

The Concept of Integrated Quality Management Applicative Studies

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Abstract

Keywords:

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This article explores the application of integrated quality management in building Islamic educational institutions that can produce actual figures as educational institutions providing a pilot impact in the surrounding environment and strengthening Islamic Science. The Madrasah Diniyah Takmiliah Az-Ziyaadah was analysed using a descriptive qualitative method. Meanwhile, the data were collected through interviews, observations, and documentation studies. The interview was conducted with key informants, namely the principal, *ustadz*, *ustadzah*, and education observers. Secondary data sources were in the form of documentation of learning in Madrasah Diniyah Takmiliah Az-Ziyaadah. Furthermore, the data analysis technique refers to the concept of Miles and Huberman. The result showed that the application of quality management in the Madrasah Diniyah Takmiliah adopts Islamic values, systematic revitalisation of human resources, and a system of rules. In Islamic values, it refers to integrating the concept of integration with the importance of the Qur'an. In the systematic revitalisation of human resources, steps are performed for restoration, regeneration, quality of human resources, strengthening finances, and networking.

Kata kunci:

Manajemen Pendidikan,
Mutu Terpadu,
Konsep Manajemen,
Lembaga Pendidikan Islam.

Abstrak

Penelitian ini bertujuan untuk mengetahui penerapan dari konsep manajemen mutu terpadu dalam membangun lembaga pendidikan Islam yang dapat menghasilkan figure penting sebagai lembaga pendidikan yang memberikan imbas percontohan di lingkungan sekitarnya serta dapat memberikan sumbangsib besar terhadap penguatan Ilmu Agama Islam. Obyek penelitian ini berada di Madrasah Diniyah Takmiliah Az-Ziyaadah. Metode penelitian yang digunakan yaitu deskriptif kualitatif. Teknik pengumpulan data dilakukan melalui wawancara, observasi dan studi dokumentasi. Wawancara dilakukan dengan key informan yaitu kepala sekolah, *ustadz*/*ustadzah*, dan pemerhati pendidikan, sumber data sekunder berupa dokumentasi hasil evaluasi pelaksanaan pembelajaran di Madrasah Diniyah Takmiliah Az-Ziyaadah. Teknik analisis data yang digunakan mengacu pada konsep analisis Miles dan Huberman. Hasil dari penelitian ini yaitu penerapan konsep manajemen mutu terpadu di Madrasah Diniyah Takmiliah mengadopsi tiga pilar utama yaitu nilai-nilai keislaman, revitalisasi sistematis sumber daya manusia dan sistem aturan. Dalam nilai-nilai keislaman mengacu mengintegrasikan konsep keterpaduan dengan nilai-nilai Al-Qur'an serta didalam revitalisasi sistematis SDM dilakukan langkah restrukturisasi, kaderisasi, mutu SDM, penguatan keuangan, networking, sinergitas, budaya mutu kerja, dan job fokus.

INTRODUCTION

The conception of the ideals of the Indonesian nation in realising a golden Indonesia in 2045 requires superior, competent human resources, prioritising core moral values in all daily life (Ulyan, Guntur Dwi Purwanto, & Abdul Basit, 2021). In responding to all changes at the global level, human resources that are superior, competent, and have moral core values can be prepared through the implementation of quality Islamic educational institutions, for that through quality Islamic education that is oriented towards realising *taffaqub fiddin* is a provision in preparing competent human resources (Baharun, Hefniy, Silviani, Maarif, & Wibowo, 2021; Hamzah, Hamzah, Othman, & Devi, 2016; Stofkova & Sukalova, 2020). Proficient in science, competent and integrating science with Islamic religious values in realising human resources with *akhlak* character (Maghfiroh, 2018; Tabroni, Putra, Adawiah, & Rosmiati, 2022; Tanjung & Ariawan, 2022). The government's commitment to realising quality education is clearly seen in Law Number 20 of 2003 concerning the National Education System. Article 5 states that every citizen has the right to get a quality education. Therefore, the government is dedicated to actively and persistently supporting education in encouraging national education goals (Barnard, Richards, & Rodgers, 2002; Llorent-Bedmar, Cobano-Delgado Palma, & Navarro-Granados, 2020). This dedication is necessary to help Indonesia's official and informal education systems grow into the best they can be.

