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**Implementation of Total Quality Management in Improving the  
Quality of Education at State 2<sup>nd</sup> High School  
Tebo, Jambi Province**

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**ABSTRACT**

The educational practices organized by this madrasah still have difficulty in obtaining adequate resources. The implementation process of quality management has not begun with an analysis of the identified problems. Even still felt lack of training and guidance on quality. Based on that, this study aims to analyze the implementation of total quality management (TQM) in improving the quality of education at Madrasah Aliyah Negeri 2 Tebo. This qualitative research uses a qualitative case approach. The subjects of this study were the principal of Madrasah Aliyah Negeri 2 Tebo, deputy principal, committee, administrative staff, teachers and students. Data collection with observation, interview and documentation techniques. Data analysis using the Miles and Huberman model consists of data reduction, data display and data conclusion. The results of the study indicate that the implementation of Total Quality Management (TQM) in improving the quality of education at MAN 2 Tebo is not optimal because it has not met the standards evenly in each quality component. In terms of planning, the implementation of TQM aims to create quality and superior human resources (HR) through programmed plans involving all elements of the school, including students and parents. In the implementation, the education process has been running well, although there are still obstacles in collecting data related to the effectiveness of the program and more structured communication. In terms of output and outcome, this madrasah has succeeded in implementing the superior class program, which strengthens public trust in the quality of education provided. Continuous improvement in the implementation of TQM is carried out constantly, with a focus on finding ways to improve every educational process at MAN 2 Tebo. The commitment of the head of the madrasah in implementing TQM focuses on fulfilling customer satisfaction, both from students and parents, to achieve better educational outcomes.

*Implementation, TQM, Quality of Education, Madrasah*

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## **INTRODUCTION**

The Internal Quality Assurance System (SPMI) is a mechanism designed by each educational unit, including madrasahs, to ensure that all processes carried out within the educational institution operate according to established standards. SPMI not only aims to maintain the quality of education, but also to ensure continuous improvement efforts so that madrasahs can adapt to changes and challenges in the future.

Madrasah Aliyah (MA) is one of the formal educational institutions in Indonesia that provides high school education with a curriculum based on Islam. As an educational institution, MA must have a commitment to continue improving the quality of education provided in order to produce quality graduates who are able to compete in the global world (Setiawan & Zohriah, 2023). Improving the quality of education can be done by the head of the madrasah as an agent of change through school leadership improvement activities with institutional development, curriculum, human resources, facilities and infrastructure and other system changes. Balancing these priorities appropriately depends on the extent to which leaders at the education unit level have the ability and opportunity to interpret and translate national policies into local actions and then more importantly, prioritize competing demands in an agreed manner (Derek Glover and Sue Law, 2005).

The main function of leadership is as an administrator and coordinator for all Human Resources (HR), Natural Resources (NR), funds, facilities, and also potentials that exist within the organization in order to achieve the organization's goals (Baharuddin dan Umiarso, 2012). The entire process of delegating authority involves assigning obligations, granting authority to carry out those obligations and demanding accountability for their achievement (Abdul Azis Wahab, 2008). Improving the quality of education is absolutely carried out by the head of the madrasah as an agent of change through activities to improve the creativity of the head of the madrasah towards teacher discipline in working as professional staff in schools. The duties of the head of the madrasah related to school management include the head of the madrasah as a manager.

Islamic education in Indonesia used to often describe madrasahs as schools for the underprivileged, located in villages, with minimal facilities, unprofessional teachers, and focused only on religious knowledge (Fanani et al., 2024). Graduates were considered to be of poor quality and the name of the madrasah was rarely known. Although now madrasahs have developed a lot, this progress is not yet fully known to the public, so madrasahs have not become the main choice. According to experts, this bad image is caused by the

management of madrasahs which are too dominated by traditional Islamic groups and do not yet have a clear vision and goals in the national education system (Nata, 2018, p. 318).

