

Implementation of Integrated Quality Management Islamic Education in Madrasah Aliyah

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Abstract

Keywords:
Management;
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This study aims to analyze the implementation of integrated quality management of Islamic education at MAN 4, Bone Regency. This type of research is qualitative research with a descriptive design with a multidisciplinary approach, namely analyzing how integrated quality management of Islamic education is implemented. The several subjects in this study consisted of madrasa leaders, vice principals, educators, education staff, parents of students, and students. Data collection techniques are observation, interviews, and documentation. Data analysis was carried out interactively using the Miles and Huberman method which included data collection, data reduction, and drawing conclusions. The results of this research found that MAN 4 Bone Regency has implemented integrated quality management which includes a focus on customers, total involvement, measurement, commitment, and continuous improvement. The implementation of integrated quality management of Islamic education at MAN 4 Bone Regency has been running with reference to national education standards that are adjusted to the achievement targets on the vision and mission to be achieved by MAN 4 Bone Regency.

Kata kunci:
Manajemen; Mutu
Terpadu;
Pendidikan Islam

Abstrak

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Penelitian ini bertujuan untuk menganalisis tentang pelaksanaan manajemen mutu terpadu pendidikan Islam di MAN 4 Kabupaten Bone, Jenis penelitian ini yaitu penelitian kualitatif dengan desain deskriptif dengan pendekatan multidisipliner yaitu menganalisis bagaimana pelaksanaan manajemen mutu terpadu pendidikan Islam. Adapun beberapa subjek dalam penelitian ini terdiri dari pimpinan madrasah, wakil kepala sekolah, pendidik, tenaga kependidikan, orang tua siswa dan siswa. Teknik pengumpulan data yaitu observasi, wawancara, dan dokumentasi. Analisis data dilakukan secara interaktif dengan menggunakan metode Miles dan Huberman yang meliputi pengumpulan data, reduksi data dan penarikan kesimpulan. Hasil penelitian ini ditemukan bahwa MAN 4 Kabupaten Bone telah menerapkan manajemen mutu terpadu yang meliputi fokus pada pelanggan, keterlibatan total, pengukuran, komitmen, dan perbaikan berkelanjutan. Implementasi manajemen mutu terpadu pendidikan Islam di MAN 4 Kabupaten Bone telah berjalan dengan mengacu pada standar nasional pendidikan yang disesuaikan dengan target pencapaian pada visi, misi yang ingin dicapai oleh MAN 4 Kabupaten Bone.

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INTRODUCTION

Education is the main structure that empowers citizens to decide what goods and services are needed.¹ The success of a nation can determine success in improving and modernizing the education sector.² This can be seen based on the notion of education.³ Education is the heart and future of the nation and state. Education occupies an important position in Islam, namely as a means of developing intelligent and knowledgeable people so that they become a blessing to the universe. With regard to the quality of human resources, Islam views that the development of human resources cannot be separated from the thoughts of the humans themselves, thus Islam has a very clear, intact, and comprehensive concept regarding the development of human resources. This concept remains actual and relevant to be applied throughout the ages.⁴

Furthermore, it is stated that the principle of implementing education is to empower all components of society through participation in the implementation and quality control of education services.⁵ In essence, the various efforts that have been made by the government to improve the quality of education have not shown encouraging results, in fact, many of these failures are caused, among other things, by the problem of inappropriate management of education, the distribution of personnel not in accordance with their areas of expertise, including the appointment of leaders of educational institutions who are less professional, the handling of problems is not up to the experts, equal distribution of opportunities, limited available budgets, so that the goal of national education to educate through quality improvement at every level of education cannot be realized significantly.⁶

Every time the issue of the quality of education in Indonesia (including Islamic education in Indonesia) is always hotly discussed. Factors causing disparities in the quality of education in Indonesia. First, the educational activity strategy and input-output analysis used in national education procedures and implementation are not applied consistently. Second, its implementation in national education is bureaucratic centralism, so the establishment of madrasahs as education providers is highly dependent on bureaucratic decisions that are long-term in nature and are usually contrary to regional conditions. Third, the participation of all madrasah stakeholders, especially educators, students or parents, in organizing education has so far been lacking.⁷ The implementation of the quality management system needs to be reviewed sequentially to get feedback for

¹ Zamroni, *Dynamics of Quality Improvement* (Yogyakarta: Gavin Kalam Utama, 2011).

² Aulia Reza Bastian, *Education Reform: Steps to Update and Update Education in the Context of the Decentralization of the Indonesian Education System* (Yogyakarta: Lopera Pustaka Utama, 2020).

³ Zian Farodis, *Harvard University Education Management Guide* (Yogyakarta: Diva Press, 2011).

⁴ Ahmad Yani, "Quality Control at Alauddin State Islamic University Postgraduate Makassar" (UIN Alauddin Makassar, 2018).

⁵ Republic of Indonesia, Law No. 20 of 2003 Concerning SISDIKNAS (National Education System) 2003: Chapter III Article 3 paragraph 6, nd

⁶ Yani, "Quality Control at Alauddin State Islamic University Postgraduate Makassar."