Madrasah Diniyah Takmiliyah (hereafter, MDT), as part of non-formal Islamic educational institutions, must continue to be encouraged to become a quality educational institution (Asari, Lubis, & Sabariah, 2020; Sabri, Sermal, Vadhillah, Akmal, & Pilbahri, 2022). The quality of MDT is the forerunner in encouraging the educational process, whose outputs and outcomes can majorly contribute to education's development (Zaini, 2019). Therefore, the existence of MDT is intended to complement or perfect Islamic religious education in schools. It is clear that MDT, as an integral aspect of informal education, plays a crucial role in enhancing the standard of Islamic religious instruction both in the broader society and, more specifically, in formal educational settings (Yanto, 2021). Therefore, MDT must continue to be encouraged and strive to become a quality or superior educational institution. One option is to create a model Takmiliyah Madrasa, like MDT, which is regarded as excellent or exceptional in its administration. (Mulyadi et al., 2021). Furthermore, the madrasa will be used as a row model for other madrasas in managing MDT properly so that gradually there will be more and more qualified or superior MDT (Syafaruddin, Salim, & Hamdan, 2020).

MDT model, in its application, puts forward elements of the management of educational institutions, which implies integrated quality management (Ogrinc, Armstrong, & Dolansky, 2019). The term management refers to the process of carrying out activities that are completed efficiently with and through other people. Marry Parker Follet defines management as the art of getting work done through other people. His book Management defines management as a process of planning, organising, directing, and controlling. According to Parker, management is the art of getting things done through people. Sapre defines management as a set of procedures whose sole purpose is to maximise the efficiency with which an organisation's resources are put to work in pursuit of its stated objectives (Beger et al., 2019). Hughes et al. state that management is concerned with efficiency, planning, paperwork, procedures, application of regulations, oversight, and uniformity. In light of the foregoing, it should be clear that management is a field that entails several distinct but interrelated activities, including but not limited to the formulation of plans, the

organisation of necessary resources, and the exercise of oversight to ensure that predetermined objectives are met through the application of skill and expertise (Sinakou, Pauw, Goossens, & Petegem, 2018).

The discussion related to integrated quality management is felt to have an impact on the environment of Islamic educational institutions in its realisation, it has proven its success in maintaining and developing the existence of all stakeholders in competitive Islamic educational institutions that are oriented towards improving the quality of services in Islamic educational institutions (Karageorgos, Kriemadis, Travlos, & Kokaridas, 2021; Kazeem Kayode, 2014; Kurniyati, 2018). The quality management concept integrated consists of three interconnected components: management, quality, and integrated. To convey this comprehension, the significance of these aspects will be stated sequentially as an integrated quality management concept or what is currently known as total quality management (Annisa, Akrim, & Manurung, 2020; Fonseca, Amaral, & Oliveira, 2021). A notion that aims to be used in the realm of education as part of continuous improvement efforts to address future difficulties faced by institutions providing education services. Briefly, quality can be described as the suitability of use or purpose, customer satisfaction, or adherence to specifications. (Elken, Stensaker, & Elken, 2018). The principle of quality is meeting customer satisfaction. Quality management is an aspect of all management functions establishing and implementing policy quality. Achieving the desired quality requires the agreement and participation of all organisation members (Egel & Fry, 2017; Yusuf, Kusaeri, Hidayatullah, Novitasari, & Asyhar, 2021).

Solid fundamental concepts are required for effective quality management that leads to success. Focusing on consumers, focusing on efforts to prevent problems, investing in people, having a strategy to attain quality, considering complaints as feedback to improve themselves, and having a policy in preparing for improvement are the fundamental concepts of quality management. (Suhermanto & Anshari, 2018). Quality is reached when humans view it as a means to increase customer satisfaction with our services, clarify the roles and responsibilities of all employees, develop a comprehensive plan for evaluating performance, view quality as an integral part of our culture, and actively seek process improvement that involves all employees (Feiby Ismail, 2017; Waruwu, Arifin, & Alam, 2022). In supporting the preceding quality principle, there must be a clear organisational structure that can expedite the quality management process as a whole and is conducive to quality improvement, namely: prioritising teamwork, reducing control and scheduling functions from middle management, establishing a structured team with a simple but effective management system, and ensuring that all team members understand the vision and potential of the initiative (Masuwai, Zulkifli, & Tamuri, 2022; Rusdi, 2018).

