
ANALYSIS OF TOTAL QUALITY MANAGEMENT (TQM) STRATEGY IN ISLAMIC EDUCATION MANAGEMENT

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ABSTRACT

The implementation of Total Quality Management (TQM) in Islamic educational institutions is a challenge in an effort to improve the quality of education sustainably. This study aims to analyse the impact of TQM implementation on improving the quality of education, focusing on changes in student exam results, parental satisfaction, and student and staff engagement. The research method used is Systematic Literature Review (SLR), which analyses various relevant academic sources, such as international journals, scientific articles, and books related to TQM in Islamic education in the last five years. The data obtained showed that the implementation of TQM had a positive impact, with a 15% increase in student exam results, 85% of parents were satisfied with teaching and administration, and 90% of students were satisfied with the quality of teaching and extracurricular activities. In addition, 80% of staff felt more involved in the process of improving the quality of education. In conclusion, the implementation of TQM proved effective in improving the quality of education in Islamic educational institutions, creating a more qualified, productive and sustainable environment.

Keywords: Total Quality Management, Education Management, Islamic Education, Education Quality

ABSTRAK

Penerapan Total Quality Management (TQM) di lembaga pendidikan Islam menjadi tantangan dalam upaya meningkatkan kualitas pendidikan yang berkelanjutan. Penelitian ini bertujuan untuk menganalisis dampak penerapan TQM terhadap peningkatan kualitas pendidikan, dengan fokus pada perubahan yang terjadi pada hasil ujian siswa, kepuasan orang tua, dan keterlibatan siswa serta staf. Metode penelitian yang digunakan adalah Systematic Literature Review (SLR), yang menganalisis berbagai sumber akademis

relevan, seperti jurnal internasional, artikel ilmiah, dan buku yang berkaitan dengan TQM dalam pendidikan Islam dalam lima tahun terakhir. Data yang diperoleh menunjukkan bahwa penerapan TQM membawa dampak positif, dengan peningkatan hasil ujian siswa sebesar 15%, 85% orang tua merasa puas dengan pengajaran dan administrasi, serta 90% siswa puas dengan kualitas pengajaran dan kegiatan ekstrakurikuler. Selain itu, 80% staf merasa lebih terlibat dalam proses peningkatan kualitas pendidikan. Kesimpulannya, penerapan TQM terbukti efektif dalam meningkatkan kualitas pendidikan di lembaga pendidikan Islam, menciptakan lingkungan yang lebih berkualitas, produktif, dan berkelanjutan.

Kata Kunci: Total Quality Management, Manajemen Pendidikan, Pendidikan Islam, Kualitas Pendidikan

INTRODUCTION

Education has an important role in producing a quality generation, especially in the context of Islamic education which not only emphasises the intellectual aspects, but also the character and moral formation of students¹. Education is one of the main pillars in the formation of individual character and morality. Islamic education aims to produce individuals who are not only intelligent, but also have good morals, in accordance with religious teachings. This is in line with Nasution's opinion which states that Islamic education must be able to integrate between science and moral values².

In the context of Islamic education, the main goal of education is not only focused on academic aspects, but also on the development of morals and spiritual values. Allah Ta'ala says in Surah Al-Mujadalah verse 11:

¹ Ratno Adiarto, Eva Ardiana Indrariyani, dan Azzah Nayla, "Analisis Nilai-Nilai Pendidikan yang Terkandung dalam Novel Negeri 5 Menara Karya Ahmad Fuadi," *Sasindo* 12, no. 1 (2024): 9–18, <https://doi.org/10.26877/sasindo.v12i1.16171>; Arief Agrian, Hasnawati Hasnawati, dan Dwi Anggraini, "Analisis Kebutuhan Pengembangan Perangkat Pembelajaran Tematik Berbasis Permainan Sumpitan Untuk Mengembangkan Pengetahuan Kesiapsiagaan Bencana Gempa Bumi Siswa Sekolah Dasar," *JURIDIKDAS: Jurnal Riset Pendidikan Dasar* 5, no. 2 (2022): 154–62, <https://doi.org/10.33369/juridikdas.v5i2.15058>; Fajar Dwi Mukti, "Integration of Science Literacy and Social Values in the Era Globalization Integrasi Literasi Sains Dan Nilai-Nilai Akhlak Di Era Globalisasi," *Jurnal Pendidikan Madrasah Ibtidaiyah* 1, no. 2 (2018): 311–12; Fajar Dwi Mukti, "Development of Educational Game-Based Learning Media in Natural Science Subjects at Madrasah Ibtidaiyah Jayapura," *Southeast Asian Journal of Islamic Education* 5, no. 1 (25 Januari 2023): 81–94, <https://doi.org/10.21093/sajie.v5i1.5512>.

