

Implementation of Total Quality Management in the Ministry of Religion-Based Education

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Abstract

Total Quality Management (TQM) is a school management concept in carrying out the process of education, which can certainly provide a better chance for the development, demands, and dynamics of society. This study aims to find out as well as describe the factors that support the successful implementation of total quality management at SD IT Al-Anis Kartasura, Sukoharjo. Evidence of the successful implementation of TQM at SD IT AL-Anis is shown by the continued increase in input from SD IT Al-Anis Kartasura, often exceeding the specified quota; Including many outputs achieved in the form of achievements, both by teachers and students, as well as the birth of high-competitive outcomes. This research used a qualitative descriptive method, which results in the finding that the successful implementation of TQM is supported by the leadership style of a school principal, through a process from top to bottom in reverse, good communication between stakeholders of educational institutions, rewards, and punishments that are by needs, as well as the existence of a Measurement of the quality of education that continues to be carried out both internally and externally.

Abstrak.

Total Quality Management (TQM) merupakan konsep manajemen sekolah dalam melaksanakan proses pendidikan, yang tentunya dapat memberikan peluang yang lebih baik bagi perkembangan, tuntutan, dan dinamika masyarakat. Penelitian ini bertujuan untuk mengetahui sekaligus mendeskripsikan faktor-faktor yang mendukung keberhasilan implementasi manajemen mutu total di SD IT Al-Anis Kartasura Sukoharjo. Bukti keberhasilan implementasi TQM di SD IT AL-Anis ditunjukkan dengan terus bertambahnya input dari SD IT Al-Anis Kartasura yang seringkali melebihi kuota yang ditentukan; Termasuk banyaknya output yang diraih berupa prestasi, baik oleh guru maupun siswa, serta lahirnya outcome berdaya saing tinggi. Penelitian ini menggunakan metode deskriptif kualitatif, yang menghasilkan temuan bahwa keberhasilan penerapan TQM didukung oleh gaya kepemimpinan kepala sekolah, melalui proses dari atas ke bawah secara terbalik, komunikasi yang baik antar pemangku kepentingan lembaga pendidikan, penghargaan, dan hukuman yang sesuai kebutuhan, serta adanya Pengukuran mutu pendidikan yang terus dilakukan baik secara internal maupun eksternal.

INTRODUCTION

The developing world of education in Indonesia both under the Ministry of Education and under the Ministry of Education is undergoing bureaucratic reforms to find a new formula for achieving the vision and mission of educational institutions. TQM (Total Quality Management) is a new formula for running the wheels of education bureaucracy for the realization of education that has superior integrity in educating students or students in educating the nation's life (Budayan & Okudan, 2022; Lehyani, Keskes, & Zouari, 2022). Therefore, education needs to be used as a force to fortify Indonesian people, by improving the quality of faith and piety, as well as science and technology (Winarsih, 2019).

The development of science and technology is a marker of the rapid development of the times. So it demands an improvement in the quality of education in various aspects (Alakrash & Abdul Razak, 2021). The improvement is not only in one aspect, but includes all aspects related to the educational process, starting from inputs, processes, and *outputs*. This is certainly an important point in the process of whether or not an educational program is successful in an educational institution (Andriana & Evans, 2020; Bulturbayevich, 2021).

One of the benchmarks for this improvement is an improvement in management aspects in educational institutions. When management has been implemented properly, then any institution including educational institutions will be able to produce high-quality performance and work (Baharun, Hefniy, Silviani, Maarif, & Wibowo, 2021; Bastas & Altinay, 2019). According to Fattah, management has a role that helps explain organizational behavior related to motivation, productivity, and *satisfaction* (*satisfaction*). This shows that management has an important role to usher in the progress of the organization. Therefore, management issues need serious attention, because they will have implications for improving the quality of education itself (Fattah, 1999).

In the business and industrial world, the term *Total Quality Management* (TQM) is known which was later adopted in the world of education. Some continue to use the same term, namely Total Quality Management (TQM); some adjust to the term *Total Quality Education* (TQE) (Abbas, 2020; Khare, Khare, Nema, & Baredar, 2023). Whatever term is used, the end of the application of the term is the improvement of quality or the better quality aspect of managing an institution, both business, industry, and education (Munir, 2022).

