Implementation Of Integrated Quality Management of Education (MMTP) In Islamic Education Institutions

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ABSTRACT

The purpose of this research is to find out how the Implementation of Integrated Quality Management of Education (MMTP) in Islamic educational institutions. The method used in this research is a literature study approach through literature sources and from various other literature sources. Then analyzed and presented the findings of the data objectively. The results showed that the Implementation of Integrated Quality Management of Education (MMTP) in Islamic educational institutions aims to improve the overall quality of education. Through a systematic approach that includes planning, implementation, supervision and evaluation, MMTP helps institutions achieve high educational standards. Collaboration between managers, educators, students and parents is the key to success, creating a conducive learning environment. The application of MMTP principles also focuses on developing teacher competencies and relevant curricula, as well as continuous improvement. Thus, MMTP not only improves academic aspects, but also shapes students' character and moral values, in line with the comprehensive goals of Islamic education.

Keywords: Integrated Quality Management of Education, Islamic Education Institutions.

A. INTRODUCTION

The educational problems faced by the Indonesian nation today include: 1) the low level of equitable access to education; 2) the low quality and relevance of education; 3) the weak management of education, in addition to the lack of realization of scientific and technological excellence among academics and self-reliance. 1Various efforts have been made to overcome the problems of national education, such as the development of national and local curricula, improving teacher competence through training, procuring books and learning tools, procuring and repairing educational facilities and infrastructure, and improving the quality of school management. However, various indicators of the quality of education have not shown significant improvement. Some schools, especially in cities, have shown encouraging improvements in the quality of education, but others are still causing concern. (Nasution 2019).

Functionally, education is basically aimed at preparing humans to face the future in order to live more prosperously, both as individuals and collectively as citizens of society, nations and between nations. For religious believers, the future includes life in the world and a view of a happy afterlife. (Kurniawan 2017). However, currently our world of education has not fully met the expectations of society. The phenomenon is characterized by the low quality of graduates, solving educational problems that are not complete, or tend to be patchy, even more project-oriented. They continue to question the relevance of education to the needs of society in the dynamics of economic, political, social, and cultural life. The quality of education graduates is not in accordance with the needs of the labor market and development, both industry, banking, telecommunications, and other sectors of the labor market that tend to challenge the existence of schools. Even the Human Resources (HR) prepared through education as the next generation are not fully satisfactory when viewed in terms of morals, morals, and national identity in the plurality of national culture.

Creating a quality educational institution as expected by many people or the community is not only the responsibility of the school / madrasah, but is the responsibility of all parties including parents and the business world as internal and external customers of an educational institution. Suryadi Poerwanegara said there are six basic elements that affect a product: 1) Human 2) Methods 3) Machines 4) Materials 5) Size 6) Continuous Evaluation (Zen 2016). For this reason, it is necessary to anticipate this situation by strengthening the ability to compete in various fields with the development of Human Resources.

Efforts to improve human resources cannot be separated from the role of education. Therefore, it is very important for national development to focus on improving the quality of

education. Quality education will be obtained in quality schools, and quality schools will produce quality human resources as well. Therefore, from an early age, management must be carried out as effectively and efficiently as possible. The principle of this management is the comprehensive supervision of all members of the educational institution on the activities of the organization.

B. RESEARCH METHODS

This research uses a type of qualitative *research* with a *library research* method, namely by collecting data from various sources of literature by covering books, journals, national seminar proceedings, and scientific articles related to the Implementation of Integrated Quality Management of Education (MMTP) in Islamic educational institutions. The source of data in research is the subject from which data can be obtained by researchers. Then, analyze and review related theories. The author presents the data findings objectively and systematically through descriptive data analysis techniques. (Suharsimi Arikunto 2013).

