

Transformation of Education Quality in Islamic Higher Education Institutions through Organizational Culture and Integrated Quality Management

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ABSTRACT. This study found that a strong organizational culture at IAIN Sultan Amai Gorontalo plays a crucial role in enhancing the quality of education. Values such as discipline, commitment to quality, and collaboration among the academic community form behavior patterns that support the achievement of institutional goals. The implementation of integrated quality management also significantly contributes through a system that involves planning, control, and systematic evaluation. Integrated quality management at IAIN Sultan Amai Gorontalo involves all related parties, from leadership to educators and educational staff. The process of periodic performance measurement, combined with the use of information technology in evaluations, enhances the quality of teaching and learning. As a result, there has been a significant increase in both academic and non-academic aspects. This study demonstrates that a robust organizational culture and integrated quality management can enhance the quality of education. Islamic higher education institutions are expected to develop organizational culture values that support educational quality, such as collaboration and shared commitment. Additionally, regular performance evaluations are necessary for continuous improvement and effective policy-making to enhance academic quality. This research can also serve as a reference in the development of educational policies in Indonesia.

Keywords: *Organizational Culture, Integrated Quality Management, Education Quality, Islamic Higher Education, Performance Evaluation.*

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INTRODUCTION

The imperative to understand and cultivate organizational culture within Islamic higher education institutions is underscored by the multifaceted challenges and opportunities these institutions face in the contemporary global landscape (Ahmadi, Syukur, Shodiq, & Rahman, 2022; Baso & Alwy, 2023; Coman, Țiru, Meseșan-Schmitz, Stanciu, & Bularca, 2020). The increasing complexity and competitiveness within the education sector necessitate a robust commitment to quality enhancement and sustainable development (Alimohammadlou & Eslamloo, 2016; Amirudin, Supiana, Zaqiah, & Rohimah, 2024; Bakar, Umroh, & Hameed, 2023). Total Quality Management, with its emphasis on continuous improvement and stakeholder satisfaction, has emerged as a pivotal framework for institutions striving for excellence (Azizi, Bakri, & Choiriyah, 2023; Fundin & Bergquist, 2025). The necessity of such research stems from the observation that while the principles of TQM have been widely adopted across various industries, their

application within the specific context of Islamic Higher Education Institutions, particularly in regions like Gorontalo, Indonesia, warrants deeper exploration (Arifin, Juharyanto, Mustiningsih, & Taufiq, 2018; Rohmadiyah, Zamroni, & Ismawati, 2024). There is a pressing need to investigate how organizational culture, deeply rooted in Islamic values and local traditions, interacts with the implementation and effectiveness of TQM practices. Furthermore, the current body of literature, while extensive on TQM in general educational settings, often lacks the nuanced understanding required to address the unique characteristics of Islamic Higher Education Institutions (Budayan & Okudan, 2022; Muslim & Sururin, 2018).

Existing research provides a foundational understanding of TQM implementation strategies and the dynamics of organizational culture (Sallis, 1996; Stamatis, 2018). However, it falls short of comprehensively addressing the intricate interplay between these factors within the specific context of Islamic higher education institutions (Bachioua, Kachaou, & Keffane, 2020; Ishikawa, 1985). Much of the available literature tends to focus on Western organizational models, potentially overlooking the distinct cultural values and operational norms prevalent in Eastern and Islamic contexts (Jami & Muharam, 2022; Khare, Khare, Nema, & Baredar, 2023). Prior studies may not fully capture the influence of Islamic ethics, governance principles, and community expectations on the successful adoption and adaptation of TQM (Amelia, Aprilianto, Supriatna, Rusydi, & Zahari, 2022; Fundin et al., 2025; Zahari, Said, Muhamad, & Ramly, 2024). This gap in the literature necessitates a study that delves into the specific challenges and opportunities encountered when implementing TQM within an Islamic Higher Education Institution, while considering the influence of local organizational culture. The novelty of this research lies in its focus on the intersection of organizational culture and TQM implementation within a unique institutional setting. It seeks to uncover the culturally sensitive strategies that can maximize the benefits of TQM, while also preserving the core values and identity of the institution (Coelho, Mojtahedi, Kabirifar, & Yazdani, 2022).