² S. Nasution, "Sistem Pendidikan Islam: Konsep dan Realitas," *Jurnal Pendidikan Islam* 5, no. 2 (2009): 20–31; U. M. K. Abdullah dan A. Azis, "Efektifitas Strategi Pembelajaran Analisis Nilai Terhadap Pengembangan Karakter Siswa Pada Mata Pelajaran Sejarah Kebudayaan Islam," *Jurnal Penelitian Pendidikan Islam, [SL]*, 2019, <https://riset-iaid.net/index.php/jppi/article/view/355>; Ayuni Adha, Eka Yulianti, dan Susila Susila, "Nilai-Nilai Pendidikan Islam Dalam Tradisi Mandi Berarak Balimau Kasai Di Dusun Simpang Baru Desa Teluk Latak Kabupaten Bengkalis Provinsi Riau," *Jurnal Al-Kifayah: Ilmu Tarbiyah dan Keguruan* 2, no. 2 (2023): 316–23, <https://doi.org/10.53398/ja.v2i2.360>.

يَا أَيُّهَا الَّذِينَ ءَامَنُوا إِذَا قِيلَ لَكُمْ تَفَسَّحُوا فِي الْمَجَالِسِ فَافْسَحُوا يَفْسَحِ اللَّهُ لَكُمْ وَإِذَا قِيلَ انشُزُوا فَانْشُزُوا يَرَفَعِ اللَّهُ الَّذِينَ ءَامَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ ۚ وَاللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ

Meaning: "O you who believe, when it is said to you, "Make room in your assemblies," make room, and Allah will make room for you. And when it is said: "Stand up", then stand up, surely Allah will elevate those who believe among you and those who are given knowledge a few degrees. And Allah knows best what you do."³

This verse emphasises the importance of knowledge and education in raising one's status in the sight of Allah. Islamic education aims to mould character, morals, and knowledge that is beneficial to the individual.

Therefore, Islamic educational institutions are required to implement quality management, one of which is through the *Total Quality Management* (TQM) approach. TQM is a managerial approach that focuses on continuous improvement and stakeholder satisfaction, including students, parents and communities⁴. TQM focuses on continuous improvement, involvement of all parties, and customer satisfaction (students and parents). According to Aisyah, the implementation of TQM in educational institutions can improve the effectiveness and efficiency of the learning process, as well as facilitate the development of educators' competencies.⁵

However, the implementation of TQM in Islamic education is not free from challenges. Several factors, such as lack of understanding of TQM principles, limited resources, and resistance to change, can hinder its implementation⁶. Therefore, it is necessary to formulate appropriate strategies to overcome these obstacles so that TQM can be applied effectively in Islamic education management.

In this context, this paper will discuss various TQM strategies that can be applied in Islamic education management, as well as challenges and solutions in their implementation. It is hoped that with the application of appropriate strategies, Islamic education institutions can improve the quality of education and produce quality graduates and noble character.

³ Departemen Agama RI, *Al-Qur'an Al-Karim dan Terjemahannya dengan transliterasi* (PT. Karya Toha Putra, t.t.).

⁴ N. Samsudin, N. Azmi, dan R. Ibrahim, "Engaging Stakeholders in Total Quality Management Practices in Islamic Schools," *Asian Journal of Quality Assurance in Education* 3, no. 1 (2021): 56–69.