MDT Az-Ziyaadah is one of the non-formal Islamic education institutes whose establishment aims to shape and foster students' character so that they become people who believe in, fear, and have a character toward Allah SWT based on their inherent nature. The *fitrah* is the embodiment of the relationship between human beings as creations and Allah SWT as a creator. The developed commitment must be reinforced so that humans continue to follow God's directives as the purpose of creation. According to Islam, humans are pedagogical creatures, that is, God's creatures born with the capacity to be educated and the ability to instruct. As a fundamental human requirement for achieving happiness in this world and the next, education requires acquiring knowledge as a provision throughout life on earth. The objective of Islamic education should be the institution's primary focus (Kurniawan, 2017). The goal of Islamic education is for students to develop spiritually and morally as a result of their schooling, which

will have repercussions not only on their own lives but also on the community and the environment.

The presence of MDT Az-Ziyadah is an educational institution that plays an essential role in equipping students with the strengthening of religious knowledge. Referred to as the MDT model, this is one of the Islamic educational institutions with an important figure to be a model institution in the surrounding environment, which can significantly contribute to strengthening Islamic religious science. In the process referred to as the MDT model, it cannot be separated from implementing the integrated quality management concept in its management. Therefore, in this article, we will review how the concept of integrated quality management in MDT Az-Ziyadah.

RESEARCH METHOD

This study employs qualitative approaches. The research technique generates descriptive information in the form of written or spoken words about the objects under investigation. This study's sample consists of the following key informant, primary data source, and secondary data source:

Table 1. Research Data Sources

Key Informant (Primary Data Source)	Secondary Data Sources
Head of MDT Az-Ziyadah	Relevant documents on the study of quality development policies of MDT Az-Ziyadah
<i>Ustadz/Ustadzah</i> MDT Az-Ziyadah	Document evaluating the implementation of learning in MDT Az-Ziyadah
Observers of education in Diniyah Takmiliah Madrasah	

Data were collected through observation, in-depth interviews, and documentation. Observations were made in the MDT Az-Ziyadah, while interviews were conducted with key informants (primary data sources). Documentation (primary data source) is used to add supporting data for research in the form of evaluation results of learning implementation at MDT Az-Ziyadah and document of quality development policy results at MDT Az-Ziyadah.

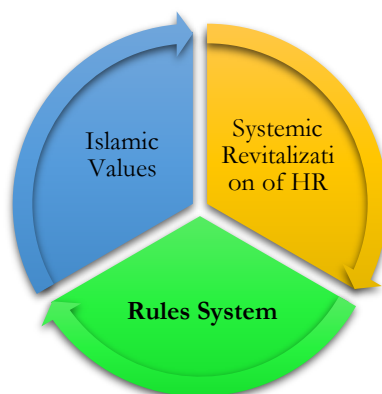
The data analysis technique follows the Huberman and Miles (Miles, Huberman, & Saldana, 2018) concept, which includes data reduction in the form of interviews with key informants, as well as data from observations, then displaying the data in the form of analysis activities is carried out interactively and takes place continuously at each stage of the research so that the components in the analysis are completed. The last is a conclusion.

RESULTS AND DISCUSSION

Results: The Concept of Integrated Quality Management at the MDT Az-Ziyaadah

The findings of the study from data sources obtained through interviews, observations on the subject of research, and documentation review show that MDT Az-Ziyaadah, as one of the city's non-formal educational institutions, refers to three main pillars, as shown in the diagram below:

Figure 1. Three Main Pillars of Integrated Quality Management Implementation at MDT Az-Ziyaadah



Conclusions are drawn from discussions with prominent members of the MDT Az-Ziyaadah community. The values established as a foundation for the educational system's implementation provide a glimpse into the conceptual underpinnings of integrated quality management. First, Islamic values are drawn from the Al-Qur'an Al-Kariem, which serves as the organisation's bedrock principles. Second, the unified principles of MDT Az-Ziyaadah hold that everyone should have certain levels of *aqidah*, morality, worship, intelligence, social competence, and professional and life competence. Teachers at MDT Az-Ziyaadah are expected to meet five criteria: intellectual maturity (teachers need to be well-educated and knowledgeable), psychological maturity (teachers should be responsible adults who can guide and inspire their students), attitude maturity (teachers should have a positive outlook on their role as educators and role models for their students), and behavioural maturity.