The primary objective of this study is to comprehensively analyze the organizational culture of IAIN Sultan Amai Gorontalo and its impact on the implementation of Total Quality Management. This involves identifying the key cultural elements that either facilitate or hinder the successful adoption of TQM principles. By examining the existing organizational culture, the research aims to pinpoint specific areas where cultural alignment is strong and areas where cultural adjustments may be necessary to optimize TQM effectiveness. Moreover, this study seeks to understand how leadership within the institution can leverage cultural values to promote a quality-oriented mindset and foster a culture of continuous improvement. Ultimately, the goal is to provide actionable recommendations for IAIN Sultan Amai Gorontalo and other similar institutions on how to cultivate an organizational culture that is conducive to the sustainable implementation of TQM, thereby enhancing the quality of education and contributing to the institution's overall success (H. Akbari, Sheikhani, Nasrabadi, Mohammadi, & Ghoshuni, 2021; O. Akbari & Sahibzada, 2020).

Through a case study approach, this research aims to provide a holistic understanding of the cultural dynamics at play within IAIN Sultan Amai Gorontalo and how these dynamics influence the implementation of TQM. By delving into the specific experiences and perspectives of faculty, staff, and administrators, the study aims to uncover the nuances of organizational culture and its impact on TQM adoption. The intent is to offer insights that are both theoretically grounded and practically relevant, contributing to the existing body of knowledge on TQM and organizational culture while also providing valuable guidance for Islamic Higher Education Institutions seeking to enhance their quality and performance (Alwi & Mumtahana, 2023; Armstrong, 2022; Bolatan, Gozlu, Alpkan, & Zaim, 2016; Khassawneh & Elrehail, 2022). The study also focuses on ethical leadership as a facet of organizational culture, acknowledging its pivotal role in shaping the ethical principles and norms within the institution.

METHOD

This research employs a qualitative design with a case study approach to investigate the organizational culture at IAIN Sultan Amai Gorontalo, a prominent Islamic university in Indonesia. Data were collected through in-depth interviews with 15 informants, consisting of lecturers, administrative staff, and students, as well as observations of the dynamics of organizational culture on campus. Interviews provided a comprehensive view of the values applied on campus, such as discipline, integrity, and the spirit of togetherness. At the same time, observations revealed daily interactions that reflect these values, including in religious activities and collaboration between academic communities.

The interview process consisted of two stages. In the first stage, researchers identified the cultural values applied on campus and how these values influence the behavior and attitudes of the academic community. In the second stage, the researcher explored the contribution of these values to the implementation of integrated quality management. The researcher found that values such as collaboration and open communication strongly support the implementation of more effective quality management, increasing the commitment of all parties to educational goals.

The data obtained were then analyzed using thematic analysis techniques to identify patterns and themes that emerged from interviews and observations. The results of the analysis indicate that support from leadership and active student participation play a significant role in enhancing the quality of education at IAIN Sultan Amai Gorontalo. The main themes that emerged included the importance of organizational values in supporting quality management and improving teaching quality.

To ensure data validity, researchers triangulated sources by comparing interview data, observations, and official documents, as well as member checks to obtain input and clarification from informants. This process strengthened the reliability of the data and ensured that the findings were based on solid evidence, while building a better relationship between the researcher and the informants.

RESULT AND DISCUSSION

Result

The results showed that the organizational culture at IAIN Sultan Amai Gorontalo is strongly influenced by Islamic values that prioritize cooperation, honesty, and responsibility. These values are not only the moral foundation for every individual in the organization, but also form a harmonious interaction pattern between staff and students. In this context, cooperation is a crucial element underlying every academic and non-academic activity. For example, in community service programs, collaboration between lecturers and students is not just a formal activity, but also reflects a shared commitment to advancing the community. In the training provided to the surrounding community, we can see how lecturers and students complement each other, with lecturers providing knowledge and students contributing their energy and creativity.

