The Quality Assurance of Islamic Boarding School based on Total Quality Management (TQM)

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Article Info	Abstract
	The education quality assurance of Darul Arafah Raya Islamic Boarding School based on TQM is a deserved breakthrough to improve its education quality. This research aims to describe and analyze the Islamic boarding school's quality assurance improvements based on TQM. It is done by involving the whole concerning parties to reach the vision and mission of Darul Arafah Raya Islamic boarding school. This research applied a case study qualitative approach. The data were collected by interview, observation, and documentation. The research data validity was obtained from triangulation and the researcher's diligence improvements. The applied analyzing technique was Miles and Huberman interactive model. With a purpose to guarantee the Islamic boarding school's quality, the finding showed that TQM implementations were not applied to all TQM functions. The main focus was only on curriculum quality improvement. Darul Arafah Raya's TQM implementations did not have specific and structured parts. Its leader had essential roles to involve and empower the whole teams to guarantee the Islamic boarding school's quality based on TQM and with proper managerial skills. It was also crucial to participate in monitoring each activity. Thus, it could support the education customers' necessities (the Islamic students', their representatives or parent, and the surrounding society)

INTRODUCTION

Education cannot be separated from humans' lives. It is an effort to improve humans' qualities for the rest of their lives. By referring to education, humans could advance and develop to reach their life targets. To achieve such educational objectives, an individual has to undertake a teaching-learning process in an educational institution, either formal or the non-formal institution. An Islamic boarding school has a core activity to achieve educational objectives.

An Islamic boarding school is a religious, educational institution that has been known by society. It has specific features for the last six centuries (from the fifteenth century until the present day). It becomes the only native educational institution with the most significant contribution to foster literate individuals in terms of culture and literacy.

Educational quality is the targeted achievement of an educational institution. The academic quality is defined as a quality to fulfil or surpass the clients' expectations. Therefore, quality refers to the minimum standard achievement levels or a condition in which the achievements exceed the expectation. Education quality is a process concerning human resource quality improvement with specific management.

An Islamic boarding education must have the proper management to reach its objective. *Total Quality Management* is also known as Integrated Quality Management. Its initial concept is similar to industrial management concept. Farhana Rashid & Che Azlan Taibb (2016) found that introducing TQM was an obligatory step to obtain sustainable and competitive quality.

Veithzal rival (2009) states that "*Total Quality Management*" is an organizational system that involves the whole officialdoms, either from good or service sectors. The purpose of TQM system implementation is to improve the quality, efficiency, and production effectiveness from either industrial or other institutional environments".

The effort to improve the quality through TQM concept, by empowering the whole team in Darul Arafah Raya Islamic boarding school, had not been entirely experienced by the Islamic teachers, staffs, and educational workers. There had not been any training and development for them concerning the TQM concept. Moreover, its TQM implementation was not significant.

Quality assurance of Darul Arafah Raya, based on TQM with client satisfactions (the Islamic learners, their representatives, and the society) as the main focus, is expected to be realized in its graduates that have excellent religious knowledge, general science, and valuable moral. Unfortunately, not all Islamic learners' parents felt satisfied with the provided education. It was proven from the observation results that showed some behaviors of the Islamic learners and its graduates did not reflect the philosophy of Islamic learners. They were such as not wearing hijab for female learners, stealing, leaving the salah and fasting, and being selfish. Those matters become the gaps of Islamic boarding school education. TQM implementation in Darul Arafah Islamic boarding school is a solution within a domain to improve the graduates' qualities based on the society and the current era requirements. Deming in Edward Sallis (2012) argues that quality comes from the applied problem management. If an organization uses TQM, it should carefully consider the ways to integrate TQM into an assessment scheme. Any perception about achievement assessment argues that it is merely a short-term solution. Eventually, an evaluation based on a measured result leads to a misleading perception. The most crucial matter should be what is in the process. Juran (2012) argues that a teacher is the first management. Therefore, most of the quality problems could be redirected to the management decision. Therefore, TQM implementation should involve the whole available human resource.