The implementation of TQM in madrasahs is intended to improve the quality of education as a whole and involve all parties involved in the education process. This study is expected to provide an overview of the implementation of TQM in madrasahs and the factors that influence it, so that it can provide input and recommendations for the development of the quality of education in madrasahs (Setiawan & Zohriah, 2023).

Madrasah Aliyah 2 Tebo applies the PDCA (Plan, Do, Check, Action) quality principle to continuously improve the quality of education according to TQM. Madrasah Aliyah 2 Tebo is located at JL. Lintas Tebo Bungo Km. 1.5 Muara Tebo, Tebo Tengah, Tebo, Jambi. Madrasah Aliyah Negeri 2 Tebo is hereinafter abbreviated as MAN 2 Tebo. Initially named Madrasah Aliyah Nurul Iman Muara Tebo, established in 1989 which was initiated by religious figures, religious scholars, intellectuals and youth figures and fully supported by the Tebo Tengah sub-district government. At the beginning of its establishment, Madrasah Aliyah Nurul Iman still occupied or borrowed the An-Nur Sumber Anom Elementary School (MIS) building until 1994 for approximately 5 (five) years and at the end of 1994 it moved to a new address, located on the Tebo-Bungo crossroads, KM. 1.5 Muara Tebo, Tebing Tinggi sub-district, Central Tebo district, formerly part of Bungo Tebo district (Dokumentasi, 2024).

In the context of research conducted at MAN 2 Tebo, initial findings indicate that the implementation of integrated education management is very important to improve the quality of education in madrasahs. This is in line with Wibowo's research which emphasizes that Islamic education management is not just a complement, but is the foundation for creating a quality educational environment. At MAN 2 Tebo, good and systematic management has been proven to increase student participation in extracurricular activities related to religious values, so that it can form better student character. By integrating the principles of Islamic education management, educational institutions can create an atmosphere that supports students' spiritual and academic development simultaneously.

Total quality management makes a significant contribution to improving the quality of education. At MAN 2 Tebo, the planning and implementation of educational programs based on integrated quality management allows for more effective and efficient resource management. This can be seen from the organization of activities involving teachers, students, and parents, which

creates positive synergy in achieving educational goals. Thus, the implementation of integrated quality management not only improves academic quality, but also strengthens social ties among all stakeholders in the madrasah environment.

## **RESEARCH METHOD**

This dissertation research uses a qualitative method with a descriptive approach, which aims to describe in depth the implementation of Total Quality Management (TQM) in improving the quality of education at MAN 2 Tebo. The focus of the research is to explore and understand the reality in the field through observation, interviews, and documentation, without testing hypotheses. This approach is used to explore the perspectives, experiences, and meanings of the participants in detail, according to the context and characteristics of the problem. This research is basically a search process that includes data collection, measurement, analysis, synthesis, comparison, finding relationships, and interpretation of various complex phenomena. The goal is to describe descriptively the implementation of Total Quality Management in improving the quality of education at MAN 2 Tebo. Data collection is a method that can be used by researchers to collect data. The method refers to something abstract, cannot be realized in visible objects, but can only be demonstrated in its use.

Data collection techniques in this study use observation, interviews, and documentation. Data analysis is done by organizing data, breaking it down into units, synthesizing it, arranging it into patterns, choosing what is important and what will be studied, and making conclusions that can be told to others. The data analysis used in this study is the Miles and Huberman model, namely Data Reduction, data presentation, and verification and drawing conclusions.

## **RESULT AND DISCUSSION**

### **Implementation of Total Quality Management in MAN 2 Tebo**

Implementation of integrated quality management in developing the quality of education at MAN 2 Tebo by maintaining teacher commitment in working for the development of the quality of education. Teacher religiosity can be formed through the creation of a religious atmosphere in the school environment, the principal as a leader must have a strong commitment and make policies that support the process, this is what the principal does. Although as a public school, religious education through habituation has developed well, this is because of the leadership factor of the principal who cares about his citizens. This is as stated by the principal that he and the

teachers now have a strong commitment to creating a religious atmosphere in this school. This is because many teachers have a strong religious education background (Interview, Head of School MAN 2 Tebo, 26 September 2023).

