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Total Quality Management (TQM) And Its Implementation In Islamic Education Management

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Abstract

This article discusses the concept of Total Quality Management (TQM) and its application in the context of education, specifically Islamic education. TQM is an approach that encompasses two interconnected concepts: the philosophy of continuous improvement and methods such as brainstorming and field analysis to enhance quality. The article explains that TQM is a holistic and systematic approach aimed at achieving long-term excellence in quality, with a focus on customers and a commitment to continuous improvement. The concept of Total Quality Management (TQM) in education addresses aspects such as customer service, participation of all relevant parties, measurement of graduate quality, stakeholder commitment, and continuous improvement. The success of TQM is measured through customer satisfaction levels, both among students and parents. Awareness of individual responsibility and collaboration within the educational community are crucial for the implementation of TQM. In addressing the challenges of Islamic education, this article proposes the application of the TQM approach, which includes important aspects such as customer focus, participation of all relevant parties, evidence-based approach, leadership commitment, and systemic approach. The article provides an in-depth analysis that by applying TQM principles, educational institutions can create an environment focused on continuous improvement, resulting in better educational quality and the development of outstanding human resources.

Keywords: Quality Management, Islamic Education, Educational Management

Abstrak

Artikel ini mengulas konsep Total Quality Management (TQM) dan penerapannya dalam konteks pendidikan, khususnya pendidikan Islam. TQM merupakan pendekatan yang mencakup dua konsep saling terhubung: filosofi peningkatan berkelanjutan dan metode-metode seperti brainstorming dan analisis lapangan untuk meningkatkan mutu. Artikel ini menjelaskan bahwa TQM adalah pendekatan holistik dan sistematis yang bertujuan mencapai kualitas unggul dalam

jangka panjang dengan fokus pada pelanggan serta mengedepankan perbaikan terus-menerus. Konsep Total Quality Management (TQM) dalam pendidikan membahas aspek-aspek seperti pelayanan kepada pelanggan, partisipasi semua pihak terkait, pengukuran mutu lulusan, komitmen stakeholder, dan perbaikan berkelanjutan. Keberhasilan TQM diukur melalui tingkat kepuasan pelanggan, baik siswa maupun orang tua siswa. Kesadaran akan tanggung jawab individu dan kolaborasi komunitas pendidikan menjadi penting dalam implementasi TQM. Dalam mengatasi tantangan pendidikan Islam, artikel ini mengajukan penerapan pendekatan TQM yang mencakup aspek penting seperti fokus pada pelanggan, partisipasi semua pihak, pendekatan berbasis bukti, komitmen pimpinan, dan pendekatan sistem. Artikel ini memberikan analisis mendalam bahwa dengan menerapkan prinsip-prinsip TQM, lembaga pendidikan dapat menciptakan lingkungan yang berfokus pada perbaikan berkelanjutan, menghasilkan mutu pendidikan yang lebih baik, dan mengembangkan Sumber Daya Manusia (SDM) yang unggul.

Kata Kunci: Manajamen Mutu, pendidikan Islam, Manajemen Pendidikan

Introduction

Islamic education is a vital element of the national education system in Indonesia, and its quality contributes significantly to overall educational quality. According to the 2015 PISA report, Indonesia ranks 62 out of 72 countries in terms of educational system quality. However, two years earlier, in 2013, Indonesia was ranked 71st.[1]

The data show that the quality of education in Indonesia has begun to improve despite the fact that it still faces many challenges. These issues cover a wide range of topics, including educational processes, products, and outcomes, as well as educational management. In the context of global competition in the 4.0 era, Islamic education remains behind in quality. Even though there are several high-quality Islamic educational institutions, their number is insignificant compared to the many Islamic educational institutions that exist and are being developed throughout Indonesia.

