

Implementation of Total Quality Management and its impact to Madrasah Aliyah (Islamic Senior High School)

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Abstract

There is a pillar that stimulates total quality management as a reference for education institution manager in adopting TQM. Field study was conducted in this research using a descriptive qualitative approach through case study. Interviews, documentation, and observation were employed to collect field data. Data analysis techniques used in this research included data reduction and conclusion drawing. Data Triangulation was used to validate the data. The author obtained data from the Principal, Vice Principal, Head of School Administration, Head of Committee, teachers, students, and some alumni of MAN 4 Pondok Pinang South Jakarta, whom the author considers to have representative values to reach the data. The research findings show that this school has implemented the ISO-9001:2008 Quality Management System. It reflects that, this madrasah has been managed well approved with its various achievements achieved by MAN 4 Model from local and national levels. Thus, it has an impact on students and teachers who are responsible for these achievements. Moreover, this school has integrated modern administration, especially for outside relation or stakeholders. Thus, the application of TQM affects on stakeholders' satisfaction on the increasing students' achievement and staff excellent service.

Keywords: implementation, impact, TQM, *madrasah aliyah*

INTRODUCTION

Total Quality Management used in education institutions to manage education, still needs comprehensive research for meticulous formulation, comprehensive measurement, integration, and accountability (TQM). The implementation of integrated education management needs more engagement and involvement from all sides of school management that will affect on students' outcome and success that own superior and competitive competence which could be the the best one. Thus, this school will be the primary choice for the students' candidate when they want to apply and continue their study to high school. As one of senior high school organizer, *madrasah* needs to conduct this management (Novianti, Pettalongi, & Syahid, 2022).

Madrasah is Islamic educational institution that organizes educational programs and implements the national education system. As an Islamic educational institution, *madrasah* also carries out the mission of internalizing Islamic teachings in everyday life. *Madrasah* supplies the students with Islamic teachings to be implemented in their society.

One of ways to boost the education institution quality is by putting the focus on strategy to publish *madrasah* education service at Islamic institution which nowadays has many challenges to implement. One of the challenges is that how school could improve the school selling values so that it could persuade parents to send their children to qualified schools (Fathurrochman, Endang, Bastian, Ameliya, & Suryani, 2021).

A management system has an great effort to maximize the competitive outcome and continuous improvement to reach optimal goals on service, human resource, product, and environment. It needs comprehensive involvement from all elements of organization and stakeholders which have similar vision. TQM has been implemented optimally at *Madrasah Aliyah*. There are some systematic principles that have been implemented to keep the quality commitment including; formulating vision & mission, selecting new students, conducting programs for formal *madrasah* education, and evaluating education which emphasizes on quality (Jusman, 2022).

Based on preliminary studies at MAN 4, it is important to focus on education quality since nowadays, national education including Islamic education are facing national and global challenges. For Islamic education, the national challenges are coming from industrial development, social, culture, politics answers, the importance of quality in education is

Because national education, including Islamic education, faces enormous national and global challenges. For Islamic education, national challenges arise from the rapid and powerful development of the industrial, social, cultural, political, and other sides. This condition directly or indirectly challenges *madrasah* as an Islamic education institution to produce graduates who can solve the various problems currently wrapped around Indonesia.

MAN 4 has similarities with the boarding school (*pesantren*) system, which implements a semi-boarding school. Boarding school (*pesantren*) itself is one example of a leadership education model with cultural elements such as ideals and enthusiasm. *Madrasah* principal leadership in *pesantren* environment is based on *pesantren* culture by incorporating Islamic beliefs derived from *pesantren* culture. *Pesantren* has cultural characteristics such as improving new cultural components while maintaining the old culture that is already good. So Total Quality Management (TQM) is the implementation of tawhid management and adopt new values while the old values are maintained (Qosim, 2022).

The above condition is strengthened with a research finding that the Islamic education problems are based on various impropotional nation problems afflicting the current young generation. These include, but are not limited to, the multidimensional crisis and contemporary education issues; the shift in emphasis away from teacher centered towards student centered; curriculum issues; and the turnover of teachers and education personnel as well as the low overall quality for future education policies (Irawan, Yasir, Anita, & Hasan, 2022).

On the other hand, other research found that Islamic senior high school also needs education character integration based on Aceh local culture. Thus, it needs to integrate character education culture based in subjects, create character based learning modul, create character based learning, involve teachers as role model and improve *pesantren* culture. Thus, those things will have implications on the students' character development such as, religiocity, integrity, critical thinking, freedom, social work involvement, and accountability to face the challenges (Muhammad, Suhaimi, Zulfikar, Sulaiman, & Masrizal, 2021).

