

THE IMPLEMENTATION OF TOTAL QUALITY MANAGEMENT IN MAINTAINING A CULTURE QUALITY AT MADRASAH TSANAWIYAH NEGERI 2 DUMAI

Rasilawana ^a, Junaidi ^{b*}, Agus Seswendi ^c

^a Magister Manajemen, Sekolah Pascasarjana, Universitas Lancang Kuning, Indonesia.

ABSTRACT

This study aims to examine the implementation of Total Quality Management (TQM) in maintaining a culture of educational quality at Madrasah Tsanawiyah Negeri 2 Dumai. TQM is an approach focused on comprehensive quality improvement within an organization, involving all elements of the madrasah, including the headmaster, teachers, students, and parents. This research uses a descriptive qualitative approach. Data were collected through in-depth interviews, observations, and documentation related to the implementation of TQM at Madrasah Negeri 2 Dumai. The results indicate that the implementation of TQM at Madrasah Tsanawiyah Negeri 2 Dumai covers several key aspects, including quality-focused planning, human resource management integrated with teacher training and competency development, as well as continuous evaluation and improvement through a feedback system from all stakeholders. In addition, the headmaster of Madrasah Tsanawiyah Negeri 2 Dumai plays a crucial role in leading change and communicating the values of quality to all members of the madrasah. The quality culture that has been built and maintained at Madrasah Tsanawiyah Negeri 2 Dumai is reflected in the improvement of students' academic performance, stakeholder satisfaction, and the active involvement of parents in supporting the quality of education.

KEYWORDS

Implementation, Total Quality Management, Culture Quality.

Introduction

The increasingly tight competition in the world of education in Indonesia encourages educational institutions to have certain advantages so that they can be chosen and trusted by the public. This advantage can be realized through improving the quality of education that provides a guarantee of satisfaction to the public as users of the service. Therefore, educational institutions need to be built based on a culture of quality that is the foundation for carrying out a quality education process. Madrasah Tsanawiyah Negeri 2 Dumai is one of the Islamic educational institutions that has the ability to compete with other formal schools. Since obtaining A accreditation in 2019, this madrasah has shown a significant increase in the number of students, especially from 2022 to 2024. Current madrasah students are part of the Net Generation, namely students born after the 2000s. Don Tapscott uses the term Net Generation to refer to a group of children who grow up in an environment full of digital media. The major changes that affect this generation are the emergence of computer technology, the internet, and other digital media. Madrasahs have a vital role in dealing with this change. One way to respond to these changes is to meet their needs, align their mindsets, develop their talents and interests,

* Junaidi. Email: junaidi@unilak.ac.id

and provide facilities that support their development. Developing a quality culture in education is not an easy task, but it can be realized if the planning and implementation are carried out carefully through the right strategy, a process that takes a long time, and maximum effort from school management that implements the quality culture.

This study aims to understand Total Quality Management in maintaining a culture of quality education at Madrasah Tsanawiyah Negeri 2i Dumai. Specifically, this study covers several things, including: to explore and analyze the application of Total Quality Management in maintaining a culture of quality education at Madrasah Tsanawiyah Negeri 2 Dumai, and to find out and analyze strategies and evaluations related to its implementation. This study uses the TQM (Total Quality Management) theory. TQM is a framework or guide for quality management that is very suitable for educational institutions. Previous research shows that the implementation of TQM is not only aimed at improving overall quality, but the strategies formed by TQM can also have a positive impact on various aspects of learning activities in schools. This strategy includes planning, action patterns, and decision-making that are directed to achieve certain goals while still considering the challenges and conditions faced by Madrasah Tsanawiyah Negeri 2 Dumai.

The novelty of the research on the implementation of Total Quality Management (TQM) in maintaining a culture of quality at Madrasah Tsanawiyah Negeri 2 Dumai can be seen from several aspects. First, this research can help improve the quality of education at the madrasah by implementing TQM principles. Second, this research can help identify factors that influence the culture of quality at the madrasah so that improvements and enhancements can be made.² Third, this research can help develop strategies to improve the quality of education at the madrasah so that it can improve student achievement and meet community expectations. In a broader context, this research can also contribute to the development of TQM theory and practice in the field of education so that it can be a reference for future research and practice.

Method

This study uses a qualitative approach. This approach is employed to understand the events hidden behind the phenomena that appear or are visible. This method is considered more effective in obtaining valid, reliable, and objective data related to a particular phenomenon, as the researcher has the freedom to determine the type of data needed. The subjects of this research are the Principal, Vice Principal, Teachers, Parents of Students and Students at Madrasah Tsanawiyah Negeri 2 Dumai. The data collection techniques include observation, documentation, photography, and interviews with informants, which enable a more comprehensive understanding of the implementation of Total Quality Management (TQM) in maintaining a quality culture at Madrasah Tsanawiyah Negeri 2 Dumai, thoroughly and in accordance with reality. The data analysis technique uses the interactive model by Miles and Huberman, which consists of data reduction, data presentation, and conclusion drawing.