The improvement in Indonesia's country ranking in the 2015 PISA report represents a step forward in efforts to improve educational quality in the national context. Even though it is still in a relatively low position, this improved ranking indicates the efforts made to improve. Of course, this should not make the parties involved feel complacent, as there are still many issues to be resolved. The issues in Indonesian education cover a wide range of issues, including an ineffective learning process, a curriculum that needs to be updated to keep up with the times and the needs of society, and a lack of qualified human resources in the field of education.

In a more specific context, Islamic education plays an important role in efforts to reform the Indonesian education system. Islamic education serves not only as an instrument of character and moral development but also as a component that can contribute to overall educational quality improvement. Islamic education can help improve education quality in Indonesia by combining Islamic values with effective management principles.

Total Quality Management (TQM) also has significant relevance in the intended context. TQM can assist Islamic education institutions in overcoming the challenges faced by a systematic and holistic approach in Islamic education itself. The application of the TQM concept in Islamic education can assist in optimizing the learning process, improving curriculum quality, improving human resource management, and creating a culture of continuous improvement. Islamic education can act as a change agent in Indonesia by applying TQM principles that are in accordance with Islamic values. TQM principles, for example, can assist Islamic educational institutions in overcoming the challenges of Islamic education itself.

Various studies on total quality management have grown in popularity among theorists over the last few decades. The concept of total quality management has emerged and has captured the interest of scientists. These studies have provided a thorough understanding of the principles, philosophy, and application of total quality management. It has been proven that there are various perspectives on total quality management despite the fact that several points of similarity can be identified. Various prestigious quality awards have also been introduced throughout the world, including the Deming Prize (1996) in Japan, the European Quality Award (1994) in Europe, and the Malcolm Baldrige National Quality Award (1999) in the United States.[2] These ideas have made significant contributions to our understanding of how to achieve outstanding quality in a variety of contexts.

This article attempts to present the interrelated aspects of total quality management in the context of Islamic education. More specifically, the research seeks to answer and conduct an in-depth analysis of several categories of discussion: What is the concept of total quality management? How are total quality management models developed? And How is it implemented in Islamic education?

Method

In order to conduct an in-depth analysis of total quality management in Islamic education, this study employs a library research approach. The literature review approach includes collecting, examining, and analyzing different types of literature, articles, books, and other sources of information relevant to the topic under examination. Researchers will use this approach to identify and analyze the fundamental concepts of TQM, as well as how these concepts can be adapted and applied in Islamic educational institutions. The concept of TQM in overcoming challenges in Islamic education, such as updating curriculum, effective learning processes, and developing quality human resources, can also be evaluated in the literature review. The approach used also allows for the comparison and integration of TQM concepts with Islamic education principles in order to create a holistic framework. By combining modern management perspectives with Islamic values and teachings, this research will provide in-depth insight into the potential of TQM to improve the quality of Islamic education from policy, strategy, and approach viewpoints.

Definition and General Concept of Total Quality Management

The word "Total" contains a comprehensive meaning.[3] In the context of Total Quality Management (abbreviated as TQM), "total" refers to the ongoing involvement of all elements in the organization. Meanwhile, the word "management" derives from Latin, specifically from the words *"manus"* (hand) and *"agere"* (to do). When these words are combined, the verb "manager" is formed, which has the meaning "to manage."[4] According to the Big Indonesian Dictionary, "management" refers to the process of effectively utilizing the resources to achieve goals.[5]

While "Effective" refers to achieving goals according to a predetermined plan, "Efficiency" refers to completing tasks correctly, in a systematic way, and within the time duration as specified. Within the framework of Total Quality Management (TQM), the notion of management includes the management of every individual in the organization, regardless of their status, position, or role. All members are considered managers with their responsibilities. According to this definition, a manager's role entails managing

and guiding other fellow workers in order to achieve the organization's overall goals.[6]

Quality is frequently defined as an inseparable component of daily routines. However, there is no clear definition of quality in the industrial realm. According to Goetsch and Davis, qualities similar to the pornographic content that are difficult to define precisely, but their impacts and characteristics can be seen and felt in real-life contexts.[7]

