

Implementation of TQM in Islamic-Based Schools: A Literature Review

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ABSTRACT

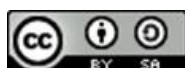
The quality of Islamic education in Indonesia plays an important role in supporting the improvement of education quality nationally in order to produce quality human resources (HR). This qualitative research aims to determine the implementation of Total Quality Management (TQM) in Islamic-based schools. The research was conducted using qualitative research methods, especially Systemic Literature Review (SLR) using the results of previous research. Based on a literature review study, it was found that TQM can actually be implemented in the management of the Islamic education system. By: 1) The principle of customer focus and total involvement, namely: leadership and employee empowerment. 2) Leadership roles, education and training, support structures, communication, rewards and recognition, and measurement 3) Implementation of continuous improvement, meaning that quality is always improved and adapted to changing customer needs and desires.

Keywords: TQM, Islamic School, Total Quality Management

INTRODUCTION

The current era of globalization has created competition in various fields such as economy, politics, culture, social, and others. This condition requires society to realize their capabilities in order to face these challenges and create a better life through quality individuals. To produce quality human resources (HR), it is necessary to have the function, purpose, and policy of national education that applies an educational management system covering all aspects and emphasizes on quality. (Ermawan et al., n.d.). Globalization has ushered in an era marked by intense competition across multiple domains including the economy, politics, culture, and social spheres. This heightened competition necessitates that individuals and societies recognize and harness their capabilities to effectively navigate challenges and strive for improved living standards. Central to achieving this goal is the cultivation of high-quality human resources (HR).

Ermawan et al. (n.d.) argue that to foster quality HR, it is imperative to establish a robust national education system characterized by clear functions, purposes, and policies. This educational framework should encompass a comprehensive educational management system that addresses all facets of learning and administration while placing a strong emphasis on quality. Such a system not only ensures that educational processes are effective and efficient but also enhances the outcomes derived from education. In this context, the term "quality" pertains to the excellence and effectiveness of both the educational process and its



outcomes. A quality educational process involves diverse inputs such as curriculum materials, teaching methodologies tailored to different learning styles, adequate school facilities, supportive administrative structures, and an enabling learning environment. Meanwhile, quality educational outcomes are measured by the achievements and competencies attained by students over a specified period.

The role of national education policies, therefore, extends beyond mere curriculum design to encompass broader strategies for improving educational standards and preparing individuals to thrive in a competitive global landscape. By emphasizing quality in education management and implementation, societies can effectively nurture skilled and adaptable individuals capable of contributing positively to global and local challenges alike. In conclusion, the integration of comprehensive educational management systems underpinned by a commitment to quality is essential for enhancing national human resources and enabling societies to effectively compete and prosper in the globalized world.

In the context of education, the concept of quality refers to the process and outcomes of education. In a quality "educational process," various inputs are involved, such as teaching materials (cognitive, affective, or psychomotor), methodologies (varied according to teachers' abilities), school facilities, administrative infrastructure, and other resources, as well as creating a conducive atmosphere. Quality in the context of "educational outcomes" refers to school achievements in a specific period. Quality means the level of excellence of a product or service. (Fadriati, 2018). Islamic education plays a crucial role in supporting the improvement of education quality nationally. Islamic education is demanded not only to survive but also to develop better and produce quality graduates. This can be achieved by transforming its management implementation. Therefore, discussing educational management is not only about routine administrative issues but also closely related to managerial skills and changes. (Asep Ajidin, 2022).

In the realm of education, the concept of quality encompasses both the processes and the outcomes that define effective learning experiences. According to Fadriati (2018), a quality educational process involves a multitude of inputs, ranging from diverse teaching materials that cover cognitive, affective, and psychomotor domains to methodologies tailored to the unique abilities of educators. It also includes considerations of school facilities, administrative infrastructure, and other resources that collectively contribute to creating a conducive learning environment. This comprehensive approach ensures that the educational process is not only efficient but also effective in achieving its intended goals.

Conversely, quality in terms of educational outcomes pertains to the measurable achievements and successes of educational institutions within a specific timeframe. These outcomes serve as indicators of the level of excellence attained in delivering educational services and meeting educational objectives. The concept of quality, as applied to education, aligns closely with broader definitions found in business and service industries, where it denotes the superior standards and performance expected of products or services. In education, this translates into ensuring that students not only acquire knowledge but also develop critical thinking skills, creativity, and values necessary for their personal and professional lives.