In relation to this, one of the teachers at the school explained that since he has been teaching here and has committed to developing the values of the quality of student education in accordance with the ideals of the founder of the policy (Interview, MAN Teacher 2 Tebo, 26 September 2023). TQM improvement strategy in developing education quality by maintaining teachers in a clear work commitment. Teachers try to set an example in working as teachers such as coming to school on time, working on time and organizing teachers so that they can do their assignments on time too.

Teacher professionalism is seen in how teachers manage emotions. The ability to manage emotions will be able to create a harmonious work environment between teachers and students. Personality will always be and appear in every action of a person. The personality of a teacher will be seen as something that must be able to improve the entire potential of students with the intention because of Allah SWT (Dudung, 2018).

The head of the madrasah tries to instill, advance and improve mental, moral, physical values, educational quality and the exemplary behavior of the head of the madrasah through attitudes, actions and behavior including work and physical appearance (Wibowo & Subhan, 2020). Interview with the head of the madrasah where he said that as the head of the madrasah is a person who is a role model for teachers and students at school. Words and actions that are seen or heard by teachers and students will enter into him. For that, the head of the madrasah has tried to provide the best example in behavior that can be given such as discipline in leading the school, although the head of the madrasah is not always disciplined in several things such as coming late to school and letting teachers work alone preparing teaching without direction and assessment (Interview, Head of School MAN 2 Tebo, 26 September 2023).

The principal of the madrasah has the main task as an educational leader, the task is to manage a good work situation (Hasibuan, 2022). In carrying out this task, the principal of the madrasah has a dual function, namely carrying out school administration so that a good work situation is created. In addition, the principal of the madrasah also carries out a supervisory function on the implementation of his work at school (Mubarak, 2022).

The head of the madrasah must be able to instill, advance and improve mental, moral, physical values, educational quality and exemplary behavior of the head of the madrasah through attitudes, actions and behavior including work and physical appearance. A leader is a person who is a role model for

teachers and students at school. Words and actions seen or heard by teachers and students will enter into their souls. For that, the head of the madrasah will try to provide the best example in managing the development of educational quality that can be given (Lumban Gaol, 2023).

MAN 2 Tebo has implemented quality education, especially in the field of curriculum that adopts the Ministry of Education and Culture and the Ministry of Religion as well as the school's own curriculum. The quality of education that is achieved is graduates who are used by the community according to the community's expectations and the school's vision (Interview, Teacher MAN 2 Tebo, 26 September 2023). Teachers prepare educational quality learning devices. This proves that there is a serious effort from school leaders to realize teachers' sense of responsibility in carrying out their duties. Although not all teachers make educational quality teaching devices (Yasin, 2022).

The author's observation found that the work approach of the madrasah principal towards teachers at MAN 2 Tebo is a team approach by working synergistically to achieve common goals, although not all teachers feel involved and responsible in achieving those goals, for example if there is a work meeting, there are teachers who are unable to attend and there are also those who rarely teach. The madrasah principal has a big role in carrying out his duties as a leader to carry out educational and learning activities. The madrasah principal understands it as an urgent step in the school (Observation, MAN 2 Tebo, 5 September, 2023).

In a number of educational institutions, the involvement of all quality work program staff is very important. Prioritizing teamwork in achieving school goals has been attempted by the head of the madrasah. Leadership by forming teamwork in schools, only there are still teachers who are difficult to cooperate with (Rahmawati & Supriyanto, 2020).

The author's observation is that the form of cooperation between the family/community and MAN 2 Tebo is in the form of several teachers communicating the development of children at school and their learning difficulties. The principal of the madrasah leads MAN 2 Tebo in a familiar manner, never limits relationships with subordinates, and rarely gets angry. The principal often motivates subordinates in working, although not all teachers are treated like that. Thus it can be said that the personality of a leader will influence others and also the realization of the development of educational quality (Observation, MAN 2 Tebo, 5 September 2023).