The term "quality" refers to a thing's level of goodness or badness, as well as its level, degree, or level of expertise or ability. In the Oxford Dictionary, quality is explained as the standard of something that is measured against other similar things.[8] This is the situation where the presence of quality becomes a differentiating factor for an object. This object is special in comparison to other similar objects because of its differences. When it comes to quality, satisfaction is a very reflective term. Quality items and services are those that have a high and valuable value. High-quality items are physically reflected in words like positive, interesting, precise, special, and others. In the context of non-profit organizations, quality is frequently reflected in the services provided to customers by individuals or groups, so that customers are satisfied and have no complaints about the services they receive from the organization.[9]

Each individual has the ability to interpret quality from his or her own perspective. This is due to the fact that quality characteristics are still relative, so experts continue to construct definitions of quality based on their perceptions and expertise in their respective fields. Several definitions of quality based on various criteria are provided below: (1) exceeding initial expectations or desires; (2) accordance between expectations and service reality; (3) optimum fit in use; (4) continuous in the service and upgrade process; (5) having no defects from the start; (6) causing joy and satisfaction for customers; and (7) being free of defects or damage.[10]

According to Edward Sallis, quality is something that causes confusion and complexity in its measurement. Quality is a dynamic concept that exists between absolute and relative concepts. However, Edward Sallis emphasized that the concept of quality is increasingly being applied as an absolute. As a result, qualities have meanings that are similar to goodness, beauty, and truth, or non-negotiable harmony. Quality standards are divided into two categories: quality based on product or service standards produced and quality

based on customer feedback. An absolute viewpoint implies uncompromised standards or parameters, whereas a relative viewpoint allows context-based judgments and comparisons.

The use of quality as an absolute concept indicates a desire to achieve perfection or the highest level of achievement in a product, service, or process. This viewpoint can also limit flexibility in responding to a variety of needs. The approach to quality standards based on products or services and orientation to customer views emphasizes the importance of integrating customer perceptions and expectations in determining quality. This demonstrates that quality is determined not only by physical characteristics but also by user experience and satisfaction.[11] In a business context, for example, understanding these various views of quality is essential for developing products or services that successfully meet customer expectations and needs.[12]

According to Dale et al, there is still ongoing debate about the concept of Total Quality Management, and this concept has ambiguous aspects. The definition of Total Quality Management varies from different perspectives. Total Quality Management is a management framework based on the belief that an organization can achieve long-term success by involving all members, from the lowest level of staff to the most senior executives, in efforts to improve quality and provide customer satisfaction.[13]

TQM is commonly used to refer to two distinct but related concepts. The first is the continuous improvement philosophy. The second describes methods and techniques for improving quality, such as brainstorming sessions and field analysis. TQM combines mental awareness and practical application. TQM elements, according to Sallis, include:

1) Continuous Improvement

TQM is a practical but also strategic approach to managing an organization's operations, with a focus on understanding customers' and clients' needs and expectations. The primary goal is to produce outstanding results. TQM is more than just a collection of slogans; it is a systematic and rigorous approach to achieving an appropriate level of quality through consistent efforts to meet the desires and necessities of customers. [14]

TQM as an approach seeks to achieve long-term changes in organizational goals, shifting the emphasis from short-term "worthiness" goals to long-term "quality

improvement" goals. Institutions that implement continuous innovation, improvements, and changes with clear TQM guidance will experience a cycle of continuous improvement. This spirit will encourage deliberate efforts to analyze current actions and carefully plan improvements.[15]

TQM (Total Quality Management) is a holistic management approach that focuses on overall quality improvement throughout the organization. One of the main principles is a shift from a short-term, quality-oriented viewpoint to a long-term, quality-oriented viewpoint. This means that the organization prioritizes continuous improvement over achieving financial goals in a short period of time, resulting in higher quality in the long run.[16]

