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## Management of the Quality Improvement of Islamic Education at Madrasah Tsanawiyah Fathul Hidayah

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### Abstract

This study examines the implementation of Total Quality Management (TQM) at MTs Fathul Hidayah and its impact on improving educational quality. **This study** addresses the issue of how TQM principles support active student participation and create a democratic and inclusive school environment. **This** study describes the implementation of TQM at MTs Fathul Hidayah and its contribution to improving educational quality and fostering a participatory school culture. This research uses a **library research method** to examine the implementation of Total Quality Management (TQM) in Islamic educational institutions, focusing particularly on its application at MTs Fathul Hidayah. The library research method involves systematic exploration and analysis of relevant literature, including books, scientific journals, previous research, and official reports related to TQM, educational quality improvement, student participation, and Islamic school management. The results of the study indicate that the implementation of TQM at MTs Fathul Hidayah involves all school members, including students, as essential stakeholders in the decision-making processes. Students are recognized as primary stakeholders, and their opinions and needs are considered in every school policy. Open communication and intensive interaction between students, teachers, and the school leadership are key characteristics of the implementation of TQM at this institution. TQM implementation enhances educational outcomes and creates a responsive, democratic, and inclusive school environment that continuously adapts to the evolving needs of its community.

Keywords: Management, Quality, Madrasa, Stakeholders

## A. INTRODUCTION

One of the educational problems faced by the Indonesian people is the low quality of education at every level and unit of instruction, particularly in primary and secondary education (Jones & Hagul, 2001). Various efforts have been made to improve national education quality, including developing national and local curricula, increasing teacher competence through training, procuring textbooks and learning tools, improving educational facilities and infrastructure, and enhancing school management quality (Sparrow, Dartanto, & Hartwig, 2020). However, various indicators of educational quality have not shown significant improvement. Some schools and madrasas, especially in urban areas, have shown encouraging progress, but apprehension remains.

Education aims to prepare individuals to live prosperously in the future as members of their community, nation, and global community (Kurniawati et al., 2018). Currently, however, the world of education has not entirely met societal expectations. This phenomenon is characterized by the production of low-quality graduates, incomplete or patchy educational attainment, and an increased focus on projects (Sofa, Fitzgerald, & Jawas, 2012). Additionally, the quality of education in many institutions is uneven. There are disparities between urban and rural schools, a lack of relevance between curriculum content and real-world needs, and inadequate teacher competencies in delivering meaningful learning experiences. These issues contribute to growing concerns about the education system's effectiveness in producing competent, critical graduates who are ready to contribute to society. Consequently, educational outcomes often fall short of public expectations and fail to bring about significant social transformation.

They continue to question the relevance of education to the needs of society within the context of economic, political, social, and cultural dynamics. The quality of education graduates does not align with the needs of the labor market and development in industries such as banking and telecommunications. This challenges the existence of schools (Saidek, Islami, & Abdoludin, 2016). Even the human resources prepared through education for the next generation have not been entirely satisfactory when viewed in terms of morals and national identity within the plurality of the nation's culture. This contradicts 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, shape character, and promote civilization in the context of educating the nation, aiming to create participants' potential. The goal is to educate students to become individuals who believe in and fear God Almighty, have noble character, are healthy and knowledgeable, and are capable, creative, independent, democratic, and responsible citizens (Raihani, 2018).

These contradictions lead some people to become pessimistic about schools and madrasas. There is an assumption that education can no longer create vertical social mobility because neither institution promises decent jobs. Schools do not guarantee a better future for children. As mentioned earlier, shifting to a quality-oriented education paradigm is one strategy to foster children's excellence. This issue is the focus of the study entitled "Management of Quality Improvement of Islamic Education: A Case Study at Madrasah Tsanawiyah Fathul Hidayah". This study explores the practical efforts and management strategies adopted by the institution to improve the quality of Islamic education despite the aforementioned challenges and disparities.

