

## **A Model of Quality Management Development In Islamic Educational Institutions**

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### **ABSTRACT**

*We cannot deny that the management aspect has a significant influence on the delivery of an institution. This is due to the fact that management deals with aspects of shrewdness in designing activities, carrying them out as best as possible, overseeing the course of activities evenly so that the planned activities can take place properly. The purpose of this research is to find out how the management model in an Islamic educational institution is improve the quality of these institutions, and this research uses a qualitative approach with case studies on one issue, namely the quality development model in Islamic education institutions, and the method used is qualitative with a case study approach and the findings in this study are the results of in-depth interviews with informants, then make observations in the interaction activities of informants with their environment to find the necessary data and carry out documentation studies. The description of the research results is in the form of a description based on the information obtained from the main informants and basic informants.*

**Keywords:** *Management, Quality, Islamic Educational Institutions, Leadership*

### **ABSTRAK**

Tidak dapat dipungkiri bahwa aspek manajemen memiliki pengaruh yang signifikan terhadap ekspedisi sebuah lembaga. Hal ini disebabkan, manajemen berkaitan dengan aspek kelihaihan dalam merancang kegiatan, melaksanakannya dengan sebaik mungkin, mengawasi kegiatan secara merata agar kegiatan yang direncanakan dapat berlangsung dengan baik, tujuan dari penelitian ini adalah untuk mengetahui bagaimana model manajemen dalam sebuah lembaga pendidikan Islam meningkatkan kualitas lembaga tersebut, dan penelitian ini menggunakan pendekatan kualitatif dengan studi kasus pada satu permasalahan yaitu model pengembangan mutu pada lembaga pendidikan Islam, dan metode yang digunakan adalah kualitatif dengan pendekatan studi kasus dan temuan dalam penelitian ini merupakan hasil wawancara mendalam dengan informan, kemudian melakukan observasi dalam kegiatan interaksi informan dengan lingkungan untuk mencari data yang diperlukan dan melakukan studi dokumentasi. Deskripsi hasil penelitian berupa deskripsi berdasarkan informasi yang diperoleh dari informan utama dan informan dasar.

**Kata kunci:** *Manajemen, Kualitas, Lembaga Pendidikan Islam, Kepemimpinan*

## A. INTRODUCTION

Education is a very important issue in human life. The progress of a nation is highly dependent on the nation's education. This means that if the education of a nation can produce "humans" of good physical and spiritual quality. Automatically the nation will progress, peaceful and tetram. On the other hand, if the education of a nation stagnates, the nation will be backward in all fields. Talking about the quality of human resources in Islam views showed that the development of human resources cannot be separated from thinking about humans themselves, thus Islam has a very clear, complete and comprehensive concept regarding the development of human resources

The introductory section contains background, research context, results of literature review, and research objectives. All the introductory sections are presented in an integrated manner in the form of paragraphs with Imam Ali bin Abi Talib having said that "a truth that is not well organized will be easily defeated by a crime that is well organized". From this expression, regardless of the polemic on whether or not the source of the sentence is true, we can certainly understand that in carrying out a job, a good managerial (governance) system is needed. Without it, it is impossible for us to get what we will get through these activities perfectly (Asnawan, 2021).

The expression mentioned above, at least also confirms that humans in completing their affairs and to meet their needs always need to collaborate with other people, they only have limited energy and expertise. Therefore, to carry out this "collaboration" humans need a container which will one day be said by the organization. Well, it was in this organizational activity that the study of "management" began to receive attention from various groups. Learning institutions, as an organization that aims to educate the nation's children, need to get dominant attention from the aspect of management. Islamic education as a process of directing human development in terms of body, mind, language, behavior, and social-religious life that is directed towards goodness towards perfection, also has the same obligation to solve existing problems. However, the objective condition of Islamic education today is in a very apprehensive position. Islamic education both institutionally, process and output has not shown encouraging data (Suriyati et al., 2023).

