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**Implementation of Total Quality Management in Madrasah Aliyah Swasta in Grobogan Regency for Education Quality Enhancement****Maya Rusmayani<sup>✉</sup> Heri Yanto, Yuli Utanto**Universitas Negeri Semarang, Indonesia

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**Abstract**

This study aims to analyze and describe the implementation of Total Quality Management (TQM) in private madrasahs in Grobogan Regency, with the goal of enhancing educational quality. TQM plays a vital role in improving education quality. The research employs a qualitative case study approach, utilizing data collection techniques such as observation, interviews, and documentation. The study's findings reveal that Sunniyyah Selo Private Madrasah Aliyah and Tajul Ulum Brabo Private Madrasah Aliyah have implemented Total Quality Management (TQM). Sunniyyah Selo Private Madrasah Aliyah is dedicated to enhancing institutional quality by providing technology-based services to educators, education staff, students, and parents/guardians. Meanwhile, Tajul Ulum Brabo Private Madrasah Aliyah is striving to improve quality through technology-based services and collaborating with Islamic boarding schools, which provide crucial support to the institution. Sunniyyah Selo Private Madrasah Aliyah focuses on the 'environmentally friendly' aspect in their pursuit of improved quality, while Tajul Ulum Brabo Private Madrasah Aliyah emphasizes the 'social' dimension

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## INTRODUCTION

The society involved in the field of education today has been paying attention to and demonstrating a concern for the quality of education. The concern to provide the best quality continues to evolve over time. Quality is a word derived from the Latin word "qualitas," which means value; characteristics; capability; quality; features; properties (Hadi, 2018). The development of concern for quality in the field of education has prompted educational institutions to implement Integrated Quality Management (IQM) or Total Quality Management (TQM) in English, which is referred to as Integrated Quality Management (TQM) in this research. Every educational institution, including Private Islamic High Schools (MAS) organized by the Islamic Education Foundation, makes efforts to demonstrate their commitment to the highest quality in every educational activity (Sallis, 2012).

Private Islamic High Schools (Madrasah Aliyah Swasta), equivalent to Senior High Schools (SMA) or Vocational Schools (SMK), essentially aim to have high and superior quality. Each institution must strive to establish and implement Total Quality Management (TQM) (Zahroh, 2021: 91).

The improvement of educational quality is an issue that is continuously discussed in the education management process (Fadhli, 2017). Total Quality Management (TQM), originally derived from the business, industry, or corporate world, through the evolution of the total quality movement, which began with time and motion studies (as a brief history of the development of TQM) by the Father of Scientific Management, Frederick Taylor, in the 1920s (Tjiptono, 2003), is expected to enhance the quality of education in all aspects.

A Private Islamic High School (Madrasah Aliyah Swasta) in Grobogan Regency not only has to meet quality standards but also needs to enhance its competitiveness

with public Islamic high schools or public schools. According to the Vice Principal for Student Affairs at Sunniyyah Selo (in an interview), public Madrasah Aliyah and public schools offer free monthly fees to attract students, while Private Islamic High Schools cannot fully do this because they rely on direct funding from foundations.

According to statistical data from the Supervisor's Document for Private Madrasah Aliyah in Grobogan Regency for the year 2022/2023, there are a total of 43 Private Madrasah Aliyah in Grobogan Regency (Supervisor's Document for Private Madrasah Aliyah in Grobogan Regency, 2023). This data also indicates that the foundations managing these private Islamic high schools are expected to support the development and progress of the schools, monitor their activities, and control the quality of education within the schools as a way of assisting the government in achieving National Education Standards (Standar Nasional Pendidikan or SNP) (Sumarni, 2018).

Islamic educational institutions, including Private Islamic High Schools (Madrasah Aliyah Swasta), conduct activities based on Islam with the goal of providing a comprehensive education in Islam (Tanika, 2021). Religious education serves the function of shaping students to practice and teach the values of Islam through formal, non-formal, and informal channels. Forms of religious education include Islamic boarding schools (pesantren), diniyah, and similar types (Sudharto, 2009: 104-105). Islamic educational institutions not only offer religious and general education but also moral education. Students gain a deeper understanding of Islam, develop their personal character in accordance with the requirements of the Quran and Hadith, acquire life skills, receive financial assistance and educational facilities, and participate in integrated education covering Islamic personality, Islamic knowledge, and practical life skills (Sugiono, 2009).

