

Quality Management Strategy Based on Total Quality Management (TQM) Ibtidaiyah Madrasah Tahfiz El Muna Q Krapyak Yogyakarta

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Abstract

The issue of low and unsatisfactory service quality has prompted the public sector to carry out reforms in all fields. Various concepts, “New Public Management,” which has proven its success in the private/business sector, are tried to be adopted and implemented. One of the quality management concepts widely applied in both the business and public sectors is TQM (Total Quality Management). This study aims to explain the application of TQM-based quality management principles in MI Tahfidz El Muna Q (Madrasah Ibtidaiyah Tahfidz El Muna Q) Islamic boarding school Al-Munawwir Krapyak Yogyakarta. The type of research is qualitative research with a case study approach. Methods of collecting data by observation, interviews, and documentation. Data analysis using thematic analysis. Test the validity of the data using the triangulation test. The results show that MI Tahfidz El Muna Q has implemented the TQM principle with good. TQM-based quality management principles applied are quality assurance Institute, education/training carried out to improve the quality of elementary school M, customer-oriented, communication pattern, empowering educators and education staff, reporting to stakeholders, benchmarking against other institutions, understanding of the institution’s long-term goals, routine evaluation, and happiness. Based on these ten indicators, it can be understood that MI Tahfidz El Muna Q has carried out continuous improvement well.

Keywords: Quality Continuous Improvement, Total Quality Management, Madrasah Ibtidaiyah

Introduction

The recent era of globalization has led to competition in various fields. This competition is good in the fields of economy, politics, culture, social and so on. This condition requires the community to be aware of all their capabilities in order to be able to face these challenges. Ability and creativity is one of the factors that can change people's lives for the better. Therefore, what is needed now is how to create a better life through quality human beings. Quality human includes physical, mental and spiritual aspects (Wariyanti, 2017).¹

Human development, which is currently being promoted, is an idea that does not only refer to one aspect. however, it must build on all aspects of human resources. If only one aspect is the focus of attention then it will have a negative impact on people's lives themselves.

Discussing the quality of human resources, education plays a very important role in the process of improving the quality of human resources. Improving the quality of education is an integrated process with the process of improving the quality of human resources itself.

To do this, education is needed. Now people are getting smarter in choosing the quality of education. Parents are fighting for quality educational institutions to entrust their children's future. They are even willing to spend large sums of money in order to obtain an education bench at a well-known educational institution that offers quality and prestigious education, where the quality of education is truly guaranteed. So it is not surprising that educational institutions are constantly innovating, improving each other and making new breakthroughs. Educational institutions are looking for brilliant strategies to boost the quality of education in

¹ Wariyanti, "Jurnal Penjaminan Mutu", *Jurnal Penjaminan Mutu*, vol. 3, 2017.

their respective institutions. One strategy that is widely used by educational institutions is Total Quality Management (TQM).

It is feasible to manage all educational resources to fulfill their primary goals and functions fully, enabling educational institutions to generate high-quality services that meet the expectations and demands of users. Quality management in educational institutions is accomplished by managing all educational resources to carry out their primary tasks and functions fully, enabling educational institutions to deliver high-quality services that fulfill the expectations and demands of users (Fedorov & Tretyakova, 2015)². Five factors must be considered while implementing TQM in educational institutions: focusing on internal and external customers, entire involvement, quality standards, commitment, and continual quality improvement (Fasli Jalal & Dedi Supriadi, 2001)³.

TQM is one of the strategies in quality management that is oriented towards stakeholders (Shams, 2017).⁴ Quality management in TQM is carried out systematically, gradually, thoroughly, and sustainably (Manatos, Sarrico, & Rosa, 2017).⁵ These activities are performed to ensure the complete client satisfaction while adhering to stringent quality standards and requirements. Total Quality Management (TQM), which is

² Fedorov, V. A., & Tretyakova, N. V. "Quality management of educational institutions in protecting students' health: Conceptual and structural-functional innovations. *Науковий Вісник Національного Гірничого Університету*, (6), (2015): 134-143.

³ Fasli Jalal, & Dedi Supriadi. *Reformasi pendidikan dalam konteks otonomi daerah*. Yogyakarta: Adicita Karya Nusa, 2001.

⁴ Shams, S. M. R. Transnational education and total quality management: A stakeholder-centred model. *Journal of Management Development*, 36 (3), (2017): 376-389. <https://doi.org/10.1108/JMD-10-2015-0147>

⁵ Manatos, M. J., Sarrico, C. S., & Rosa, M. J. The integration of quality management in higher education institutions: A systematic literature review. *Total Quality Management & Business Excellence*, 28 (1-2), (2017): 159-175. <https://doi.org/10.1080/14783363.2015.1050180>

ingrained in the company's ideology, is a concept or strategy for improving quality while also considering customers' needs and satisfaction or other stakeholders. The phrase Total Quality Management (TQM) has the following definition: Educational institutions need to conduct total quality management (TQM), as the primary objective of educational services is to meet the demands of students and assure their satisfaction (Mundiri, 2017).⁶