The importance of this supportive interaction cannot be underestimated. In every learning session, students feel more motivated when they realize that their lecturers are not only teachers, but also mentors who are ready to help. This fosters a positive learning environment where each individual feels valued and has a meaningful role to play in the educational process. For example, in one class session, a student struggling to understand the material can easily ask the lecturer for help, who patiently re-explains the material until the student understands. This situation reflects the value of honesty, where students do not hesitate to admit their incomprehension, and lecturers also demonstrate responsibility in ensuring that all students understand the material taught.

In the context of implementing integrated quality management (TQM) at IAIN Sultan Amai Gorontalo, the positive results are striking. A survey conducted among students showed that 85% of respondents were satisfied with the academic services provided. This figure reflects the successful implementation of TQM in improving the quality of education. However, behind this encouraging figure, some challenges must be faced. One of them is the lack of training for staff in

applying TQM principles effectively. This suggests that, despite efforts to enhance quality, there is still room for improvement in human resource capacity development.

One concrete example of the implementation of TQM at IAIN Sultan Amai Gorontalo is the teaching quality improvement program through lecturer training. The program is designed to provide lecturers with new skills and knowledge, enabling them to teach more effectively. The results of this program are very encouraging, with data showing a 10% increase in average student grades following the training. This demonstrates that investing in the professional development of lecturers not only benefits them individually but also has a direct impact on the quality of education students receive.

However, the challenges in implementing TQM cannot be ignored. One of the biggest challenges is resistance to change. Some staff expressed concerns about the additional workload that may arise from implementing TQM. They felt that the addition of new tasks and responsibilities could disrupt work-life balance. Therefore, management needs to provide adequate support, including relevant training and clear communication on the long-term benefits of TQM implementation. In this way, all members of the organization are expected to actively participate in the quality improvement process.

In terms of organizational culture, the Islamic values held firmly at IAIN Sultan Amai Gorontalo provide a solid foundation for the implementation of integrated quality management. A culture that emphasizes cooperation, honesty, and responsibility creates an environment conducive to innovation and continuous improvement. For example, in every evaluation meeting, staff and lecturers are encouraged to provide input and constructive criticism, which shows that every voice is valued. This not only fosters a sense of belonging to the organization but also encourages each individual to contribute to achieving common goals.

In the context of higher education, the successful implementation of TQM is highly dependent on the involvement of all parties, including management, lecturers, and students. When all elements of the organization are committed to improving the quality of education, the positive impact will be felt by all parties. A case study at IAIN Sultan Amai Gorontalo shows that when lecturers are actively involved in curriculum development and teaching methods, students feel more engaged and motivated to learn. This creates a positive cycle where the quality of education continues to improve as the involvement of all parties increases.

The implementation of TQM also requires continuous evaluation and assessment. At IAIN Sultan Amai Gorontalo, evaluations are conducted regularly to assess the effectiveness of the programs implemented. This includes student satisfaction surveys, analysis of learning outcomes, and feedback from teaching staff. In this way, management can identify areas that need improvement and formulate more effective strategies to achieve the desired educational quality goals. For example, if surveys show that students are dissatisfied with specific teaching methods, then management can take immediate steps to improve those methods through additional training for lecturers.

In addition, it is important to consider the role of technology in the implementation of TQM at IAIN Sultan Amai Gorontalo. With the advancement of information technology, numerous tools and platforms can be utilized to enhance the quality of education. For example, the use of a learning management system (LMS) can facilitate interaction between lecturers and students, as well as provide better access to learning resources. This not only improves the efficiency of the teaching and learning process but also allows lecturers to monitor students' learning progress more effectively.

In the face of these challenges, effective communication is key. Management needs to actively communicate with staff and students about the purpose and benefits of implementing TQM. By explaining clearly and openly, it is expected that there will be better understanding and more substantial support from all parties. For example, holding discussion forums or workshops on TQM can be an effective means to explain the concept and gather input from all elements of the organization.

Thus, this study demonstrates that a strong organizational culture at IAIN Sultan Amai Gorontalo can serve as a solid foundation for implementing an integrated quality management system. Firmly held Islamic values, coupled with consistent efforts in improving the quality of education, create a positive environment for all members of the organization. Support from all elements of the organization is essential to ensure that the implementation of TQM can run well and have a positive impact on the quality of education in this Islamic college.