In addition, the quality management concept applied at MDT Az-Ziyaadah is systemic revitalisation. As a stage of integrated management, systemic revitalisation and strengthening the commitment to the struggle of all stakeholder components in the institution becomes necessary. This institution is motivated by the necessity of maintaining the sustainability of non-formal Islamic educational institutions as a complement to Islamic religious education, the need to improve the limited capacity of human resources, the importance of increasing public trust, the significance of enhancing the quality of services, changes and challenges in the world of education, and the significance of fostering greater understanding, awareness, commitment, and cohesion. The components of the systemic revitalisation carried out by MDT Az-Ziyaadah are restructuring, regeneration, quality of human resources, finance, networking, synergy, a culture of quality work, and job focus.

The Restructuring Strategy

The restructuring strategy focuses on applying the vision and mission of MDT Az-Ziyaadah. The vision and mission of MDT Az-Ziyaadah are a work reference. Human resource managers need to be developed as part of the cadreization program so the organisation can thrive in a professional environment for the long term. Developing quality human resources for managers is essential in achieving robust, expert, and high-quality organisational circumstances. As a form of professionalism in the financial management system, the treasurer of the MDT oversees the institution's centralised financial management system, which benefits the school's efficiency and productivity. To further its development and progress goals, MDT Az-Ziyaadah established a public relations department to foster connections between the school and various sectors of society, such as the government, parents, alumni, and other social groups.

Reconception into a definition is usually only seen from the language. A step is needed to make the definition more measurable, sensed and applicable. Concrete examples of implementation in everyday life are needed. Implementation steps and ways to measure their achievement are also needed. Actualisation is the core stage of the revitalisation process, namely the implementation (actuating); policies by the leadership of MDT Az-Ziyaadah must be understood in detail by the principal, head of the dormitory, head of the section, to be implemented by the concerned as well as teachers, students and supporting parties. Planning and programming consist of principals and heads of support units preparing plans for programs that will be carried out in writing and clearly, in addition to the program being known by all parties (stakeholders) and can be accessed easily by students. Reward and punishment, at this stage, the awarding is a stimulant so that students and educators have the responsibility and implement programs that have been mutually agreed upon at MDT Az-Ziyaadah by giving high appreciation to the board of educators whose service period is sufficient.

DISCUSSION

The Concept of Integrated Quality Management at MDT Az-Ziyaadah

According to the findings of field observations, documentation studies, and interviews, integrated quality management was used at MDT Az-Ziyaadah as the embodiment of the MDT model. MDT Az-integrated Ziyaadah's quality management concept is built on three fundamental components. The three foundations are Islamic principles, systemic human resource revitalisation, and the regulatory system. It comprises the ideas, visions, missions, and methods that are used to achieve educational quality (interview result with the head of MDT Az-Ziyaadah on 28 May 2022). The basis of the concept of integrated quality management at MDT Az-Ziyaadah can be seen in the values that are set as a reference in implementing the education system. Islamic values contain the organisation's foundational values and are sourced from the Al-Qur'an Al-Kariem. MDT Az-Ziyaadah makes the integration system a strength and spearhead to achieve the goals of the institution's vision and mission, the concept of integration as a unified idea of action that is understood and implemented by all internal parties as a solid and mutually reinforcing force (Sinakou et al., 2018).

MDT Az-Ziyaadah makes the integration system a strength and spearhead to achieve the goals of the institution's vision and mission, the concept of integration as a unified idea of action that is understood and implemented by all internal parties as a solid and mutually reinforcing force. This value is extracted from the verse of the Qur'an letter Ash-Shaff verse 4. Allah SWT said that

integration is a unified idea of action that is understood and implemented by all internal parties as a solid and mutually reinforcing force.

"Indeed, Allah loves those who fight in His cause in orderly ranks, as if they were like a solid structure."