The issue of low and unsatisfactory service quality has prompted the public sector to carry out reforms in all fields. Various concepts of "new public management" which have proven successful in the private/business sector are tried to be adopted and applied. Total Quality Management (TQM) as a concept seems to have become a fairly popular reform strategy to be used in organizational development to improve service quality. Although TQM emerged and developed in the business sector, since the 1990s several countries such as the United States, Britain, Canada, and France have practiced it in public sector organizations including education (Arza, 2019).⁷

In conjunction with the deployment of Total Quality Management in education, a variety of methods can be employed to improve student outcomes. There is a triangle in the Quality Management System, according to Margono Slamet. There are three levels to this structure: The first two layers of organization are planning and policy. It is the most fundamental level. Through the planning process, it is able to discover areas for improvement as well as the expectations of customers. This consumer may be internal (administrators of educational institutions and providers

⁶ Mundiri, A. *Organizational Culture Base on Total Quality Management In Islamic Educational Institution*. 11, 2017.

⁷ Fefri Indra Arza, "Faktor-Faktor Yang Mempengaruhi Penerapan Total Quality Management Pada Pendidikan Tinggi," n.d.

of education) or external (other businesses), depending on the situation (society, government, and industry). A policy, which is a strategic option, establishes the direction, purpose, organizational culture, and quality policy of a corporation, among other things. The second level of the triangle is made up of management and procedures, which are both important. This level is responsible for the administration of policy execution and the creation of processes. Aside from that, the task of quality improvement has been incorporated into the triangle of the third-level quality management system (see Figure 1). Aims must be made at this point to improve quality, ensure process compliance, adapt to field conditions, and make any necessary adjustments (Slamet, 2002).⁸

In addition to the tactics indicated above, the world of education can implement TQM through the implementation of the following initiatives: Identify existing educational inadequacies and problems; develop a concept of quality education; constantly improve the quality of education; and involve all stakeholders in educational institutions are some of the recommendations. Establishing educational quality criteria for educational institutions, as well as developing and implementing initiatives to improve education quality in long-term educational institutions, are all recommended. Management of education unit quality improvement is a quality improvement method that is based on the education unit itself, utilizes a set of techniques based on the availability of quantitative and qualitative data, and empowers all components of the education unit to continuously improve the education unit's capacity and organizational capability to meet the needs of participants. Management of education unit quality improvement is a quality improvement strategy centered on the education unit itself, employs a collection of methodologies based on the availability of quantitative and qualitative data, and

⁸ Slamet, M. *Total Quality Management Pendidikan Tinggi*. Bogor: Bogor, 2002.

empowers all education unit components. The two are inextricably linked (Yanti Sri Danarwati SS, 2013).⁹ The application of TQM in the concept of education functions as “ *a philosophy improvement which can provide any educational institution with a set of practical tools for meeting and exceeding present and future customer needs, wants and expectations* ” (Sallis, 2002).¹⁰ The statement contains two main concepts, namely; continuous improvement (*continuous improvement*), and both relate to tools and techniques such as “ *brainstorming* ” and “ *force field analysis* ” (field strength analysis), which is used for quality improvement in management actions to achieve customer needs and expectations.

Ishikawa stated in one of his opinions that an organization whose members are not happy then the existence of that organization does not deserve to exist (Ishikawa, 1985). This means that happiness is the main thing in the running of an organization. The total quality management development strategy to achieve normative results is rooted in four interrelated basic assumptions. These four assumptions are quality, people/people, organization and senior management/leadership (Wageman, 2000).

The first assumption is about quality. The basic premise of total quality management is that the costs involved in correcting poor quality (such as inspections, rework, lost customers, etc.) are far greater than the costs involved in the development process to produce high quality products and services. This means that maintaining quality is the core thing in total quality management. In total quality management, maintaining quality products does in some cases require expensive costs, but this is very important to

⁹ Yanti Sri Danarwati SS, S. E. Manajemen Pembelajaran Dalam Upaya Meningkatkan Mutu Pendidikan. *Jurnal Mimbar Bumi Bengawan*, 6 (13), (2013). Retrieved from <http://www.stia-asmisol.ac.id/jurnal/index.php/jmbb/article/view/21>

¹⁰ Sallis, E. *Total Quality Management in Education* (3rd edition). London: Sterling, VA: Routledge, 2002.

maintain the long-term viability of the organization (Bingham, 1974).

The second assumption relates to humans. Basically every employee cares about the quality of the work they do. They will take the initiative to improve their work. This will happen as long as they are provided with the tools and training necessary for quality improvement. In addition, the management also pays attention to their ideas. Juran in his statement states that humans have an instinctive drive for accuracy, beauty and perfection. When not controlled by economics this impulse has created art treasures through the ages. Deming and Ishikawa added that an organization must remove the organizational system that creates fear. This system is like a punishment for poor performance. This system is replaced with a rating system that involves employees on a comparative basis and a fair salary.

The third assumption is that the organization is a system whose parts are highly interdependent. The problem faced is cross-functional lines. These cross-functional issues should be addressed collectively by representatives of all relevant functions.

The last assumption concerns leadership. Quality is seen as the responsibility of top management or leadership. Because a leader creates an organizational system for how products and services are designed and manufactured. The quality improvement process must begin with management's commitment to quality. the quality of the system made by a manager will affect the effectiveness of the employee's work.