Islamic education, as underscored by Asep Ajidin (2022), plays a pivotal role in enhancing national education quality. Beyond mere survival, Islamic education is seen as a catalyst for improvement, aiming to produce graduates who embody high moral standards, intellectual rigor, and practical skills. Achieving this requires a transformation in how educational management is approached. It involves not only addressing routine administrative tasks but also fostering leadership, strategic planning, and adaptability to educational reforms and societal changes.

METHOD

This study aims to analyze the implementation of Total Quality Management (TQM) in Islamic-based schools through a qualitative approach that uses the literature study method. The research will focus on an in-depth understanding of the basic concepts of TQM and how these concepts are applied in the context of Islamic education. The specific objective is to

identify the key factors that influence the successful implementation of TQM in Islamic schools as well as to evaluate the resulting impact on the quality of education in this environment. Data will be collected from primary sources such as scholarly journals, books, and conferences that discuss TQM in the context of Islamic education, using relevant keywords such as "Total Quality Management", "Islamic schools", and "education quality". The data analysis process will involve content analysis to identify key themes, concepts, and findings from the reviewed literature. The results of this study will be presented in the form of a systematic research report, which includes an introduction, literature review, methodology, data analysis, results and discussion, conclusion, and a list of relevant references. With this approach, it is expected that this study can make a significant contribution to the understanding of the implementation of TQM in Islamic-based schools and its relevance in improving the quality of education in these institutions.

RESULT AND DISCUSSION

a. Result

a. Search Results

The researcher presents the search results by grouping the search results from <https://scholar.google.com/> with the search terms "TQM" and "Islamic-based Schools."

Tabel 1. Search Results

Description	Quantity
TQM, Islamic-based Schools, Years 2021-2023	30 Journals
Indexed Journals SINTA 4	10 Journals

Source: Data Research

b. Selection Criteria Results and Quality Assessment Results.

The quality assessment presents the data used in the study after data scanning as shown in the following table:

Tabel 2. Selection Criteria Results and Quality Assessment Results.

NO	Article Identity	Variables Used	Research Object	Research Results
1	Saifulloh, A., & Neoh, J. Y. (2022). TQM Implementation in Character Education: Lessons Learned from Pesantren Gontor. <i>At-Ta'dib</i> , 17(1), 18. https://doi.org/10.21111/at-tadib.v17i1.8047	1. Customer Satisfaction 2. Respecting Everyone 3. Fact-Based Management 4. Sustainable Quality Improvement	Gontor Modern Islamic Boarding School	The core principles applied in character education processes are; primary external customer satisfaction (students) who directly receive educational services, secondary external customers (parents of students, government officials, workers), tertiary external customers (job market, government, society), and internal customers (teachers or educators and staff), respect for everyone, fact-based management, and sustainable quality improvement. Meanwhile, the main TQM elements applied in Gontor are; customer focus, obsession with quality, scientific approach, long-term commitment, teamwork, controlled freedom, unity of purpose, and involvement and

				empowerment of teachers and students.
2	Sahid, U., Wasliman, I., Muchtar, H. S., & Insan, H. S. (2021). Management of Student Characteristics Through Extracurricular Activities in The School Environment Based on Islamic Boarding Schools. <i>Munaddhomah: Jurnal Manajemen Pendidikan Islam</i> , 2(2), 116–125. https://doi.org/10.31538/munaddhomah.v2i2.97	1. Quality-oriented 2. Cultural change 3. Organizational change 4. Continuous improvement efforts 5. Maintaining good relationships with customers (maintaining closeness with customers)	Al-Amin Junior High School and Al-Ittihad Junior High School, Cianjur Regency .	The research results show that: (1) The management of moral development programs through extracurricular activities is based on the commitment of teachers, parents, and program implementation. (2) The implementation of character development programs is the most fundamental principle and differentiates the quality of junior high schools. This suitability indicates that in practice, moral development programs through extracurricular activities have not been implemented according to the standard process. (3) Evaluation of activities and problems faced through monitoring and evaluation of the process and achievement of the goals of junior high school institution development. (4) In general, inhibiting factors in program development include curriculum, budget allocation, facilities, and infrastructure. (5) Improvement efforts, problem-solving in quality improvement, including conducting FGD (Focus Group Discussion), workshops, and others.