C. RESULTS AND DISCUSSION

1. Concept of Integrated Quality Management of Education (MMTP)

The definition of MMTP includes two components, namely what and how to run MMTP. In MMTP, the customer is the one in power or as a king who must be served properly. MMTP according to several figures. According to West Burham, MMTP is all functions of the school organization into a holistic philosophy built on the concepts of quality, teamwork, productivity, and achievement, as well as customer satisfaction. MMTP, according to Sallis, is creating a culture of quality where the goal of every member is to please their customers, and where the organizational structure allows them to do so. MMTP is a management system that concerns quality as a business strategy and is oriented towards customer satisfaction by involving all members of the organization. MMTP is a totality that orders everyone in the organization to be involved in efforts to make improvements or improvements. MMTP is defined as every person in any organization whose status, position, and role is the manager of his or her responsibilities. MMTP involves philosophy and methodology. The philosophy is the mindset for continuous improvement, and the methodology is to explain the tools and techniques such as brainstorming and force field analysis that are used as a means to make continuous improvement. (Yuli, Rusdinal, and Afriansyah 2019).. Based on the description above, it can be concluded that MMTP is a culture of continuous improvement in the quality of education, focusing on school customers,

families, communities, and governments. To produce quality, there are four fundamental efforts that must be made in an educational institution, namely (Rajagukguk 2009):

a. Creating a "win-win" situation (win-win solution) and not a "lose-win" situation between parties with an interest in educational institutions (stakeholders). In this case, especially between institutional leaders and institutional staff, conditions must occur that are mutually beneficial to each other in achieving the quality of the products/services produced by the educational institution.

b. It is necessary to develop instrinsic motivation in everyone involved in the process of achieving quality. Everyone in the educational institution must grow motivated that the results of their activities achieve a certain quality that increases continuously, especially in accordance with the needs and expectations of users/subscribers.

c. Every leader must be oriented towards long-term processes and results. The implementation of integrated management in education is not a process of short-term change, but a consistent and continuous long-term effort.

d. In mobilizing all the capabilities of educational institutions to achieve the specified quality, cooperation must be developed between the elements of the process of achieving quality results. There should be no competition between them that disrupts the process of achieving these quality results. They are a unity that must work together and cannot be separated from each other to produce quality as expected.

In the framework of integrated quality development management, the education business is nothing but a "service" business that provides services to its main customers, namely those who study in the educational institution. The customers of educational services can consist of various elements of at least four groups.

2. **Principles of Integrated Quality Management in Education**

According to Dean as cited by Yuli, Rusdinal, and Afriansyah (2019) the general principles of Integrated Quality Management include:

a. Organizations that focus on achieving customer satisfaction (Customer Focus Organization). The organization, in this case management, must be able to optimize all the potential and resources of the organization and the existing system to create activities towards achieving customer satisfaction. The achievement of customer satisfaction includes all stakeholders, both within the organization and outside the organization.

b. Leadership is the process of influencing others to achieve organizational goals. Therefore, leaders must have a clear vision and mission, so that both can be outlined in the policies to be taken.

c. Involvement of all organizational participants (People Organization) All components in an organization must be involved. This means that all organizational activities must always strive for continuous improvement. Improvement is not only from the principal, teachers, administrative staff, but all school community must have a commitment to make improvements. In other words, all members of the school community must be involved in efforts to provide the best possible service to customers.

d. An approach that emphasizes process improvement (Process Approach) Lack of information system support and success measurement tools MMT assumes that the final output of an organization is not solely seen partially, but a long process. The process is carried out consciously by each individual. The activities are also carried out interrelated with each other so as to produce organizational output. It is clear that graduates are not merely the product of academic staff, or employees, but involve a process that involves academic staff, employees, principals, students, parents, government, the business world, and the wider community, whose proportions are of course different from one another.

e. Implementation of management using a system approach In an organizational context, efforts to improve certain processes must be linked to other processes. Because the parties related to the process are a series that cannot be separated. The demand for improving the quality of learning cannot be done by teaching staff alone, but must also involve aspects of administration, leadership, facilities, and the creation of an optimal or supportive organization.

f. Continual Improvement or Kaizen The core of continuous improvement by leaders is human resources empowerment for both educational and administrative staff. Reality shows that not all organizational leaders realize the importance of empowering academic and administrative staff. Leaders are often more concerned with facility development or facility development. This is indicated by the existence of an education and training budget for both personnel, which is not at least less balanced than the physical development budget.

g. Factual Apprecision Making Integrated Quality Management-MMT is based on customer satisfaction. Therefore, the orientation of MMT must be based on the facts desired by customers. On the other hand, satisfaction is related to quality. The

implication is that the quality of satisfaction must be measurable and can be monitored at any time. Thus, organizational leaders must be able to create and develop measuring instruments as the success of an institution.