In TQM there are 4 principles that must be integrated to improve quality. The first is to focus on the work process. The quality of products and services is highly dependent on the processes in which they are designed and manufactured. Managers not only provide clear direction on expected results but also train

employees to assess, analyze, and improve work processes.

The second principle is the analysis of variability. Uncontrolled variances in processes or outcomes are a major cause of quality problems. This must be analyzed and controlled. Deming explained that the main problem of management is to understand the meaning of variation and extract the information contained in variation.

The third principle is fact-based management. Total quality management calls for the systematic use of collected data at each point of problem solving. This use starts from determining the problem that has a high priority and then analyzing the causes to selecting and testing the solutions found. This analysis can be done by collecting data, using statistics to testing solutions by experimentation.

The fourth principle is continuous learning and improvement. The long-term health of an organization depends on treating quality improvement as a never-ending endeavor. Always developing better methods to carry out work and a commitment to continuous improvement. It must be ensured that everyone in the organization will never stop learning about the work being done.

There are several characteristics inherent in TQM, including first, customer focus. In TQM, both internal customers and external customers are drivers. External customers determine the quality of products or services delivered to them, while internal customers play a major role in determining the quality of people, processes and the environment associated with products or services. Second, obsession with quality. In organizations that implement TQM, the final determinant of quality is the internal and external customers. With the specified quality, the organization must be obsessed with meeting or exceeding what is specified. Third, the scientific approach. A scientific approach is

needed in the application of TQM. This is very important, especially for job design, decision-making processes and problem solving related to the designed work. Thus data is needed and used in compiling benchmarks, monitoring performance, and implementing improvements. Fourth, long-term commitment. TQM is a new paradigm in doing business. For that we need a new corporate culture as well. Given this, long-term commitment is very important to make a cultural change so that the implementation of TQM can run successfully. Fifth, teamwork (teamwork). In organizations that implement TQM, teamwork, partnerships and relationships are established and fostered both among company employees and with suppliers, government institutions, and the surrounding community. Sixth, continuous system improvement. Every product or service is produced by utilizing certain processes in a system or environment. Therefore, the existing system needs to be improved continuously so that the quality it produces can increase. Seventh, education and training. In organizations that implement TQM, education and training are fundamental factors. Everyone is expected and encouraged to continue learning, which has no end and knows no age limit. By learning, everyone in the company can improve their technical skills and professional expertise. Eighth, controlled freedom. In TQM, employee involvement and empowerment in decision making and problem solving is a very important element. This is because these elements can increase the employee's sense of ownership and responsibility for the decisions made. In addition, this element can also enrich insight and views in a decision taken, because there are more parties involved. However, the freedom that arises from such involvement is the result of a well-planned and implemented control.

Ninth, unity of purpose. In order for TQM to be implemented properly, the company must have a unity of purpose. Thus every

effort can be directed towards the same goal. However, this does not mean that there must always be an agreement or agreement between management and employees regarding wages and working conditions. Tenth, the involvement and empowerment of employees. Employee involvement and empowerment is important in implementing TQM. Empowerment does not only involve employees but also involves them by giving a real meaningful impact.

The TQM approach is based on six basic concepts, namely: a) a management that is committed and fully involved in providing organizational support from top to bottom, b) a continuous focus on internal and external customers, c) involving and empowering all of the organization's human resources. effectively, d) continuous improvement of all business processes and production processes, e) involving suppliers as business partners, and f) determining measurement systems for all processes.

TQM is strategically and comprehensively implemented. Changes and globalization have increased the intricacies of competitiveness, necessitating an organizational culture shift toward recent management changes, TQM. In practice, many firms struggle with TQM implementation. This failure occurs due to an organization's lack of information and comprehension of the aspects that contribute to the success of TQM implementation(Mastuti, 2020).¹¹

The Madrasah Ibtidaiyah (MI) Tahfidz El Muna Q Krayak, Sewon, Bantul is an elementary school run by the Al Munawwir Islamic Boarding School Complex Q, Krapyak. MI Tahfidz El Muna Q is designed for female students who are committed to memorizing the Qur'an and studying Islam and science together.

¹¹ Mastuti, N. P. Implementasi Manajemen Mutu Terpadu (MMT) Terhadap Kinerja Guru di MTs Al-Ittihadiyah Rumbai Pekanbaru. *Al-Afkar: Jurnal Keislaman & Peradaban*, 8 (1), 2020: 4-84.

MI Tahfidz El Muna Q, being one of the oldest tahfidz Islamic boarding schools in Indonesia, is one of the Al-Munawwir Islamic boarding school's breakthroughs in meeting the needs of current education.

It is required to research the implementation of TQM-based quality management, as MI Tahfidz El Muna Q just did. As a result of this explanation, research on the adoption of TQM-based quality management is necessary. The purpose of this study is to examine the application of quality management concepts based on total quality management (TQM) in the work of MI Tahfidz El Muna Q. Ten indicators were used to demonstrate compliance with the TQM-based quality management principles: quality assurance institute, education/training conducted to improve the quality of elementary school M, customer-oriented, communication pattern, empowering educators and education staff, reporting to stakeholders, benchmarking against other institutions, understanding of the institution's long-term goals, routine evaluation, and happiness.