## **B. RESEARCH METHODS**

This study employs a library research method, in which data is collected from various written sources relevant to the discussed topic (Bogdan & Biklen 2007). This study uses the synchronous model, which allows one to analyze the interconnections between various indicators related to tasks, functions, and responsibilities within the studied context (Miles, Huberman, & Saldana, 2013). In this study, the synchronous model refers to an analytical approach emphasizing the simultaneous examination of multiple variables such as policy implementation, educational management practices, teacher performance, curriculum relevance, and stakeholder engagement within a specific time frame. Examining these elements together allows the model to seek to understand how they interact and contribute collectively to improving educational quality. Data is collected through documentation, which involves tracing and examining various written sources, such as books, scholarly journals, articles, and official documents covering relevant themes and topics. This process aims to obtain accurate and in-depth information to support the research analysis. This approach enables researchers to identify patterns, relationships, and perspectives that reinforce the arguments in the study, ultimately leading to conclusions grounded in a strong theoretical framework. Data analysis is conducted through content analysis, which includes three main steps. First, the data is reduced by selecting and focusing only on information directly related to the research problem. Second, the reduced data is organized into structured categories based on key themes, such as TQM principles, educational management, student participation, and school culture, for data display. Third, drawing conclusions and verifying them involves identifying patterns and relationships in the organized data and validating them by cross-checking multiple sources to ensure consistency and reliability of the data. Through this content analysis approach, the researcher interprets the collected data systematically, draws logical conclusions, and builds arguments based on a solid theoretical framework.

## C. RESULT AND DISCUSSION

### 1. Quality of Human Resources

This is precisely what has been implemented at MTs Fathul Hidayah, where the principles of Total Quality Management (TQM) are applied to the educational system. The school recognizes that improving educational quality is the responsibility of the entire school community, including students, parents, and external stakeholders, not just teachers and school principals. Interviews with the principal, teachers, and students revealed that the school actively encourages student participation in decision-making processes and continuously seeks feedback from all stakeholders to improve the learning environment (Juri Wahananto, 2024). Observations in classrooms and during school activities also showed that communication between teachers and students is open and that students are provided with opportunities to express their ideas, both in academic and extracurricular settings. Furthermore, document analysis of school planning documents, meeting records, and quality assurance reports, confirmed that MTs Fathul Hidayah systematically implements TQM principles through structured programs focused on continuous improvement, measurable outcomes, and strong stakeholder engagement. The school fosters an inclusive and democratic culture in which students' voices are valued and contribute directly to school policies and improvements. Through this integrated approach, MTs Fathul Hidayah has proven to be a practical model of quality-oriented and participatory Islamic education.

We are talking about the quality of human resources. Islam views that development of human resources as inseparable from the concept of humans themselves. Thus, Islam has a clear, thorough, and comprehensive concept of the outcome of human resources (Rahmi, Patoni, & Sulistyorini, 2020). This concept remains relevant and applicable throughout the ages. Political reforms in Indonesia at the end of the 20<sup>th</sup> century brought significant changes to education policy, which is based on two new paradigms: autonomy and democratization (Redman & Mathews, 1998). Law Number 22 of 1999 concerning regional autonomy places the education sector alongside other regionally based development sectors, such as forestry, agriculture, cooperatives, and tourism. This encourages independence in madrasas and schools, giving principals and teachers significant responsibility for improving the quality of the learning process. Teachers and school principals are responsible for the quality of student learning outcomes because local governments only facilitate various educational activities, including infrastructure, workforce, and diverse learning programs planned by schools to produce quality human resources.

Creating a quality educational institution as expected by many people or the community is not only the school's responsibility but also that of all parties involved, including parents and businesses, who are both internal and external customers of an educational institution. According to Arcaro S. Jerome, there are five characteristics of a quality school or madrasa: 1) Focus on customers. 2) total engagement, 3) measurement, 4) commitment, and 5) continuous improvement (Arromy et al., 2023). The quality of educational products depends on how well the institution manages all its resources, including staff, students, the learning process, facilities, finances, and community relationships (Lado & Wilson, 1994). Islamic educational institutions must adopt a new educational paradigm oriented toward the quality of all activities with which they interact, leading to quality achievement.

Unfortunately, our current human resources are still apprehensive. According to Bowen and Lawler (1992), education plays a significant role in increasing human resources. Therefore, national development needs to focus on improving the quality of education. Quality education will be obtained at quality madrasas or schools, and quality madrasas or schools will also produce quality human resources. Regarding quality improvement, 85% of quality problems lie with management. Therefore, management must be carried out as effectively and efficiently as possible. One form of leadership that has been successfully utilized in industry and can be adapted to education is Total Quality Management (TQM), also referred to as Quality Improvement Management in education systems: Total Quality Management in Education (TQME).

Total Quality Management (TQM) is an approach to business management that aims to maximize an organization's competitiveness by continuously improving its products, services, workforce, processes, and environment. Management is the process of guiding or directing a group of people toward organizational or tangible goals. Management is an activity. Implementing management is "managing," and the person who implements management is called a manager. Management is also a science and an art. Art is said to be the knowledge of achieving desired results. In other words, art is a skill obtained through experience and learning. It is the ability to apply management knowledge. Initially, the term management was used in business and companies (Iqbal et al., 2023). Given the importance of management's role in business, the term is adapted to the world of education. In other words, education positions the term "management" and gives rise to the term "education management." Educational management is a collaborative business management process involving a group of people within an academic organization working together to effectively and efficiently achieve previously set educational goals. Management is undeniably important, touching, influencing, and permeating almost all aspects of human life. Management enables humans to recognize

their abilities, strengths, and weaknesses (McDonald & Hite, 2005). Likewise, in Islamic education, management is an essential aspect of achieving goals. To achieve its goals, Islamic education requires excellent, directed management.