TQM was born in handling improvements in the world of education on an ongoing basis and can provide every educational institution with a set of practical tools to meet the needs, wants, and expectations of its customers, now and for the future. TQM is based on a common intention to always try to do something well from the beginning, not providing an opportunity to check if something is wrong (Bolatan, Gozlu, Alpan, & Zaim, 2016; Mohammed, Tibek, & Endot, 2013). The TQM conversation is not about how to work on other people's agendas, but rather the agendas that have been set by customers and clients. TQM is not just a special task that only a senior manager should do, but rather the obligation of everyone in the organization to be actively involved in efforts to make continuous improvements (Muslim & Sururin, 2018; Sallis, 1996).

The quality of education when supported by the framework of Total Quality Management must have two big aspects that we can meet that can be managed well by improving the quality of education, namely internal and external aspects. The Internal aspect concerns the overall components of the school, while the external aspect comes from the outside which certainly supports and determines the success of education itself (Rifan, 2018). All components in the world of education have been stated in the Law for the realization of proper education (Erdil & Erbiyik, 2019).

Because, in the issue of improving the quality or quality of education, national standards for education have been determined. This has been studied by experts so that it can be achieved

by all educational institutions in Indonesia in the future (Fathih, Supriyatno, & Nur, 2021; Hasanah, Basalamah, & Farida, 2022). This standardization can motivate schools to provide the best service for students in their educational environment. The standard must not only be an expectation and an ideal, moreover, quality must also be a real target so that current is achieved as a form of proven continuous quality improvement (Annisa, Akrim, & Manurung, 2020; Coelho, Mojtahedi, Kabirifar, & Yazdani, 2022).

Therefore, M. Qomar gave a statement, that several things must be started to be done by the Indonesian government, in the process of efforts to improve the quality of education in various ways, such as adjustment, improvement of a curriculum, improvement, and realignment of the education system in all educational pathways, improving the quality of the learning process, including in terms of the welfare of an educator, educational facilities and infrastructure as well as good evaluation standards, building an educational facility, setting national standards of educators, using a quality assurance system, tightening accreditation and much more (Qomar, 2013).

The issue of the quality of education is so important to an educational institution so that it can produce good output as well, another reason, is that the more quality graduates or output produced, the selling value of an educational institution will also increase, thus giving birth to an interest in the community to enter the educational institution. That way SD IT Al-Anis uses TQM in managing their educational patterns only for better and quality education.

RESEARCH METHOD

Using qualitative methods in this case using a phenomenological approach. This research wants to reveal how the teaching and learning process at SD IT AL-Anis uses TQM for the realization of quality education. This method is important because for the sake of a continuous educational process and the realization of the existence of the educational institution.

RESULTS AND DISCUSSION

Result (Application of TQM at SD IT Al-Anis)

As a service institution, education needs to create a culture of quality to meet the expectations of customers who often tend to change. TQM is a quality management system that is directly related to efforts to improve the quality of education on an ongoing basis from various aspects. Education can be measured by looking at how or not the needs and satisfaction of customers are achieved. TQM strongly emphasizes the process of continuous improvement based on customer satisfaction as a form of establishing superior institutions so that they do not sink into global competition (Suto Prabowo, 2012). One of the educational institutions that implement this system is the Al-Anis Kartasura Integrated Islamic Primary School (Kuntoro, 2019).

SDIT Al-Anis an elementary school with an Islamic character and certainly excels in terms of managing its education system. The services provided by the school can provide a fairly accurate allure, giving full attention to educational customers. Although SD IT Al-Anis is a school that has the status of a private school, SD IT Al-Anis is one of the many favorite private schools in Sukoharjo, so it is not surprising that SD IT Al-Anis has a considerable attraction so that it is in demand by the public, Teaching staff are also from various well-known university graduates and also include graduates from the Mashur Islamic Boarding School.

SD IT Al-Anis with its totality remains consistent in improving and providing opportunities, meeting the expectations of the school's widest range of customers, ranging from teachers, students, employees, parents, the community, and further education institutions. Along

with the rapid growth of the global world, SD IT Al-Anis Kartasura continues to develop, through continuous improvements by the concept of *Total Quality Management* (TQM), so it is not surprising when SD IT Al-Anis can become a school With high quality, has a high selling point.