Methods

This type of research will use a qualitative research type (Bogdan & Biklen, 2007) empirical research/field research. Qualitative research is a knowledge paradigm based on a constructivist view (Emzir, 2015).¹² The approach used is a case study (Cohen, Manion, & Morrison, 2017).¹³ Approach case study: This study aims to understand the conditions of TQM-based quality management carried out at MI Tahfidz El Muna Q. The study was conducted in September-October 2021. Observation, interviews, and documentation methods carried out data collection

¹² Emzir. *Metodologi Penelitian Pendidikan Kualitatif dan Kuantitatif*. Jakarta: Rajawali, 2015.

¹³ Cohen, L., Manion, L., & Morrison, K. *Research Methods in Education* (8th edition). Routledge, 2017.

techniques. Interviews were conducted with the Head of Madrasah and teachers at MI Tahfidz El Muna Q. The data analysis technique of this research will use a thematic analysis. Thematic analysis is one way to identify patterns and find themes through data collected by researchers (Cohen et al., 2017).¹⁴ Test the validity of the data using triangulation techniques and sources (Sugiyono, 2019).¹⁵

Results and Discussion

Quality management in educational institutions can be done by managing all educational resources to carry out their primary duties and functions with full responsibility to produce quality services and services according to user expectations and needs. This study discusses how MI Tahfidz El Muna Q implements quality management in terms of TQM theory. This study found ten main themes in the practice of TQM conducted by MI Tahfidz El Muna Q.

The first is the quality assurance Institution. In the context of MI Tahfidz El Muna Q, the tahfidz quality guarantees for students are tahfidz teachers and foundations. Kyai Fairus, son of the late Kyai Warson Munawwir, Umi Qori Aina, and Umi Lutfia Baiti, guarantees the quality of memorization in noodles. Other than that, at the MI Tahfidz El Muna Q school, the students are divided into boarding and non-student schools. For students staying in charge of memorizing the Koran, the boarding supervisor from the Al Munawwir Islamic Boarding School. One tutor can guide 3 to 5 children. When the students already have good memorization, it is deposited to Ummi Aina, Umi Baiti, and Kyai fairus. In addition, the school also often sends students to take part in Tahfidz

¹⁴ Cohen, L., Manion, L., & Morrison, K. *Research Methods in Education* (8th edition). Routledge, 2017.

¹⁵ Sugiyono. *Metode Penelitian Pendidikan*. Bandung: CV. Alfabeta, 2019.

competitions. For example, the Tahfidz competition, which was held at MAN 2 Yogyakarta by got first place.



Figure 1. City Ardila Azz, 1st Winner of the SD/MI Tahfidz Competition in DIY Representative MI Tahfidz El Muna Q

Quality assurance institutions can promote quality improvement in educational institutions and play an essential role in selecting and introducing techniques. Antony said that the role of quality assurance institutions in an organization is one of the seven critical factors in the implementation of TQM (Alukal et al., 2010).¹⁶ The internal quality assurance section is the first filter in detecting the quality of the products/services produced. Public sector organizations with a broad and diverse range of consumers should have an internal quality assurance agency. The activeness of the quality department is a critical element in implementing TQM for the organization.

As an addition to the strategies outlined above, the world of

¹⁶ Alukal, G., Manos, A., Meisel, R. M., Babb, S. J., Marsh, S. F., Schlichting, J. P., ... Fagerhaug, T. (2010). *Managing the Customer Experience: A Measurement-Based Approach Out of Another Crisis! Motivation Through Humiliation.*

education can employ the following strategies in order to implement TQM: identifying deficiencies and problems that exist in education; adopting the philosophy of quality education; making continuous efforts to improve quality; and involving all those who are affected by education. To accomplish these goals, educational institutions must establish a quality assurance institution, develop education quality criteria for the educational institutions in question, and plan and implement programs to improve the education quality of long-term educational institutions.

Controlling the quality of education unit improvement is a quality improvement method that is based on the education unit itself, employs a set of techniques that are based on the availability of quantitative and qualitative data, and empowers all components of the education unit to continuously improve their capacity and organizational capability in order to meet the needs of students. Education and society are intertwined. Total Quality Management (TQM) is defined as "a philosophy of improvement that may equip any educational institution with a set of practical tools for meeting and exceeding current and future customer needs, wants, and expectations." In the statement, there are two main concepts: the first is continuous improvement, and the second is related to tools and techniques such as "brainstorming" and "force field analysis," which are used for quality improvement in management actions to meet customer needs and expectations. The statement also contains several sub-concepts.

The creation of a quality culture by educators and education personnel to please consumers with organizational support is described as "Total Quality Management," which is about creating a quality culture where the goal of every member of staff is to delight their customers, and where the structure of their organizations allows them to do so. Consequently, it is vital to develop the education unit program in a more innovative and

constructive manner, as well improving the quality of the curriculum in a way that can influence changes in the educational unit's culture. He emphasized that "Total Quality Education is a process that involves focusing on meeting and exceeding customer expectations, continuous improvement, sharing responsibilities with employees, and reducing scrap and rework.", continuous improvement, sharing responsibilities with employees, and reducing leftover work and rework are all important components of the process, he said.