Integrated quality management is a quality management strategy that seeks to meet customer expectations carried out gradually and continuously to achieve quality improvement. The application of this integrated quality management concept means prioritizing service to students in improving the quality of graduates, or comprehensive school improvement efforts. The application of integrated quality management in education goes through several processes from preparation, planning, and implementation of the quality of educational services expected by educational customers.

3. Concept of Islamic Education

Education is a process of preparing the younger generation to live life and fulfill their goals more effectively and efficiently. Education is more than just teaching. The difference between education and teaching lies in the emphasis of education on the formation of awareness and personality of students in addition to the transfer of knowledge and skills. (Iswantir 2017). With this kind of process, a nation or state can pass on religious values, culture, thoughts and skills to its young generation, so that they are ready for life.

Ki Hajar Dewantara, an Indonesian national education figure, stated; "education in general means efforts to advance the character (inner strength), mind (intellect), and body of children, in harmony with nature and society. (Kholis 2014). More philosophically, Muhammad Natsir in the writing of the Ideology of Islamic Education states; "the name of education is a physical and spiritual leadership towards the perfection and completeness of humanity in the true sense".(Sari 2016).

The broad definition of education is that life means all learning experiences that take place in all environments and throughout life. Education is all life situations that affect individual growth. Whereas in a narrow sense education is a school, meaning that teaching is organized in schools as formal educational institutions. Education is all the influence that schools seek on children and adolescents who are handed over to have perfect abilities and full awareness of theirsocial relationships and tasks. (Mudyahardjo 2010, 3).

The word "Islam" in Islamic education indicates a certain color of education, namely education that is colored Islam, Islamic education, namely education based on Islam. Ahmad Tafsir explains that:

"Education is the various efforts made by someone (educator) towards someone (student) in order to achieve maximum positive development. One of the efforts made is by teaching, namely developing knowledge and skills, giving examples (examples), giving praise and gifts, educating by familiarizing and so on. Education is an effort to develop a person in order to form a maximum and positive development" (Tafsir 2005, 24).

Furthermore, Arifin argued: "Islamic education is an education system that can provide its capabilities in accordance with Islamic ideals, because Islamic values have animated and colored the style of its personality. (Haris 2015). Meanwhile, according to Samsul Nizar, Islamic education is a value transfer process carried out by educators, which includes the process of changing the attitudes and behavior and cognitive of students both in groups and individually, towards optimal maturity, by involving all their potential, so that it is hoped that students will be able to function as "abd" and khalifah fi al-ardh, while still guided by Islamic teachings. Islamic education is an effort to guide and develop the potential of students optimally so that they are able to sustain the safety and welfare of life in the world in accordance with the commands of Islamic law. Life that is consistent with this shari'a is expected to have the same impact in life in the afterlife, namely safety and well-being. (Jalaluddin 2003).

In more detail, Yusuf alQardhawi gives the definition of "Islamic education is the education of the whole person, his mind and heart, spirit and body, morals and skills. Therefore, Islamic education prepares man to live both in peace and war, and prepares him to face society with all its good and evil, sweet and bitter". Meanwhile, Hasan Langgulung formulates Islamic education as "the process of preparing the younger generation to fill the role, transferring knowledge and Islamic values that are harmonized with human functions to do good in the world and reap the rewards in the hereafter". Here Islamic education is the process of forming individuals based on Islamic teachings revealed by Allah SWT to Muhammad SAW. Through the process in which the individual is formed in order to achieve a high degree so that he is able to fulfill his duties as caliph on earth, which in turn realizes happiness in the world and in the hereafter. Strictly speaking, in line with what Ahmad D. Marimba stated, "Islamic education is physical and spiritual guidance towards the formation of the main personality according to Islamic standards" (Azra 2019, 6).

4. Implementation Of Integrated Quality Management of Education (MMTP) In Islamic Educational Institutions

The existence of schools as formal educational institutions is a forum for the cooperation of a group of people, namely principals, staff, teachers, employees and students to achieve school goals that have been planned and determined, the position of principal as a stakeholder in improving the quality management of education in certain schools which requires professionalism, expertise and skills, especially managing existing resources in the school environment. (Sangsurya, Muazza, and Rahman 2021).. The professionalism of the principal in carrying out his leadership is related to the quality, nature and behavior oriented to the quality of learning and job satisfaction on the part of staff, teachers and students in a synergistic manner.