To ensure the quality of the Islamic boarding school, through TQM concept implementation, the vision and missions of Darul Arafah Raya are: "To be a Cadre

Institution for Qualified and Dynamic Islamic Scholars and Islamic Leaders'". The assignments are: (1) Establishing superior classes of Islamic Scholarly, Exact Science, and Society. (2) Educating Islamic learners to be Warotsatul anibya' (science, heirs). (3) Promoting Micro Teaching. (4) Having complete and qualified facilities and infrastructures. (5) Prioritizing Arabic and English Language as the modes. (6) Empowering the religious people and eligible alumni to be the front of Darul Arafah Raya Islamic boarding school. (7) Having Everlasting Funding to reach the Vision and Missions.

TQM implementation in an Islamic boarding school concerns the existence of quality culture. By determining the clients, the Islamic Learners, as the primary focus through the participation of the founders, teachers, academic staffs, nurturing staff, and employees, an Islamic boarding school could compete, survive, and grow in the current era development. This research aims to describe and analyze the Islamic boarding school's quality assurance improvements based on TQM. It is done by involving the whole concerning parties to reach the vision and mission of Darul Arafah Raya Islamic boarding school. The strengths of this research are to improve Islamic boarding school existence by implementing TQM with assumption as the appropriate option for quality management improvement.

This research expects to contribute to providing solutions as reference for educational modern Islamic boarding school educational pattern as well as for other educational institution to implement TQM in improving the quality.

METHOD

It is a descriptive qualitative approach with the main focus on TQM implementation to assure Darul Arafah Islamic boarding school's quality through the whole concerning team participation. It has a purpose to achieve the given vision and mission of Darul Arafah Raya Islamic boarding school. The subjects consisted of the Darul Arafah Raya's leader, its founders, and teachers. The data collections were done by interview, observation, documentation study by applying Miles and Huberman interactive model analysis. It is as quoted in Sugiyono (2015). The researchers examined the data credibility through the source and method triangulation.

The applied data analysis techniques of this qualitative research, as proposed by Sugiyono (2015), were *data reduction, data display, and data conclusion/verification.* The obtained data were then summarized, screened, and focused on several crucial points. It had a purpose to search the themes and the patterns as well as to remove the unnecessary parts. The data were explained and presented in the forms of diagrams and the correlation between their categories and types. Then, an attempt to find the correlation pattern was made to get an accurate conclusion. It was then presented in the form of explanation or report based on the obtained findings. These systematic searching and arranging activities from observation, interview, and documentation were purposed to improve understanding and insight of the researchers dealing with the investigated problems. After promoting those activities, the findings would be presented in other forms. On the other hand, to improve understanding, further analysis is required. It has a purpose to find the interpretation.

The applied validity technique was a credibility test. A credibility test of the research data is done through extending observation, improving the researcher's diligence, triangulation, peer discussion, analysis of negative cases, and member check (Sugiyono, 2015). In this research, the researchers applied triangulation and author-diligence improvement methods. The triangulation in credibility test is defined as a data crosscheck from various sources by any means and from any time range.

RESULT AND DISCUSSION

The findings consisted of modern Islamic boarding school quality assurance based on TQM. The results are explained briefly, as shown in the Table.

Table 1. The finding descriptions

No	Theme	Description
1.	TQM implementation to assure Darul Arafah modern Islamic boarding school quality.	TQM function implementation had been applied, although it was fully complete. There was also no specific and structured organization.
2.	The whole team participation to assure Darul Arafah modern Islamic boarding school quality based on TQM.	It had been appropriately applied.
3	The leader's roles while implementing TQM through team involvement and empowerment in assuring education quality of Darul Arafah modern Islamic boarding school.	The leader directly went to the field. He monitored the activity and the Islamic boarding school program as well as providing opportunities for complete human resources.

TQM implementation to assure Darul Arafah modern Islamic boarding school quality.

Halim et al. (2005) argue that whole stakeholders need TQM implementation in an Islamic boarding school. It should have similarities in terms of quality management. Quality is a standard that has to be owned. Thus, it could meet any client's necessity that uses the educational system *output.* It is also crucial for its sustainable improvement. Indeed, it should be in line with the current competitive era demands, the labour force market. Islamic boarding school, as an educational institution, should be able to adopt the latest paradigm about modern quality management.