Results

The research findings indicate that the implementation of TQM at Madrasah Tsanawiyah Negeri 2 Dumai encompasses several important aspects, including quality-focused planning, human resource management integrated with teacher training and competency development, as well as continuous evaluation and improvement through a feedback system from all stakeholders. Additionally, the headmaster plays a key role in leading change and communicating the values of quality to all members of the madrasah. The quality culture that has been built and maintained at Madrasah Tsanawiyah Negeri 2 Dumai is reflected in the improvement of students' academic performance, stakeholder satisfaction, and active parental involvement in supporting the quality of education.

Previous studies have shown that the implementation of TQM is not only aimed at improving overall quality, but can also have a positive impact on various aspects of learning activities in schools. This includes the management of an institution or organizational community, personal relationships between teachers and students, cooperation between leaders and staff in educational institutions, and improvements in facilities and workforce. Subsequent studies revealed that the implementation of TQM as a way or quality management plan will have a positive impact on improving school quality, strengthening the commitment of the school community, increasing team spirit, and encouraging teachers to be more proactive in maintaining the quality of education. These findings indicate that Total Quality Management is an efficient choice for improving the quality of education at the national and regional levels. Some differences between the results of this study and previous studies are that previous studies showed that TQM can improve the quality of education and meet community expectations.

However, this study focuses on Madrasah Tsanawiyah Negeri 2 Dumai, which has different characteristics from junior high schools. Other research results are that TQM can improve the quality of education and research. However, this study focuses on madrasah tsanawiyah, which has a different level of education from universities. Then, TQM can improve the quality of education and meet community expectations. However, this study focuses on Madrasah Tsanawiyah Negeri 2 Dumai, which has different characteristics from other madrasahs. The following is the formulation of research findings related to the implementation of Total Quality Management in maintaining the culture of quality at Madrasah Tsanawiyah Negeri 2 Dumai:

No	Research components	Research Findings	Explanation
1	Total Quality Management Implementation of Quality Culture	Commitment of the Madrasah Leadership	The headmaster plays the role of a leader who motivates and directs all members of the madrasah to understand the importance of educational quality and takes responsibility for setting a clear vision, mission, and quality policies for the entire academic community.
		Establishment of Quality Standards	The madrasah sets clear quality standards, both in academic and non-academic aspects. These standards include the quality of teaching, supporting facilities, student learning outcomes, and administrative services.
		Improvement of Human Resource Quality	Training and professional development for teachers and administrative staff are conducted objectively and periodically to ensure they remain focused on the goal of educational quality.
		Active Participation of All Parties	Students are involved in self-assessment, providing feedback to teachers, and soliciting input from parents regarding their satisfaction with the quality of education provided.
		Regular Evaluation	Routine evaluations are conducted to monitor the achievement of the established quality standards. These evaluations cover the learning process, student learning outcomes, and administrative services at the madrasah.
		Continuous Improvement	Continuous improvement is applied as a part of the culture at Madrasah Tsanawiyah Negeri 2 Dumai by consistently enhancing the quality of education. This may include improvements in teaching methods, the use of technology in education, and the enhancement of madrasah facilities.
		Facilities and Infrastructure	Improvements in infrastructure and educational facilities, such as comfortable classrooms, the availability of adequate learning aids, and other facilities supporting the educational process.
		Achievements	The madrasah provides awards or recognition for the

		and Awards	achievements and efforts of teachers, students, and administrative staff who successfully meet or exceed quality standards, in the form of certificates or prizes.
2	Quality Culture Strategy	Formulation of Vision and Mission	The establishment of a clear vision and mission related to the quality of education at the madrasah.
		Implementation of the established cultural values	The application of values such as discipline, cooperation, responsibility, and pride in achievements in all aspects of madrasah life.
		Training and Development	Ongoing training is provided to teachers and administrative staff to enhance their skills, both in pedagogy, management, and interpersonal relations.
		Process-Based Approach	The madrasah ensures that all processes are carried out efficiently, effectively, and in accordance with the established quality standards in every aspect of madrasah management, from planning, teaching, evaluation, to administrative services.
		Use of Technology	The use of online applications or platforms to support distance learning, or school management applications to facilitate administrative processes and performance monitoring.
3	Evaluation Quality Culture	Evaluation of Quality Standards Achievement	This evaluation includes student learning outcomes, such as exams and competency-based assessments. It aims to assess whether the quality of teaching and the curriculum implemented has met the desired standards.
		Evaluation of the Learning Process	Providing channels for students and parents to give feedback on the quality of learning and madrasah management. Surveys or discussion forums are used to gather input on the strengths and weaknesses of the applied learning process.
		Evaluation of Final Results	Evaluating the results of student exams or final tests, whether there has been an improvement in student achievements in academic or non-academic competitions. It also assesses whether madrasah graduates are competitive in higher education or in society. Additionally, satisfaction surveys are conducted among various parties, such as students, parents, teachers, and administrative staff regarding the quality of teaching, facilities, administrative services, and communication between the madrasah and parents.
		Internal Quality Audit	Evaluating various aspects involved in madrasah management, such as teaching, administration, management, and resource management.