The implementation of integrated quality management at IAIN Sultan Amai Gorontalo is a strategic step that not only improves the quality of education but also strengthens the existing organizational culture. With cooperation, honesty, and responsibility, it is expected that all parties can contribute to creating a better learning environment. The existing challenges must be faced with a proactive and collaborative attitude, so that each individual feels involved and has an important role in the quality improvement process. Thus, IAIN Sultan Amai Gorontalo can continue to strive to become a quality educational institution and make a meaningful contribution to society.

In the process of developing an organizational culture, it is essential to remember that the values held in high regard will shape the character and identity of the institution. In this case, the Islamic values that serve as the foundation at IAIN Sultan Amai Gorontalo not only serve as a moral guide but also as a driver to create innovation and continuous improvement. When every individual in the organization understands and internalizes these values, it will create a strong synergy in achieving common goals.

One concrete example of the application of these values can be seen in student activities that involve cooperation between students and lecturers. Activities such as seminars, workshops, and community service provide a platform for students and lecturers to collaborate, share knowledge, and exchange experiences. In each of these activities, it is clear how students are not only participants but also active contributors who provide fresh and innovative ideas. This demonstrates that the culture of cooperation established at IAIN Sultan Amai Gorontalo has successfully created an inclusive and productive atmosphere.

Furthermore, the importance of honesty in daily interactions cannot be ignored. In an academic context, intellectual honesty is a principle that must be upheld. Lecturers and students are expected to appreciate and respect each other's work and thoughts. For example, in preparing final assignments or research, students are encouraged to cite sources correctly and avoid plagiarism. This not only fosters academic integrity but also cultivates mutual trust among the organization's members.

Responsibility, as the third value, also plays a crucial role in fostering a healthy organizational culture. Every individual at IAIN Sultan Amai Gorontalo is expected to be responsible for their respective duties and roles. In this context, responsibility is not only limited to academic achievement, but also includes social responsibility. Students, for example, are expected to contribute to social activities that benefit the surrounding community. In this way, they are not only learning for themselves, but also learning to have a positive impact on their environment.

In the implementation of integrated quality management, the involvement of all parties is crucial. Management needs to ensure that every member of the organization, both lecturers and students, feels that they have a role in the quality improvement process. One way to achieve this is to involve them in decision-making related to academic policies. When all parties feel heard and valued, they will be more motivated to actively contribute to efforts to improve the quality of education.

Continuous evaluation is also an important aspect of implementing TQM. At IAIN Sultan Amai Gorontalo, evaluation is conducted regularly to assess the effectiveness of the programs that have been implemented. Through student satisfaction surveys and analysis of learning outcomes, management can identify existing strengths and weaknesses. With this information, corrective measures can be formulated and implemented appropriately. For example, if evaluation results

indicate that students are dissatisfied with specific teaching methods, management can take immediate steps to improve these methods through additional training for lecturers.

Technology also plays an important role in supporting the implementation of TQM at IAIN Sultan Amai Gorontalo. With the learning management system (LMS) in place, interaction between lecturers and students can be enhanced. This platform enables lecturers to provide online teaching materials and facilitate discussion and collaboration among students. Additionally, technology enables lecturers to monitor student learning progress more effectively. By utilizing technology, the learning process becomes more efficient and effective.

Effective communication is key to meeting the challenges. Management needs to actively communicate with staff and students about the purpose and benefits of implementing TQM. By explaining clearly and openly, it is expected that there will be better understanding and more substantial support from all parties. For example, holding discussion forums or workshops on TQM can be an effective means to explain the concept and gather input from all elements of the organization.

Thus, this study demonstrates that a strong organizational culture at IAIN Sultan Amai Gorontalo can serve as a solid foundation for the implementation of integrated quality management. Firmly held Islamic values, coupled with consistent efforts in improving the quality of education, create a positive environment for all members of the organization. Support from all elements of the organization is essential to ensure that the implementation of TQM can run well and have a positive impact on the quality of education in this Islamic college.