The community has expectations for the implementation of education and seeks to improve its quality. Quality is the most important agenda that an institution must strive for and achieve. Quality in education is defined as something that can meet and exceed the satisfaction and needs of customers (students and parents) in the field of education (Sallis, 2012). The desired improvement in the quality of education, as expected by the community, can be seen in how the community selects schools or madrasahs with high quality by looking for those that are accredited with an "A" rating (Habiburrahman, 2023). This community's stance stimulates and demands that educational institutions always strive to provide the best in improving the quality of education. Enhancing the quality of education is not just a matter of ideas or discussions among stakeholders and community involvement but must be implemented and carried out in daily educational activities (Arcaro, 2015: 5).

Several Private Islamic High Schools (Madrasah Aliyah Swasta) in Grobogan Regency that have achieved an A accreditation are considered to have excellent quality and meet the satisfaction of students and parents/guardians, indicating that they have implemented Total Quality Management (TQM) in their institutions. Private Islamic High Schools with an A accreditation rating have met the criteria with a very good score for educational quality improvement. These criteria include having a school establishment/operational decree, having students in all grade levels, having educational facilities, having educators and education staff, implementing the applicable curriculum, and graduating students (National Accreditation Board for Schools/Madrasahs, 2018). After conducting observations, the author identified three Private Islamic High Schools with excellent accreditation: Madrasah Aliyah Swasta Yafalah, Madrasah Aliyah Swasta Sunniyyah Selo, and Madrasah Aliyah Swasta

Banin Tajul Ulum Brabo (Supervisor's Document for Private Islamic High Schools in Grobogan Regency, 2023). However, Madrasah Aliyah Swasta Yafalah has not yet selected a head and is not willing to participate in the research.

Madrasah Aliyah Swasta Sunniyyah Selo and Madrasah Aliyah Swasta Banin Tajul Ulum Brabo have a high number of applicants and have implemented Total Quality Management (TQM) in their educational processes. Madrasah Aliyah Swasta Sunniyyah Selo, with 1,112 students in the 2023/2024 academic year, boasts 30 classes, the first digital class in Grobogan Regency, and holds the title of Madrasah Adiwiyata in the regency. The school's vision reflects its commitment to improving the quality of education: "Excellence in Achievements, Devotion in Worship, Exemplary Morality, and Environmental Awareness." On the other hand, Madrasah Aliyah Swasta Banin Tajul Ulum Brabo, accredited with an A rating, has 569 male students in the 2023/2024 academic year, making it the school with the highest number of male students in Grobogan Regency. It has 18 classes and offers a prominent religious studies program that covers materials commonly used in pesantren (Islamic boarding schools), as well as practical activities in preaching and other religious endeavors to prepare graduates for community engagement. The school's vision also reflects its commitment to improving the quality of education: "Towards an Intellectual, Morally Upright, High-Achieving, and Sociable Madrasah."

The researcher needs to conduct further research to answer and understand how Total Quality Management (TQM) is implemented in Private Islamic Senior High Schools in Grobogan Regency. Therefore, the researcher has chosen the research title "Implementation of Total Quality Management (TQM) in Private Islamic Senior High Schools in Grobogan Regency to Improve the Quality of Education." The results of this research are

expected to be used as input for the Directorate of Islamic Education of the Ministry of Religious Affairs, particularly the Directorate of Madrasah Education, in formulating policies for empowering Private Islamic Senior High Schools. For these schools, the research findings can serve as a reference for developing their educational programs, particularly in improving the quality of education.

## METHODS

This research adopts a qualitative research approach, specifically utilizing an intrinsic case study method. The researcher used an intrinsic case study approach in this research. This research is carried out at Private Islamic High School Sunniyyah Selo and Private Islamic High School Banin Tajul Ulum Brabo because they have been accredited with an A rating and have already undergone the process of selecting the school head. The primary data sources in this research include the school principal, vice principal, educators, students, administrative staff, committee members, and parents or guardians of students, who will be interviewed by the researcher. Additionally, the secondary data for this research comprise records or documentation of the Vision and Mission, Functions and Duties (Tupoksi), Operational Curriculum of the Madrasah, or Unit Level Curriculum (Kurikulum Tingkat Satuan Pendidikan), organizational developments, activities, achievements, and other necessary documents, which will be collected to complement and support the research (Sugiyono, 2019). The data collection methods employed in this research include four main approaches: observation, interviews, documentation, and triangulation. In this research, the researcher employs the triangulation method, The data analysis in this research has been conducted concurrently with the data collection process. The analysis process in this research involves four stages: 1) Data Collection, 2) Data

Reduction, 3) Data Presentation, 4) Drawing Conclusions.