Based on this verse, MDT Az-Ziyaadah has implemented a system of organisational integration across all levels of education and care to create a unified vision, curriculum, faculty, programmes, methodologies, and infrastructure in order to realise that vision (Umam, 2020). Operations management at MDT Az-Ziyaadah aims to keep the school running smoothly by coordinating the many parts of the institution toward a common purpose. Second, the unified principles of MDT Az-Ziyaadah hold that everyone should have certain levels of *aqidah*, morality, worship, intelligence, social competence, and professional and life competence. Teachers at MDT Az-Ziyaadah are expected to meet five standards: intellectual maturity (teachers should be well-read and knowledgeable), psychological maturity (teachers should be responsible adults who can lead by example), attitude maturity (teachers should have a positive outlook on their role as educators and role models). In reaching these goals, it is necessary to implement a systematic approach to building high-calibre human resources for management so that the information can be used to improve people's lives (Sumadi & Ma'ruf, 2020).

The process of education and development of students at MDT Az-Ziyaadah focuses on extracting and developing knowledge. The process is carried out using the *qudmah hasanah* method, setting an example with actions full of loving values. The integrated values explored by MDT Az-Ziyaadah as an Islamic educational institution that focuses on exploring and developing knowledge. Therefore, an educator is to have a deep level of knowledge while at the same time providing benefits to the students as future generations. MDT Az-Ziyaadah requires every educator to pray to Allah dearly and have *akhlak al-karimah*. An educator is not allowed to use violence or physical means. All activities in learning are based on educational values, even in giving punishment to students. The instilling of educational values is instilled by frequently inviting students to reflect, *tadabbur* and be grateful for God's great gift so that a concept of gratitude and enthusiasm emerges in students studying at the MDT Az-Ziyaadah.

The next foundation of values is the five souls of MDT. Panca means five. Soul means spirit. The five spirits of MDT are sincerity, simplicity, independence, *ukhuwwah Islamiyyah* and freedom (Achyar, 2019). Each value of the five souls has indicators and explanations. As part of an integrated educational process, every individual who participates in achieving the vision and mission of the MDT Az-Ziyaadah is required to understand the value of the five souls. It is used as a foothold in organisations that engage in the line as educators.

The first value is sincerity. The meaning of sincerity which MDT Az-Ziyaadah adapted, is taken from the values of the Qur'an. It is interpreted as a form of directed effort to get a result by using the purity of his heart as a manifestation of his glory only to expect Allah's pleasure (QS: Az-Zumar: 2, 11, 14). At every meeting between teachers and students, the people in charge of MDT Az-Ziyaadah always talk about this value. This value is the one that all other values are based on. Sincerity was made at MDT Az-Ziyaadah, which means "deserted *pamrib*" in Arabic (free from hoping other than Allah alone). The value of sincerity means that doing something or activities in the madrasa environment is not driven by the desire to obtain certain benefits. All work is done with the sole intention of worship, *lillah* (intentions for Allah). The leaders of the *madrasah diniyah* institutions are sincere in educating. *Ustadz* is sincere in guiding and educating students. Students

are sincerely educated and educated themselves, and the *ustadz* must also be sincere in helping the leadership manage education in MDT.

The second value is simplicity. Simple is not poverty but riches. Being straightforward and uncomplicated is an indicator of intelligence. When people are sincere, they tend to be simple. Being humble about one's abilities is not simple. The underlying cause is his demeanour. An uncomplicated way of life characterises the community at MDT. No longer does "simple" imply "weak" or "naive" (take it for granted). The virtues of strength, ability, fortitude, and self-control in the face of adversity are all embodied in the practice of minimalism. This apparent lack of complexity conceals a formidable spirit that embraces challenge, pursues excellence, and never gives up, no matter how dire the odds (At Takatsur: 1-8). This worth is demonstrated in a variety of ways, including through actual events, actual programmes, and actual behaviours. *Ustadz* (teachers) and leaders look after a group of children who are all children. It is the responsibility of every *ustadz* to keep an eye out for inappropriate behaviour from their charges and promptly correct it. The Muslim community shares in each other's happiness and sadness. For this reason, the leadership repeatedly uses the MDT Az-Ziyaadah family name in all public addresses. Everyone who lives in MDT Az-Ziyaadah, whether they are students, *ustadz*, or staff, is essentially one huge family.