Because, the success or failure of the learning program is greatly influenced by the management system that takes place in the learning institution (Suhono et al., 2019). We can at least see this in a number of learning institutions that at first seemed normal, but in a short time were able to show their superiority. Or conversely, an educational institution that has a good track record suddenly faces failure and totally collapses. Because this, although it does

not rule out other aspects, is caused by the messy management system in it. Therefore, we cannot deny that the management aspect has a significant influence on the delivery of an institution (Jami & Muharam, 2022). This is due to the fact that management deals with aspects of shrewdness in designing activities, carrying them out in the best possible way, overseeing the course of activities evenly so that the planned activities can take place properly, and evaluate the results of work that has ended so that later a discovery is made. used as a basis for determining the next activity plan (Basir et al., 2017). Thus, the revision of the quality of learning can be started by correcting the management system implemented in the institution. The aim is to continue to be a learning institution and be able to maximize all capabilities, both in terms of human resources, materials and existing infrastructure facilities efficiently and effectively, so that revisions to the quality of learning will continue to be achieved quickly. And all of these stages will be carried out properly, if the management system and governance of the institution have been perfected (Hambali & Idris, 2020). Every educational institution, including Islamic boarding schools, is required to provide the best possible service to its "customers". In order for this task to be realized, pesantren need to be supported by a good management system. Some of the characteristics of a good management system are the existence of an orderly mindset (administrative thinking), orderly implementation of activities (administrative behavior), and good attitude towards activity tasks (administrative attitude)

On this basis, the study of management began to receive a lot of attention from various groups, giving birth to various management models related to learning institutions. Although at first, this theory of management was only practiced in companies and factories, but after learning practitioners began to realize that the management of learning institutions was not much different from industrial management, the knowledge and theory of management began to be adopted and applied in the learning zone (Al-Shafei et al., 2015). Since then, the discussion on learning management has begun to be widely discussed. If at first, learning was only managed in a simple manner, and allowed to run as it was, without goals, objectives and supervision, let alone evaluation, then since the adoption of management in the governance of learning institutions, improvements have been gradually made to improve the quality of learning in Indonesia (Widodo et al., 2020).

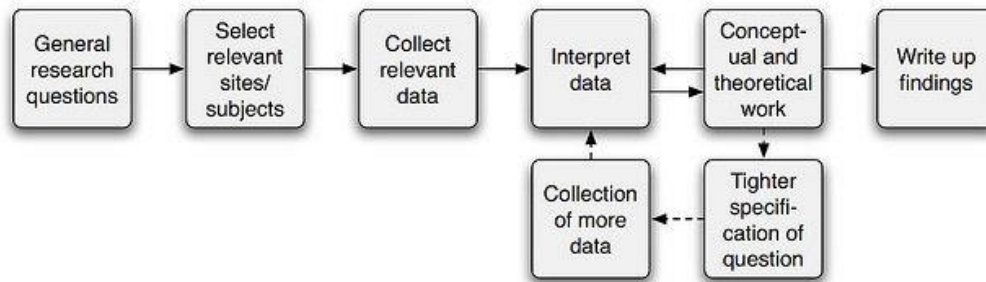
The aim of this research is management development to prepare prospective managers who master management concepts so that they will become skilled and responsible managers. In addition, Islamic educational institutions need to show their existence (Rahman et al., 2022). If quality benchmarks refer to the educational process, Islamic educational

institutions are required to be able to improve the quality of their education starting from the level of Madrasah Diniyah, Raudhatul Athfal (RA), Madrasah Ibtidaiyah (MI), Madrasah Tsanawiyah (MTs), Madrasah Aliyah (MA), STAIN IAIN / UIN. This needs to get serious attention in formal and non-formal Islamic education institutions to play a significant role in the direction of its management (Subandi Subandi, 2020). This means that quality management is needed in the development of professional Islamic educational institutions as an answer to these problems, especially in the context of educational autonomy today (Komsiyah, 2021).