2) Kaizen Element

Kaizen is a Japanese philosophy that focuses on continuous development and improvement within an organization. The term "Kaizen" is derived from the Japanese words "kai" (change) and "zen" (good). A similar concept is known in China as "gaishan," where "gai" refers to change or improvement and "shan" refers to goodness or benefit. Kaizen can be defined as an effort to change in a better direction. Kaizen is a simple everyday activity with a significant purpose that extends beyond increasing productivity. It is also a process that, when properly implemented, will create a more humane work environment, reduce excessive workloads, and teach individuals to experiment in their work by employing scientific methods. This philosophy also teaches how to recognize and reduce waste in work processes.[17]

According to Sallis, TQM is achieved through a series of small projects. In Japan, this concept is known as "kaizen," which refers to a gradual improvement method (step-by-step improvement). Although the TQM philosophy has a broad, inspiring, and comprehensive impact, its implementation in practice can be achieved through small, practical, and adaptable steps. A drastic approach is not aligned with TQM's spirit of change. Ambitious plans will not make progress because they frequently fail to consider the nuances of change associated with TQM. [18]

The main principle of Kaizen is to make small, continuous improvements. This includes not only increasing productivity but also making the workplace more humane and reducing waste. This philosophy promotes the implementation of scientific methods and experiments in daily work. TQM (Total Quality Management) is a

Kaizen-related philosophy. TQM is implemented in a series of small projects that use a continuous improvement approach. Although TQM is inspirational and broad in scope, it is implemented through practical actions that focus on gradual enhancements. Drastic approaches are often incompatible with the TQM spirit of change because small, sustainable changes are the root of this philosophy.[19]

3) Inverted Hierarchy Elements

According to Sallis, the key element in TQM culture is an effective relationship between customers and producers within the organization's internal and external framework. When this concept is successfully adopted or implemented, it will have a significant impact on the organization and its relationship patterns. Traditional views that were previously dominant in the organization will change in this context. Upper and middle management's role in a TQM culture is no longer focused on controlling but on supporting and authorizing staff and team members. Sallis emphasized:

"The key to a successful TQM culture is an effective internal/external customer-supplier chain. Once the concept has been grasped, it has enormous implications for the organization and the relationships within it. The first casualty is the traditional notion of organizational status. It is the role of senior and middle management to support and empower the teaching and support staff and the learners. Control is not a feature of TQM organizations"[20]

This can be demonstrated by contrasting the traditional hierarchical organizational structure with the inverted hierarchical structure used in TQM. This concept is derived from Karl Albrecht's concepts, which attempt to illustrate the paradigm shift present in TQM.[21] TQM changes relationship dynamics by emphasizing the significance of customer focus. This focus has no effect on the organizational power structure, nor does it diminish the role of senior managers as leaders. In fact, leadership is critical to TQM's success. Inverted hierarchy emphasizes the importance of service-delivery-oriented relationships as well as the importance of the customer to the institution. Sallis explains: *"In fact, leadership is pivotal to the success of TQM. The inverted hierarchy emphasizes service-giving relationships and the importance of the customer to the institution"*[22]

Models of Total Quality Management in Education

In order to produce high-quality human resources (HR), the functions, goals, and policies of national education require

the implementation of an education management system that covers all aspects and focuses on quality. This idea is similar to the term TQM, which is more commonly used in business and industry.

The words "total" or "integrated" in TQM emphasize the importance of involving every individual in the organization in continuous improvement efforts. Because everyone in an institution, regardless of status, position, or role, is responsible as a manager for the responsibilities they have, the term "management" applies to everyone. The application of the TQM concept in education emphasizes the value of collaboration and participation by all members of the educational community in the process of improvement and development. Awareness of each individual's responsibility in achieving higher quality is critical in an educational setting. Education can move toward continuous improvement by involving all staff, students, and related parties, which has a positive impact on the quality of learning outcomes and the development of higher quality of human resources.