This means that SD IT Al-Anis can be categorized as superior in all respects, both in terms of learning, school-based management, and extracurricular activities, including in terms of libraries. From the track record as illustrated above, this study seeks to trace how the TQM implementation process is, what factors are the obstacles; and what factors are most supportive of the running of TQM at SD IT Al-Anis Kartasura (Sista, 2017).

Schools can be said to be successful when students and parents are satisfied with the school's services, both in terms of lessons, treatment from a teacher to the child and his parents, etc (Munir, 2022). In addition, the users/recipients of graduates, such as universities, industry, or the wider community are satisfied because they accept graduates with good quality. This also includes teachers and employees who are satisfied with the school's services related to the division of labor, the cultural climate of the school, labor relations, motivation, and so on.

Therefore, several factors determine the quality that must be realized in educational service, according to Berry and Parasuraman, among others: *first, reliability*, yes, the ability of schools to provide services as promised, trusted, accurate, and consistent. *Second, responsiveness*, yes, willingness from the school to help customers and provide services quickly and meaningfully, and willingness to hear and resolve complaints submitted by customers, for example, the provision of appropriate facilities to ensure the right process occurs.

Third, certainty (assurance) is in the form of the ability of the school to generate confidence and trust in promises that have been put forward to consumers, for example, promises in promotions. *Fourth, empathy (emphaty)* is the school's willingness to be more concerned about giving personal attention to subscriptions, for example, the principal can be a good listener to the complaints and difficulties of teachers and help find solutions. *Fifth, tangible (tangible)* is in the form of the appearance of physical facilities, equipment, and various communication materials, for example, the building style is suitable between aesthetic and functional, completeness of educational facilities, supporting facilities, good cleanliness, and neat room arrangement (Devi & Subiyantoro, 2021).

In TQM itself, it has several characteristics, which include, among others: *First*, cultural change, educational institutions provide a suitable environment for teachers and staff such as skill tools, simple systems, and procedures that help their work, rewards, and motivations that can increase self-confidence as well as empower each individual in it. *Second*, reverse organization, that is, leadership in TQM takes place from top to bottom (*top-down*). Here the customer is positioned at the top, in charge of the company (from leaders to employees), symbolizing that the customer takes precedence and must receive excellent service, in the TQM culture the role of senior and middle management is to provide support and authority to staff and students, not control them (Wulogening & Timan, 2020). *Third*, maintain relationships with customers, both internal and external customers by obsessing over quality through the best service (Sallis, 1996).

To ensure the successful implementation of TQM in educational institutions, Tenner and Detoro stated that the factors supporting the implementation of TQM include: 1) Leadership, in TQM the principal acts as an advisor, mentor, and leader should not be overlooked. (2) Education and training, providing various kinds of education and training for teachers and employees to improve their professionalism (3) Support structure, the existence of a clear organizational structure (4) Communication, all employees must receive clear quality information so that they

carry out quality improvement programs (5) awards, awards need to be given to teams and individuals who are successful in applying the quality improvement process. This can spur them to be even more encouraged to achieve success (6) Measurement, the measure used is internal and external customer satisfaction (Asmawi, 2017). The data needs to be collected systematically and processed to see satisfaction, to find various problems that arise and as a basis for continuous improvement through the Total Quality Management program (Todorut, 2012).

The results of TQM implementation can be measured through *inputs*, *output* processes, and *outcomes*. The implementation of TQM is said to be successful when *the inputs, outputs, and outcomes* are of high quality. Input is declared quality if ready for processing, availability of quality teachers and employees, clear and directed curriculum, adequate facilities, and all other aspects of education. The quality education process can create an atmosphere that is PAKEMB (active, creative, fun, and meaningful learning) (Nuraeni, Manggala, Mutmainah, & Wulandari, 2022). *Outputs* are declared quality when students' academic and nonacademic learning outcomes are of high value. *Outcomes* are declared quality if graduates can continue to a quality higher education level, graduates are quickly absorbed in the world of work, reasonable salaries, all parties recognize the greatness of graduates, and feel satisfied (Sonia, 2021).