The successful implementation of quality management in Islamic education is not easy. Commitment and good cooperation are needed between related institutions, central and regional governments, as well as local educational institutions, as well as the surrounding community (Ijah, Florentinus, & Sudana, 2021). If this management is carried out in accordance with existing provisions with all its dynamics and flexibility, there will be changes that are quite effective for the development and improvement of the quality of Islamic education and national education (Subandi Subandi, 2020). If quality indicators are directed at learning outcomes, graduate quality and academic achievement, then Islamic educational institutions must display quality with academic evidence that can be accepted and trusted by all parties in accordance with predetermined standards. Strengthening Curriculum, Strengthening School Management Capacity, Strengthening Education Personnel Education System, Strengthening Leadership, Improving Teaching Quality, Optimizing Educator Functions, Continuous Improvement, Management based on facts, As this research focuses on how good management models are applied in Islamic education institutions to improve the quality of an institution (Rahman et al., 2022).

## **B. METHOD**

The research method uses a qualitative approach , the source of the data comes from The form of research used in this research is a descriptive qualitative approach method. Qualitative research is aimed at understanding social phenomena from the perspective of the participants (Nurjaman, Al Mighwar et al., 2022). These participants are people who were interviewed, observed, asked to provide data, opinions, thoughts, and perceptions. The research strategy is flexible, using various combinations of techniques to obtain valid data.



**Figure 1.** Qualitative Approach Design

Based on this, qualitative research methods are carried out intensively, researchers participate for a long time in the field, carefully record what happened, carry out a reflective analysis of various documents found in the field, and make detailed research reports. Descriptive research is aimed at describing or describing existing phenomena, both natural phenomena and human engineering (Nurfuadi, 2020). So this research requires researchers to approach the school community in order to find answers to the research questions posed.

The data collection technique is to focus on and research the background. Data collection techniques. When viewed from the data collection technique, it can be done by interviews, observation, documents, and literature. Interviews are used as a data collection technique if the researcher wants to conduct a preliminary study to find problems that must be studied, and also if researchers want to know things from respondents who are more in-depth and the number of respondents is small/small. Observation Observations can be classified on direct observation (participants) and not participating. Observations are divided into two, namely open observation and closed observation. Observations can also use structured and unstructured techniques. Observations were made to obtain information about the behavior of informants and others, as in appropriate circumstances. The purpose of observation is to describe something that will be studied in this study, the ongoing activities, and the people involved in it. With this method the researcher under observation is in a reasonable state without any engineering being made (Supriani et al., 2022).

Then the data collection technique uses Documents. Documents are records of past events. Documents can be in the form of writing, pictures, or monumental works of a person. Documents in the form of writing, for example diaries, life histories, stories, biographies, regulations, policies. Documents in the form of images, such as photographs, live images, sketches and others. documents in the form of works such as works of art, which can be in the form of pictures, sculptures, films, and others. document study is a complement to the use of observation and interview methods in research qualitative (Nengsih et al., 2020). The

documents used in this study used proof of achievement photos, achievement records and achievement documents belonging to TKIT Hasanah Fiddaroin school.

This data collection technique is based on self-reports or at least on personal knowledge or beliefs. This interview can be conducted in a structured manner, and can be done face to face or by telephone (Husna, 2017). The interview technique used by researchers in the field is using an unstructured interview technique due to several constraints on the informants. The choice of this unstructured interview technique was to avoid inconvenience to the informants.

### **C. RESULT AND DISCUSSION**

In the era of information technology, teachers can no longer act as the sole source of information and knowledge. The role of the teacher has changed to become a facilitator, motivator, and dynamic for students. In the era of information technology, students can easily access any information available via the internet. In such conditions, the teacher is expected to give a bigger role to provide ethical and moral guidelines in selecting the necessary information. In other words, the role of educators cannot be replaced by what and who, and in any era. To be able to carry out this role effectively in the educational process, educators and educational staff must improve their quality with clear scenarios.