Islamic religious education in schools is a planned, directed and integrated guidance process in fostering the potential of students to master knowledge, values and skills. In school all the potential of learners is developed in order to have superior human resources. Schools as formal educational institutions play a role in socio-cultural transformation in society. Systematically, it can be explained that the relationship between schools and communities can be seen from two aspects, namely: First, the school as a community partner in carrying out educational functions, Second, the school as a producer who serves educational orders from the community environment. (Bafadhol 2017).

In the implementation of education quality improvement management, the principal is required to involve all personnel in the process of joint commitment to the quality of education. One of the important efforts of a school principal is to optimize his role as a leader who has the responsibility to teach and influence all personnel involved in educational activities to actively participate in achieving the expected goals. Principals are successful if they understand the existence of schools as complex and unique organizations, and are able to carry out the role of principal as a person who is given responsibility in leading the school. (Wahjosumidjo 2013, 8).

The position of the principal is a leader, manager and coaching, as well as the highest position in determining and making decisions in educational and non-educative policies. (Suryosubroto 2014, 213).. With the concept of quality improvement management, the essence is the autonomy of schools to make decisions in a participatory manner. The emergence of this education quality improvement program, as a change in management patterns from a centralized approach to a decentralized approach. The policy is a reform in

the scope of education in Indonesia, including Islamic education. In this case, Deming suggests 14 steps to implement quality. The fourteen points referred to by Deming are: 1) create a product and service improvement effort; 2) adopt a new philosophy; 3) avoid reliance on mass inspection to achieve quality; 4) end the practice of rewarding business with price; 5) consistently improve product and service systems; 6) institutionalize job training; 7) institutionalize leadership; 8) eliminate fear; 9) break down interdepartmental constraints; 10) eliminate slogans, pressures and targets, and increase productivity; 11) eliminate work quotas that use numerical quotas; 12) eliminate constraints that rob employees of pride in their skills; 13) institute various educational programs that increase morale and improve work quality; 14) place everyone in work teams so that they can transform. (Salusu 2005, 100).

In Islamic educational institutions, Deming's concept can be applied. The school always improves its services to stakeholders. New advances and achievements in science and technology can be adopted by schools. Schools should not be late in following technological developments and as much as possible be able to create new innovations. The success achieved by the school community should not be rewarded with money, but can be in the form of other awards. Training and leadership are well managed, the organizational climate is made as conducive as possible so that no school community is afraid to voice their opinions. Strengthen relationships between departments or sections in the school and place the right people in the right positions.

Juran developed an approach to quality known as Strategic Quality Management (MMS) or Strategic Quality Management (SQM). SQM is a three-part process based on staff at different levels making unique contributions to quality improvement. Senior management has a strategic view of the organization, middle managers have an operational view of quality, and employees have responsibility for quality control. (Salusu 2005, 109).

At the level of school education, senior management is played by the school principal, middle managers are played by homeroom teachers and teachers who play the role of quality control responsibility. The principal must be able to develop the school's vision and mission in accordance with existing resources. Homeroom teachers are involved in the operational implementation of education and teachers as implementers or quality control. In Islamic educational institutions, Juran's concept can also be applied. The school principal as the top manager develops the vision, homeroom teachers carry out productive and constructive learning and teachers are fully responsible for school quality. Students are involved in fun learning activities so that the learning atmosphere is like a playground for them.

D. CONCLUSIONS

The implementation of MMTP in Islamic educational institutions aims to improve the quality of education holistically and sustainably. By integrating the principles of quality management, educational institutions can ensure that the teaching and learning process, curriculum, and human resource development run effectively and efficiently. The implementation of MMTP includes several important aspects, such as careful planning, regular monitoring and continuous evaluation. This helps in identifying strengths and weaknesses so that the institution can make necessary improvements. In addition, collaboration between teachers, students, parents and the community is essential to create a supportive educational environment. The involvement of all stakeholders can strengthen commitment to the vision and mission of the educational institution. Overall, MMTP has great potential in strengthening the position of Islamic education institutions as providers of quality education, which not only prioritizes academic aspects, but also moral and spiritual values. Thus, MMTP can be a strategic tool in achieving the goals of comprehensive and competitive Islamic education.

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