3	<p>Azizi, M. H., Bakri, S., & Choiriyah, S. (2023). Implementation of Total Quality Management in the Ministry of Religion-Based Education. <i>Nidhomul Haq: Journal of Islamic Education Management</i>, 8(1), 125–136. https://doi.org/10.31538/ndh.v8i1.3067</p>	<p>Supporting factors for the implementation of TQM include: 1) Leadership, in TQM the school principal plays a role as an advisor, mentor, and leader that should not be ignored. 2) Education and training, providing various education and training for teachers and employees to improve their professionalism. 3) Supportive structure, the presence of a clear organizational structure. 4) Communication, all employees must receive clear and quality information so that they can work well in implementing quality improvement programs. 5) Recognition, recognition needs to be given to teams and individuals who successfully implement quality improvement processes. This can motivate them to strive for success. 6) Measurement, the measurement used is the satisfaction of internal and external customers.</p>	<p>Al-Anis Kartasura Islamic Elementary School Sukoharjo</p>	<p>The success of TQM implementation is supported by the leadership style of a school principal, through a top-down process in reverse, good communication among stakeholders of educational institutions, appropriate rewards and punishments according to needs, and continuous quality measurement of education both internally and externally.</p>
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4	<p>Syamsy, B., Fauzan, U., & Malihah, N. (2023). Implementation of Quality Improvement in Education with Total Quality Management Approach. <i>Munaddhomah: Journal of Islamic Education Management</i>, 4(4), 888–902. https://doi.org/10.31538/munaddhomah.v4i4.593</p>	<p>(Sallis, 2005) The implementation of Total Quality Management as described in this research has eight indicators: 1. instilling the philosophy of quality, 2. educational leadership, 3. Continuous improvement, 4. Vertical and horizontal relations, 5. Cultural change, 6. Improvement of the quality of educators and educational personnel, 7. Curriculum management, 8. Professionalism and customer focus.</p>	<p>Fastabiqul Khairat Samarinda Elementary School</p>	<p>Fastabiqul Khairat Samarinda Elementary School has improved the quality of its education through the implementation of Total Quality Management (TQM) approach. The school's approach in improving the quality of education is different from other Islamic-oriented schools. This can be seen in its strategic management, which includes organizing programs and establishing professional relationships with external parties. Continuous improvement is also prioritized, such as emphasizing the professionalism of educators in their respective fields. Language instruction, for example, is conducted by specialized instructors, and teachers are equipped to enhance their professionalism both locally and internationally. The school also collaborates with the Cambridge curriculum to enhance the quality of learning. Adequate facilities and infrastructure are provided to support students' mastery of both soft and hard skills. The school values input from students and parents, actively seeking and incorporating their suggestions. Based on these factors, the management practices implemented by Fastabiqul Khairat Samarinda Elementary School can serve as a model for other schools aiming to improve the quality of education through the Total Quality Management approach.</p>
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5	<p>Syamsy, B., Fauzan, U., & Malihah, N. (2023). Implementation of Quality Improvement in Education with Total Quality Management Approach. <i>Munaddhomah: Journal of Islamic Education Management</i>, 4(4), 888–902. https://doi.org/10.31538/munaddhomah.v4i4.593</p>	<p>Characteristics inherent in TQM include 1. Customer focus. 2. Obsession with quality. 3. Scientific approach, especially for job design, decision-making processes, and problem-solving related to the designed work. 4. Long-term commitment. 5. Teamwork. 6. Continuous system improvement. 7. Education and training. 8. Controlled freedom. In TQM, employee involvement and empowerment in decision-making and problem-solving are crucial elements. 9. Unity of purpose.</p>	<p>Ibtidaiyah Madrasah Tahfidz El Muna Q Krapyak Yogyakarta</p>	<p>The research results show that MI Tahfidz El Muna Q has implemented TQM principles well. The TQM-based quality management principles applied include quality assurance, education/training conducted to improve the quality of MI Tahfidz El Muna Q elementary school, customer orientation, communication patterns, empowerment of educators and educational staff, reporting to stakeholders, benchmarking against other institutions, understanding long-term goals of the institution, routine evaluation, and happiness.</p>
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Source: Data Research

1. Sub Chapter Discussion

Based on the above results, the implementation of TQM in Islamic-based schools is dominated by management aspects such as Customer Satisfaction, Leadership, and Continuous Improvement. Therefore, to improve and ensure the quality of outputs, implementation processes, and inputs of Islamic-based schools, TQM can be implemented by:

1) Customer focus.

Islamic-based schools have several customers that need attention, including:

- a. Primary external customers (students) who directly receive educational services,
- b. Secondary external customers (parents of students, government officials, workers),

- c. Tertiary external customers (job market, government, society), and
- d. Internal customers (teachers or educators and staff).

2) Leadership and integrated involvement of all parties.

As a manager and educational leader, the head of the school/kyai, assumed to be the leader of the Islamic boarding school known as the director or kyai, is one of the most influential components in implementing and improving the quality of education (Yaqin Yayasan Pondok Pesantren Darul Qalam Gresik, n.d.). Meanwhile, the potential of the school principal/kyai, when viewed from their duties and responsibilities, is more emphasized on managerial competence and educational leadership.