To improve the quality and quantity of teaching and learning activities carried out by teachers as educational staff, the teaching profession must own and master planning teaching and learning activities, carrying out planned activities and evaluating the results of the teaching and learning process. The teacher's ability to plan and carry out the learning process is a major factor in achieving teaching goals. The skill of planning and carrying out the teaching and learning process is something that is closely related to the duties and responsibilities of the teacher as an educating teacher.

The teacher as an educator has a very broad meaning, not limited to providing teaching materials but reaching out to ethical and aesthetic behavior in facing the challenges of life in society. As a teacher, the teacher should have a sufficiently mature teaching plan. Teaching planning is closely related to various elements such as teaching objectives, teaching materials, learning activities, teaching methods, and evaluation. These elements are an integral part of the overall responsibility of the teacher in the learning process (Syafar, 2017)

Efforts to improve the quality of education are influenced by multiple factors. One factor influences the other factors. However, the most important factor is the teacher, because the black and white teaching and learning process in the classroom is heavily

influenced by the quality of the teacher. The teacher is known as a 'hidden curriculum' or hidden curriculum, because attitudes and behavior, professional appearance, individual abilities, and anything that is inherent in the teacher's personality, will be accepted by students as signs to emulate or used as learning material.

The quality development management model implemented by school education institutions includes the Definition of Quality management development model by definition defined as something that helps in understanding the structure or process used by experts, when phenomena are studied to be explained. Sukardi provides limitations on the model, namely a structure similar to a function as a simplification of the concept used to gain an understanding of the phenomenon you want to explain. According to M Syaiful Sagala explained that the model is defined as a conceptual framework that is used as a guide in carrying out activities.

Good management is management that does not deviate far from the concept and is in accordance with the object it handles and where the organization is located. Management must be flexible, meaning that management can adapt to various situations and conditions. Meanwhile, integrated quality management according to Santoso in the book Total Quality Management (TQM), is a management system that elevates quality as a business strategy and is oriented towards customer satisfaction by involving all members of the organization. Several definitions of Education Integrated Quality Management (TQM) according to experts namely Education Integrated Quality Management (TQM) according to Edward Sallis is a philosophy of continuous improvement, which can provide a set of practical tools to every educational institution in meeting the needs, desires, and expectations of its customers, now and for the future (Karimah, 2015).

The management development model is greatly influenced by how a manager manages the educational institution, how he or she makes decisions, makes policies and develops the quality of employee/teacher performance to create other programs within the institution, whose goal is none other than to improve the quality of educational institutions. itself. Scientific management is intended as the implementation of scientific procedures in research, analysis and solving organizational problems or a set of mechanisms to increase work efficiency. This scientific management approach was developed by Fredrick W. Taylor based on the concept of work planning for efficiency, standardization, specialization and simplification (simplification). Taylor began working as a daily hustler at a steel factory, then rose to the position of supervisor and faced middle management struggles. in resisting top management's efforts to increase productivity (Fadhli, 2018).

The result of the research is that the use of models in management development in Islamic educational institutions is strongly influenced by how a school principal/leader in the institution takes policy steps by using certain models to improve quality in these institutions.

#### **D. DISCUSSION**

In terms of etymology, the word management comes from English which means management, governance, or management. Referring to the English Indonesian dictionary written by John M. Echols and Hasan Shadily (in Diantoro et al., 2021) it is written that management comes from the root word to manage which means to organize, manage, take care of, implement and treat. In addition, management in Indonesian can be interpreted as controlling, manage or handle. Various parties interpret the term management in other perspectives, for example management, management, coaching, management, leadership, leaders, administration, management, and so on. In addition, the term management also refers to the process of carrying out activities carried out efficiently and efficiently through the utilization of other people (Mukti, 2020).