The application of Total Quality Management (TQM) in education, as demonstrated by MTs Fathul Hidayah, illustrates how effective, inclusive, and systematic management can significantly improve educational quality and cultivate competitive, competent, and morally upright individuals. Islamic educational institutions must continue to strengthen their management practices to remain relevant and provide optimal contributions to national development.

## 2. Quality Improvement Management

The notion of the quality of education has different meanings. However, there needs to be an operational understanding is needed to guide the management of education and determine the quality of education. According to the Big Indonesian Dictionary, quality is a measure of how good or bad an object, state, level, or degree is (intelligence, for example). These principles were observed in the research conducted at MTs Fathul Hidayah, where Quality Improvement Management was applied comprehensively. Based on interviews with the principal, teachers, and students; observations of the learning environment; and analysis of documents such as meeting notes, quality reports, and school development plans, it was found that MTs Fathul Hidayah consistently applies the principles of continuous improvement and stakeholder involvement. The school prioritizes open communication, participatory leadership, and collaborative problem-solving with students, teachers, parents, and external partners (Romzi, 2024). Observation revealed that teachers regularly evaluate learning processes and work closely with students to ensure learning outcomes meet expected standards. Document analysis confirmed that the school systematically conducts internal quality reviews and implements improvements to the curriculum, teaching methods, and school culture based on the results of regular evaluations. This research demonstrates that MTs Fathul Hidayah is a prime example of an Islamic educational institution that effectively implements Quality Improvement Management.

In a normative sense, quality is determined based on intrinsic and extrinsic considerations (criteria) (Xiao, 2003). According to intrinsic criteria, the quality of education is defined by educated individuals who meet ideal standards. However, based on irrelevant criteria, education becomes merely a means of producing a trained workforce. Descriptively, quality is determined by learning achievement test results. According to Dzaujak Ahmad, educational quality is the ability of schools to efficiently and effectively manage the components related to them to create added value according

to applicable norms and standards (Lafrarchi, 2020). Based on the above explanations, it can be concluded that discussing education is not a simple task, but rather a dynamic and challenging activity. Education constantly changes with the times. Therefore, it always requires efforts to improve quality in line with people's increasing needs and demands.

Quality Improvement Management (QIM) is a model developed in education and implemented in Sydney. It combines the model developed in Sydney, Australia, which includes a) school review, b) quality assurance, and c) quality control, with the model developed in Pittsburgh, Pennsylvania, United States, by Donald Adams et al. It also combines the model for improving the quality of primary schools developed by Sukamto et al. from IKIP Yogyakarta (Saudah et al., 2022). The management of improving the quality of education in schools is a quality improvement method that relies on education within the school itself. It applies a set of techniques based on the availability of quantitative and qualitative data and empowers all school components to continuously improve the capacity and ability of school organizations to meet the educational and societal needs of participants. Quality improvement, abbreviated MPM, involves efforts to (Redman & Mathews, 1998): (1) control the processes that take place in schools, both curricular and administrative; (2) involve the diagnostic and follow-up processes; and (3) require the participation of all stakeholders: principals, teachers, administrative staff, students, parents, and experts.

The concept of educational quality requires a dynamic, participatory management system oriented toward continuous improvement. Quality Improvement Management (QIM) provides a framework that emphasizes leadership, data-based decision-making, and the involvement of all school components to meet the demands of an evolving society. Findings at MTs Fathul Hidayah show that effectively applying these principles can significantly improve school quality, student satisfaction, and stakeholder trust. These results suggest that Islamic educational institutions can develop into quality-driven, competitive, and responsive organizations with a solid management approach.

### 3. Management of Islamic Education Quality Improvement

Education is essential for building an Islamic civilization and advancing the Muslim community because it develops high-quality human resources and determines a nation's future. This study, conducted at MTs Fathul Hidayah, examines how the school implements Integrated Quality Management (Total Quality Management TQM) to enhance educational quality. The research focuses on increasing the involvement of all school stakeholders—students, parents, teachers, and the community—while fostering a culture of continuous improvement (<https://fathulhidayah.sch.id/>). MTs Fathul Hidayah

emphasizes effective leadership, data-based decision-making, empowerment, and active parental participation to achieve sustainable educational excellence.