This research was conducted at SD IT Al-Anis Kartasura a respected Islamic school. The research was conducted with a qualitative descriptive approach and a type of case study research. It is intended to describe and analyze the implementation of total quality management, its inhibiting, and supporting factors as well as the results of the implementation of *total quality management*.

Discussion

Implementation of *Total Quality Management* at SD IT Al-Anis Kartasura

The implementation of total quality management at SD IT Al-Anis Kartasura is represented by the existence of a quality management system with an ISO 9001: 2008 certificate. Through this implementation with all its totality, SD IT Al-Anis Kartasura continues to improve in order to achieve higher quality, remaining superior in increasingly fierce educational competition both in the national and international arenas.

The initial effort made by SD IT Al-Anis was to formulate a vision and mission. Based on the vision and mission of the school, the principal and all levels of management through their strategic plan develop quality policies.

Table. 1. Services provided at SD IT Al-Anis Kartasura

Services provided at SD IT Al-Anis Kartasura	
Quality Policy	Achievement of Quality Standards
Producing students with noble character	Management's service to teachers
Realizing globally oriented and competitive education	Management's service to students
Excellent service	Management's Service to Parents
	Management's service to schools as a system
	. Teacher Service to students

Related to the excellent service of SD IT Al-Anis standardizes human resources, and services and guarantees the quality that must be done by school institutions. Even in the excellent service of SD IT Al-Anis, it conducts networking to ensure the quality of educational institutions that are aspired by students in choosing schools for their children. Of course, in this case, always evaluate on an ongoing basis to achieve an education that is by national education standards. This commitment must still be carried out to maintain the electability of the SD IT Al-Anis institution for the realization of Muslim scholars.

Total Quality Management Service at SD IT Al-Anis

Based on the results of the documentation study, the level of satisfaction of teachers and employees at SD IT Al-Anis Kartasura through the distribution of questionnaires can be seen that many things that should need to be improved by schools regarding services to teachers and employees can be realized properly. Guru/employees are satisfied with the school's management services. So that the satisfaction of teachers and employees greatly affects the performance of teachers and employees in serving students (Ifah Khadijah, 2015).

The management services of SD IT Al-Anis to teachers and employees include the following: *first*, the empowerment of teachers and employees. All *stakeholders*, including teachers, staff, *cleaning services*, and security guards, are fully involved in the process of achieving the desired educational goals, of course by their respective *job descriptions*; *Second*, communication. The form of communication implemented at SD IT Al-Anis is a weekly meeting and *home visit*. In home visit activities, the principal together with all teachers and employees visits the teacher's house every 3 months alternately with the aim that the relationship between the principal, teachers, and all employees becomes more familiar, harmonious and can understand each other;

Third, motivation. A form of motivation for teachers and employees at SD IT Al-Anis Kartasura. Improving employee professionalism is carried out with various education and training, namely curriculum *workshops* by bringing in educational experts, early semester coaching, homeroom coachings such as coaching in mastering tasks, coaching aspects of guidance and communication; *Fourth*, *reward* and *punishment*. The *rewards* given by SD IT Al-Anis are in the form of salaries and incentives that have been determined by Yayasan.

There are three categories of *reward* categories, namely: a) teachers/employees who are considered super are given *rewards* for increasing 2 groups in one year; b) teachers/employees who are considered outstanding are sufficiently rewarded with an increase of 1 group; c) teachers/employees who have served for 10 years get incentives as much as 3 times the basic salary; d) teachers/employees who are considered to be of sufficient achievement are given incentives in the form of housing benefit subsidies; e) teachers/employees who perform exceptionally will get umrah facilities; 6) Every teacher/employee has a health card (INHEALTH) with his wife and two children and gets Employment Social Security (Hadi, 2018).

SD IT Al-Anis with its strategic planning puts excellent service as a priority so that it can bring customers, especially teachers and employees, to a high level of satisfaction and loyalty. A high level of satisfaction of teachers and employees has a positive influence on the quality of services provided to students. This is based on Management which should have more commitment to the services needed for teachers and employees. The more the needs are met by the foundation properly, the better their performance will be which has an impact on public services or in this case students and parents.