⁷ Veithzal Rivai and Sylviana Murni, *Education Management, Cet. II* (Jakarta: PT Raja Grafindo Persada, 2009).

review and improvement.⁸ From a management standpoint, the current leadership paradigm has changed.⁹

The results of Muhammad Yasin's research, on the quality management of outstanding education, show that the main problem faced by schools, in general, is related to the quality management of education which includes the 8 National Education Standards. In addition, efforts to implement TQM in education (TQME) actually always have expectations of student achievement, both academic and non-academic. The results of research on the application of quality management start from planning, implementing, and evaluating to create outstanding educational institutions referring to the application of TQM in education (TQEM) plus SNP: 1) planning: establishing a vision and mission as quality guidelines. 2) implementation: implementing the national and institutional-specific curriculum, educators and education staff having a minimum qualification of S1 teachers continuing S2 and S3, 3) Evaluation:¹⁰

Islamic education management seeks to create quality education and strong human beings based on the concept of Islamic teachings. In other words, what is necessary and primary in management, in this case, are three components of human resources namely teachers as educators, students, and parents as education stakeholders.¹¹ Formally the management of Islamic education seeks to advance educational institutions such as madrasas and Islamic boarding schools as vehicles for achieving the goals of Islamic education. In this regard, Bahaking Rama argues that an Islamic education management system requires development from various points of view which cannot be separated from personal planning management, education management and implementation of education and appropriate teaching methods, structural management, and strict supervisory controls.¹² Components and organization. From a philosophical point of view, the total quality management plan emphasizes continuous improvement to achieve customer wants and satisfaction.¹³

The results of Ahmad Khori's research related to strategic management and the quality of Islamic education. The results of this study found that quality education is education that is able to develop national character and civilization. Therefore, the values of faith, obedience, piety, noble character, health, knowledge, creative competence, democratic independence, and responsibility must be strengthened within educational

⁸ Buyung Syukron, "Implementation of Integrated Quality Management" 10, no. 2 (2016): 233.

⁹ Irfan Paizal, Arikuddin Siraj, and S Mania, "The Relationship between the Madrasah Principal's Leadership Style and Teacher Performance at Al-Ikhlas Islamic Boarding School Islamic Schools Ujung Bone," *Journal of Islamic Religious Education Al-Thariqah* 4, no. 1 (2019): 21-27, [https://doi.org/doi.org/10.25299/al-tharigah.vol4\(1\).3003](https://doi.org/doi.org/10.25299/al-tharigah.vol4(1).3003).

¹⁰ Muhammad Yasin, "Quality Management in Outstanding Educational Institutions (Multi Site Study of MAN 3 Kediri and SMA Ar-Risalah Lirboyo Kediri)" (UIN Sunan Ampel Surabaya, 2017).

¹¹ Enung Hasanah and Cucu Afriliandhi, "Implementation of Accreditation-Baed Graduate Quality Assurance in Private Schools in The Sleman Regency," *Al-Tanzim: Journal of Islamic Education Management* 7, no. 1 (2023), <https://doi.org/doi.org/10.33650/al-tanzim.v7i1.4537>.

¹² Bahaking Rama, *Islamic Boarding School Traces of Educational Renewal; Study of Sengkang As'adiyah Islamic Boarding School, South Sulawesi* (Jakarta: PT. Paradotama Wiragemilang, 2003).

¹³ Deden Makbuloh, *Islamic Education Quality Management; Theory Development Model and Quality Assurance System Application, Cet. I* (Jakarta: PT Raja Grafindo Persada, 2011).

institutions including students and stakeholders.¹⁴ Therefore, research related to the integrated quality of Islamic education is important to do because it not only regulates the process of education in general but also relates to Islamic education. Madrasahs must always improve to answer various questions related to madrasah autonomy at the national education level. Madrasahs are sometimes seen as educational institutions that are backward, encouraging collaboration, a unique quality that can help students survive and succeed in the twenty-first century.¹⁵ In the preliminary research, in the form of interviews with the head of the MAN 4 Madrasah, Bone Regency, namely the Head of the Madrasah and his deputy, that MAN 4, Bone Regency, continues to improve and advance this madrasah, especially in terms of the quality of education. Preliminary studies also show that MAN 4 Bone Regency has an increasing number of students, madrasah accreditation scores are very good, some teaching staff have masters status and students have also made academic and non-academic achievements.

These problems are directly related to efforts to develop the integrated quality of Islamic education. Departing from this, the writer is interested and intends to conduct research related to the implementation of integrated quality management of Islamic education at MAN 4, Bone Regency.

RESEARCH METHOD

The type of research used in this research is field research, namely being able to dig up information from facts that exist or occur in the field to reveal the validity of a theory.¹⁶ This research was conducted to collect data on the implementation of integrated quality management of Islamic education at MAN 4, Bone Regency. This type of research is qualitative research with a descriptive design using a multidisciplinary approach. Data collection techniques by means of observation, interviews, and documentation, the subjects of this study were madrasah leaders, educators, education staff, students, and parents of the community.¹⁷ The main tool in qualitative research is the researcher himself with the help of other people who are the main data collectors, and other data in the field.¹⁸ Data can be analyzed using data reduction, data presentation, and drawing conclusions.¹⁹ Data retrieval goes through three stages, including the recognition section, the filtering section, and the missing data completion section. Triangulation is a way of verifying data that is used to verify or compare data. The most widely used triangulation techniques are source triangulation, method triangulation, and time triangulation.²⁰

¹⁴ Khori, "Strategic Management and Quality of Islamic Education."