On the other hand, other research results suggest that a successful educational institution is influenced by the quality of the people who run it. Likewise, the manager determines the success of the school/*madrasah*. Therefore, the key to any progress comes from developing quality human resources. Then, human resources must be able to take advantage

of strengths and opportunities by taking risks. The quality of human resources is shown from their ability that can be directly measured from the services they provide and the ability to produce more innovative, creative, sustainable ideas, high quality responsibility and vice versa (Yanti & Mansur, 2022).

Educational institutions can also build a framework for Islamic education based on spirituality by developing an integrated learning formula between core and supporting learning and implementing a direct experience approach. So, it would affect on the development of students' spirituality through various activities inside and outside the classroom (Chanifah, 2021).

Based on the results of the study shows that the development of students' potential when referring to the objectives of national education in particular and development, in general, is to create "Whole Humans," namely humans who have characteristics that are intact, harmonious, and balanced in the development of all aspects of their personality. A whole human being is an individual who can reach all relationships with God, with the surrounding environment or nature, with other humans in constructive social life, and with himself. Management of learner potential development based on Islamic views stipulates that education will only end when someone dies. Physically, seeking knowledge will end when a person dies, but seeking knowledge continues to an infinite extent (Hidayat & Mahfud, 2019).

Based on the discussion above, referring to the objectives of national education in particular and national building in general, the improvement of learners' potency is aimed to create "whole human" where he has whole balance characteristics in developing their aspects of personality. Whole human is an individual who can reach any relations among his God, his nature and environment, other humans in constructive social life, and himself. The management of learners' potency improvement referring to islamic perspective stated that education will end when someone dies. Physically, learning will end when someone dies but essentially, learning is unlimited (Hidayat & Mahfud, 2019).

Based on the results of the study, it is suggested that the most crucial aspect of an institution is the aspect of Human Resources (HR) in implementing TQM in educational institutions, including formal, informal, and non-formal education. So every different and qualified human resource is always needed in education institutions so that the role process

carried out can meet the community's education needs. This shows that education institutions contribute to the pleasure internal and external customers(Hijrawan, 2019).

To break the challenges faced by MAN 4, the policy makers created the Total Quality Management concept, which was implemented through the ISO-9001: 2008 Quality Management System Islamic boarding schools so that it becomes an education institution that can compete, including its graduates.

This research has a uniqueness that is different from other studies in applying TQM in the State Islamic Junior High School (*Madrasah Aliyah*), they implement ISO-9001: 2008 Quality Management System. The novelty of this research is on the implementation of TQM at Islamic Based Madrasah School at Jakarta. Moreover, there are some phenomenon in choosing the research object that there are quality improvement in the aspects of educators, students, and other elements such as facilities and infrastructure.

Why is it essential to conduct a research in an educational institution especially on state islamic schoos (*madrasah*)? Because there are many various private education institutions and public schools that are generally said to have good quality in improving multiple aspects. Since, a school's graduates are directly tied to how well its pupils were educated in many areas. Thus, the authors are motivated to investigate the implementation of Total Quality Management at MAN 4 South Jakarta.

METHOD

This research was conducted at MAN 4 Jakarta, a pilot madrasah. To explain the form of Total Quality Management (TQM) implemented, the conditions that are required for TQM achieved, as well as the solutions and obstacles faced, a descriptive qualitative approach with a case study was used in this research. Documentation, interview, and observation were conducted during the data collection procedure. The data analysis stage was carried out by analyzing the process and post-data collection and presenting all data systematically, which is carried out by a three-stream process, namely data reduction, data display, and conclusions or also known as verification, which is carried out during the research through data analysis (Rofiah, 2023).

RESULT AND DISCUSSION

Based on the interview with policy maker, school principal, vice school principals, and the head of school administration of MAN 4 Jakarta dealing with the implementation of TQM resulted that:

First, MAN 4 Jakarta establish some policies dealing with quality management to implement TQM at MAN 4 Jakarta namely: a) Establish a Quality Management System referring to ISO-9001:2008; b) Increase stakeholder satisfaction by focusing on student achievement and providing excellent service; c) Improve the quality of human resources through education and training; d) Optimize and stabilize the use of all available resources; e) Realize a global *madrasah*.