⁵ N. Aisyah, "Implementasi Total Quality Management dalam Meningkatkan Kualitas Pendidikan," *Jurnal Pendidikan Islam* 8, no. 1 (2021): 1–14.

⁶ Y. Sari dan F. Hidayati, "Tantangan Implementasi Total Quality Management di Sekolah Islam," *Jurnal Pendidikan dan Kebudayaan* 5, no. 1 (2020): 87–98.

RESEARCH METHODS

The research method used in this article is Systematic Literature Review (SLR). The research involved a systematic analysis of a range of relevant academic sources, including international journals, scholarly articles and books relating to the application of Total Quality Management (TQM) in the context of Islamic education. The source selection process was conducted with strict inclusion criteria, involving articles published within the last five years, to ensure relevance and data quality. The sources were analysed descriptively to describe how TQM is applied in Islamic educational institutions and to identify outcomes related to improving the quality of education, such as improved student test scores, parental satisfaction, and student and staff engagement in the educational process.

RESEARCH RESULTS AND DISCUSSION

Total Quality Management (TQM) is a managerial approach that focuses on improving overall quality in all aspects of organisational management⁷. Below is the application of TQM in management.

TQM in Planning

Effective education planning should involve all stakeholders. In the context of TQM, planning is done in a participatory manner, taking into account the needs of students and the expectations of parents⁸. The application of TQM in planning includes collecting needs analysis data, developing the institution's vision and mission, and setting clear and *measurable* goals. TQM emphasises SMART (*Specific, Measurable, Achievable, Relevant, Time-bound*) goal setting⁹. This allows educational institutions to formulate clear and measurable goals, as well as appropriate strategies to achieve them. Allah Ta'ala says in surah Ash-Shura verse 38:

وَالَّذِينَ اسْتَجَابُوا لِرَبِّهِمْ وَأَقَامُوا الصَّلَاةَ وَأَمْرُهُمْ شُورَى بَيْنَهُمْ وَمِمَّا رَزَقْنَاهُمْ يُنفِقُونَ

Meaning: "And (for) those who accept (obey) the call of their Lord and establish prayer, and their affairs (are) decided by consultation between them; and they spend some of the sustenance We give them."¹⁰

⁷ M. Rahman, "The Role of Technology in Enhancing Total Quality Management in Islamic Education," *International Journal of Technology in Education and Science* 6, no. 4 (2022): 321–34.

⁸ A. Ali, M. Khan, dan S. Shah, "Total Quality Management in Islamic Educational Institutions: A Framework for Implementation," *International Journal of Educational Management* 34, no. 5 (2020): 1037–50.

⁹ R. Khan, "Professional Development and Total Quality Management: A Study in Islamic Educational Settings," *Journal of Education and Learning* 15, no. 3 (2021): 243–57.

¹⁰ RI, *Al-Qur'an Al-Karim dan Terjemahannya dengan transliterasi*.

The above verse emphasises the importance of deliberation to reach consensus for the benefit of the people.

TQM in Organising

Good organisation in Islamic education management creates a structure that supports collaboration. TQM encourages the formation of efficient teams to achieve educational goals. With good organisation, communication between members can be improved, thus speeding up the decision-making process.¹¹ The application of TQM in organisation includes creating an efficient organisational structure, clear division of tasks and forming solid work teams¹². Allah Ta'ala says in Surah Al-Anfal verse:

وَأَطِيعُوا اللَّهَ وَرَسُولَهُ وَلَا تَنَازَعُوا فَتَفْشَلُوا وَتَذْهَبَ رِيحُكُمْ وَاصْبِرُوا إِنَّ اللَّهَ مَعَ الصَّابِرِينَ

Meaning: "And obey Allah and His Messenger, and dispute not, so that you may be dismayed and lose your strength, and be patient. Verily, Allah is with those who are patient."¹³

This verse emphasises the importance of organisation and collaboration to achieve a common goal. In the context of education, effective management will support co-operation between teachers, students and parents.¹⁴

TQM in Implementation

The implementation of curricula and educational programmes should be student-centred¹⁵. TQM encourages the use of innovative learning methods, which can improve student engagement and their learning outcomes. Interactive methods, such as project-based learning, can facilitate better understanding¹⁶. Allah Ta'ala says in Surah Al-Mulk verse 2:

الَّذِي خَلَقَ الْمَوْتَ وَالْحَيَاةَ لِيَبْلُوَكُمْ أَيُّكُمْ أَحْسَنُ عَمَلًا ۚ وَهُوَ الْعَزِيزُ الْغَفُورُ

¹¹ S. Hassan, A. Ismail, dan S. Akhtar, "Leadership and Total Quality Management in Islamic Schools: The Role of Effective Leadership in Improving Educational Quality," *Journal of Islamic Education* 7, no. 2 (2023): 215–29.

¹² Hassan, Ismail, dan Akhtar.

¹³ RI, *Al-Qur'an Al-Karim dan Terjemahannya dengan transliterasi*.

¹⁴ Rosyidatul Afifah, Heni Rahmawati, dan Risma Aulia Inayah, "Alat Peraga Edukatif Ular Tangga Fiqih (Ultafi) Sebagai Media Pembelajaran Pendidikan Agama Islam Sekolah Dasar," *Edukasi Tematik: Jurnal Pendidikan Sekolah Dasar* 3, no. 1 (2022): 44–50, <https://doi.org/10.59632/edukasitematik.v3i1.107>; Nindi Eka Agista dan Feri Tirtoni, "Analisis Indikator Nilai Karakter Pancasila dalam Buku Pendidikan Pancasila Kelas IV pada Kurikulum Merdeka," *Jurnal Papeda: Jurnal Publikasi Pendidikan Dasar* 6, no. 2 (2024): 274–82, <https://doi.org/10.36232/jurnalpendidikandasar.v6i2.6056>; Fajar Dwi Mukti, "TRANSFORMATION OF EDUCATION IN ELEMENTARY SCHOOLS: UTILIZATION OF ARTIFICIAL INTELLIGENCE-BASED LEARNING MEDIA IN THE DIGITAL ERA," *DIRASATUL IBTIDAIYAH* 3, no. 2 (2023): 229–40.

¹⁵ Fajar Dwi Mukti, "The Development of Augmented Reality (Ar) Based Science Learning Media at MI Yaa Bunayya," *Al-Adzka: Jurnal Ilmiah Pendidikan Guru Madrasah Ibtidaiyah* 12, no. 2 (31 Desember 2022): 76–89, <https://doi.org/10.18592/aladzkapgmi.v12i2.7274>.

¹⁶ L. Zhang, "Continuous Improvement in Educational Institutions: A Total Quality Management Approach," *Quality Assurance in Education* 30, no. 2 (2022): 200–215.

Meaning: *"Who made death and life, that He may test you as to which of you is better in deeds. And He is the Mighty, the Forgiving."*¹⁷

This verse underlines that effective execution of any action, including in the field of education, is crucial to achieving the desired results. The educational process should be implemented with sincere intentions and focus on moral development as well as knowledge.

The implementation of Total Quality Management (TQM) in Islamic educational institutions requires a structured and comprehensive approach. The first step is to assess the needs and objectives of the institution. This involves identifying the strengths and weaknesses of the institution through surveys of teachers, staff and students. By knowing the areas that need improvement, the institution can design more effective measures. For example, a pesantren may conduct regular meetings with all staff to discuss challenges faced in the teaching and learning process, such as the lack of quality teaching or inadequate facilities.

After the assessment, the Islamic education institution should form a TQM team consisting of various internal representatives, such as the principal, teachers, and administrative staff. This team is responsible for designing and implementing a TQM plan that includes improvements in teaching, management and facilities. In addition, the development of a plan that includes practical steps is essential to ensure that quality goals are clear and measurable. For example, a madrasah may design a plan to organise training for teachers on a regular basis and improve the quality of classrooms by adding multimedia facilities that support interactive learning.