The motto is the subsequent foundation of MDT Az-Ziyaadah, namely unity in *aqidah* (QS Ali Imran: 103), the congregation in worship (QS Ash Shaff: 4) and tolerance in *khilafiyah* (QS An Nisaa: 59). This motto becomes an essential foothold in strengthening the five souls of the Madrasah Diniyah Takmiliah itself. As a motto used to help achieve the vision and mission that MDT Az-Ziyaadah has set up, all community members are required to know what the institution's motto is (Hidayat & Wijaya, 2017).

The fourth foundation is the pledge of MDT Az-Ziyaadah educators. The educators are the frontline in achieving the goals of the institution's vision and mission. As an important pillar in achieving this goal, the educator pledge is established as a basis for the educational process at MDT Az-Ziyaadah. The pledge is to obey Allah and the regulation of Islam (Surah An-Nisaa: 59) (Mesiono & Aziz, 2020). To fight and serve Allah's religion with faith, knowledge, and charity. (Surah Muhammad: 7). Become a role model for others in virtue and excellence (Surah Al Ahzab: 21). Keep the cottage's five souls alive and well (Altaf, QS Az Zumar: 2). Strive to become the best Muslim you can be (QS Ali Imran: 110).

The idea of integrated quality management implemented by MDT Az-Ziyaadah focuses on the quality of human resources for systemic revitalisation. The second step is to revitalise the system. As a level of integrated management, it is necessary to implement the stages of systemic revitalisation and enhance the commitment of all stakeholder components to the battle. Among the objectives pursued by this institution are the significance of maintaining the continuity of non-formal Islamic educational institutions as a complement to Islamic religious education. The fact that the capacity of human resources must be enhanced to enhance public trust, the significance of enhancing service quality, changes and challenges in the world of education, the significance of strengthening understanding, awareness, commitment, and consistency, the dynamics of educational, political policies, and the significance of maintaining the continuity of non-formal Islamic educational institutions. The components of the systemic revitalisation carried out by MDT Az-Ziyaadah are restructuring, cadreization, quality of human resources, finance, networking, synergy, performance quality culture, and job focus.

The Restructuring Strategy

The restructuring strategy focuses on applying the vision and mission of MDT Az-Ziyaadah. The vision and mission of MDT Az-Ziyaadah is a work reference that will lead to the institution's progress. The vision and mission contain definitions, tasks and programs that all institutional managers must realise. A result of achieving the institution's vision and mission is the organisational structure that functions to achieve all of the vision and mission's mandates. This restructuring aims for all educators who are mandated to become management structures in all existing disciplines to be educators with leadership and management skills and expertise in their respective domains of responsibility. The structure's design continues to be enhanced to accommodate all of the pesantren organisation's needs and meet every internal and external organisational issue. Tasks and activities are included in the vision and objective of MDT Az-Ziyaadah. (Karageorgos et al., 2021).

Cadreization Program, for an organisation to be strong, professional, and high-quality and to last a long time, steps must be taken to develop high-quality human resources for managers. Because of this, steps need to be taken to prepare human resources in a way that will last until generations keep coming and going, but each generation is able to move MDT Az-Ziyaadah forward. If MDT Az-Ziyaadah is to move forward, the next generation must be better than the current generation. The process of getting people ready to be better is called cadre. There are two kinds of cadres at MDT Az-Ziyaadah; structural cadres and functional (professional) cadres. Structural cadres are ready to replace the structural mandate in certain sections when it's time to change the management. Each division leader prepares structural cadres, from those in charge of schools at the *madrrasah diniyah* to those in charge of the front lines. Functional (professional) cadres are made up of people who are trained to take over specific areas of expertise. The head of the section/line prepares functional cadres for all educators (Simkin, Mozhaeva, & Proskurin, 2019). Both cadres must be prepared in a programmed, gradual and measurable manner. The target of this second process is the realisation of more qualified cadres in a sustainable manner which will be the primary support for the existence and progress of MDT Az-Ziyaadah in the future.