Total Quality Management (TQM) implementation in educational institutions is also known as Total Quality School (TQS), as described by Arcaro (1995) and quoted by Rahmi (2015). This TQS concept consists of five components: a focus on both internal and external customers, active participation from all parties (Total Involvement), standardized measurement of graduate quality, commitment from all stakeholders, and continuous efforts to make continuous improvements and enhancements. The level of customer satisfaction, both internal (such as students) and external (such as parents of students), is used to measure the success of implementing integrated quality management in the school environment.[23]

A school is considered successful if it is able to provide services that meet customer expectations. In other words, the success of the school is reflected in the indicators described in the (Ministry of National Education Team, 1999), which include: Student satisfaction with school services, including in terms of lessons taught, treatment from teachers and school leaders, as well as positive experiences in using facilities provided by the school; Parents' satisfaction with the services provided to their children, including services in the form of reports on the development and progress of children's learning, as well as programs run by the school.[24]

The Implementation of Total Quality Management in Islamic Education

Islamic education's challenges today are complex, ranging from conceptual and theoretical issues to practical implementation challenges. Failure to address this issue causes Islamic education to lag behind other educational institutions in quantity and quality. As a result of this situation, Islamic education is sometimes regarded as a lower priority (second class). Knowing how Islamic education lags behind other educational institutions, it is unsurprising that the next generation of Muslims looked for education in non-Islamic institutions. According to Zainal Abidin Ahmad, the following factors have at least contributed to this situation:

1) Lack of Islamic education responsibility in anticipating current and future social changes and developments.

2) The Islamic education system places a greater emphasis on the humanities and social sciences than on exact sciences such as modern physics, chemistry, biology, and mathematics.

3) The efforts to reform Islamic education are often incomplete and ineffective, resulting in only minor changes.

4) The Islamic education approach is still oriented toward the past rather than the future or lacks a more advanced view of the future.

5) Several aspects of Islamic education have not been professionally managed, including teacher preparation, curriculum, and teaching implementation.[25]

One solution for overcoming challenges in Islamic education is to use a Total Quality Management approach, which includes several key components:

1) Focus on Customers

Prioritize all stakeholders' needs and expectations, including students, parents, and teachers. Understand their needs thoroughly and aim to provide educational services that meet their expectations.[26] In Islam, the concept of customer focus is also emphasized. Rasulullah SAW taught the importance of respecting, understanding, and fulfilling the needs of others. This principle is reflected in the hadith as follows:

مِنْ حُسْنِ إِسْلاَمِ الْمَرْءِ تَرْكُهُ مَا لاَ يَعْنِيهِ

"Part of the perfection of one's Islam is his leaving that which does not

concern him." (HR. Tirmidzi)

Participation of All Parties (Total Involvement)

Include all members of the educational community in the process of planning, implementing, and evaluating process. This includes teachers, students, parents, and other stakeholders. Cooperation in this community is also implied in the Quran's Al-Maidah verse 2 as follows:

يَا أَيُّهَا الَّذِينَ آمَنُوا لَا تُحِلُّوا شَعَائِرَ اللَّهِ وَلَا الشَّهْرَ الْحَرَامَ وَلَا الْهَدْيَ وَلَا الْقَلَائِدَ وَلَا آمِّينَ الْبَيْتَ الْحَرَامَ يَبْتَغُونَ فَضْلًا مِّن رَّبِّهِمْ وَرِضْوَانًا ۚ وَإِذَا حَلَلْتُمْ فَاصْطَادُوا ۚ وَلَا يَجْرِمَنَّكُمْ شَنَآنُ قَوْمٍ أَن صَدُّوكُمْ عَنِ الْمَسْجِدِ الْحَرَامِ أَن تَعْتَدُوا ۘ وَتَعَاوَنُوا عَلَى الْبِرِّ وَالتَّقْوَىٰ ۖ وَلَا تَعَاوَنُوا عَلَى الْإِثْمِ وَالْعُدْوَانِ ۚ وَاتَّقُوا اللَّهَ ۖ إِنَّ اللَّهَ شَدِيدُ الْعِقَابِ