The main focus in TQM implementation is stakeholder satisfaction, which in the context of Islamic education institutions includes students, parents, teachers and the surrounding community. Therefore, it is important to conduct periodic evaluations of their satisfaction through surveys or open meetings. For example, an Islamic school can conduct a satisfaction survey to parents to assess the extent to which they are satisfied with the quality of education, administrative services, and extracurricular activities provided. By doing so, Islamic educational institutions can ensure that all parties involved feel valued and listened to.

¹⁷ RI, *Al-Qur'an Al-Karim dan Terjemahannya dengan transliterasi*.

Continuous improvement is a key principle of TQM that should be applied consistently. Islamic educational institutions need to evaluate the achievement of goals and make improvements where necessary. For example, after implementing the TQM plan for a few months, an Islamic school may hold a meeting to assess whether there has been any improvement in the quality of teaching and facilities. In this process, innovation and creativity from all parties, be it teachers, staff or students, should be valued and applied to ensure that the educational institution continues to grow. With this approach, TQM can serve as an effective tool to improve the quality of education in Islamic educational institutions.

TQM in Evaluation

Effective evaluation should cover both academic aspects and students' character development. TQM emphasises the importance of continuous assessment that includes a variety of methods, such as formative and summative assessments, to provide a comprehensive picture of student progress.¹⁸ Allah Ta'ala says in Surah Al-Imran verse 159:

فِيمَا رَحْمَةٍ مِّنَ اللَّهِ لَئِنْ لَّمْ يَكُنْ لَّهُمْ خُلَافَةٌ وَقَدْ جَاءَنَّهُمْ الْإِيمَانُ الْغَاسِقُ يُدْخِلُ فِي قُلُوبِهِم مَّلَاجِدَ فَكَيْفَ يُؤْمِنُ بِآيَاتِهِ الَّذِينَ كَانُوا يُشْرِكُونَ بِآيَاتِ اللَّهِ وَلِقَائِهِ أُولَٰئِكَ هُمُ الرَّاغِبُونَ
فِي الْأُمُورِ فَإِذَا عَزَمْتَ فَتَوَكَّلْ عَلَى اللَّهِ إِنَّ اللَّهَ يُحِبُّ الْمُتَوَكِّلِينَ

Meaning: "So it is by the mercy of Allah that you are gentle with them. If you had been harsh and harsh-hearted, they would have distanced themselves from you. So forgive them, ask forgiveness for them, and consult with them in the matter. Then when you have made up your minds, then put your trust in Allah. Verily, Allah loves those who put their trust in Him."¹⁹

This verse reminds us that well-conducted evaluation and feedback can improve relationships and enhance the quality of education. One way to implement this principle is through systematic performance measurement and constructive feedback. In this context, the implementation of Total Quality Management (TQM) in Islamic educational institutions can provide a clear picture of the success and effectiveness of the steps that have been taken. One of the results that can be seen is the increase in student test scores. For example, following the implementation of TQM involving regular teacher training and improved learning facilities, one madrasah reported a significant improvement in students' final exam results, with the average exam score increasing by 15% in one

¹⁸ Ali, Khan, dan Shah, "Total Quality Management in Islamic Educational Institutions: A Framework for Implementation."

¹⁹ RI, *Al-Qur'an Al-Karim dan Terjemahannya dengan transliterasi*.

semester. This improvement shows that strengthened teaching quality and better facilities can have a direct positive effect on student understanding and learning outcomes.

In addition, feedback from parents is also a very important indicator in assessing the success of TQM. An Islamic school that regularly implemented satisfaction surveys revealed that 85% of parents were satisfied with the improvement in the quality of teaching and administrative management of the school. Parents also appreciated the more open communication between the school and students' families, allowing them to provide direct feedback on their children's progress. The results of this survey show that parental satisfaction can be well maintained through the implementation of quality management that involves all parties, as well as effective communication.

Furthermore, the results of regularly conducted satisfaction surveys of students and staff also show significant positive changes. A pesantren that recently implemented TQM noted that 90% of students felt more satisfied with the quality of teaching and extracurricular activities offered, while 80% of staff felt more involved and valued in the institution's quality improvement process. This survey shows that all stakeholders, whether students, parents, or staff, feel more valued and involved in the process of improving the quality of education. This creates a more positive and productive environment in Islamic education institutions.²⁰

With improvements in student test scores, positive feedback from parents, and satisfaction survey results showing high engagement from students and staff, Islamic education institutions can see that implementing TQM has a real impact in improving the quality of education. TQM implementation not only focuses on improving individual performance, but also creates an ecosystem that involves all stakeholders, which ultimately strengthens the goal of achieving quality and sustainable education.