Basically, the term management is often used in the scope of business or market scope. Furthermore, the term management is also used to refer to other professions, including in the world of education with certain specifics and modifications because there are differences in objects. Sondang P Siagian interprets management as a skill in obtaining a result to achieve goals through the activities of other people regarding the understanding of education management, there are several opinions including: education management is an activity of combining educational resources with one another so that they are focused in an effort to achieve pre-agreed educational goals. It is mentioned in another definition that education management is an activity or a series of activities in the form of a process of managing a cooperative effort of a group of people who are members of an educational organization, to achieve predetermined educational goals, to be effective and efficient (Marita Sari, 2019).

Management of Islamic education according to Mujamil Qomar is an activity of managing Islamic educational institutions in an Islamic way by dealing with everything related to education and learning to achieve the goals of Islamic education effectively and efficiently. To facilitate understanding and application, the definitions above can be further elaborated as follows:

First, the process of managing educational institutions in an Islamic way. The aspects that are emphasized in this case are Islamic values originating from the Al-Qur'an and



Hadith. For example related to quality, appreciation, empowerment , etc. Second, Islamic educational institutions. The concentration in Islamic education management is managing Islamic educational institutions, both madrasas , Islamic boarding schools, universities and so on. Third, Islamic Education which is managed Islamically (Alsharari, 2019). The point is that the management is based on Islamic law and uses general managerial principles but does not depart from Islamic values. Fourth, by getting around. In this case it has a strategic meaning, because management is full of tactics that lead to the achievement of a desired goal. Likewise with the management of Islamic education which always uses a certain strategy.

Fifth, learning resources and related matters, learning resources here have a broad scope, namely: 1) Materials, including textbooks, libraries, 2) Humans, which include all school members such as teachers, students, employees and caretaker; etc; 3) Tools and media such as teaching aids, laboratories, etc.; 4) Environment, which in this case leads to society; 5) The purpose of Islamic education. things that are very vital in influencing and controlling the components of Islamic religious education institutions are objectives; 6) Activities that include socio-political, socio-cultural activities in society; 7) Effective and efficient. That is, the goal was successfully achieved by saving energy , time and costs. Therefore management is often defined as the process of planning , organizing , leading and controlling organizational efforts in all its aspects so that organizational goals are achieved effectively and efficiently. Meanwhile, management of Islamic education is the process of planning, organizing, leading and controlling Islamic education with its various aspects so that educational goals are achieved effectively and efficiently. Islam, educational institutions or others) both hardware and software. This utilization is carried out through effective, efficient and productive cooperation with other people to achieve happiness and prosperity both in this world and in the hereafter (Awwaliyah & Baharun, 2019).

### **1. Integrated Total Quality Management**

Management comes from the word " to manage" which means to manage. Arrangements are made through a process and are arranged based on the order of the management functions, so management is a process to realize the desired goals (Supratman et al., 2021). Integrated Quality Management (Total Quality Management) in the context of education is a methodological philosophy of continuous improvement, which can provide a set of practical tools for every educational institution in meeting the needs, desires, and expectations of customers, now and in the future (Ivana, 2022). Meanwhile, Santoso said that TQM is a management system that promotes quality as

a customer satisfaction-oriented business strategy by involving all members of the organization (Meslec et al., 2020). Total Quality Management is an approach in running a business that tries to maximize the competitiveness of the organization through continuous improvement of products, services, people, labor, processes, and the environment (Ningsih et al., 2022). In essence, the purpose of educational institutions is to create and maintain customer satisfaction and in TQM customer satisfaction is determined by the stakeholders of the educational institution. Therefore, only by understanding the process and customer satisfaction can organizations realize and appreciate quality. All efforts / management in TQM must be directed at a main goal, namely customer satisfaction, what management does is useless if it does not give birth to customer satisfaction.