¹⁵ Abdul Rohman, "Increasing Student Collaboration Through Group Learning in Indonesian Madrasahs," *Nadwa: Journal of Islamic Education* 15, no. 2 (2021): 46–217, <https://doi.org/10.21580/nw.2021.15-2-2-10681>.

¹⁶ Suharsimi Arikunto, *Procedure for Writing a Practical Approach* (Jakarta: Rineka Cipta, 2006).

¹⁷ Yani, "Quality Control at Alauddin State Islamic University Postgraduate Makassar."

¹⁸ Yani.

¹⁹ Sugiyono, *Quantitative Research Methods and R&D* (Bandung: Alfabeta, 2010).

²⁰ Lexy J Moleong, *Qualitative Research Methods* (Bandung: Rosdakarya, 2006).

RESULTS AND DISCUSSION

Results

An overview of the integrated quality management of Islamic education at MAN 4, Bone Regency

Integrated quality management will run smoothly if it is synergized, there is openness, and good communication with all stakeholders, both internal and external as expressed by the head of the madrasa which says that:

"When it comes to integrated quality management, all must participate, so the first is internally how as the principal of the madrasa must provide comfort to all stakeholders in it, namely by communicating to all stakeholders, be it educators, education staff, security guards or those directly or indirectly involved. directly at MAN 4, in our opinion, with good communication between all internal and external stakeholders, we can jointly realize the vision and mission of the madrasa that have been prepared together and work together on what is the burden and what is the goal. the ideals of MAN 4 Bone Regency."

MAN 4 Bone Regency institutionally has a number of components as apply to Islamic educational institutions in general. The components in question are quality planning, quality improvement, quality control, and quality assurance. Everything forms a system that cannot be separated from one another. Likewise in the management of institutions when implementing integrated quality management in management in madrasas, it cannot be separated from the five pillars, namely focus on customers (customers), total involvement, measurement, commitment, and continuous improvement, all of which are interrelated because they have their respective roles. respectively.

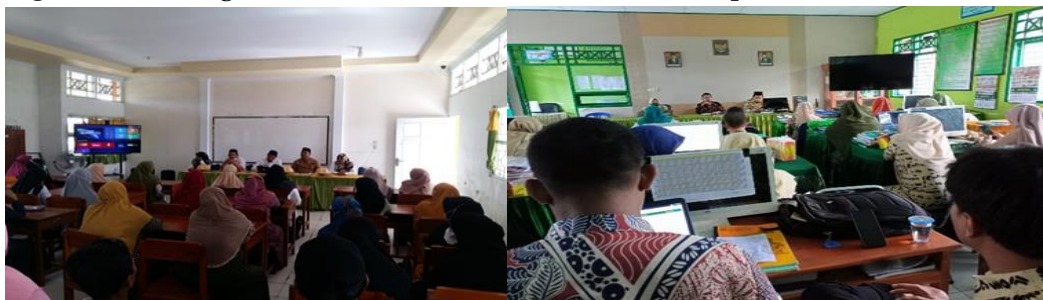
Focus on customers

Periodically hold meetings, as stated by the head of the madrasa that:

"To focus on customers, one of which we hold is a meeting, be it a meeting of educators, educational staff, or parents. At the educator meeting, it does not only discuss the role of subject educators, but also issues of educator welfare, the rights and obligations of educators, education staff, and all stakeholders. For parents here, we as the madrasa deliver programs related to parents of students and are bridged by the madrasah committee such as the Qur'an literacy program, this cannot be carried out without the help of parents of students. So here is the proof that it is important to involve and communicate with the parents of students."

In line with the expression of the head of the madrasa above with the results of observation and documentation of the madrasa, namely meetings with educators and education staff on a regular basis to discuss programs and other activities at MAN 4, Bone Regency.

Figure 1. Meeting with educators, educational staff and parents

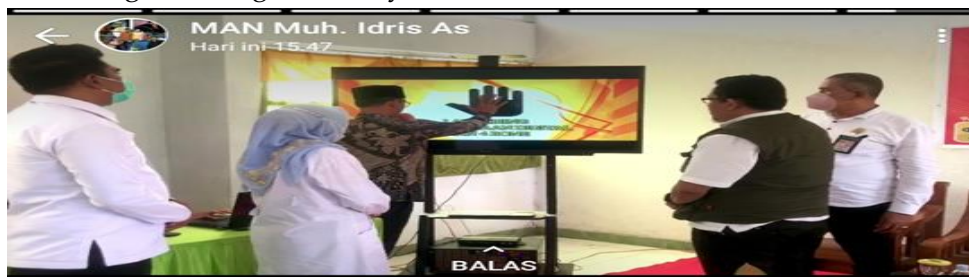


Fulfilling customer expectations and desires, according to the head of MAN 4 Bone Regency, in order to meet customer needs so far the madrasa has 2 programs, namely the digital program and the Qur'an literacy program as expressed by the head of MAN 4 Bone Regency who said that:

"To meet the expectations and desires of our customers, we have a program called the digital program. This program is really implemented, it's all to meet customer expectations but we also have to refer to the vision, and mission, which is to excel in all things, then we have to refer to the vision, mission and how to package it and the steps that must be taken by the madrasah."