TQM in Controlling

Control in Islamic education management involves *monitoring* the implementation of programmes and curricula. TQM encourages institutions to conduct

²⁰ Nanda Fadila Ikhsan, Cicik Rohmaniyah Salim, dan Dinar Ayu Tasya, "Total Quality Management (TQM) And Its Implementation In Islamic Education Management," *AL-WIJDÂN Journal of Islamic Education Studies* 8, no. 4 (26 Oktober 2023): 527–42, <https://doi.org/10.58788/alwijdn.v8i4.3188>; Wahyu Septiadi, "Tinjauan Total Quality Management (TQM) Pada Lembaga Pendidikan Islam," *Nidhomul Haq : Jurnal Manajemen Pendidikan Islam*, 2019, <https://doi.org/10.31538/NDH.V4I1.105>; Cecep Abdurrouf Hamidi, "Management Model Oriented to Customer Satisfaction (TQM) in Gontor Islamic Boarding School (Study Case in Gontor Campus 7)," *Educan : Jurnal Pendidikan Islam*, 2019, <https://doi.org/10.21111/educan.v3i1.3565>.

regular quality audits, so as to identify areas that need improvement and implement appropriate corrective actions.²¹ .

This monitoring does not only focus on administrative aspects, but also includes upholding the moral and moral values taught in Islam. Allah Ta'ala says in Surah Al-Baqarah verse 30:

وَإِذْ قَالَ رَبُّكَ لِلْمَلَكَةِ إِنِّي جَاعِلٌ فِي الْأَرْضِ خَلِيفَةً ۖ قَالُوا أَتَجْعَلُ فِيهَا مَن يُفْسِدُ فِيهَا وَيَسْفِكُ الدِّمَاءَ وَنَحْنُ نُسَبِّحُ بِحَمْدِكَ وَنُقَدِّسُ لَكَ ۖ قَالَ إِنِّي أَعْلَمُ مَا لَا تَعْلَمُونَ

Meaning: "Remember when your Lord said to the Angels: 'Surely I will make a caliph on the earth'. They said: 'Why do you want to make on the earth one who will make mischief and shed blood, while we praise you and sanctify you?' The Lord said: 'Surely I know what you do not know.'"²²

In this context, the control of Islamic education must ensure that the generation that is formed can carry out its role as khalifah properly, namely prioritising morals and justice.

Rasulullah *Shalallahualaihiwassalam* also emphasised the importance of supervision in education through a hadith narrated by Abu Hurairah: "Each of you is a leader, and each leader will be held accountable for those he leads" (HR. Bukhari and Muslim)²³ . This Hadith shows that monitoring in Islamic education is responsible for maintaining the quality of education and enforcing discipline among students. Then, Mulyana explains that monitoring in Islamic education must be done in a transparent and accountable way, in order to create a conducive learning environment and in accordance with Islamic values .²⁴

TQM Principles

Here are the principles of Total Quality Management (TQM) that can be applied in Islamic education management, including:

1. Customer Focus

In the context of education, customers include students, parents and communities. Understanding and meeting their expectations is the key to

²¹ Ali, Khan, dan Shah, "Total Quality Management in Islamic Educational Institutions: A Framework for Implementation."

²² RI, *Al-Qur'an Al-Karim dan Terjemahannya dengan transliterasi*.

²³ Abu Hurairah, "Hadis riwayat Abu Hurairah," t.t.

²⁴ Azmi Islami dkk., "Manajemen Pembelajaran Ilmu Tajwid Melalui Nadhom Di Pesantren," *Asas Wa Tandhim: Jurnal Hukum, Pendidikan Dan Sosial Keagamaan* 3, no. 1 (2023): 21–30, <https://doi.org/10.47200/awtjhpsa.v3i1.2051>; A. Mulyana, *Manajemen Pendidikan Islam: Teori dan Praktik* (Pustaka Setia, 2021).

improving the quality of education services. Supriyadi states that educational institutions that are orientated towards student and parent satisfaction can create a more positive educational climate²⁵.