The implementation of TQM is reinforced by the results of the study, which states that the process of measuring and reviewing quality objectives is determined by the Quality Determination Policy, so that the ISO Quality Management System: 9001 - 2008 can be implemented.

The quality objectives are conducted to fullfil all the things related to MAN 4 Jakarta needs and it is needed to meet quality requirements. Then to achieve the main quality objectives of MAN 4 Jakarta, each section/function should arranges quality objectives referred to and connected to the excellent quality objectives.

The Quality plans includes the following elements: the sequence of processes, activities, facilities used, and documents used, the Teaching and Learning Process (PBM) and supporting activities carried out by MAN 4 Jakarta, evaluation and supervision carried out based on the evaluation procedures.

Likewise, the head master has *madrasah* leadership style through a reverse process from top to bottom. Things that support the success of improving the quality of education through TQM: having good communication between stakeholders of educational institutions, conducting SWOT analysis, and continuously both internally and externally, measuring the quality of education (Tismat & Mitrohardjono, 2018).

One of education quality which is planned through learning process is generated from the school work plan, and learning process standard based on Curriculum of 2013 and QUBA curriculum. These curriculums provide project based learning and a learning evaluation which is not only emphasize on education values but it also becomes insturment to

Asses students' character and the monitoring activity becomes the benchmark to improve quality, evaluation, and follow up. The face to face meeting with teachers, students' learning evaluation, supervision activities, teacher training for developing their competencies, and character building for students are included into teaching learning process which need periodic evaluation at school (Izazi, Kartikowati, & Nas, 2022).

This is undoubtedly determined by establishing the school/*madrasah* committee to adjust the paradigm changed by the government toward the decentralization. One of attempt to realize this policy is by analyzing the role, function, and the job description of school/*madrasah* committees as an attempt to to develop and improve the education quality. This is because the participation of school/*madrasah* committees is needed for the development and improvement of schools, ultimately by empowering all components of society. Most importantly, school/*madrasah* committees can realize what the community expects (Bisri, 2020).

The most prominent conclusion shown from previous research is that the TQM concept's adoption level is average (68.4%). The findings also revealed statistically significant variations at the ($= 0.05$) level in the responses of members of educational institutions to the level of implementation of Total Quality Management (TQM) held by the Academic Department Head (Al-din & Abouzid, 2016).

A managerial approach is used to see the extent to which Madrasah-Based Management is implemented at *Madrasah Aliyah*. Then an administrative method was used to analyze the importance of the organizational system implemented in *Madrasah Aliyah* as the manifestation of MBM activities (Muhajir, 2016).

Based on the explanation above, it can be concluded that the implementation of TQM at MAN 4 Jakarta is reflected on the policies made that policymakers have formulated the policies that pay attention to the stakeholders such as: educators, students, and parents so that it can achieve what is expected from the quality policy implemented.

Second, in order to give an impact of TQM implementation to *madrasah* and stakeholders, this Quality Policy is created through the following considerations: a) referring to MAN 4 Jakarta short, medium, and long-term goals; b) fitting to the programs and activities that will be implemented at MAN 4 Jakarta which are evaluated continuously to meet the customer satisfaction with various requirement based on ISO 9001: 2008 quality

management system; c) Setting and reviewing the quality objectives of the framework.

The school principal has created and ratified a program for all MAN 4 Jakarta staff to comprehend the Quality Policy. One of the programs is that the staff put the the Quality Policy posters and banners in the strategic places so that all the staff could access and comprehend the Quality Policy at MAN 4 Jakarta.

Furthermore, the Head of Administration staff, the vice school principals, and the coordinator of school programs should support the school principal to internalize the Quality Policy. Then the results of Focus Group Discussion on Management Review are subsequently authorized by the school principal.

The school principal should identify the objective of MAN 4 Jakarta to whom he communicate with. The goals of MAN 4 Jakarta formulated should meet the quality objectives which is internalized by each division in MAN 4 Jakarta.

A school which has implemented TQM could be seen from: (1) the TQM exists in the quality management including some aspects; (a) focusing on customers; (b) quality development process; (c) teamwork; (2) school quality improvements are conducted through arranging some strategic plan which is poured on development plan that consist of school vision, mission, goals, strategic program, and clear job description. It is expected that students will the vision, mission, goals, the school's strategic program, and a clear division of tasks. Students are well served to start their teaching and learning process inside and outside the classroom (Burhanudin, Sumaryanto, & Subagyo, 2018).