Second is education/training conducted to improve the quality of human resources. In practice, MI Tahfidz El Muna Q participated in the KKMI event, namely a comparative study at Diponegoro Elementary School, Semarang. The school is a pilot tahfidz school. The principal who participated in the activity made observations to see good things suitable to imitate. Before establishing MI Tahfidz El Muna Q, the managers looked for MI schools based on Islamic boarding schools and had an excellent learning recitation system. One of these institutions is the holy Yanbu'ul Qur'an school. The school is one of the oldest tahfidz schools. In addition, MI Tahfidz El Muna Q has also received an invitation to Bogor regarding the development of the quality of the Koran, which was held by the Director-General of Islamic Boarding Schools of the Ministry of Religion of the Republic of Indonesia. Only three formal schools were invited, namely MTS Yanbu'ul Qur'an and MA Takhasus Wonosobo. In the training, the process *sharing* related to the process of creating a tahfidz-based formal school.

When a quality management system has been implemented in educational institutions, adequate education and training should be provided to employees at all levels to understand the quality management system, their roles, and responsibilities towards

educational institutions (Almasri, 2017).¹⁷ Training is the main activity that organizations can use develop employees' specific skills to implement TQM principles. Deming (Deming, 2012)¹⁸, Juran (Juran & Godfrey, 2001)¹⁹, and Crosby (Crosby, 1995)²⁰ establish the importance of training and education in quality management organizations by describing the organization as a learning center.

The implementation of Total Quality Management (TQM) is a planned and thorough endeavor. A result of the changes and globalization that have taken place, there are now aspects of increasingly high rivalry, which necessitates the transformation of organizational culture in the direction of contemporary management changes, which are referred to as Total Quality Management. In practice, many firms fail in their attempts to implement Total Quality Management (TQM). The failure of a company to recognize the elements that influence the successful adoption of TQM was due to a lack of knowledge and understanding on their part.

There are various prerequisites that must be addressed in order for the adoption of TQM in education to be successful, including dedication, paradigm shift, and a change in the mental attitude of education actors, as well as support from educational quality assurance agencies.

The third is centered on the customer. In the case of MI Tahfidz El Muna, Q, in the context of Parents provide housing for

¹⁷ Almasri, M. N. *Manajemen Sumber Daya Manusia: Implementasi Dalam Pendidikan Islam. Kutubkhanah*, 19 (2), 2017, 133–151.

¹⁸ Deming, W. E. *The Essential Deming: Leadership Principles from the Father of Quality* (1st edition; J. Orsini & D. D. Cahill, Eds.). McGraw-Hill Education, 2012.

¹⁹ Juran, J. M., & Godfrey, A. B. *Total Quality Management*. Blacklick; Boulder: McGraw-Hill Companies, 2001.

²⁰ Crosby, P. B. *Quality Is Still Free: Making Quality Certain in Uncertain Times* (2nd edition). New York: McGraw-Hill, 1995.

their children because they come from different backgrounds. The parents enrolled their children in Islamic boarding schools and sent them to MI Tahfidz El Muna Q because they were concerned with ensuring that their children could remember the Koran effectively. The motivation for memorizing the Koran stems from the desire of parents to compel their children to memorize the Koran, rather than the other way around. Students themselves have expressed a desire to remember the Koran, which is in contrast to the desire expressed by their teachers. Students who do not deviate from their desire to memorize the Koran during the learning process likely to get faster and better memorizing results than students who do not deviate from their parents' demands during the same period. In the setting of school institutions attempting to meet the expectations of parents as consumers from the standpoint of total quality management (TQM). Schools, on the other hand, suffered a drop in quality as a result of the COVID-19 epidemic, as the number of hours spent memorizing teachings for children was decreased. It is done in order to avoid raising the stress levels of youngsters who are concerned that they would be the source of the Covid-19 virus's transmission. School and parents work together to equalize perceptions regarding children's desire for memorizing and religious instruction. This is accomplished through the admission selection interview process, which is conducted by both parties. During the interview process, the school attempts to gain an understanding of the wishes and expectations of the parents involved.

Some parents do not want their children to be housed in MI Tahfidz El Muna Q because they believe their religious beliefs and religious practices are incompatible with those of the children. When it comes to the parents' wish to remain at MI Tahfidz Krapyak, schools and parents aim to have the same perception as one another. One year at a particular school is the goal. It is

communicated to parents so that they are aware of the situation. The interviews, on the other hand, ensured that all parents who sheltered and sent their children to MI were fully informed. Krapyak had the same drive to learn the Koran as he had been before. Because in practice, rote learning will put more strain on students than would be the case in a regular classroom setting, this is done. Its purpose is to guarantee that students are prepared to participate in the rote learning process.

According to this point of view, increasing customer happiness is the most important purpose of implementing TQM (parents and students). According to this definition, customer orientation can be described as the amount of time, effort, and attention that a company commits to boosting the satisfaction of its consumers. Customer happiness is the most crucial aspect in determining whether or not a company will continue on its rising trajectory (Firmansyah, 2019).²¹ The level of satisfaction our students have with our products and services has a substantial impact on our ability to apply Total Quality Management to improve the quality of our products and services.