The management services of SD IT Al-Anis Kartasura for students consist of: *first*, an integrative curriculum. The curriculum of SD IT Al-Anis Kartasura is designed with a *full-day school* learning system. All school activities are integrated so that they can give meaning to the developed system. Teaching and learning activities in schools every day as many as 8 hours of lessons and in a week as many as 54 hours of lessons. The curriculum used by SD IT Al-Anis Kartasura is the national curriculum, the curriculum of the SD IT Al-Anis Foundation itself, and the Cambridge curriculum. The curriculum becomes a reference in the implementation of teaching and learning activities so that all forms of development are by school objectives. The curriculum is spelled out (Sapari, 2021).

Table. 2. Curriculum and Extracurriculars of SD IT Al-Anis

Curriculum and Extracurriculars of SD IT Al-Anis				
Distinctive Curriculum	DIKNAS Curriculum	Cambridge Curriculum	Mutana Local	Extra-Curricular
Islamic Religious Alignment	PKN	Science	Javanese	Scout
Language	IPA	Mathematics		Hadrah
Practical Worship	IPS			Silat
Library	Mathematics			Football
	Indonesian	.	.	Calligraphy
	HEALTH	.	.	Olympiad
	WORKERS			

With this, there is an integration of the curriculum for the realization of competitive education to support the needs of students (Behn, 2014). Plus the presence of extracurriculars in this case to hone students' interests and talents so that their hobbies and habits can be well supported by the school. Even in this case, the management provided by SD IT Al-Anis is not in the form of curriculum and extracurriculars but also in terms of facilities and infrastructure. These facilities and infrastructure are complete ranging from UKS, libraries, sports facilities, canteens, computer labs, and spacious parking (Hermanto Nst, 2018).

SD IT Al-Anis Kartasura environment is the next Management that must be provided by the foundation properly. The environment of SD IT Al-Anis is arranged as well as possible so that students feel comfortable living in it. This is proven by the neat and clean arrangement of the school environment, a spacious, shady school yard (there are soothing trees), and the surrounding environment that supports the services offered (Khanifah, Pukan, Sukaesih, & Biologi, 2012). A comfortable environment makes the way students and students learn comfortably and the teaching and learning process runs well without any obstacles.

In addition to the application above in TQM at SD IT Al-Anis, it also applies balanced *rewards* and *punishments*. SD IT Al-Anis Kartasura applies *rewards and punishments* as a form of motivation for students. Giving *rewards and punishments* by achievements or violations committed. Rewarding *is* intended for students who excel in academics and non-academics. *Fifth* is consistent mentoring. The form of student assistance is carried out in a school program consisting of daily programs and periodic programs, namely welcoming student arrivals, prayer assistance, and monitoring rest periods (Aziz Amrullah, 2015).

The data above shows that TQM implementation management was successfully implemented at SD IT Al-Anis Kartasura due to good integration in the provision of curriculum, infrastructure, *rewards* and *punishments*, school environment, and continuous mentoring programs. This is what makes students comfortable and happy in school so that they can follow the teaching and learning process well. This totality in turn encourages students to improve their achievements and have noble character.

SD IT Al-Anis Kartasura implements various programs to synergize schools and parents through 1) connecting books. The connecting book contains student activities (aspects of worship, social, and independence); 2) *home visit*. The home visit activity of SD IT Al-Anis Kartasura is in the form of a class teacher's visit to the student's home which aims to establish familiarity between the teacher and parents and students. Teachers can monitor student activities at home and parents can communicate directly about student development (Interview with Principal Ahmad Muhammad on May 06, 2022) 3) *parenting*; 4) the distribution of questionnaires. The distribution of questionnaires is carried out once a year intended to find out the needs and level of customer satisfaction and to find out what must be addressed to the educational process that has taken place (Achmad Supriyanto, 2011).

Management services to schools as a system in the implementation of *total quality management* of SD IT Al-Anis Kartasura are based on: first, quality strategic planning. The quality strategic plan is inseparable from the vision, mission, values, school goals, programs, and targets that must be achieved; Second, the cost of quality. The financing of SD IT Al-Anis Kartasura comes from parents and business development carried out by the foundation. All school needs are supported by the foundation from the results of business development and parents of students without receiving BOS or BOPDA money; Third, supervision and evaluation of the educational process, namely short-term supervision, and evaluation consisting of daily and weekly supervision and evaluation. A good school culture such as discipline, internalization of Islamic values, and mastery of teaching materials by students is a form of school service to further education. With the internalization of Islamic character and the mastery of knowledge embedded in students, students can have a noble character, and academic achievement is a plus for further education. Students who are used to time discipline, then he will be easy to manage. A smart student will give his benefit the advanced institution so that he does not take pains in shaping the character of the student and can easily improve the character and develop the level of knowledge of the student.