Madrasah Aliyah service management covers the establishment of education activities, accomodation, health insurance, education facilities and and complimentary student services. Education process is one of the examples where teachers use various teaching methods and strategies inside and outside the classroom. other specific examples dealing with service management is preparing teachers who teach at Grade 12 in which students are facing the the National Final Examination; (3) School is attempting to improve its graduates' moral and academic quality regarding product management (Sulistiyorini, 2015).

TQM Philosophy is based on the continous quality improvement and ambition to reach high quality. In addition, TQM gives positive spirit and connotation to education management through effective techniques based on the characterisitcs and the concept of TQM. Improving education quality through TQM needs hard working and serious

Implementation to create high quality Islamic education institution in developing science and technology, and faith and piety. The implementation of effective TQM could affect to school principal, teachers, and staff performances related to the students achievement and customers expectations (Hamzah, 2014).

In addition, the type of school principal leadership could help to improve the education institution quality in form of transformational leadership that emphasizes on idealized influence, intellectual stimulation, inspiring motivation, instructional support, individual consideration, and the impact of ethical values that can improve teachers' creativity. Teamwork that emphasizes on group goals, active member participation, togetherness priority, mutual communication, complementarity, and sharing could increase teachers' creativity (Rais, Rubini, & Herfina, 2022).

All teachers are encouraged to have at least the academic qualifications of graduates from programs to improve academic qualifications and teacher competence; both the primary duties and functions of teachers as educators and professional could be met when teachers continue their study to master degree that is linier to their majors (Fauzi, 2016).

There are some considerations that the school principal does in empowering the school level: (1) based on previous teachers' and principal experiences; (2) considering the importance of benchmarking activity that involves school community including: school committee, school supervisor, and education authorities; (3) considering education activities including education workshop held by education authorities (for regional or province level); (4) deepening the elements from various resources and books. Continuous improvement process is conducted by checking observable TQM elements including: culture transformation, reverse organization, customer satisfaction, and learning quality (Subiyantoro, 2017).

A business might fail for various reasons. According to the study results, the human aspect (students, teachers and education staff) and inadequacies in electronic services are the root causes of business failure. Corrective steps are also offered to address some of the discovered flaws. Eventually, triptych-man, information and communication technology (ICT), and total quality management (TQM) contribute to the high quality of electronic administration services (Papanthymou & Darra, 2018).

It is important to to use education materials since the use of teaching materials, teaching approach and procedures in curriculum plus is proven to improve students' learning

achievement at *Madrasah Aliyah*. This is because of various education and cultural issues and behaviors at private *Madrasah Aliyah*. Furthermore, other schools are encouraged to use creative and blended curriculum content by integrating local and national curriculum (Syarfuni, Nuruddin & Rafli, 2019).

There are numerous approaches to introduce the new curriculum. It is supported with a study indicating that four disciplinary methods are used in MAN (Islamic Senior High School): the art of distribution, activity regulation, gene organization, and strong composition. Besides, it is also a means to create a good atmosphere at school (Ilyasin, 2019).

As a result, the presence of Islamic education, specifically in *madrasah*, has substantially contributed to Indonesian people. *Madrasah* education evolves based on today's society's needs and desires, and it can adapt to the industrial revolution. 4.0. *Madrasah* education should be developed by enhancing the human resources quality, revamping curriculum development, and regulating learning quality (Zamroni, 2019).

As the consequence of applying international policy concept that should be considered is that the characteristics system of that policy itself, thus it needs to consider before it is established and implemented in the education policy. As a result, the integration of newest policy cause Turkish education system should be evaluated (Gumus, 2020).

Three dimensions of implementing instructional leadership cover: school principal assistance to reach the school vision and mission, school programs administrations, and positive climate teaching learning process. Although this research finding gives positive benefits to the implementation of leadership learning, government involvement in guiding school principal to lead education institution and enlarging school principal knowledge about appropriate leadership is similarly important (Suratman, 2021).

TQM does not affect education institution's test. This is relevant with a research finding that total personal quality does not have significant effect on testing the variable of student satisfaction. Still, service quality positively affects on students' satisfaction, strengthening the model of students' satisfaction in higher education management and contributing to education management discussion (Sitanggang, Luthan, & Hamid, 2021).

Acehnese local culture-based character education is integrated in learning, which is reflected in character values in lesson plan (RPP), the teacher's role as a role model, and the development of Islamic boarding school culture. Integration of aspects of character education

based on local wisdom in *Madrasah Aliyah* implies on students' characters development, such as religion, integrity, critical thinking, independence, social activities participation, and responsibility (Muhammad, Suhaimi, Zulfikar, Sulaiman, & Masrizal, 2021).