Developing high-quality human resources for managers is essential to create healthy, professional, and high-quality working circumstances in organisations. The quality of human resources must improve every year; the human resource management process can be implemented in phases with the help of the human resources department (Khurniawan, Sailah, Muljono, Indriyanto, & Maarif, 2020). Starting from recruitment, transfer to development and empowerment went well. Various approaches and programs must be creatively and effectively initiated to continue and contribute to improving the quality of human resources in all fields required by the progressive MDT Az-Ziyaadah. This effort is in line with God's word that Muslims are the best people. Target The realisation of quality human resources according to predetermined standards. The quality of human resources at MDT Az-Ziyaadah are strong faith, noble character, worship experts, leadership skills, managerial skills and expertise and skills in specific fields.

The professionalism of the financial management system

The financial management system, with a centralised approach managed by the treasurer of the MDT, has a positive impact on the effectiveness and efficiency of the institution's financial management. With one-stop financial management, all sections of MDT Az-Ziyaadah can be funded proportionally because all sections are essential to support the overall management of non-

formal education institutions. Integrated financial management still has to be maintained, and the quality of its management must be improved (Goyal, Kumar, & Xiao, 2021; Hussain & Akbar, 2022; Sarfraz, Qun, Hui, & Abdullah, 2018). Financial policies have also helped reduce the cost of education for the underprivileged, teachers and regional cadres who will serve at MDT Az-Ziyaadah after graduating from the educational institution. Financial management in educational institutions must be professional, managed by experts and can be publicly accounted for because funds in non-formal Islamic educational institutions based on applicative in the community are a heavy mandate whose use must be accountable for transparency to stakeholders and Allah SWT.

Professionalism also requires responsibility, trust, sincerity, persistence, sharpness, clarity, dignity, full administration, and effective and efficient performance. It's essential to work toward professional financial management standards and ensure that all of an institution's financing needs are met (Ma'arif, Zuana, & Sirojuddin, 2022; Szeto, 2020; Tang, Wong, Li, & Cheng, 2020). Financial management in schools must be done professionally, which means it must be done by experts and be open to public scrutiny. This is because funds in non-formal Islamic educational institutions must be used in a way that is clear to stakeholders and to Allah SWT (Shaturaev, 2021).

Strengthening networking

MDT Az-Ziyaadah formed a public relations division with the hope of a potential network of institutions with various components of society, including the government, parents, alumni and other social components. It would be built to contribute to the development and progress of MDT Az-Ziyaadah positively. This effort for the first year strengthens the internal base. The second year is starting to build professional relationships with people outside the company. The goal of finding productive partners for MDT Az-Ziyaadah is important for all parts of the organisation and helps MDT Az-Ziyaadah move forward.

Organisational synergy is a part of the idea of integrated management. It means, among other things, making an institution's internal and external parts work better together (internal and external stakeholders) (Darim, 2020). The secretary of MDT Az-Ziyaadah is in charge of ensuring that all of these parts work well together and improving their quality to be a strong force for MDT's growth. The motto of MDT Az-Ziyaadah, "congregation in worship," is shown in the word "synergy." Managing non-formal Islamic educational institutions is a form of devotion and struggle for Allah, who is certainly worth worshipping and not just working for humans. So, activities in the congregation will make things easier and help the institution move toward its vision faster.

Good organisational management must consider several things: a quality work culture, orientation to achieve God's pleasure, professional performance, reasonable working hours, excellent service, strong resilience to various challenges, human relations between individuals, facilities and infrastructure easy to access and use (Arifin, Juharyanto, Mustiningsih, & Taufiq, 2018; Nekovee & Pinto, 2019). Every institutional activity is based on predetermined quality standards, maintaining consistency of institutional quality, increasing the ability of educational services, accuracy in service, prayer and trust (Nurzannah, Ginting, & Setiawan, 2020). The target is the realisation of an organisation with quality human resources standards and professional work culture in line with Islamic values.

All line tasks are carried out to the best of their ability, including; human resources who are experts in every field of work, professional management of Islamic boarding schools, and meet quality standards (Hastasari, Setiawan, & Aw, 2022; Jubba, Pabbajah, Abdullah, & Juhansar, 2022).