Education plays a vital role in developing Islamic civilization and achieving Muslim glory. Based on its purpose, education provides a means for discussing and developing human abilities. Historically, no country has achieved actual progress without improving education (Tricco et al., 2012). European countries are known as developed regions because of their educational development. Education is fundamental to human life. A nation's progress depends heavily on its education system. In other words, a country's education system can produce individuals of good physical and spiritual quality. Consequently, the nation will progress peacefully. Conversely, if a country's education system stagnates, its government will fall behind in all areas. We are talking about the quality of human resources. Islam views the development of human resources as inseparable from the development of humans themselves (Clark, Silvester, & Knowles, 2013). Thus, Islam has a clear, thorough, and comprehensive concept of the development of human resources. This concept remains relevant and applicable throughout the ages.

The quality of educational products depends on how well the institution manages its resources, including academic staff, students, learning processes, educational facilities, finances, and community relations. In this context, Islamic educational institutions must adopt a new educational paradigm oriented toward the quality of all activities with which they interact, all of which contribute to achieving quality. Globalization demands a paradigm shift in education. The role of educational management is significant in creating quality schools and madrasas. We expect quality graduates to come from quality (effective) schools or madrasas (Plsek, 1999). Additionally, Integrated Quality Management provides solutions for educational professionals to address current and future challenges in the educational environment, especially in Islamic education. Integrated Quality Management can be used to build alliances between education, business, and government (Secanell et al., 2014). Integrated Quality Management can foster a responsive society that adapts to the evolving needs of humanity in the era of globalization. It can also include schools that are responsive and able to adapt to changes in the education sector, thereby satisfying stakeholders.

The 21<sup>st</sup> century presents many challenges for developing countries like Indonesia. We need a new education management model to improve the quality of graduates from schools and madrasahs. There is nothing wrong with studying educational efforts in developed countries, such as the United States, Japan, and England, in the last few decades of the 20<sup>th</sup> century (Varkey & Antonio, 2010). At that time, these countries felt the need to implement TQM (Total Quality Management) or Integrated Quality Management in education as a model that prioritizes continuous improvement (Bowen &

Lawler, 1992). TQM is a management system that elevates quality as a business strategy oriented toward customer satisfaction by involving all organizational members. TQM is a business strategy that maximizes competitiveness through continuous improvement of products, services, people, workforce, processes, and the environment.

According to the principles of Integrated Quality Management, educational institutions (madrasas) should treat students as “clients,” or, in corporate terms, as the most important “stakeholders.” Therefore, students' voices must be included in every strategic decision made by the madrasah organization (Llopis & José Tarí, 2003). Without a democratic atmosphere, management cannot implement Integrated Quality Management. The quality of education becomes dominated by certain parties whose interests often conflict with the nature of education. The purpose of educational institutions is essentially to create and maintain customer satisfaction. In TQM, customer satisfaction is determined by the educational institution’s stakeholders. Therefore, organizations can realize and appreciate quality only by understanding this process and customer satisfaction (Llopis & José Tarí, 2003). In TQM, all efforts and management must be directed toward the primary goal of customer satisfaction. Any direction that does not produce customer satisfaction is useless. In order to increase the quality of education as expected, attention must be paid to teamwork, stakeholder engagement, student engagement, and parental involvement.

Teamwork is an essential element in Integrated Quality Management. A team is a group of people who work together toward a common goal of providing satisfaction to all stakeholders (Orwig & Brennan, 2000). In an organization, teamwork is a crucial component of TQM because it increases self-confidence and communication and fosters independence. In educational institutions, teamwork is a key part of empowering employees and their working groups by giving them greater responsibility when handling projects to improve or develop the quality of education. Cooperation within an educational institution is essential to achieving quality and stakeholder satisfaction through continuous quality improvement. Three interrelated components affect a team’s performance and productivity, and these components are key to team success. They are: organization as a whole, work for a team, and individual team members (Olian & Rynes, 1991)

In Islamic educational institutions like madrasahs and Islamic boarding schools, improving team performance is essential for achieving goals. Key strategies include fostering interdependence so that each member understands their role in the team’s success and expanding tasks to empower members to develop skills and take ownership. Aligning with the institution’s vision and establishing clear communication through shared understanding are vital to ensuring unity and reducing errors. Trust, mutual

respect, and empathetic leadership foster a supportive environment that values collaboration and diverse perspectives. Effective problem-solving and conflict resolution are also crucial to maintaining team harmony. Regular performance evaluations and appropriate recognition motivate teams to improve. By applying these strategies, Islamic educational institutions can foster high-performing teams that contribute to educational and organizational excellence.