As early as the 1980s, Seraph developed an empirical technique to analyzing the critical success characteristics in implementing Total Quality Management (TQM) in the United States, which was then adopted internationally. Numerous additional academics followed suit, using a similar strategy to discovering and examining the factors that contribute to success in corporate firms and public sector organizations, which was then copied by others. In light of this review and an examination of the conditions necessary for public sector organizations to be successful in implementing TQM, the following are identified as important factors that influence the successful implementation of

²¹ Firmansyah, D. F. & A. *Pemasaran Jasa: (Strategi, Mengukur Kepuasan Dan Loyalitas Pelanggan)*. Deepublish, 2019.

TQM in public sector organizations: management commitment, training and education, the role of quality assurance institutions, customer satisfaction orientation, communication, data and report quality, and employee empowerment to achieve success in TQM implementation:

The fourth element is the pattern of communication. The principal, as a core human resource, plays an important role in the process of communication between students and teachers. The interview procedure serves as the starting point for the pattern of communication that will be used with the parents. After then, the school communicates with parents through the use of a rote mentorship program. These mentors were female students who had previously been in Krapyak and were now returning. They serve as a sign of dedication to the boarding school by guiding students. Mentors ranged in experience from those who had served for two years to those who had served for five years or more. It is a vital feature of the boarding school system in Krapyak because after completing their studies, students serve as memorization guides for the next generation of students.

Communication between principals and teachers takes place once a month at coordination meetings or at other times as determined by the principals (incidental). This type of engagement between the principal and the instructors is based on a family model of communication and interaction. When it comes to practice, however, the principal and the instructors remain close friends and confidants of one another. This closeness is critical to the successful completion of the management technique that has been implemented. Faculty at MI Tahfidz El Muna Q are former students of the Al Munawwir Krapyak Islamic boarding school in the Philippines, where they received their undergraduate degrees. It is only when it is deemed necessary to discuss or debate specific issues or subjects that the boarding school is utilized in this

scenario in order to facilitate communication between the school and the foundation.

It is impossible to emphasize the significance of communication in the TQM concept (Anwar, 2020).²² When it comes to ensuring that employee behaviors are consistent with the goals of the educational institution, the ability of management to provide advice is crucial. It is the responsibility of every individual at an educational institution to ensure that there is a smooth flow of communication between students and faculty. In order to promote an environment of openness in educational institutions, it is vital to remove the barriers that prevent communication from flowing freely at all levels of administration and management. Unless communication at an educational institution is restored, the implementation of Total Quality Management (TQM) will be doomed to failure.

The ability to communicate and coordinate all actions is a guiding principle that is critical to the achievement of TQM success. Its objective in the workplace is to provide employees with the information they require in order to accomplish their jobs to the best of their abilities (Scully, 1995). People will be unable to accurately express the information that they require in order to work well if there are communication barriers in place. Furthermore, in order to properly integrate oneself into the organization's business process, one must first become familiar with the company's values and expectations for behavior. In order to get the job done, one must first grasp the expectations of the individuals with whom he or she interacts. Not only should the company's goals and directions be clearly conveyed, but they should also be coordinated across the whole organization.

²² Anwar, S. Implementasi Total Quality Management (TQM) Dalam Bisnis Pendidikan. *Eduka: Jurnal Pendidikan, Hukum, Dan Bisnis*, 4 (2), 2020. <https://doi.org/10.32493/eduka.v4i2.4263>

Everyone in the organization, from the top to the bottom, is required to commit to and collaborate on continuous improvement as a guiding concept. First and foremost, management commitment and leadership are required for successful TQM (Miller, 1995), and they should be communicated to all personnel at all levels. This underlines the need of a shared business mission/vision, which allows employees to focus and align their efforts toward a single purpose in order to succeed. Collaboration for persistent and continual improvement can be achieved in this manner. Employee empowerment can mean the difference between success and failure in the pursuit of total quality management. Employees will be less likely to take the initiative to participate in the improvement process unless they are given the opportunity to develop and complete their own work assignments. The ability to utilize one's talents and experiences in one's profession is a key characteristic of empowered workers. They exercise sound judgment while maintaining a strong sense of responsibility.

Failure to put in place effective communication management techniques could result in TQM failure. A strategic approach to communication is unquestionably required for quality management (Anders, 1996). The top-down communication strategy, which takes the shape of a quality policy, establishes the direction of the firm. This needs to be discussed and understood fully within the organization. To use bottom-up communication techniques, the business must first have an awareness of customer-supplier requirements. The measurement of customer (employee) satisfaction (Karlstrom, 1995) gives a measure of the success of a total quality management program. The discussion of outcomes and the rectification of shortcomings that have been found boost the likelihood of TQM success. The failure of quality improvement teams to function successfully would undoubtedly have an impact

on TQM success (Brown, 1996). The absence of persistent total engagement can be traced back to the extent to which top management immerses himself or herself in total quality management. Companies' capacity to bring together people from different departments to work together to solve challenges is the outcome of their ability to involve everyone. The importance for regular and continuous reinforcement of empowering practices cannot be overstated. Regular updating and/or upgrading of problem-solving capacities is an example of empowerment since it helps team members to understand their own responsibilities in the achievement of company goals on a consistent basis. It is impossible to implement TQM successfully unless problems are clearly identified (Shaw et al., 1995). Possessing the ability to problem-solve motivates those who make up the teams to look for additional possibilities to finish their jobs and to continue the compilation of status reports that are critical to management. These are empowering methods that encourage total participation in the improvement process, which is critical to achieving change and, as a result, to the success of TQM initiatives in the long run.