Discussion

The research titled "Implementation of Total Quality Management (TQM) in Maintaining a Quality Culture at Madrasah Tsanawiyah Negeri 2 Dumai" carries deep significance from both the perspective of educational management theory and its practical application in the Islamic education environment, particularly at the Madrasah Tsanawiyah (MTs) level. This study seeks to reveal how the application of TQM principles can maintain and enhance the culture of educational quality in the madrasah, as well as its impact on the quality of education provided to students. Unlike previous research by Ma'rifah and Suaeb in 2023, titled "Madrasah Leadership Based on the TQM Approach to Improve Madrasah Education Quality," this study focuses on examining how the leadership style of the headmaster

can be understood through the lens of Total Quality Management (TQM) theory to improve educational quality at the madrasah.

The significance of this research is that the implementation of Total Quality Management (TQM) at Madrasah Tsanawiyah can lead to comprehensive improvements in educational quality, which not only focus on academic outcomes but also on non-academic aspects, such as ethics, discipline, and cooperation among all parties. The quality culture built and maintained through TQM can strengthen stakeholder involvement, provide space for continuous improvement, and create a quality educational climate. This study interprets TQM as a holistic managerial approach that not only focuses on improving the quality of teaching but also encompasses all aspects that affect educational quality. TQM involves all stakeholders in the educational organization (headmaster, teachers, administrative staff, students, and parents) to collectively commit to continuous improvement and innovation. In the context of the madrasah, this includes teaching, resource management, as well as administrative services and facilities.

One key point interpreted in this research is the role of the headmaster and management in initiating change and creating an environment that supports a quality culture. The headmaster, as a leader, is able to communicate the importance of quality and actively encourage all parties to participate in maintaining and improving the quality of education at the madrasah. One of the main principles of TQM emphasized in this study is the periodic evaluation, which suggests that by conducting regular evaluations of various aspects of education, the madrasah can identify their strengths and weaknesses and design appropriate improvement strategies for the future.

Based on the research results, the implementation of Total Quality Management (TQM) at Madrasah Tsanawiyah Negeri 2 Dumai has been running well through the application of quality principles comprehensively, both in terms of management, learning, and involvement of all stakeholders. The principal of the madrasah has shown a high commitment to quality culture by ensuring that every process of learning, evaluation, and management of the madrasah is in accordance with the established standards, and involving teachers, students, and parents in efforts to improve quality. In addition, the madrasah also routinely holds training to improve teacher competence, uses technology in education management, and conducts ongoing evaluations to ensure that educational quality goals can be achieved effectively.

The Total Quality Management (TQM) strategy implemented by Madrasah Tsanawiyah Negeri 2 Dumai aims to improve the quality of education comprehensively and sustainably. In its implementation, the madrasah begins by aligning the vision and mission that focus on achieving optimal educational quality, which involves all elements of the madrasah, including the Principal, Teachers, Students, and Parents. This process includes careful planning, developing teacher professionalism, and periodic evaluations to ensure that every aspect of education runs according to established standards.

Evaluation of the implementation of TQM at Madrasah Tsanawiyah Negeri 2 Dumai is carried out periodically to ensure that the strategies implemented are effective in achieving the set educational quality goals. This evaluation process covers various aspects, ranging from student learning outcomes, teacher performance, to parent satisfaction. Through accurate data collection, such as exam results, classroom observations, and feedback from stakeholders, the madrasah can identify strengths and areas that need improvement. The results of this evaluation are then used as a basis for making continuous improvements, both in aspects of teaching, management, and facilities that support the teaching and learning process.

Conclusion

The implementation of Total Quality Management (TQM) at Madrasah Tsanawiyah Negeri 2 Dumai plays a significant role in maintaining and enhancing the culture of educational

quality. Madrasah Tsanawiyah Negeri 2 Dumai has successfully adopted the fundamental principles of TQM, such as focusing on students (customers), involving all parties, and continuous improvement in all aspects of madrasah management. These principles are applied not only in teaching but also in administrative management and facilities. Through applying TQM, the madrasah has succeeded in building a strong quality culture, with strategic planning and evaluation actions carried out in a structured and continuous manner. The leadership of the headmaster plays a crucial role in encouraging the involvement of all stakeholders (teachers, staff, students, and parents) in maintaining the quality of education.

Madrasah Tsanawiyah Negeri 2 Dumai can continue to strengthen communication and collaboration with stakeholders (teachers, staff, students, parents, and the community) through more structured and regular discussion forums. Involving more parties in planning and evaluation will enrich perspectives and strengthen a shared commitment to a culture of quality. Things that need to be considered by educational institutions can create an educational ecosystem that supports the implementation of TQM as a whole so that it can improve the quality of education in all madrasahs and other educational institutions. Every parent must provide moral support to their children and strive to achieve good educational standards. In addition, creating a conducive learning environment at home is also very important to support the implementation of TQM principles, especially in the aspects of teaching and learning. Parents can play an active role in supporting the implementation of TQM in madrasahs so that the quality of education can continue to improve and create a better educational environment for their children

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