The madrasa principal's expression is in line with the results of the interview, the author with the existence of a digital program, which is one of the icons of MAN 4 Bone Regency, with this program students are able to understand and access information through technology. Likewise the results of the author's observations related to digital programs, one of which is the digital library held by MAN 4 Bone Regency as a form of future movement.

Figure 2. Digital library



Providing comfort and dealing with complaints of problems satisfactorily, according to the counseling guidance educator in an interview with the author, he revealed that:

"Every time there is any activity, namely there are rules made by the madrasa and given during the socialization of the madrasa program and the rules that exist in the madrasa. Because we want to apply it, students are obliged to call the parents of students and guardians of students as well as educators, so all the rules are there and asked again with an openness like this all students already know."

Based on the explanation above, with regard to integrated quality management of Islamic education focusing on customers at MAN 4, Bone Regency, it has been going well

because the madrasa always holds regular meetings with educators and education staff, and parents of students.

Total engagement

Teamwork and partnerships are well fostered, between madrasa residents and outside the madrasa. MAN 4 Bone Regency always holds a meeting once a month specifically for educators in the field of study, where educators are given direction and guidance if it is related to counseling guidance then it discusses the children's section, and if it relates to educators the teaching section then discusses curriculum, its implementation process and tools support that are commonly used during the learning process. The results of interviews with educators also said that: *"The head of the madrasa is good enough in working with all stakeholders, the head of the madrasa always communicates with teaching staff, education staff both in formal time and during breaks, and there is openness."*

All parties are responsible for solving problems and contributing to quality, according to the results of interviews with the head of the madrasa: *"If educators and educational staff have carried it out as well as possible according to the job description and responsibility for their obligations, then they have participated in problem-solving and contributed to quality."*

Based on the above findings related to the implementation of integrated Islamic education quality management on total involvement, it has been going well with the existence of a study field educator meeting once a month under the guidance of the head of the madrasa, as well as his guidance. Educators and education staff carry out their duties according to their respective duties and functions.

Measurement

Madrasas conduct periodic evaluations to find out the performance of educators and education staff so that errors in work are reduced. The results of interviews with the head of the madrasa said that:

"Regular evaluations at MAN 4 Bone Regency are carried out in the form of evaluation meetings that discuss constraints in each program and learning process. From this meeting it is hoped that educators and education staff can provide solutions to the obstacles that arise. Periodic evaluation is also carried out in the form of supervision which is carried out by the madrasa every 6 months, as for supervisors, namely the head of the madrasa, more senior educators at MAN 4 Bone Regency and the supervisor of the madrasa, from there you can see what the educators lack and what needs to be improved furthermore."

Based on the explanation above, the implementation of integrated quality management of Islamic education in terms of measurement at MAN 4 Bone Regency has been going well and contains control, the head of the madrasa always controls the course of learning, there are regular evaluation meetings also carried out in the form of supervision so that it is clearly covered MAN 4 District Bone describes each task description in the form of a lesson plan, annual program and semester program.

Commitment

In one organization, all members in the madrasa must have a long-term commitment to making cultural changes so that the implementation of integrated quality management is successful, and can realize the vision and mission in it because everyone needs to support quality efforts. The success of maintaining commitment at MAN 4 Bone Regency can be marked by the commitment of all stakeholders to realize the vision and mission of the madrasa. According to the results of interviews with the madrasah that:

"MAN 4 Bone Regency in building a commitment to realize the vision and mission, namely by holding coordination meetings, reminding the madrasah vision and mission as well as evaluating things that have not been completely achieved. MAN 4 also gives appreciation or rewards to educators and students who win competitions such as the Olympics or other extracurricular competitions, this is done as a way to form a commitment so that coaches and students can be more active and more enthusiastic in the next competition."

Based on the explanation above that the implementation of integrated quality management of Islamic education in terms of building and maintaining commitment at MAN 4 Bone Regency has been going well with coordination meetings always being held, giving rewards to educators, trainers and students who win competitions to build madrasah commitment as well make rules with a point system for students, while for educators there is a code of ethics for educators and a code of teaching ethics, in keeping with their commitment the madrasa never sends students home before it's time to go home.

Continuous improvement

The success of an educational institution must be accompanied by a systematic process of carrying out continuous improvement. Madrasahs must do something better for tomorrow. That improvements in educational institutions should not stop. The results of interviews with the head of the madrasah that:

"Educators at MAN 4 Bone Regency are given training so they can improve their competence, such as public speaking training. This training is carried out to increase understanding and maintain student learning motivation. and training on making creative learning media, this training is carried out by educators because teaching and learning activities run more effectively and of course students understand lessons well, activities independent learning curriculum seminar educators must use the right learning media, because training in making creative learning media is maximized."

Based on the explanation above, the implementation of integrated quality management of Islamic education in terms of continuous improvement at MAN 4 Bone Regency has been going well with class supervision being held every 6 months as well as workshops and training.