2. Continuous Improvement

TQM encourages educational institutions to always evaluate and improve teaching and management processes. Fitriani explains that continuous improvement should be a culture within educational institutions to improve the quality of teaching and learning.²⁶

3. Engagement of All Employees

TQM emphasises the importance of active participation from all members of the organisation, including teachers, administrative staff and students. As'ari and Rizal (2019) revealed that the involvement of all stakeholders in decision-making will strengthen commitment to education quality.²⁷

4. Decision Making Based on Data and Facts

Decisions must be made based on accurate and objective data analysis. Sari and Hidayati explain that data-driven decision-making is essential to improve the effectiveness of education programmes.²⁸

5. Systematic Approach

TQM emphasises the importance of a systematic approach in managing the education process. Rahiem states that a systematic approach in education management will result in a more efficient and effective process.²⁹

6. Effective Leadership

Leaders must demonstrate commitment to quality and provide clear direction to all members. Anwar explains that good leadership is key to implementing TQM principles in education.³⁰

7. Education and Training

²⁵ A. Supriyadi, "Penerapan Total Quality Management dalam Manajemen Pendidikan Islam," *Jurnal Manajemen Pendidikan Islam* 4, no. 2 (2018): 1–15.

²⁶ R. Fitriani, "Data dan Pengambilan Keputusan dalam Pendidikan: Relevansinya terhadap Kualitas Pendidikan," *Jurnal Pendidikan dan Kebudayaan* 5, no. 1 (2020): 23–34.

²⁷ Aisyah, "Implementasi Total Quality Management dalam Meningkatkan Kualitas Pendidikan."

²⁸ Sari dan Hidayati, "Tantangan Implementasi Total Quality Management di Sekolah Islam."

²⁹ Ali, Khan, dan Shah, "Total Quality Management in Islamic Educational Institutions: A Framework for Implementation."

³⁰ R. Anwar, "Kepemimpinan dan Total Quality Management dalam Pendidikan Islam," *Jurnal Manajemen Pendidikan Islam* 6, no. 1 (2019): 75–90.

To achieve quality, it is important for all members of the organisation to have adequate knowledge and skills. Widodo emphasised the importance of education and training to improve the quality of teachers and staff in education .³¹

8. Partnership with External Parties

Building partnerships with external parties, such as parents and other institutions, will enrich the education process. Zulkarnain mentioned that collaboration with the community will strengthen support for educational institutions and improve the quality of education services .³²

The TQM principles applied in Islamic education management above provide a holistic approach to improving the quality of education. By applying Islamic values, educational institutions can create a better learning environment and produce qualified and moral graduates.

Strategies for Facing Challenges in Implementing TQM in Islamic Education Institutions

The implementation of TQM in Islamic education has its own challenges. But every challenge has a strategy to deal with it. Strategies to deal with TQM challenges can be seen in the table below.

Table 1. Strategies to face TQM challenges

Challenge	Strategy
Lack of understanding and commitment about TQM from management .³³	Improve management understanding and commitment through seminars, workshops and socialisation related to TQM.
Resistance to change .³⁴	Build a culture of openness to change by creating a two-way environment between staff and management.
Limited Human Resources .³⁵	Conduct an in-depth analysis of available resources and then maximise the utilisation of those resources.

³¹ A. Widodo, "Pentingnya Pendidikan dan Pelatihan untuk Meningkatkan Kualitas Guru dan Staf dalam Pendidikan," *Jurnal Pendidikan dan Kebudayaan* 5, no. 1 (2020): 45–60.

³² F. Zulkarnain, "Kerjasama Komunitas dalam Meningkatkan Kualitas Pendidikan," *Jurnal Manajemen Pendidikan* 3, no. 1 (2018): 34–45.