## **2. Teamwork**

Teamwork is a very important element in Integrated Quality Management. A team is a group of people working together and having a common goal, namely to provide satisfaction to all stakeholders. Teamwork in an organization is an important component in TQM, considering that teamwork will increase self-confidence, communication and develop independence (Mukti, 2020). Teamwork in handling projects to improve or develop the quality of education is one part of the empowerment of employees and their working groups by giving them greater responsibility. The existence of cooperation in an educational institution as the main capital in achieving quality and stakeholder satisfaction through a continuous quality improvement process. Team collaboration functions as follows: 1. Responsible for the quality of learning. 2. Responsible for the use of teachers' time, materials and space used. 3. Become a means to monitor, evaluate and improve quality. 4. Act as a channel of information to the management about changes in the process of improving the quality of the team (Hafidh et al., 2022). Factors Inhibiting Teamwork: 1. Personal identity of team members. 2. Relationships between team members (McClean & Collins, 2019).

The key to team success There are three interrelated components that affect the performance of a team's productivity, namely as follows: 1. Organization as a whole The culture or culture of an organization will determine the attitudes, behaviors and ways of thinking of all members in achieving the mission and goals which are influenced by the organization's philosophy, norms, codes of ethics, reward systems and expectations of members of the organization. 2. Teamwork The work team is able to achieve the expected performance or productivity if it is carried out with clear roles and

responsibilities, able to carry out conflict management, clear and simple operating procedures, and the achievement of the team's mission (Abdullah, 2017). Individual team members The individual nature of team members must have several requirements so that performance or productivity increases, namely: having early awareness to work together in achieving team goals, having an appreciation for individual differences, being empathetic and paying great attention to the delivery of tasks for each individual member team.

Total Quality Management helps achieve the goals and tasks of youth education. The concept of TQM not only improves the quality of management but also the entire educational institution. One possible use of total quality management in education in Indonesia is an approach based on the Standards for quality management in education, the Standards for quality management in education, demonstrates its validity and can be recommended as a model that provides quality education to institutional users who implement it (Rizky et al., 2022). The TQM approach in education not only involves achieving high quality but also affects all segments of the educational process: organization, management, interpersonal relations, material and human resources, etc. Applying the approach described above Quality becomes total (integral). The introduction of total Quality management requires a number of changes in educational institutions (Amin & Sholikah, 2022). The first changes must occur in management attitudes and activities, in the organization and monitoring of educational processes, in the evaluation of outcomes, in the communication culture, in the school atmosphere, and especially in the area of interpersonal relationships. The total quality management model includes the following: process planning, process management, continuous improvement, total engagement and user focus (Awwaliyah & Baharun, 2019).

Islamic education management basically has a lot in common with education management in general. However, there are fundamental differences in several points. The distinguishing points are the focus and concentration of Islamic theory on all variables that influence (influence) management activities inside and outside the organization and the relationship of individual behavior to influential social factors (Tolchah & Mu'ammam, 2019). Islamic theory provides a moral injection in management, which regulates how individuals should behave. In Islam there is no management unless there are values or ethics that surround it, as it is impossible to build a Muslim society without being based on good morals.

## E. CONCLUSION

That the management development model is greatly influenced by how a manager manages the educational institution, how he or she makes decisions, makes policies and develops the quality of the performance of employees/teachers to create other programs within the institution, whose aim is none other than to improve the quality of the institution education itself. Improving the quality of education is the management of quality improvement as a whole by using and empowering available educational resources. In other words, the basic strategy for improving quality on an ongoing basis is through improving the quality of all objects worked on in education management starting from education staff, students, curriculum, learning processes, educational facilities, finances and including relations with the community. All education management programs and activities are currently directed towards one main objective, namely customer satisfaction. What management does is useless if it does not result in customer satisfaction, both internal and external because the two customers have a reciprocal relationship and need each other. Finally, madrasas, which mostly live from, by and for the community, need attention and support from all parties. Quality improvement will not be realized without the contribution of all parties. For this reason, in order to improve their quality, madrasas need to be assisted, defended and fought for so that they are able to live and develop, and can compete with school education institutions.

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