## RESULT AND DISCUSSION

Sunniyyah Selo and Tajul Ulum Brabo Private Islamic High Schools are institutions that have a strong commitment to continuous improvement in their management. This commitment is evident in various ways, such as the leadership demonstrated by the school principals, which has a positive impact beyond the school's boundaries. Additionally, there is a spirit of collaboration among school principals, educators, and staff, resulting in numerous achievements in school activities. Furthermore, students actively participate in these activities, and parents or guardians are actively engaged in cooperation with the school. This research has uncovered how these schools are constantly striving for improvement in several key areas: (1) Facility Improvement: The schools continuously invest in and maintain their facilities, ensuring they are well-equipped and well-maintained. (2) Human Resource Development: There is a focus on developing the skills and capabilities of educators and staff to enhance the quality of education. (3) Achievement Enhancement: The schools work on improving the achievements of both educators and students. (4) Parental Engagement: Various forms of engagement with parents or guardians, such as meetings, online discussions, or applications, are used to foster collaboration and communication between the school and families.

Top of Form In the implementation of Total Quality Management (TQM), Sunniyyah Selo Private Islamic High School and Tajul Ulum Brabo Private Islamic High School exhibit the characteristics mentioned by Arbangi (2016). These characteristics include an obsession with quality improvement, the involvement of all stakeholders within the schools, a focus on customers (in this context, students and their families), controlled unity,

and a long-term commitment. Both schools also incorporate elements of Total Quality Management (TQM), which include (1) philosophy, (2) vision, (3) strategy, (4) talent, (5) resources, (6) rewards, and (7) organization (Militaru, 2013). While the researcher has identified differences in their continuous improvement efforts, the ultimate goal of both schools is to achieve the highest quality education.

The research findings in Sunniyyah Selo Private Islamic High School and Tajul Ulum Brabo Private Islamic High School do not differ significantly from the findings presented by Kuntoro (2019) regarding high-quality educational institutions, as identified by the Whole District Development (WDD) team. These characteristics include: (1) Clear Vision and Mission, (2) Professional School Leadership, (3) Professional Educators, (4) Conducive Learning Environment, (5) Student-Friendly, (6) Strong Management.

In alignment with Hadi's (2018) perspective, Sunniyyah Selo Private Islamic High School and Tajul Ulum Brabo Private Islamic High School demonstrate their commitment to quality education through continuous improvement efforts. The achievements of these two schools represent the realization of the goals set by the institutions. Both schools exhibit a strong desire for quality and have earned a reputation for achieving higher levels of excellence compared to other Private Islamic High Schools in Grobogan Regency. Furthermore, the school's resources, including the school leadership, educators, and staff, demonstrate cooperation and openness to change.

Human resource development through training, mental and spiritual support is one of the efforts aimed at continuously improving quality, with the expectation of getting better over time. This is closely related to the management led by the school principal through established approaches and systems. Leadership is also recognized as a decisive

factor in the success of an organization (Fadhli, 2017). Sunniyyah Selo Private Islamic High School, which also emphasizes collaborative work as a characteristic of Total Quality Management (TQM), has the goal of advancing together and achieving collective prosperity.

### **Quality Standards in Private Islamic High Schools in Grobogan Regency**

Quality is an important aspect of education. Educational quality refers to the quality of graduates and satisfactory services (Fadhli, 2017). Both madrasahs use the 8 National Education Standards, which have supporting indicators.

Sunniyyah Selo Private Islamic High School and Tajul Ulum Brabo Private Islamic High School have implemented quality standards in accordance with the Indonesian National Education Standards. With competent educators, adequate facilities and infrastructure, well-structured learning processes, assessment procedures in place, as well as clear criteria for grade promotion, graduation, and curriculum alignment, both schools are striving to continuously improve their quality.

Sunniyyah Selo Private Islamic High School has adopted the "Kurikulum Merdeka" (Independent Curriculum), while Tajul Ulum Brabo Private Islamic High School is still using the "Kurikulum Tingkat Satuan Pendidikan" (School-Based Curriculum), and starting from the 2023/2024 academic year, it will transition to the "Kurikulum Merdeka."

The quality standards established by both schools have been measured with the mentioned indicators. As Fadhli's research (2017) suggests, it is necessary to have criteria or indicators to measure quality education. Quoting Sallis (2012), many good quality indicators in educational institutions include: high moral/character values, excellent examination results, support from parents, the business community, and the local community, abundant resources, implementation of the



latest technology, strong leadership and a clear vision, care and attention to students, a balanced and relevant curriculum. High moral/character values as criteria for grade promotion and graduation, as well as a curriculum structure tailored to these standards, are integral components of the quality standards in both madrasahs. These indicators reflect the commitment to providing quality education.