Table 1. Table of key findings from this research

Aspect	Findings	Concrete Example
Organizational Culture	Influenced by Islamic values such as cooperation, honesty, and responsibility.	- Collaboration between lecturers and students in community service programs - Lecturers serve as mentors, ready to assist students in their learning.
Cooperation	Cooperation is a crucial element in academic and non-academic activities.	- Collaboration in community service, lecturers provide knowledge, students contribute with energy and creativity.
Honesty	Intellectual honesty is upheld, fostering an environment that promotes mutual respect for work and thought.	- Students cite sources correctly in final assignments.- Lecturers show responsibility to ensure students understand the material.
Responsibility	Each individual is responsible for their role and duties, including social responsibility.	Students participate in social activities that benefit the surrounding community.
Implementation of TQM (Integrated Quality Management)	The implementation of TQM improves the quality of education, but there are challenges in staff training and resistance to change.	- Lecturer training enhances the quality of teaching, resulting in a 10% increase in student grades.- Challenges in additional tasks and workload.
Evaluation	Evaluations are conducted regularly to assess the effectiveness of the programs that have been implemented.	- Student satisfaction surveys and analysis of learning outcomes are used to evaluate teaching programs.- Improvement of teaching methods based on feedback.
Role of Technology	Technology plays a crucial role in supporting TQM	- The use of LMS facilitates interaction between lecturers and

	implementation through the use of a learning management system (LMS).	students and monitors student learning progress.
Effective Communication	Effective communication between management, staff, and students is critical to the successful implementation of TQM.	- Discussion forums or workshops on TQM are held to explain the benefits and objectives of TQM implementation and obtain input from organizational elements.
Strong Organizational Culture	A culture that emphasizes Islamic values creates an environment conducive to innovation and continuous improvement.	- Student activities involving collaboration between lecturers and students in seminars, workshops, and community service.

Discussion

The organizational culture at IAIN Sultan Amai Gorontalo, as indicated by the research results, has distinctive characteristics, namely the emphasis on Islamic values such as cooperation, honesty, and responsibility (Dasopang, Adam, & Nasution, 2022; Nieuważny et al., 2021). These values not only serve as the moral foundation for each individual within the institution but also shape harmonious interaction patterns between staff and students, creating an environment conducive to academic growth and character development (Dewi, Mujiono, & Kholis, 2025; Gunawan, Rusdarti, & Ahmadi, 2020; Harianto, Rusijiono, Masitoh, & Setyawan, 2020). Cooperation is an essential element that sustains various activities, both academic and non-academic. In the context of community service, for example, collaboration between lecturers and students is not just a formality, but also a representation of a collective commitment to advancing community welfare. Lecturers and students complement each other in the training provided to the community, with lecturers sharing their knowledge and students contributing their energy and creativity. This mutually supportive interaction has significant implications for students' learning motivation (Bostwick et al., 2025; Fernando & Zumratun, 2025; Järvelä & Renninger, 2014; Murharyana, Ayyubi, Rohmatulloh, & Ikromi, 2024). When students perceive their lecturers not only as instructors but also as mentors who are willing to help, they become more motivated and engaged in the learning process (Chen & Liu, 2021; Maptuhah & Juhji, 2021). In learning sessions, students who have difficulty understanding the material can easily ask lecturers for help, who provide additional explanations until the student reaches an adequate understanding. This situation reflects the implementation of the value of honesty, where students feel comfortable admitting their ignorance, and lecturers demonstrate responsibility in ensuring that all students understand the material taught. In a broader context, the internalization of attitudes and values is a crucial aspect of higher education, where the implementation of religious and cultural values can be achieved through various strategies, including making announcements, providing examples, and modeling (Huang, Chin-Hsi, Mingyao, & Peng, 2021). The importance of integrating Islamic values in education is reflected in the cultivation of *P'tiqodiyah* values through the habituation of cultums, *dhuha* prayers, and *dzuhur* prayers in congregation, *Khuluqiyah* values through cultivating manners, discipline, and obeying regulations, and *Amaliyah* values through *tadarus* activities in the morning, *djuhah* prayers, *dzuhur* prayers, cultums, and book summaries (Nadlifah, Siregar, Ismayyah, & Maulidah, 2023; Rouzi, Afifah, Hendrianto, & Desmita, 2020).