Madrasah Quality Management in the National Education System

Indonesian National Education System Law No. 2 of 1989 is the sum of all related educational units and activities. Therefore, madrasah education in Indonesia must be linked to national education. One of them is the National Education Standards (SNP) set by the government as quality assurance. Indonesia has eight SNPs covering content,

process, graduate qualifications, teachers and education staff, facilities and infrastructure, management, funding and assessment standards.²¹Based on this, the parts of the madrasah quality management system in the national education system can be described as follows:

Content standard

Implementation in curriculum development is an educational program service. In this context, it can be said that a good curriculum should produce good educational processes and products. In the implementation of the curriculum at MAN 4, Bone Regency, in general, it was prepared and developed based on the reference of the National Education Standards Agency (BSNP). As conveyed by the curriculum section, Ms. Suhaeni, who said that:

"The quality of a curriculum will be determined by an appropriate planning process and can also be developed based on the conditions of the madrasa. We from the madrasah side compose and develop a curriculum which of course must refer to the SNP and we jointly comply with the needs of the madrasa by referring to national education standards."

In line with the expression of the deputy head of the madrasa above with the results of documentation and observation of the madrasa, namely the teaching staff is carrying out the learning process and is assessed by the supervisor.

Figure 3. The learning process in class



From this statement and the results of the documentation as well as the observations above, that curriculum development at MAN 4 Bone Regency involves madrasah supervisors. One form of this involvement is supervision which is directly supervised by the madrasa supervisor at MAN 4, Bone Regency. In this case, the supervisor came directly to the madrasa to conduct class visits and observe and assess the learning process at MAN 4, Bone Regency, as shown in the picture above.

Process standard

²¹ Abd Muhith et al., "Total Quality Management and Its Impact on The Effectiveness of the Academic System in Higher Education," 2022, <https://doi.org/doi.org/10.33650/altamzim.v6i1-3334>.

Planning is carried out to improve the quality of process standards at MAN 4 Bone Regency, namely the development of syllabus and lesson plans, determination of time allocation and study load, class management, and development of approaches, learning resources, learning media, use of learning methods and use of appropriate learning models. spaced in the lesson plan. As conveyed by the curriculum section, Mrs. Suhaeni, that:

"The plan implemented to improve the quality of process standards at MAN 4 Bone Regency is to develop curriculum and lesson plans, determine the use of time and learning load, class management and develop approaches, learning tools, learning environment, learning methods and learning models in accordance with lesson plans. MAN 4 Bone Regency has used the 2013 curriculum since the beginning of curriculum implementation.

Process standards are a fundamental barometer in carrying out integrated quality management as a whole, this is indicated by the existence of a learning process plan that must be owned by all teaching staff which includes syllabus, learning implementation plans (RPP) which contain subject identity, KI, KD, indicators achievement of competencies, teaching materials, learning methods, learning resources, and assessment of learning outcomes so that in this process the teaching staff becomes the main model, all teaching staff at MAN 4 Bone Regency prepare lesson plans before teaching in class.

Graduate competence standard

Graduate competency standards are graduate competency qualifications which include attitudes, knowledge, and skills. Based on the explanation of the head of the madrasa that: *"Students can achieve this attitude by accepting, realizing, appreciating, living and practicing it. Knowledge can be acquired by applying, understanding, analyzing, remembering and evaluating. While the realm of skills can also be obtained from the activities of asking, trying, observing, discussing, creating and presenting."*

This attitude is instilled and obtained through learning activities both in the classroom and outside the classroom. This attitude is also instilled through habituation, especially in the madrasah environment.

Standards of educators and educational staff

The teaching staff and educational staff who manage MAN 4 Bone Regency consist of civil servants and honorary staff with undergraduate education levels and there are several teaching staff who continue in postgraduate programs. In line with the development of management and discipline of educational staff carried out by MAN 4 Bone Regency, as conveyed by the head of the administration (TU) that:

"In general, all the staff at MAN 4, Bone Regency, in terms of upholding discipline, which has been built by madrasas so far. In addition, the teaching and administrative staff who work at MAN 4 also have a democratic attitude, a sufficient sense of kinship, have a high dedication to madrasas in order to participate in implementing quality management in an integrated manner because the number of educators in MAN 4 Bone Regency is to 35 teaching staff and various disciplines and supported by 10 educational staff.

From the explanation above, it is clear what must be done by each educator who has become responsible. To make MAN 4 Bone Regency of high quality, awareness,

intention, and serious effort is needed from all elements within it, including educators and educational staff. Recognition of other people (students, colleagues, and the community) that quality madrasas must be achieved.

Facilities and infrastructure standards

The procurement of facilities and infrastructure at MAN 4 Bone Regency was carried out in a very thorough and structured manner. As stated by the deputy head of the madrasa: *"Fulfillment of facilities and infrastructure at MAN 4 Bone Regency is carried out with careful planning every year and planning is also carried out every 5 (five) years. Planning is done by first analyzing the deficiencies and facilities in MAN 4, Bone Regency. Planning carried out at MAN 4 District."*

MAN 4 Bone Regency also has facilities and infrastructure. This is based on the results of a survey of researchers both when they go directly to the field or through interviews and written documentation. This is as stated in the Government Regulation, namely; Each educational unit is required to have facilities and infrastructure.