Supporting Factors and Obstacles to *Total Quality Management* at SD IT Al-Anis Kartasura

The supporting and inhibiting factors of Total Quality Management in Sd It Al-Anis can be seen in the table as follows:

Table: 3 Factors for Implementing Total Quality Management at SD IT Al-Anis

Factors for Implementing Total Quality Management at SD IT Al-Anis	
Supporting Factors	Inhibiting Factors
Leadership	External Challenges
Teacher Education and Training	Internal Challenges
Communication	
Reward	
Quality Measurement	

By looking at the table above, of course, the implementation of TQM is not as easy as expected. Fortunately, the success of TQM in Al-Anis is based on several important factors both from leadership and good communication. This is certainly based on solitary and compact teamwork. Even in leading, the leader is proficient in managing management in educational institutions at the level of SD IT Al-Anis Kartasura (Minsih, Rusnilawati, & Mujahid, 2019). This can certainly be an example for other schools in managing management at the level of elementary and mi that apply.

There are even obstacles when implementing TQM. This problem sometimes occurs from within the school itself which is not ready or able to implement the TQM system by applicable regulations. Not only internal, but even external factors are also an obstacle to the implementation of TQM in schools that will use TQM. This must be watched out for together in seeing the continuity of the teaching and learning process in their respective schools.

Results of *Total Quality Management* Implementation at SD IT Al-Anis

The results of the implementation of Total Quality Management at SD IT Al-Anis Kartasura based on input, increasing the number of purchases of educational services there. Public interest in SD IT Al-Anis Kartasura is high, and it can be said that SD IT Al-Anis tends to dominate the market share of Private elementary school education in Kartasura and its surroundings. Every year the enrollment of new students and students at SD IT Al-Anis Kartasura is increasing, even exceeding the predetermined kouta. The selection to enter elementary school to enter SD IT Al-Anis Kartasura through psychological tests consisting of tests of intellectual capacity, personality, physical stability, and Quranic tests (Alimohammadlou & Eslamlou, 2016).

Optimization of the performance of the management together with all teachers and employees produces quality results. This can be proven by the graduates of SD IT Al-Anis Kartasura who have good achievements which include academic and non-academic achievements. The output of SD IT Al-Anis Kartasura, in addition to high academic achievements, is also virtuous. The achievements achieved by the achievements achieved by students in 2021 are:

In addition, students of SD IT Al-Anis Kartasura also get high and satisfactory UN scores. The score of school exam results in 2013/2014 reached 8.83 and in 2014/2015 it reached 89.01. Optimization of the educational process will affect the level of quality of educational outcomes. Quality outcomes will make it easier for graduates to enter/take the next level of education. Based on documentation studies, it is known that the average graduate of SD IT Al-Anis Kartasura continues to study quality educational institutions such as SMP IT Al-Anis, Pesantren, and SMP Negeri.

CONCLUSION

The success of improving the quality of SD IT Al-Anis Kartasura through the application of total quality management is inseparable from the principle of customer focus, continuous improvement, and total involvement of all stakeholders. SD IT Al-Anis Kartasura provides the best service based on reliability, responsiveness, empathy, and certainty (according to Kotler's principles). With its strategic planning, SD IT Al-Anis Kartasura puts excellent service a priority, so that it can bring customers (especially teachers and employees) a high level of satisfaction and loyalty.

A high level of satisfaction among teachers and employees has a positive influence on the quality of services provided to students. The best service of teachers to students leads students to a situation where students feel happy learning and at home at school, to be able to achieve optimal academic performance and noble character as reflected in the school's vision and mission. Academic and nonacademic student achievement provides satisfaction to parents and further education. Nevertheless, several obstacles are still found, but with high commitment and reliable teamwork, SD IT Al-Anis Kartasura can improve its quality by becoming a pioneer (model) of quality cultured schools..

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