Syarifah (2015) states that adopting a modern industrial system management concept, TQM, expects Islamic boarding schools to perceive it as an essential matter. The fact shows that the Islamic learner education process is a *continuous educational process improvement.* By this TQM, better graduate qualities are expected to be realized and to meet the clients' satisfaction (Islamic learners, their representatives, and society). TQM implementation at Islamic boarding schools requires whole *stakeholders* to have the same perceptions to achieve the given objectives through the applied quality management.

The achieved vision and mission of modern Islamic boarding school are efforts to meet the clients' necessities. They are wise decisions to create better graduates. By TQM implementation, there will be a better solution to improve the modern Islamic boarding school. The adopted TQM concept in education is the current educational era innovation. Thus, Islamic boarding school education roles are essential.

Ahmad Darmadji (2015) argues that TQM implementation at Islamic schools requiring longer term. It also involves many parties and demands Islamic schools to understand better, to apply cultural quality, and to be more responsive toward the present era and technology developments. TQM implementation at Darul Arafah Islamic boarding school had been in line with the function. However, its realization was incomplete and was bound by the organizational structure. At the present era, Darul Arafah does not only focus on its curriculum quality improvement.

It leads to less optimal TQM implementation for the sake of Darul Arafah Islamic boarding school quality assurance. Based on the findings, this research expects to be a solution of TQM based quality assurance,

especially in Islamic boarding schools and other educational institutions.

The whole team participation to assure Darul Arafah modern Islamic boarding school quality based on TQM.

Veithzal Rivai (2009) states that *Total Quality Management* is a quality controlling approach through employee participation establishments. TQM is a formal mechanism and developed to find a problem solution by encouraging employees' participations and creativities. In another world, TQM implementation is not only a leader's responsibility but also the whole teams' or employees' responsibilities. To achieve the targeted quality, the whole organizational members in Darul Arafah modern Islamic boarding school, should be involved to reach the targeted quality. It has a purpose to meet the clients' expectations (the Islamic learners and their representatives).

This total participation requires proper knowledge of TQM. Thus, its implementation could be achieved well. Esen Altunay (2016) found that TQM principle-based training was adequate to determine the participants' perceptions (the teachers and principals). TQM concept-based training is very needed. By this TQM, the participants' professionalism would be improved. They were expected to practice TQM and understand their school dynamics.

Fahmiah Akihah (2018) states that human resource at school is vital and contributes to the educational institution. Human resource for each organization, especially an Islamic boarding school, is an essential and valuable asset. Although with all technological advancement, human resource will always have a crucial position over technology. By active participation from all human resources, an Islamic boarding school could engage various challenges, either internally or externally.

TQM implementation cannot be separated from the existing human resources. Every human resource has a role and a unique responsibility to carry. Therefore, they could reach a given vision and mission. An Islamic boarding school is an educational institution owned by many elements. It has the purposes to achieve the targeted vision and applied tasks and to meet the clients' necessities.

Burhan and Saugadi (2017) state that a teacher has essential roles in establishing education. Teachers also determine the learners' successes, especially on teaching-learning processes. They are the influential components for qualified educational methods and results. Therefore, the active participation of teachers is crucial to reach the Islamic boarding school's vision and mission.s

Dwi Esti Andriani (2009) states that teachers are vital components with the highest contribution toward educational quality. Therefore, teachers should gain more attention to improving academic quality. TQM implementation in Islamic boarding schools does not only focus on meeting the clients' necessities but also their teachers' necessities. It is also the function of TQM for the sake of better realization and educational quality.

Lailatul Maghfiroh (2018) states that TQM implementation at schools provides freedom for all human resources to contribute and share their ideas and notions for the sake of the schools. Also, schools expect their human resources to share solutions for ideas and concepts. By accepting all parties' arguments and notions, the human resources at schools are expected to be aware and focus on their school qualities.

TQM implementation in an Islamic boarding school is considered as an excellent solution to improve Islamic boarding schools' qualities. All participating human resources have their responsible freedom to enhance the Islamic boarding school quality. They have equal opportunities, tasks, and responsibilities.

Maraya Monang Hasibuhan (2018) also similarly perceives it. To improve school quality, every human resource, especially the teacher, has responsible freedom to participate. She adds that besides the responsible freedom, TQM provides empowerment, supervision, and evaluation carried out by the principals. Thus,

better communication and coordination to develop their learners could be fostered.

