactively contacts parents of students. This can be done:

1. Sending congratulations on joining the school and BP2, for parents of new students, after a brief introduction and orientation is needed to let parents know about the school and its activities.
2. Certain meetings should be held at the class level, so that between meetings can be effective and parents can get to know each other.
3. Send school news periodically, so parents are always aware of the latest developments.
4. share complete personal lists of schools, including addresses and their principal assignments, so parents can contact.
5. Inviting parents if their children excel, don't just invite them if their children have problems.
6. Make home visits when needed.
7. Identify the needs of the school and how parents can help with these activities. Involve teachers, staff and BP3 representatives in the identification. Prepare job descriptions for positions that parents may be able to assist as volunteers. Try not to be bound by a tight time schedule.
8. Help teachers to develop volunteer programs related to their assignments.
9. Broadly inform the volunteer program, complete with job descriptions for each task/position.
10. Invite parents who are willing to volunteer.
11. Give awards to parents who have carried out their duties as volunteers.

Total quality management is an efficient management technique that requires the full involvement of all employees at all levels of the organization, thus representing the organizational culture. It line with finding Eniola, et al., (2019) &

Bajaj, S., Garg, R., & Sethi, M. (2018), total quality management (TQM) is an organizational way of life, which introduces constant business improvement at all levels and activities, creating a suitable environment through collaborative work, trust and respect. It approaches the process in a systematic, consistent and organized manner and applies total Quality management techniques (Abbas, 2020; Nguyen, & Nagase, 2019; Dahlgaard-Park, Reyes, & Chen, 2018). Other finding found that Quality management, management leadership and loyalty, continuous improvement, fast response, fact based action, employee participation in TQM culture. If an organization is constantly willing to direct its efforts towards business improvement, the principles presented above can lead to excellence in Quality (Martins, et al., 2019; Wei, et al., 2013). The success of total Quality management depends on its eight components: ethics, integrity, trust, education, leadership teamwork, recognition and communication (Basu, & Wright, 2012; Pham, et al., 2019)

Total Quality Management helps achieve the goals and tasks of youth education. The concept of TQM not only improves the quality of management but also the entire educational institution. One possible use of total quality management in education in Indonesia is an approach based on the Standards for quality management in education, the Standards for quality management in education, demonstrates its validity and can be recommended as a model that provides quality education to institutional users who implement it. The TQM approach in education not only involves achieving high quality but also affects all segments of the educational process: organization, management, interpersonal relations, material and human resources, etc. Applying the approach described above Quality becomes total (integral). The introduction of total Quality management requires a number of changes in educational institutions (Sadikoglu & Olcay, 2014). The first changes must occur in management attitudes and activities, in the organization and monitoring of educational processes, in the evaluation of outcomes, in the communication culture, in the school atmosphere, and especially in the area of interpersonal relationships. The total quality management model includes the following: process planning, process management, continuous improvement, total engagement and user focus.

## **CONCLUSION**

Maintaining customer satisfaction enables organizations to recognize and value quality. All management efforts in TQM must be directed at a main goal, namely customer satisfaction, what management does is useless if it does not produce customer satisfaction. Teamwork in handling projects to improve or develop the quality of education is carried out through empowerment of *employees* and their working groups by giving them greater responsibility. The existence of cooperation in an educational institution as the main capital in

achieving quality and stakeholder satisfaction through a continuous quality improvement process. Teachers, staff and everyone in educational institutions also provide services to their colleagues and internal customers. Poor internal relations will hinder the development of an institution. One of the goals of TQM is to turn a school institution into a team to achieve a single goal of satisfying all customers. The role of parents in children's self-motivation from an early age is a big capital for children's success in school. Parents can support their child's intellectual development and academic success by providing them with opportunities and access to educational resources.

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