Management standards

The results of observations at MAN 4 Bone Regency have a complete organizational structure. There is a commission organizational structure, madrasa organizational structure, and educator organizational structure. The organizational structure was decided, defined, then socialized, and finally ratified. The head of the madrasa revealed that the madrasa always carries out its activities in accordance with the annual work plan that has been prepared and determined.

Financing standards

MAN 4 Bone Regency has a work plan and budget (RKA) which contains budget allocations for investment. The plan and budget allocation will be used for the development of madrasas which include; (1) Development of facilities and infrastructure, (2) Development of teaching staff, (3) Development of educational staff, (4) Working capital of all funds included in the Madrasah RKA.

Rating standard

Assessment of student learning outcomes at MAN 4 Bone Regency is carried out based on six evaluation principles, namely valid, fair, objective, comprehensive, open and responsible. The purpose of student assessment is to determine the extent to which students monitor competency achievement. In addition, the purpose of the assessment is also to examine and look for weaknesses and mistakes experienced by students in learning. As stated by the head of the madrasa who said that: *"The assessment carried out by teaching staff must be designed in such a way that students can get an idea of the extent of their mastery and are motivated to learn it. The material designed in the assessment must lead to complete learning in class."*

As stated by the curriculum section of Suhaeni who said that the quality of the curriculum will be determined by the right planning process and can also be developed based on the conditions of the madrasa.

Discussion

The application of integrated quality management in educational institutions occurs when all educational components are managed using the correct management

concepts and principles so as to produce quality educational components.²² Integrated quality management is a culture that must be built, maintained and improved by all members of an organization or company if the organization or company is quality oriented and makes quality a way of life.²³ Likewise with the management of educational institutions when implementing integrated quality management, it cannot be separated from the five characteristics, namely customer focus, total involvement, measurement, commitment, and continuous improvement, all of which are interrelated because they have their respective roles.²⁴

The main task of integrated quality management is to provide satisfaction to customers and meet or exceed customer expectations.²⁵ The lock must match the client's request.²⁶ Without quality that meets customer demands, madrasahs will lose their customers. The implementation of integrated quality management of Islamic education at MAN 4 Bone Regency has been going well. In order for the implementation of quality management to run well and smoothly, MAN 4 Bone Regency tries to provide comfort by prioritizing good communication with all stakeholders and acting seriously.²⁷ Because this management is integrated, all stakeholders must be involved, not only internal parties but also external parties.²⁸ With good communication, madrasahs can realize their vision and mission together at MAN 4, Bone Regency. Integrated quality management is then used to streamline managerial processes in the hope that customers or students can get appropriate satisfaction.²⁹

In his book, Jerome S. Arcaro says that basically quality madrasahs have five characteristics of quality schools/madrasahs³⁰ namely: focus on customers is the quality principle that is meeting with customers, in integrated quality management, customers are divided into two, namely internal customers and external customers. The madrasah head is always satisfied with the work of educators and the educational staff, always

²² Diah Rina, Miftakhi, and Iful Rahmawati Mega, "Implementation of Integrated Quality Management in Providing Services at SD STKIP Muhammadiyah Bangka Belitung," *Edutainment: Journal of Education and Education* 5, no. 2 (2017): 1-16, <https://doi.org/doi.org/1035438/e.v5i2.69>.

²³ Himmatul Ulyani, "Implementation of Total Quality Management of Education Through Uswah in TK-IT Umar Bin Khattab Kudus" 7, no. 1 (2019).

²⁴ Mustika Damai Yanti, "Implementation of Integrated Quality Management in Education at MTs Negeri 6 Banjar," *Management of Education: Journal of Islamic Education Management* 7, no. 1 (2021).

²⁵ M. N Hakim, "Management of Public Relations in Developing Educational Institutions (Case Study at SMK Negeri 1 Dlanggu Mojokerto). *Nidhomul Haq: Journal of Islamic Education Management*," *Nidhomul Haq: Journal of Islamic Education Management* 4, no. 1 (2019): 121-39, <https://doi.org/doi.org/10.31538/ndh.v4i1.245>.

²⁶ Anne Sarmono, Achmad Supriyanto, and Agus Timan, "Application of Integrated Quality Management in the Internal Education Quality Assurance System," *JAMP: Journal of Educational Administration and Management* 3, no. 1 (2020): 38-51, <https://doi.org/10.17977/um027v3i12020p38>.

²⁷ Adun Priyanto, "The Refinement on Character Education to Strengthening Islamic Education in Industrial Era 4.0," *Nadwa: Journal of Islamic Education* 14, no. 1 (2020): 37-123, <https://doi.org/10.21580.2020.14.1.5563>.

²⁸ Sarmono, Supriyanto, and Timan, "Application of Integrated Quality Management in the Internal Education Quality Assurance System."

²⁹ Muhith et al., "Total Quality Management and Its Impact on The Effectiveness of the Academic System in Higher Education."