The core mission of Total Quality Management (TQM) is to meet the needs of all customers, both internal and external. A quality school maintains relationships with its customers and is committed to continuous improvement. Customers are categorized as internal, including teachers, staff, librarians, and administrators, or external. External customers include primary customers, such as students; secondary customers, such as parents, the government, and society; and tertiary customers, such as universities and the business sector (Kujala et al., 2022). According to Edward Sallis, students are the primary customers, followed by parents and broader stakeholders, such as the government and society. Good internal relations among staff are essential because poor cooperation can hinder institutional growth and negatively impact external customers (Winkler, Brown, & Finegold, 2019). Total Quality Management (TQM) aims to build a united, collaborative team within the school that is free from internal conflicts and focused on achieving customer satisfaction.

Recently, efforts to involve students have become a growing phenomenon in schools. However, the number of students who influence the preparation of teaching and learning activities has not been maximized. The curriculum and regulations in schools need to be designed relatively and effectively by involving students (Parsons & Taylor, 2011). It is essential to include students in decision-making processes related to curriculum preparation and learning material design. A classroom environment that provides students with autonomy and flexibility is closely related to their ability to express and demonstrate conceptual learning and enjoyment of challenges (Noviyanti, Jamilah, & Slamet, 2024). Students who participate in instructional activities or the development of madrasa or school regulations love their schools (Warren & Pokorny, 2021). In turn, they are significantly involved in madrasah or school activities. Currently, students are treated as objects rather than subjects in the classroom. They are required to obey all the rules made by the school and are not allowed to express their abilities. Students who receive lessons from teachers and carry out existing madrasah or school regulations are forced to do so because they feel uncomfortable and are not involved in the design of learning or rulemaking.

A negative attitude may arise if madrasa or school policies, goals, and norms are developed without the involvement of students or those who will implement them

(Winkler et al., 2019). Conversely, maximum student involvement will lead to positive responses to programs, regulations, demands, or norms of madrasas or schools. Student involvement in planning classroom activities fosters a sense of autonomy and control. Students who feel that they are not in conflict with class rules are more likely to develop positive attitudes toward school in general and academic achievement in particular.

Parental involvement is a crucial element of Total Quality Management (TQM) in educational institutions because parents play a key role in shaping their children's motivation, self-control, and academic success (McMahon & Portelli, 2004). Parents can support their children's education by providing access to learning resources, participating in school activities, and promoting positive social behaviors. Proactive communication, regular updates, parent meetings, and home visits are effective ways to build strong collaboration between madrasahs and parents (Axelson & Flick, 2010). Schools should also encourage parent participation in volunteer programs, clearly define roles, and recognize parents' contributions to school development. This partnership enhances student achievement and strengthens the school community.

The study at **MTs Fathul Hidayah** shows that the school effectively applied key principles of Integrated Quality Management (TQM). The school has implemented leadership, teamwork, stakeholder involvement, and continuous improvement, all of which align with the TQM approach discussed in previous sections. The school actively involves students, parents, teachers, and the community to improve educational quality. Students are positioned as central stakeholders, and parents are engaged through effective communication and participation in school activities. These efforts have fostered a positive school culture that prioritizes quality and customer satisfaction. Consequently, MTs Fathul Hidayah is becoming a madrasa that produces graduates who are academically capable, spiritually strong, and prepared to face global challenges.

#### **D. CONCLUSION**

The implementation of Total Quality Management (TQM) or Integrated Quality Management (IQM) in Islamic education is a strategic way to improve its overall quality. These approaches focus on student and parent satisfaction, continuous improvement, teamwork, and active involvement from all stakeholders. To be effective, it must go beyond theory and be implemented through clear steps, such as establishing a shared vision, training teachers, engaging parents, conducting regular evaluations, and cultivating a culture of openness and accountability. IQM follows a system known as the quality trilogy: planning, control, and improvement. This system ensures that quality is maintained in a structured way. Based on ISO 8402 and Gaspersz (2005), IQM provides clear goals, roles, and tools that support quality education. This study employs a

qualitative approach involving library research and a case study of MTs Fathul Hidayah, a madrasah that has adopted IQM principles. This madrasah demonstrates that effective leadership, collaboration, evaluation, and parental support can result in improved student outcomes, stronger discipline, and open communication among all school members. This study presents a practical model of how TQM/IQM can be implemented in madrasahs. It demonstrates that quality management is important in education, particularly in improving madrasahs so they can become high-quality, inclusive, and future-ready institutions.

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