The tasks as a school manager include:

- a. Fostering harmonious cooperation with the staff,
- b. Assisting teachers in understanding the curriculum,
- c. Building good relationships between the school and the community, and
- d. Organizing and managing education.

According to Goetsch and Davis (1994), a TQM organization must have teamwork, partnerships, and relationships to improve quality. With leadership and diligence from all parties, Islamic-based schools can improve their quality (Rahmi, Lecturer at the Faculty of Tarbiyah and Education, UIN Ar-Raniry Banda Aceh, 2015).

3) Enhancing continuous improvement processes.

Continuous improvement means constantly raising the quality. It involves continuously assessing the education process, identifying areas that need improvement, and implementing improvement measures. Schools can apply the Deming PDCA (Plan, Do, Check, Action) Cycle to continuously improve the quality of their education (Rachman, 2020).

- a. Plan means setting goals and making plans (analyzing the organizational situation, setting overall goals, prioritizing short-term and long-term targets, and developing plans to achieve those goals and targets).
- b. Do means implementing the work plan (carrying out what has been planned).
- c. Check means measuring/monitoring the extent to which the actual results achieved align with the planned targets.
- d. Act means correcting and developing the work plan, and consistently implementing the work plan (making corrections and learning from past mistakes to develop future work plans in order to achieve better results in the future).

The PDCA cycle is an effective technique for continuously improving quality. This means that first, leaders/managers/school principals must carefully plan every activity. The benefits are based on the working system of the TQM program, which is based on continuous improvement, reducing various forms of waste and increasing customer satisfaction.

b. Discussion

Edward Sallis (Salis, 2014) suggests that Total Quality Management is a philosophy and methodology that helps institutions manage their changes and set agendas to face a large number of new external pressures. Over time, the Deming cycle became better known as the PDCA approach (Plan, Do, Check, Act). (Sallis, 2014). The PDCA approach is implemented to make changes such as a process or system. This idea is similar to the more commonly used term TQM in business and industry, but it is later applied in the field of Education (Sutarto Hp, 2015). Meanwhile, Tenner and Detoro (1993) in (Syafarudin, 2002) state that TQM can be divided into three subsystems, namely:

- (1) Focus on customers.
- (2). Improve the continuous process, and.
- (3) The integrated involvement and the three subsystems are interconnected.

Total Quality Management provides assurance to customers that the organization is responsible for quality and can provide products and services that meet their needs. TQM in education, according to Frankin P. Schargel (1994) in (Syafarudin, 2002), is a process that involves focusing on meeting and exceeding unexpected customer costs, continuous improvement.

Sub Discussion Section

This research uses qualitative method as its main approach. Qualitative method is a research approach that focuses on in-depth understanding of social and cultural phenomena, and emphasizes more on interpretation and analysis of data. This research is a qualitative study where data is collected through previous literature sources and processed systematically, namely the Systematic Literature Review (SLR) method.

a) Formulation of research questions. This has been done in the preparation of the background or identification of research problems and presented in the previous section.

b) Search process.

This stage includes levels or processes carried out to obtain data through relevant sources to answer research questions. Researchers access <https://scholar.google.com/> as a primary data for research, namely literature sources <https://www.google.com/> as well. Used as a source of secondary data.

Next, determine the keywords that will be used in the search, namely "TQM" and "Islamic-based Schools".

c) Filter out duplicate data by examining and selecting titles, abstracts, and keywords from articles obtained from the search results based on predetermined eligibility criteria.

d) In the data eligibility criteria. This is done by selecting data that is suitable and appropriate for use in SLR research and excluding irrelevant data or references.

(1) The data used are journal articles from the years 2021 - 2023.

(2) The data is obtained through the website <https://scholar.google.com/>

(3) The data used is related to the topic of "TQM" and "Islamic-based Schools" located in Indonesia.

(4) The articles are sourced from journals indexed at least SINTA 4.

e) Next, in the first Eligibility 5 stage, a full or partial reading is conducted on articles that have not been eliminated in the previous stage to determine whether these articles should be included in the next review according to eligibility criteria. Second, the reference lists of selected articles are reviewed to find other related studies.

CONCLUSION

TQM can be effectively implemented in the management of Islamic education systems. The implementation is focused on principles such as customer focus and total involvement, including leadership and employee empowerment. Leadership and integrated involvement of all parties, as well as continuous improvement processes, ensure that quality is always enhanced and adjusted to changing customer needs and desires. Total Quality Management (TQM) itself does not exist because it is limited to the implementation of standardized and continuously developed education in Islamic-based schools.

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