³⁰ Jerry Arcaro, *Quality in Education: An Implementation Warning Handbook* (CRC Press, 1995).

responsive to the wishes of internal customers and external customers.³¹ Total involvement, namely the involvement of educators and madrasah staff in improving the quality of madrasahs can be in the form of suggestions, both individually and in groups, both at the request of the leadership and at the madrasah's own initiative.³² Implementing a quality culture that is carried out continuously³³, the formation of a quality control group, and the formation of a working group in improving the quality of madrasahs. The success of empowering educators and educational staff in madrasahs is marked by work, carrying out their duties and functions responsibly, and fully understanding their position.³⁴ Measurement quality systems always require feedback or feedback. Feedback mechanisms must exist in the quality system.³⁵ To support the previous quality principles, there must be a clear organizational structure that can streamline the quality management process as a whole.³⁶ In total quality management, data collection is not just feelings.³⁷ Educational institutions must be prepared to take steps to improve the performance of teachers who have not met their expectations and desires.³⁸ Then madrasah supervision in order to develop the teacher's professional competence so that it runs as planned.³⁹

Commitment, namely employees who are committed to the organization will show positive attitudes and behavior toward their organization.⁴⁰ The better the workplace's spiritual and organizational culture, the productivity of teachers can increase, and the stronger the support of organizational commitment. Employees will grow high loyalty to their organization to continue to maintain their organization, try to improve performance, and have definite beliefs to help realize organizational goals.⁴¹ About the success of maintenance at MAN 4, Bone Regency. The principal of the madrasa is usually open with the madrasa community, providing many opportunities to express ideas, ideas or suggestions related to the interests of the madrasa so that the implementation of decisions involves a great commitment from the madrasa community.⁴² Continuous improvement, namely the success of an educational institution must be accompanied by a

³¹ Edward Sallis, *Total Quality Management in Education* (Routledge, 2014).

³² Arcaro, *Quality in Education: A Handbook of Implementation* warning.

³³ Hasanah and Afriliandhi, "Implementation of Accreditation-Baed Graduate Quality Assurance in Private Schools in The Sleman Regency."

³⁴ Vincent Gaspersz, *Total Quality Management* (Jakarta: PT. Gramedia Pustaka Utama, 2002).

³⁵ Subaidi, Jupri, and Munasir, "Supervision of Madrasa Heads in Developing Teacher Professional Competence," *Journal of Islamic Education Management*, 2022, 19.

³⁶ Muhammad Solikhin and Suwadi, "The Concept of Integrated Quality Management Applicative Studies," *Journal of Islamic education management Nidhomul Haq* 7, no. 3 (2022), <https://doi.org/doi.org/10.31538/ndh.v7i3.2372>.

³⁷ Fandy Tjiptono, *Service Management: Creating Excellent Service*, Cet.V (Andi Publisher, 2022).

³⁸ Sallis, *Total Quality Management in Education*.

³⁹ Subaidi, Jupri, and Munasir, "Supervision of Madrasa Heads in Developing Teacher Professional Competence."

⁴⁰ Abd Wahib, "The Influence of Workplace Spirituality, Commitment and Organizational Culture on Teacher Productivity," *Journal of Islamic Education management* 7, no. 1 (2023): 1, <https://doi.org/doi.org/10.33650/al-tanzim.v7i1.4628>.

⁴¹ Widya Choirun Nisa and Sapari, "The Effect of Total Quality Management, Reward Systems and Organizational Commitment on Managerial Performance," *Journal of Accounting Science and Research (JIRA)* 6, no. 11 (2017).

⁴² Anwar Herson, "Decision-Making Process To Develop Madrasah Quality," *Nadwa: Journal of Islamic Education* 8, no. 1 (2014): 37-56, <https://doi.org/doi.org/10.2158/nw.2014.8.1.569>.

process of carrying out systematic continuous improvement. Madrasas must do something better for tomorrow.⁴³ For this reason, the madrasa, especially the head of the madrasa and the madrasah committee and other stakeholders really need to formulate the vision and mission of the madrasa, beliefs and philosophical values that involve or accommodate the aspirations of all parties to accommodate all interests and most importantly foster a sense of belonging from them to the madrasa and quality improvement program.⁴⁴ Madrasas must also be able to meet the needs of human resources both in quantity and quality by increasing educational resources.⁴⁵

Madrasah education in Indonesia must be linked to national education. One of them is the use of national education standards (NES) set by the government as quality assurance which includes content, processes, qualifications of graduates, teachers and education staff, facilities and infrastructure, management, funding and assessment standards.⁴⁶ Based on this, the part of the madrasah quality management system in the national education system can be described as follows: Content standards, discussing curriculum policies require creating a context in which curriculum decisions are made. One important context is the domain and level of the curriculum.⁴⁷ Process standards i.e. training processes are the key to continuous learning where training programs are implemented. The quality of the learning process is very dependent on various aspects, supporting facilities including buildings and equipment, as well as teachers and the learning environment are very important.⁴⁸

Graduate competency standards are graduate competency qualifications which include attitudes, knowledge, and skills. Students can achieve this attitude by accepting, realizing, appreciating, living and practicing it. Knowledge can be acquired by applying, understanding, analyzing, remembering and evaluating. Student behavior reflects an attitude of faith and piety to Allah SWT which is developed from learning experiences and daily habits.⁴⁹ The PTK standard is that everyone who works well with the head of the madrasa, teaching staff, administrators, students, and parents of students or the community, including in educational institutions, certainly expects a reward for the services they have provided.⁵⁰ The leadership of the madrasa head is also part of the factors that can affect the quality of education.⁵¹ Meanwhile, teachers as educators are the

⁴³ Arcaro, *Quality in Education: An Implementation of Warning Handbook*.