The implementation of integrated quality management at MAN 2 Tebo has been running well even though there are still some obstacles in it, so that the implementation of integrated quality management runs well and smoothly,

MAN 2 Tebo tries to provide comfort in it, namely by prioritizing good communication with all stakeholders because this management is integrated so all stakeholders must be involved in it, not only internal parties, but external parties are also included. With good communication, the madrasah can together realize the Vision and Mission of MAN 2 Tebo, not only that, the madrasah also manages personnel which are divided into the vice principal of curriculum, student affairs, public relations, and infrastructure, all of which must be one unit, not running individually, even though the duties and functions in it are different, there must still be coordination in it.

Teamwork and partnerships are well-developed, between school residents and outside the school MAN 2 Tebo always holds a meeting once a month specifically for subject teachers. Teachers are given coaching and direction, while if it is related to BK Teachers, it discusses the child's points, and if it is related to Subject Teachers, it discusses the Curriculum, the implementation process, and the tools that will later support the learning process. MAN 2 Tebo also has MGMP in each study field and becomes the head of each coordinator, and of course under the guidance of the head of the madrasah, especially for subjects that are in the UN, all have teams to advance the expected achievements.

In contributing to quality, each teacher at MAN 2 Tebo has different ways but still has one goal, some attend seminars, workshops, and training, some also increase literature on various teaching methods. The head of the madrasah creates an organizational structure that contains control MAN 2 Tebo has an organizational structure that contains control, in the field of administration there is a head of TU, and is divided into 4 vice-chairs: Vice-chair of curriculum, public relations, student affairs, and Sarpras, with the head of the madrasah as the person in charge, all of which are done to control performance so that it is well coordinated with the leadership, not only that, extracurricular activities also have their respective coaches and trainers, and the head of the madrasah also controls the progress of learning every morning before KBM begins, namely when students are studying tadarus (Umah et al., 2023).

The working mechanism of teachers and staff is made by describing the description of each task, such as weekly, monthly and daily tasks. MAN 2 Tebo describes the description of each task in the form of RPP, annual program, and semester program, while for TU there is a division of personnel issues, and the creation of monthly reports, so that all existing activities can be covered clearly.

### **Strategy for Implementing Total Quality Management at MAN 2 Tebo**

According to the Principal of MAN 2 Tebo to improve every educational process, the school usually provides training for teachers, the training is not

only attended by teachers of MAN 2 Tebo, but also from outside the Madrasah, while in his interview with the Author he revealed that "we provide training for teachers, every Saturday there is usually a presentation of the results of classroom action research seminars, there are also supervisors and also attended by teachers from outside this MAN. In addition, there is also mass training that has been running twice, Alhamdulillah, all of that is for improving human resources" (Interview with the Principal, 5 September 2023).

Having a long-term commitment to make changes for the better. MAN 2 Tebo in maintaining its commitment to quality and making changes for the better, the madrasah tries as much as possible to provide programs that support the learning process and can support students when they are at a higher level, not only that, these programs are also expected to be useful when students are in the community environment (Mahmud et al., 2022). Likewise, madrasah educators provide training that will support the learning process. And most importantly, madrasahs must remain updated and follow educational developments as much as possible (Ibrahim, 2019).

MAN 2 Tebo held a Classroom Action Research Technical Guidance activity (PTK) to fill the time after carrying out the Final Semester Assessment. Thursday, December 10, 2020. This activity will be held for 3 days, December 10-12, 2020. This activity was officially opened by the Head of Madrasah Elya Pitri accompanied by the Head of TU Tri Desi Umroh attended by 15 participants of the technical guidance. Technical Guidance for making Scientific Papers in the form of Classroom Action Research is very important to be understood by educators in order to improve the quality of learning. For this reason, the highest appreciation is given to the resource person who has had a brilliant idea to carry out this activity (Interview with the Deputy Head of Curriculum, 6 September 2023).