At least three important parts of education are affected by the revitalisation. First, we need to change how we teach so much scientific traditions can grow and new generations of learners can be born. Second, reviving MDT Az-way Ziyaadah in carrying out something so that it can change along with the times. Third, reviving a comfortable, complete, and empowering learning environment.

The seven steps of revitalisation carried out by MDT Az-Ziyaadah are redefinition, the correct definition of the term being a very important premise. Error-defining a term will affect wrong behaviour as well. As for the redefinition carried out by MDT Az-Ziyaadah, the concept of integrated quality management at MDT Az-Ziyaadah which redefined includes the meanings: foundation, vision, mission, strategy, targets, goals, measurements, programs, institutional management, head of the institution, secretary of the institution, treasurer of the institution, administrator, principal, teacher/educator, monthly. Learning process management includes strategic management, integrated management, partnership, quality generation, integrated Islamic education, and Islamic education.

Reconception into a definition is typically observed only in language. The definition must be made more measurable, perceptible, and applicable. There is a need for instances of implementation in everyday life (Berlian & Huda, 2022). In addition, implementation stages and methods for measuring their success are required. Actualisation is the central stage of the revitalisation process, i.e., implementation (actuating). Policies formulated by the leadership of MDT Az-Ziyaadah must be fully comprehended by the principal, head of the dormitory, and head of the section in order for them to be implemented by the concerned as well as teachers, students, and supporting parties. Planning and Programming comprise principals and heads of support units that make plans for programmes that will be executed in writing and clearly, in addition to the programme being known to all parties (stakeholders) and being freely accessible to students. It is vital to have a person in charge of the field who oversees the planned programme implementation to evaluate the actual programme readily.

Build a Control System

At this final stage, MDT Az-Ziyaadah makes a continuous monitoring system to build awareness and supervision inherent in each individual. This control system gives birth to an attitude of reminding each other between educators and between students with the principle of advising each other in kindness and patience. Islamic values underlie every policy. The concept of management, in principle, while MDT Az-Ziyaadah sets a vision and mission and has its rules. This system of rules is based on Islamic values, which we can clearly see in every concept of the foundation of organisational values and the process of systemic revitalisation itself. It can be proven by systemic revitalisation, which includes components restructuring, cadreization, quality of human resources, finance, networking, synergy, performance quality culture, and job focus.

The establishment of integrated quality components of MDT Az-Ziyaadah in new terms stipulated in the workshop manual for MDT Az-Ziyaadah, including education units (Ula, Wustha and Ulya). So in the integrated quality management concept scheme at MDT Az-Ziyaadah. As such, it is one of the potential MDT institutions that, via the application of the management idea of management, can provide a model for the informal educational institutions that spring up with societal evolution, bringing with them the effects and influences of such shifts.

CONCLUSION

The quality management concept of MDT Az-Ziyaadah was found to be a theoretical basis as a reference for understanding all administrators of MDT Az-Ziyaadah based on the findings of field observations, document analysis, and interviews conducted in line with the restriction of the problem. MDT Az-Ziyaadah's quality management is predicated on a conceptual framework of four pillars, each representing a standard quality management practice. First among these four pillars are Qur'anic values, wherein the passages of the Qur'an serve as a source of value, comprehension, and application in the context of MDT Az-Ziyaadah's construction of Islamic management. The second pillar is the calibre of the institution's human resources, with the latter playing a crucial part in ensuring the success of MDT Az-Ziyaadah's quality education management. The third is the management system's pillar, which refers to a systematic and methodical approach to improving educational quality by enhancing core administrative processes such as strategic planning, operationalisation, control, evaluation, and reporting.

MDT Az-Ziyaadah's management system is founded on the six management roles and the institution's vision and mission articulated in its institutional strategy programme. The similarity paradigm's fourth pillar is the necessity of using documented ideas, such as general work rules and standard operating procedures, as the basis for all managerial action. Quality management at MDT Az-Ziyaadah can be observed as a systemic revitalisation achieved by establishing an integrated quality management model through a reorganisational strategy process, regeneration programme, human resource quality, financial resources, collaboration, synergy, and a concentration on job performance. This is detailed in the MDT Az-Ziyaadah trustee's memo outlining recent organisational changes.

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