⁴⁴ Sutarto Hp, *Integrated Quality Management (MMT-TQM) Theory and Application in Educational Institutions* (Yogyakarta: UNY Press, 2014).

⁴⁵ Syamsuddin, *Application of Management Functions in Improving the Quality of Education*, "Iroh: Journal of Education Management 8, no. 2(2022): 60, <https://doi.org/10.24252/idaarah.v1i1.4084>

⁴⁶ Muhith et al., "Total Quality Management and Its Impact on the Effectiveness of the Academic System in Higher Education."

⁴⁷ Asri Lubis, "Implementation of National Standards in Education," 2013.

⁴⁸ Lubis.

⁴⁹ Abdul Muia Pawero, "Critical Analysis of Graduate Competency Standards (SKL) Policies and Islamic Religious Education Curriculum Content Standards," *Journal of Islamic Education Policy* 2, no. 2 (2017), <https://doi.org/doi.org.30984/j.v2i2-700>.

⁵⁰ Syamsuddin et al., "The Influence of Madrasah Principal Leadership and Compensation on Teacher Job Satisfaction," *Nadwa: Journal of Islamic Education* 16, no. 1 (2022): 93-103, <https://doi.org/10-21580/nw2022.16-1-13694>.

⁵¹ Shamsuddin et al.

most important part of the learning process in the classroom, while educational staff are educational administration servants.⁵²

Adequate facilities and infrastructure are expected to achieve the initial goals of educational institutions, but in order for these educational facilities and infrastructure to be adequate and meet the needs, the management of facilities and infrastructure must be further explored to achieve the vision and mission of the madrasa according to the initial plan.⁵³ Procurement of facilities and infrastructure begins with a madrasah committee meeting.⁵⁴ Management standards, according to Taylor, an institution or school can be said to be good if it has several metrics such as, 1) parental support, 2) quality educators, 3) student involvement, 4) madrasah leadership, 5) quality learning, 6) resource management at school. 7) school comfort.⁵⁵ Quality educational institutions can be seen from the fulfillment of existing indicators through the efforts made to achieve them.⁵⁶ Financial standards are standards that regulate the components and operational costs of educational units and are valid for one year. National training standards can take place regularly and continuously.⁵⁷ Assessment must be well planned and implemented so that the information obtained can be used to draw conclusions about student learning outcomes.⁵⁸

CONCLUSION

Based on the results of research conducted by researchers regarding the implementation of integrated quality management of Islamic education at MAN 4 Bone Regency, in this section, the researchers will provide conclusions, namely: Resultsthis research found that MAN 4 Bone Regency has implemented integrated quality management which includes a focus on customers, total involvement, measurement, commitment, and continuous improvement. Implementation of integrated quality management of Islamic education at MAN 4 Bone Regency has been running based on national education standards that are adjusted to the target of achieving the vision and mission to be achieved by MAN 4 Bone Regency. One offer that should be considered is to provide a touch of integrated quality management in Islamic education, because quality management is a science or art that regulates the process of utilizing human resources and

⁵² M Shabir, "Teacher's position as an educator: (duties and responsibilities, rights and obligations, and teacher competence)," *Journal of Islamic Basic Education* 2, no. 2 (2015): 221-32.

⁵³ Rahmayani, "Management of Facilities and Infrastructure in Increasing Productivity in Elementary Schools," *Education: Journal of Education* 18, no. 2 (2022): 51-240.

⁵⁴ Suratman, "Building Synergy of Madrasah Committee in Managing Effective and Resilient Skills Programs. *Journal of Islamic Education Management*," *Journal of Islamic Education Management* 7, no. 1 (2023), <https://doi.org/doi.org/10.33650/al-tanzim.v7i1.4614>.

⁵⁵ Taylor et al., "Good Work: The Taylor Review of Modern Working Practices. Department for Business, Energy & Industrial Strategy London," 2017.

⁵⁶ Hasni Noor, "Optimizing the Potential Resources of Tahfidz Al Qur'an Educational Institutions: Quality Management Review," *Al-Tanzim: Journal of Islamic Education Management* 6 (2022): 56-146.

⁵⁷ Atmaja et al., "Analysis of Determination of Education Cost Standards at SMA Negeri 2 Kuala Nagan Raya Regency". *Journal of Educational Administration: Postgraduate Program Unsyiah*, *Journal of Educational Administration: Postgraduate Program Unsyiah* 4, no. 1 (2016).

⁵⁸ Noven Kusainun, "Analysis of Educational Assessment Standards in Indonesia," *JP (Journal of Education): Theory and Practice* 5, no. 1 (2020).

other sources. This research is limited to integrated quality management with the Arcaro concept. So that recommendations for further research can be developed.

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