MAN 2 Tebo Cerdas carried out dissemination activities for scientific publications delivered by Informatics subject teachers as a result of participating in Distance Learning Training (PJJ) ICT MA Batch 1, Padang Religious Training Center. This activity was attended by the Deputy Principal, Teachers' Council and Education Personnel of MAN 2 Tebo. Previously, the Material's presentation, he said that the existence of this training course was a form of synergy with the 7 leading programs of the Minister of Religion, one of which was Digital Transformation. In essence, in the current digital era, the Digital Transformation process comes from teachers, namely the online learning process, for example. The materials presented were 1. Introduction to Peripheral Equipment, 2. Basic Word Processing Devices, 3. Making Basic



Presentations, 4. Making Virtual Classes (Online), 5. Making Images Through Popular Applications (Documentation, MAN 2 Tebo, 8 September 2023).

Deputy Head of Curriculum, Ardianto said that one of the teachers participated in PJJ in the midst of his busy schedule, and we would like to thank the speaker who has given his knowledge to all of us in the form of the results of PJJ. Let us follow this activity well, if there is anything confusing, do not be shy to ask the speaker. I really hope that by participating in this activity, you all can improve significant changes to the education process that is carried out, let's take advantage of all methods that can make it easier for you all (Interview with Deputy Head of Curriculum, 6 September 2023).

The basic idea that the development of an integrated education system carried out by madrasas is based on an expression that has been internalized and understood among scholars, namely that conveyed by Ali bin Abi Thalib, which means the following: "Educate your children with an education that is different from that taught to you, because they were created for a different era from your era." (al-Hadith). Therefore, in order to obtain an integrated madrasa education system managed by professional human resources, management that prioritizes quality is needed (Syar'i & Akrim, 2020).

This was also reinforced by the statement of a student at MAN 2 Tebo who said: "Yes, sis, usually there is an assessment from senior teachers or teachers who have been teaching for a long time" (Interview with a student, 5 September 2023). The above statement is also in line with the findings of the author's observations, namely that in order to improve every educational process, the Madrasah also carries out class supervision which is held every 6 months, with the supervisors coming from the head of the Madrasah and senior teachers at MAN 2 Tebo.

According to one of the teachers, there are workshops, but they are calls and are carried out in turns. In his interview with the author, he said that: "For the workshops themselves, there must be some that are calls so they are carried out in turns according to the calls, usually held in Jambi Province or in Jakarta. The training earlier included training on various teaching methods and making lesson plans, which were usually attended by Private Madrasah Teachers in Tebo Regency" (Interview with Deputy Head of Curriculum, 6 September 2023). This is reinforced by the statement of another teacher who said that: "For the workshop itself, it is usually done in turns so there is a system call but in turns, for the training itself yesterday there was training in making lesson plans by bringing in supervisors from outside" (Interview with Teacher, 6 September 2023).

For MAN 2 Tebo, the standardization of the quality of madrasah education has not been achieved by madrasah graduates. Because, in principle, madrasah alumni "lack" the need for such formal legality. Even without formal legality from the Government, madrasah graduates already exist in the midst of society and are even recognized. In addition, the orientation of students in entering madrasah education is not oriented towards obtaining formal legality in the form of a diploma as is the case with formal school educational institutions (Hadi et al., 2020). The most important need for madrasahs at this time is how the Government formally recognizes Madrasahs as a sub-system of National Education, so that there is no more discrimination against madrasahs, both in determining the budget through the APBN and APBD, and making the madrasah education system one of the benchmarks for achieving National Education goals, especially to evaluate the achievement of the goals of faith and piety (Pratama, 2019).

Teamwork and partnerships are well-developed, between school residents and outside the school. According to the Principal of MAN 2 Tebo, in order for teamwork to always be well-developed between all stakeholders or school residents, the madrasah always holds a meeting once a month which includes coaching and direction (Interview with the Principal MAN 2 Tebo, 6 September 2023).