"O believers! Do not violate Allah's rituals ˹of pilgrimage˺, the sacred months, the sacrificial animals, the ˹offerings decorated with˺ garlands, nor those ˹pilgrims˺ on their way to the Sacred House seeking their Lord's bounty and pleasure. When pilgrimage has ended, you are allowed to hunt. Do not let the hatred of a people who once barred you from the Sacred Mosque provoke you to transgress. Cooperate with one another in goodness and righteousness, and do not cooperate in sin and transgression. And be mindful of Allah. Surely Allah is severe in punishment."

2) Evidence-Based Approach

Make decisions based on reliable information and evidence. Collect information about educational quality, analyze it objectively, and act on the findings. [27]

3) *Continuous Improvement*

Create a culture of continuous enhancement. Continuously assess the educational process, identify areas for improvement, and put corrective measures in place. [28]

4) Leadership Commitment

Involvement and commitment from school leadership in encouraging TQM implementation. Ensuring that the TQM vision, mission, and values are consistently adopted and implemented.[29] This notion of good leadership is also reflected in the Quran Al-Baqarah verse 124, which reads:

وَإِذِ ٱبْتَلَىٰٓ إِبْرَٰهِـۧمَ رَبُّهُۥ بِكَلِمَٰتٍ فَأَتَمَّهُنَّ ۖ قَالَ إِنِّى جَاعِلُكَ لِلنَّاسِ إِمَامًا ۖ قَالَ وَمِن ذُرِّيَّتِى ۖ قَالَ لَا يَنَالُ عَهْدِى ٱلظَّٰلِمِينَ

˹Remember˺ when Abraham was tested by his Lord with ˹certain˺ commandments, which he fulfilled. Allah said, "I will certainly make you into a role model for the people." Abraham asked, "What about my offspring?" Allah replied, "My covenant is not extended to the wrongdoers."

5) *Systematic Approach*

Seeing education as a complex and interconnected system. Recognize the interactions between educational components and strive to improve overall system performance.[30]

6) *Recognition for Achievement*

Award and recognize achievements in improving educational quality. This can boost motivation and enthusiasm to continue contributing.[31]

Conclusion

TQM (Total Quality Management) refers to two related concepts: a philosophy of continuous improvement and methods for improving quality, such as brainstorming and field analysis. TQM is a comprehensive and systematic approach to achieving outstanding quality over a period of time by emphasizing customer focus and viewing continuous improvement as a key component. TQM is a comprehensive and complex approach to quality management and continuous improvement. It combines principles like continuous improvement, Kaizen philosophy, and inverted hierarchy to create a better work environment and encourage higher levels of achievement.

In education, the TQS concept includes aspects such as customer service (both internal and external), active participation from all parties involved, measuring the quality of graduates, stakeholder commitment, and continuous efforts for improvement. The level of customer satisfaction, both from students and their parents, is used to determine the success of TQS implementation. Individual responsibility for achieving higher levels of quality in the educational environment is essential, and collaboration across the educational community is crucial. Educational institutions can create an environment that focuses on continuous improvement, producing higher-quality education, and developing outstanding human resources by implementing TQM or TQS principles.

Several key aspects must be considered when applying the Total Quality Management (TQM) approach to overcoming challenges in Islamic education.

First, prioritize customers by involving all stakeholders, including students, parents, and teachers. This aligns with Islamic teachings, which emphasize the importance of respecting and meeting the needs of others. Second, the participation of all parties, which requires the active participation of the entire educational community, aligns with Al-Quran verses that emphasize cooperation in doing good and devotion. Third, an evidence-based approach that emphasizes data-driven decision-making and continuous improvement to foster a culture of continuous improvement. Fourth, strong leadership commitment to encouraging and implementing TQM principles in accordance with Islamic teachings that value good leadership. Fifth, the system approach which views education as a complex, interconnected system, as well as rewards for achievement, which can increase motivation.

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