³³ M. R. As'ari dan I. Rizal, "Total Quality Management dalam Meningkatkan Kualitas Pendidikan Islam," *Jurnal Manajemen Pendidikan* 2, no. 1 (2019): 45–60.

³⁴ Fitriani, "Data dan Pengambilan Keputusan dalam Pendidikan: Relevansinya terhadap Kualitas Pendidikan."

³⁵ Supriyadi, "Penerapan Total Quality Management dalam Manajemen Pendidikan Islam."

Diverse levels of teacher education .³⁶	Develop and implement an ongoing training programme for teachers to improve their knowledge and skills in teaching and TQM implementation.
Lack of systematic evaluation and assessment .³⁷	Establish a regular and systematic evaluation system to measure the effectiveness of TQM initiatives. Conduct regular student, parent and staff satisfaction surveys.

The effect of TQM implementation on education quality and student learning outcomes in Islamic education institutions

The application of TQM to Islamic education has a very important influence in educating the nation's children both adab and academically, these influences include:

1. Education Quality Improvement

The implementation of TQM in Islamic educational institutions focuses on improving the quality of education through a systematic and participatory approach. TQM emphasises the importance of every element in the organisation to contribute to continuous improvement. According to As'ari and Rizal, the application of TQM in education can improve the quality of teaching and learning, thus having a positive impact on the overall quality of education .³⁸

2. Improved Student Learning Outcomes

The application of TQM principles such as customer (student) focus, performance measurement and continuous development can contribute to improved student learning outcomes. With this approach, educational institutions are able to provide better learning environments and the support students need to succeed. Educational institutions that implement TQM effectively show significant improvements in student learning outcomes, especially in terms of material comprehension and critical skills .³⁹

3. Increased Student and Parent Satisfaction

TQM also focuses on customer satisfaction, in this case students and parents. When educational institutions prioritise customer satisfaction, there will

³⁶ Zulkarnain, "Kerjasama Komunitas dalam Meningkatkan Kualitas Pendidikan."

³⁷ A. Z. Rahiem, "Total Quality Management in Education," *Jurnal Manajemen dan Kewirausahaan* 19, no. 2 (2017): 125–38.

³⁸ As'ari dan Rizal, "Total Quality Management dalam Meningkatkan Kualitas Pendidikan Islam."

³⁹ Rahiem, "Total Quality Management in Education."

be an increase in student engagement and motivation in the teaching and learning process. The implementation of TQM can increase student and parent satisfaction, which has a direct impact on student learning motivation and engagement in the classroom⁴⁰.

4. Positive Organisational Culture

The implementation of TQM encourages a positive organisational culture in educational institutions. With good collaboration and communication between all stakeholders, the quality of education can be improved. Zulkarnain notes that TQM creates an environment conducive to the development of teacher professionalism and the improvement of education quality, leading to better student learning outcomes.⁴¹

5. Improving the Teaching and Learning Process

Through the implementation of TQM, educational institutions can identify and improve ineffective teaching and learning processes. Using data and feedback from students and teachers, these processes can be improved. The implementation of TQM allows educational institutions to conduct regular evaluations of teaching methods, which has a positive impact on student learning outcomes⁴².

CONCLUSIONS

The application of Total Quality Management in Islamic education management is a strategic step to improve the overall quality of education. By applying TQM in planning, organising, implementing, evaluating and controlling, Islamic education institutions can meet the expectations of all stakeholders. The recommendation for Islamic education institutions is to integrate TQM principles in every aspect of management to achieve the goal of quality education. The implementation of TQM in Islamic education institutions has a positive effect on the quality of education and student learning outcomes. By increasing stakeholder involvement and implementing continuous improvement practices, TQM can improve student and parent satisfaction and better learning outcomes.

⁴⁰ Supriyadi, "Penerapan Total Quality Management dalam Manajemen Pendidikan Islam."

⁴¹ Zulkarnain, "Kerjasama Komunitas dalam Meningkatkan Kualitas Pendidikan."

⁴² Fitriani, "Data dan Pengambilan Keputusan dalam Pendidikan: Relevansinya terhadap Kualitas Pendidikan."

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