Meanwhile, stakeholders have implemented the work plan in accordance with the job description, so it can be said that they have contributed to the quality of this madrasah (Interview with the Deputy Head of Student Affairs, 7 September 2023). This statement is in line with the observation results found that the head of the madrasah, the Teachers' Council and the Staff of MAN 2 Tebo have their respective duties and roles. The Guidance and Counseling Teacher said that "The first thing I have is my duties and roles, so the first thing is of course to do my duties as a BK teacher, if there is a problem I work together with the Deputy Head of Student Affairs, we discuss it together, we solve it together, so far Alhamdulillah it has never gone up to the head of the madrasah because we can solve it and overcome it so Alhamdulillah everything is running smoothly" (Teacher Interview BK, 7 September 2023).

There is a commitment from stakeholders to realize the vision and mission of the MAN 2 Tebo Madrasah in building a commitment to realize the Vision-Mission, namely by holding a coordination meeting to remind the vision and mission of the Madrasah and evaluate things that have not been achieved completely (Nadhirin, 2017). In maintaining its commitment to quality, MAN 2 Tebo also provides appreciation rewards to supervising teachers and trainers as well as students who win competitions such as olympiads or other

extracurricular competitions. This is done as a way to form a commitment so that trainers and students can be more active and more enthusiastic in the next competitions (Munzir, 2022). MAN 2 Tebo in maintaining its commitment has never sent students home before closing time or because of reasons of not studying. This was also expressed by several parents of students, because the school believes that sending students home early is very risky for the school, because it is feared that students will not return directly to their respective homes, so here the school must really maintain the trust of the community.

Strong commitment to maintaining the quality of education through various strategic and sustainable efforts (Serdyukov, 2017). This madrasah consistently implements the principle of internal quality assurance by involving all elements of the school, starting from the head of the madrasah, teachers, education personnel, to students. One real form of this commitment is the implementation of periodic self-evaluation of the madrasah, the preparation of data-based follow-up plans, and increasing teacher capacity through training and continuous professional development.

In addition, MAN 2 Tebo is also actively collaborating with various parties, including parents and the community, to create a conducive learning environment and support the achievement of national quality standards. This commitment is strengthened by a disciplined, transparent, and accountable work culture, so that the quality of education at MAN 2 Tebo continues to improve over time.

Continuous professional development has a high urgency in improving the quality of education, especially in facing the dynamics of the curriculum, technological developments, and demands for 21st century competencies. Teachers as the spearhead of the learning process are required to continue to update their knowledge, skills, and professional attitudes in order to be able to provide relevant, innovative, and effective learning. Without continuous development, teachers are at risk of experiencing competency stagnation which has an impact on the declining quality of the process and student learning outcomes. Therefore, training, workshops, collaboration between teachers, and access to modern learning resources are important parts of building a lifelong learning culture for educators. Continuous professional development also encourages teachers to be more reflective, adaptive, and responsive to change, so that they can continue to make a positive contribution to improving the quality of education as a whole.

## **CONCLUSION**

The implementation of Total Quality Management (TQM) at MAN 2 Tebo shows a strong commitment from the madrasah in improving the quality of education through a sustainable approach based on the PDCA cycle (Plan, Do, Check, Action), although in reality its implementation has not been optimal in all quality components. At the planning stage, the head of the madrasah has established a clear vision and mission, and formulated strategic policies that involve all elements, including students and parents, but is still constrained by limited resources and parental involvement that is not yet comprehensive. The implementation of the program has been carried out by involving all members of the madrasah and focusing on the quality of educational services, although it is still faced with the challenge of consistency in implementing policies and limited motivation and competence of some human resources. Evaluations have been carried out routinely through accreditation and coordination meetings, but have not been fully able to encourage optimal coordination between units. The corrective actions taken show that there are efforts for continuous improvement, but are still reactive and not yet structured systematically. Therefore, to achieve superior and competitive education quality, the implementation of TQM at MAN 2 Tebo needs to be improved through strengthening strategic planning, strengthening resource capacity, more effective coordination, and a work culture that supports comprehensive and sustainable quality improvement.

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