Improving teachers' professionalism in the classroom has become one of pressing issues among teachers. On the other hand, teachers' professionalism in the classroom has not resulted better outcome in the teaching learning process (Tambak, Mahfud, Latipah, & Sukenti., 2021). In this context, breakthroughs in the field of learning, such as continuous quality improvement using various approaches, particularly in the field of learning management innovation, are required to drive Islamic education as a center of excellence where students can compete in the era of the industrial revolution 4.0 (Zamroni, 2019).

Teachers' professionalism is one of elements that plays a significant role in realizing the quality and development of students' potency. Every education institution in Indonesia will face some challenges; thus, clarity is needed in curriculum components and their implementation to improve learning performance in education elements, which are far behind developed countries in the world. It is reflected on the teacher's ability to prepare lesson plans that affect their performance in learning, that finally will positively impact on the teacher's ability to carry out learning (Pahrudin, Kuswanto & Leni, 2021).

Other research finding shows that education quality is based on all *madrasah* stakeholders' expectations and desires. The consequence is that an education institution must provide good and quality service to compete with other education institutions. Furthermore, the education quality can be increased if *madrasah* get government backing, strong leadership from the *madrasah* head, good teacher performance, relevant curriculum, quality graduates, effective organizational culture and environment, and community and student-parent support. Thus the application of management to support the process of improving the quality of education has a clear solution and hopes to be able to regulate quality indicators to carry out synergies in efforts to improve the quality of education (Ahmad, Ramly, Hakim, & Rosmiati, 2021).

Education quality strategies can be developed through the learning process, including quality and supporting facilities. It is supported with a research results, which suggest that improving the learning quality and supporting learning facilities could support students' competence and teacher professionalism (Amrulloh & Galushastis, 2022).

Learning management is primarily used to create and develop students' potency and they can only be carried out if all learning activities are organized based on the students, parents, and community expectations. Practically, it is understood that learning activities can be carried out effectively and efficiently if all of the above activities is started with the management process, followed with lesson planning process, learning management, student management, human resource quality management, or teacher professionalism, development of learning activities, and a good learning evaluation process (Zamroni, 2019).

Modification of students' groups and classes are provided in the learning materials and curriculum. As education institution in form of *madrrasah*, it is expected to be able to manage education quality by having good characters and managing the students effectively and efficiently. Moreover, the teacher's code of ethics is adapted to professional teachers to manage a good assessment of management and curriculum systems, as well as in the learning process (Musyaffa, 2019).

TQM implementation is not always perfect, there are some factors affecting. They are: ineffective management in education administration, low performance of teachers and staff dealing with teaching process and administration services, and dominating student centered model in teaching learning process. Internal and external supporting factors have significant potency to improve the education quality State Islamic Senior High School (MAN). Even though the implementation of TQM has not perfect, in the present and future, it can be competed with superior schools that are equal (Hamzah, 2014).

One of the education institutions that implement TQM and have outcomes for students, namely the *Madrrasah Aliyah Negeri* and SMA Dwiwarna Boarding School and they have exceeded the national quality assurance benchmark. It is also essential for quality assurance management to improve boarding school performance (Ayuhan, Shofiyah & Karimah, 2022).

Based on the explanation above, the authors conclude that implementing Total Quality Management requires several aspects, including leaders, teachers, students, parents, and school staff and employees, through quality improvement.

CONCLUSION

In conclusion, the implementation of Total Quality Management at MAN 4 Jakarta is reflected on its achievement of reaching the ISO-9001: 2008 management system, and the

Impact of this implementation can be seen achievements achieved by MAN 4 Model from local and national achievement. There are some indicators that this school is managed well, it can be seen through the increasing stakeholder satisfaction because of the improving student achievement and excellent service, quality human resources through education and training, maximizing the utilization and strengthening of all available resources, and preparing *madrasah* that is ready to compete on a global scale. The implementation of Quality Management formula starts from the leading quality, then each section/function makes quality objectives that refers to and are aligned with the leading quality objectives. Maximum achievement of Quality Management is affected by many education instruments so that this *madrasah* will lead or prepare its school to be ready to compete internationally. The contribution of this research can provide insight and practical evidence on the implementation of quality management as a whole, as well as recommendations for future research in one of its aspects.

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