Veithzal Rivai (2009) states that all humans, either internally or externally, are the vital sources. The efforts to empower humans to manage themselves are essential. Such applied belief or trust for every human resource to reach the target was important.

In an Islamic boarding school, the efforts to realize the vision and mission are not merely the leaders' tasks but also all human resources' tasks. With the purpose to reach a qualified education, a sense of trust is required for the participating human resources. Every teacher should have skills and equal opportunities to overcome any problem based on their fields of expertise.

They also have rights and opportunities to share ideas and notions to reach the vision and missions. By these opportunities and senses of trust for all *stakeholders* in an Islamic boarding school, a harmonious kinship could be established. It will also develop a sense of belonging to carry out and perform the given tasks based on their fields of expertise.

The leader's roles while implementing TQM through team involvement and empowerment in assuring education quality of Darul Arafah modern Islamic boarding school.

Amirudin Siahaan et al. (2006) concluded that educational quality was important since every organization had several components. They were such as learners, teachers or educators, academic staffs, and education management processes. Quality is defined as how schools, through their teachers, carry out their tasks as educators, teachers, supervisors, and trainers based on the applied curriculum demands either in local or national contexts.

Edi Azhari (2013) states that a quality-oriented educational institution is required to be dynamic, innovative, and adjust itself to meet the social necessities based on era development. He also says that a leader has essential roles in coordinating, motivating, and accommodating all available educational resources at school.

Khoirul Anwar (2018) states that an educational institution leader should be able to predict future social preference. Then, he should be able to design the concerning strategy by assuring its academic quality. It should be entailed by effective and efficient institutional or systemic managements to improve educational quality.

Therefore, an Islamic educational institution should be able to manage his educational institution. Thus, he could realize a qualified Islamic educational institution. An Islamic educational institution with excellent and robust systems to assure its quality should have either internal or external sustainable assurance systems. It has a purpose to create a qualified Islamic educational institution as the other general educational institutions.

Darul Arafah Raya Islamic boarding school is an Islamic educational institution that always improves its academic quality. It attempts to meet the clients' necessities (the learners, their representatives, and the surrounding society) based on future era development. As the leader of Darul Arafah Raya, he has roles and responsibilities to assure the educational quality. All human resources have equal tasks and responsibilities to guarantee it. They would also be bound to the vision and mission of the Islamic boarding school and not only just the leader.

By empowering and involving the whole teams to assure the Islamic boarding school's quality, the leader's roles were influenced by the leader's direct involvement to supervise the school's activities and programs. He also provided opportunities for all human resources by inviting them to have a monthly briefing, enforcing the disciplinary regulation, and giving sanction for all educational workers based on the applied codes. The leader of Darul Arafah Raya had excellent management and could create the 'kinship' atmosphere during TQM implementation. He involved and empowered all teams to assure the modern Islamic school's quality. With this "kinship", a harmonious atmosphere could be established. The school's discipline could also be applied by involving all

human resources by providing regulations and sanctions based on the used codes by the leader.

CONCLUSION

Darul Arafah modern Islamic boarding school had applied TQM to assure its quality. However, it was not wholly used. The school only focused on improving its curriculum quality based on its vision and mission. Unfortunately, during its implementation, there was no specific and structured organization.

The whole team participation to assure Darul Arafah modern Islamic boarding school quality based on TQM had been appropriately applied. All groups were bound, involved, and is responsible for every activity and program announced by Darul Arafah Raya's leader. It was indicated by collaborative evaluation and problem-solving.

The leader's roles were to involve and empower the whole teams to assure Darul Arafah Raya's educational quality based on TQM. He had important roles that influenced the Islamic boarding school's quality. For example, the leader directly got involved to supervise the whole Islamic boarding school's activities. The leader also provided equal opportunities, disciplinary regulation, and sanction for the whole educational workers based on the applied ethical codes. The leader of Darul Arafah Raya had excellent management and could create the 'kinship" atmosphere during TQM implementation. He involved and empowered all teams to assure the modern Islamic school's quality. With this "kinship", a harmonious atmosphere could be established. The school's discipline could also be applied by involving all human resources through providing regulations and sanctions based on the applied codes by the leader.

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