Fifth is the empowerment of educators and education staff. In MI Tahfidz El Muna Q, the teachers and education staff are well empowered. Sharing power carried out by the principal can be distributed evenly to teachers. It is in line with what was conveyed by the principal:

“A good principal is a principal who can divide all tasks so that they are distributed evenly and fairly.”

Organizations that commit to the human resource system will increase employee participation, resulting in better organizational performance. It is supported by Cooke's research which states that employee participation and empowerment have

a significant effect on organizational performance (Cooke, 1994).²³ Increased employee morale and performance will be achieved if employees are involved in deciding performance measures. It will encourage and direct them to increase activities independently. The implementation of TQM requires the involvement of all individuals in educational institutions. Top management as the originator of TQM ideas and concepts will not be able to walk alone. Giving responsibility and trust to subordinates will encourage them to work following the goals of educational institutions.

Collaboration is essential for innovation to flourish, and teams that are enabled to collaborate are more likely to achieve success. Individual talents and competencies, natural supporting systems, and proactive behavior are all linked to social policy and social change through the concept of empowerment. For better or worse, empowerment is a process that connects an individual and his or her well-being to the larger social and political context in which they operate. Employee attitudes and behaviors must shift significantly in order for complete quality management to be implemented successfully. But what is the impact of these changes on the employee, particularly on the intention of the employee to leave? One organization conducted a field test with 113 employees before implementing TQM and a subset of 73 employees after implementing TQM, and the results were reported. The findings revealed significant improvements in the following aspects of the role: ambiguity, job satisfaction, job involvement, organizational commitment, and employee turnover intentions, but no significant changes in the following aspects of the role: role conflict, task characteristics, or career satisfaction. TQM managers are supposed

²³ Cooke, W. N. Employee Participation Programs, Group-Based Incentives, and Company Performance: A Union-Nonunion Comparison. *Industrial and Labor Relations Review*, 47 (4), 1994: 594. <https://doi.org/10.2307/2524660>.

to acquire the trust of their staff, encourage them to solve problems on their own, and promote collaboration within departments. As a result, many of the fundamental elements of Total Quality Management (TQM) are concerned with people: teamwork and participation management; creativity and innovation; reward structure; extensive training; reduction of fear of losing job security; obsession with improvement; management commitment at all levels; customer feedback; employee involvement and empowerment; improved communication through flatter organizations; and faster decision making, among other things. It is not the case that management has no role to play or no obligation because of empowerment. In fact, the 2. TQM progression has occurred. 3. The fundamental concepts of total quality management Employees' ability to make decisions 206 Journal of Achievements in Materials and Manufacturing Engineering publishes a research paper on this topic. More tasks have been added to management's plate by S. Thamizhmanii and S. Hasan in Volume 39, Issue 2 (April 2010). To carry out the ever-changing complexity of the jobs of the teams, they must regularly monitor the skills required for carrying out those jobs. When teams are unable to resolve challenges on their own, the management must be willing to assist them. The management's tasks are to maintain control over the procedures rather than over the individual team members. It has been proven that empowerment increases production by 30 percent in each situation.

Below is a copy of the definition provided by the Xerox Corporation Management Institute, which serves as a definition for empowerment. An organizational state in which people are required to direct business and understand their performance boundaries, empowering them to take responsibility and ownership while seeking improvements, identifying the best course of action, and taking imitative steps to meet customer

requirements is defined as follows: Specifically, the empowered team should behave themselves in a responsible manner, i.e., they should be aware of their performance bounds; or, to put it another way, personnel must conduct themselves within the scope of their allocated authority and responsibility. They must be consistent with the management philosophy approach to customer satisfaction as well as the vision and objective of the firm. In order to create organizational coherence, management must know more information about the firm than even the most intelligent employee, and as a result, they are well-equipped to formulate policies and set general direction for the organization. A key criterion of the European Foundation for Quality Management (EFQM) model is people's growth and innovation, which is important in maximizing the contribution of employees through their development and participation.

Sixth is reporting to stakeholders. The form of reporting carried out by the principal to parents and other stakeholders related to student memorization is in the form of a rote notebook. For now, the memorization system is still separate between schools and Islamic boarding schools. However, in the future, the curriculum system integration process will be pursued so that the memorization curriculum can be well integrated and Islamic boarding schools.

In a TQM environment, quality information must be available at all times, which is helpful in decision-making. There are two main reasons for the importance of having quality information. First, the information will support effective and quality decision-making. Second, the information is needed as a transparency tool so that internal and external stakeholders can find out about the existence and performance of an educational institution. Quality information and data must be available To support the successful adoption of TQM.