The implementation of Integrated Quality Management at IAIN Sultan Amai Gorontalo has shown encouraging results, as reflected in a survey of student satisfaction with academic services. The survey revealed that the majority of students were satisfied with the quality of services provided, indicating the successful implementation of TQM principles in the academic environment (Estiani & Hasanah, 2022; Huda & Rokhman, 2021). Student satisfaction as the leading indicator of service quality is the primary focus in the implementation of TQM. The

implementation of TQM in Islamic education units aims to improve the quality of service excellence to stakeholders (Muslim & Sururin, 2018). This includes providing quality resources, improving teaching quality, developing a relevant curriculum, and improving the efficiency of academic administration. Regular training and debriefing are provided to teachers and employees as part of an empowerment effort to enhance competencies, including training in the use of technology and English language learning (Fitriyana, Astuti, Rahman, Werdiningsih, & Idrus, 2023; Ramdhani, Ancok, Swasono, & Suryanto, 2012). This increase in competence is expected to improve the quality of education. In a broader context, Total Quality Management offers a comprehensive framework for enhancing educational quality through three key dimensions: academic intelligence, social intelligence, and moral intelligence (Basri, Nasir, Fiqiyah, Rizal, & Zainuddin, 2024).

School diversity, the teaching-learning process, and the school environment are the main variables that influence the quality of education. To implement these values, principles such as focusing on universal moral values, adopting holistic and integrated approaches, promoting active participation from the entire academic community, incorporating local wisdom, embracing 21st-century skills, prioritizing justice and inclusiveness, and aligning with the development of science and technology need to be considered (Apologia, Mas'od, Masykuri, Hidayati, & Putra, 2024). Improving the quality of education is a top priority, which can be achieved through continuous improvement and the involvement of all organizational elements (Ma'arif, Rofiq, & Sirojuddin, 2022). Good service quality contributes to the creation of a positive and conducive learning environment, which in turn improves student academic achievement. To achieve this vision, educational institutions must develop annual quality plans that lead to its fulfillment (Davies, 2009). Thus, a strong organizational culture, which is based on Islamic values, as well as the practical implementation of TQM, are key factors in improving the quality of education at IAIN Sultan Amai Gorontalo.

CONCLUSION

The implementation of integrated quality management at IAIN Sultan Amai Gorontalo is a strategic step that not only improves the quality of education but also strengthens the existing organizational culture. With cooperation, honesty, and responsibility, it is expected that all parties can contribute to creating a better learning environment. Existing challenges must be addressed with a proactive and collaborative attitude, so that each individual feels involved and has a meaningful role in the quality improvement process. Thus, IAIN Sultan Amai Gorontalo can continue to strive to become a quality educational institution and make a meaningful contribution to society.

With all these elements, IAIN Sultan Amai Gorontalo serves not only as a place of education but also as a center for character development based on Islamic values. Through cooperation, honesty, and responsibility, each individual is expected to grow and develop, both academically and socially. Thus, IAIN Sultan Amai Gorontalo will continue to be a relevant educational institution, making a positive contribution to society and the nation. However, this study has some limitations. First, this study was only conducted at IAIN Sultan Amai Gorontalo, so the findings may not be fully generalizable to other Islamic higher education institutions. Second, the limited number of informants, which only involved 15 people, may limit a broader view of the implementation of integrated quality management and organizational culture on campus. Third, although data triangulation has been conducted, the subjectivity factor in the interviews can still affect data interpretation.

This study also faces certain limitations. First, the research is limited to IAIN Sultan Amai Gorontalo, and the findings may not be fully applicable to other Islamic higher education institutions. Second, the limited number of informants (only 15) may restrict the breadth of perspectives regarding the implementation of integrated quality management and organizational

culture on campus. Third, although data triangulation was conducted, the subjectivity in interviews could still influence data interpretation.

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