The seventh is benchmarking against other institutions. School principals carry out the benchmarking process by sharing with other school principals developing tahfidz-based schools. Several other schools are also developing the Tahfidz system in the Bantul district, namely An-Nur Ngrukem School, Nurul Ummah School, and other schools. Results of *sharing* it resulted in some new values obtained from other schools. These new things are then reported to the Islamic boarding school to discuss how it will be better in the future. On the other hand, several other schools even study comparative studies at the MI Tahfidz El Muna Q school. this is an indicator of how good tahfid management processes are carried out by MI Tahfidz El Muna Q.

A world that is changing faster is forcing institutions to develop themselves and their capabilities. In a competitive environment, TQM supports organizations in managing strategic quality and decision processes (Franceschini, 2003).²⁴ An organization's competitive advantage is quickly generating and supporting new ideas, which relies on creating. Benchmarking can be a tool to maintain the TQM paradigm. Benchmarking provides a means to improve an organization's competitive performance by comparing other institutions. The challenge in TQM is driving change and not being driven by change. That is why benchmarking in TQM can be done by top management to encourage change.

Typically, research on performance measurement in non-profit sector focussed on the delivery of programs (Hughes, 2013) such as Ismail et al. (2014) who investigated the critical success factors of post-disaster reconstruction projects. However, Cordery and Sinclair (2013) were very close to what is happening on the ground in most of the humanitarian aid programs when they touched on the term "Logframes" (Logical Frameworks) as

²⁴ Franceschini, F. Benchmarking in total quality management. *Benchmarking: An International Journal*, 10 (3), 2003.

commonly used tool of planning, monitoring, and evaluation in the international development and which consists of three basic concepts of measuring performance of Output, Outcome, and Impact. According to Cordery and Sinclair (2013) the Output is a quantitative measure of the number of assisted beneficiaries, while Outcome refers to the change brought by the intervention, and Impact refers to the long-term effect and the sustainable change which occurred because of intervention. Moreover, Logframe as a measurement tool of performance of interventions can fulfill the up-accountability to the donor (Huang and Hooper, 2011) and down-accountability to the beneficiaries. In this context, O'Brien and Tooley (2013), and Cordery and Sinclair (2013) warned about the risk of performance reporting when it is oriented only to the donors while the other parties in the humanitarian interventions such as affected population (the victims) and volunteers are discarded. Brunt and McCourt (2012) suggested that focussing on the long-term benefits of INGOs can assure participation of donors and beneficiaries as well.

Eighth is understanding all parties regarding the institution's long-term goals. MI Tahfidz El Muna Q's long-term goal is to produce a generation of Qurani. This long-term goal is then internalized to the teachers and education staff at MI Tahfidz El Muna Q. As an approach, TQM seeks a permanent change in the goals of an organization, from short-term viability goals to long-term quality improvement goals. Institutions that innovate constantly make improvements and changes in a direction and practice TQM will experience a continuous improvement cycle. This passion will create a conscious effort to analyze what is being done and plan for improvement.

The ninth is the aspect of routine evaluation. The evaluation process is carried out on a regular school basis once a month. In the evaluation process, the emphasis on quality improvement

continues to be emphasized. Meanwhile, the evaluation process carried out by the foundation is carried out incidentally. The evaluation process at the foundation level is challenging to do regularly due to the difficulty of finding a suitable schedule between various stakeholders.

Evaluation in TQM is an evaluation system designed, developed, and implemented comprehensively and sustainably by optimally utilizing school resources to improve and ensure the quality of outputs, implementation processes, and school inputs. Implementing school-based management evaluation is expected to yield accurate data on learning effectiveness, make student-related decisions, provide students feedback on their learning progress, weaknesses, and strengths, ascertain curriculum suitability, and provide data for policymaking. Implementation of school-based quality management evaluation is an effort to optimize the implementation of the teaching and learning process in improving the functions and benefits of evaluation optimally.

Through evaluations in TQM that are carried out on an ongoing basis, it is possible to accurately know the condition of each component of education in schools, including teachers, students, principals, school facilities, school successes and obstacles, and other components. Under these circumstances, schools' successes and obstacles in regularly organizing educational programs can be identified and used as feedback to make improvements.

The tenth aspect is happiness. In practice, the teachers and students feel Happy through the existing management of the institution. In addition, parents also feel happy because they feel their children are getting better. Happiness is one of the leading indicators in the implementation of TQM. TQM is an ongoing effort by the management and employees of the organization to ensure long-term customer loyalty and customer satisfaction. One

happy and happy customer brings ten new customers with him, whereas one disappointed individual will spread bad news and break the trust of other customers.

Conclusion

From the above discussion results, it can be concluded that the TQM-based quality management carried out by MI Tahfidz El Muna Q has been appropriately implemented. Based on the 10 TQM indicators used in the study, it can be understood that MI Tahfidz El Muna Q applies the *process of continuous improvement*. MI Tahfidz El Muna Q implements a sustainable quality management process by continuously improving human resources and management systems. This study implies that the application of TQM can be carried out in private madrasa institutions based on Islamic boarding schools. Recommendations that can be given to MI Tahfidz El Muna Q are developing institutions specifically in charge of quality management and integration of tahfidz management between madrasas and Islamic boarding schools. In addition, the monitoring carried out by the Ministry of Religion for private madrasas can be further improved.

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