### **Organizational Changes in Private Islamic High Schools in Grobogan Regency**

Sunniyyah Selo Private Islamic High School and Tajul Ulum Brabo Private Islamic High School utilize their organizations as spaces for increased participation and personal development. Organizational changes in these schools are closely tied to the effective leadership of the school principals, as emphasized by Fadhli (2017), who identified effective leadership as a factor that can enhance the quality of educational institutions. Leadership can indeed influence, motivate, and guide positive changes within an organization.

Both madrasahs are committed to fostering continuous development within their organizations, which contributes to their pursuit of high-quality education. This process aligns with the elements of Total Quality Management (TQM), as described by Soheli-Uz-Zaman (2016). These elements play a vital role in process improvement and include: leadership, vision, measurement and evaluation, process control and improvement, program design, quality system enhancement, employee involvement, recognition and rewards, evaluation and training, student focus, focus on other stakeholders in educational institutions.

The active involvement of educators and staff is indeed one of the elements that can drive positive change within an organization and contribute to the improvement of madrasah quality. Their dedication and engagement play

a crucial role in realizing the goals and vision of the schools.

The key elements mentioned, which align with the research findings in both madrasahs, are in line with Dale's key elements in the implementation of Total Quality Management (TQM), as cited by Wiyono (2013). These elements include leadership and senior management commitment, the involvement of everyone, teamwork, and collaboration. This is evident in how the school principals, as leaders, distribute responsibilities fairly, involve everyone comprehensively, and indirectly emphasize teamwork.

Additionally, Syahbudin (2018) highlights that several components of Total Quality Management (TQM) in education include leadership and organizational climate. Leadership is crucial in determining the organizational climate, which can evolve for the better in both madrasahs. The role of leadership in shaping a positive and collaborative organizational climate is indeed essential for the successful implementation of TQM principles in educational institutions.

### **Efforts to Maintain Good Relationships with Customers in Private Islamic High Schools in Grobogan Regency**

Maintaining good relationships with customers and providing satisfying services is indeed one of the principles of Total Quality Management (TQM) implementation. Fadhli (2017) stated quality in education involves evaluating the evolving needs of customers (students) and simultaneously meeting the accountability standards set by stakeholders who invest in the education process or its outcomes. In this context, customers refer to both students and their parents or guardians.

To fulfill this principle, Sunniyyah Selo Private Islamic High School and Tajul Ulum Brabo Private Islamic High School employ various methods to provide services and maintain communication with students and their parents: Sunniyyah Selo Private Islamic

High School uses group chat communication, meetings, and applications to offer services and engage with students and parents. Tajul Ulum Brabo Private Islamic High School maintains relationships with students and parents through online group discussions and meetings.



**Figure 1.** School Application

The efforts made by both madrasahs align with the principles outlined by Kuntoro (2019) regarding Total Quality Management (TQM) in education, which include four main principles for education goals and management: (1) Customer Satisfaction within the concept of quality management, (2) Caring for Every Individual within an educational institution, (3) Effective Management Based on Organizational Facts and Orientation to Real Situations, (4) Continuous Improvement. Both madrasahs are committed to continuous improvement, as emphasized by Militaru (2013), which is essential for meeting customer demands and maintaining positive relationships with students and parents.

In summary, Sunniyyah Selo Private Islamic High School and Tajul Ulum Brabo Private Islamic High School follow TQM principles that prioritize customer satisfaction,

demonstrate care for every individual, emphasize effective management based on organizational facts, and strive for continuous improvement. These principles guide their efforts to maintain positive relationships with students and parents while providing high-quality education services.

## CONCLUSION

Sunniyyah Selo Private Islamic High School and Tajul Ulum Brabo Private Islamic High School are both institutions that implement Total Quality Management (TQM). The implementation of TQM, as found by the researcher, involves continuous improvement efforts, the establishment of quality standards, organizational changes, and efforts to maintain good relationships with customers (students and parents).

Sunniyyah Selo Private Islamic High School continually strives to enhance the quality of its institution by providing technology-based services to educators, students, and parents or guardians. Meanwhile, Tajul Ulum Brabo Private Islamic High School is working to improve its quality by moving toward technology-based services and synergizing with Islamic boarding schools, which serve as essential support for the institution.

The commitment to quality improvement is evident in Sunniyyah Selo Private Islamic High School's vision statement, which emphasizes an "environmentally conscious" approach, while Tajul Ulum Brabo Private Islamic High School highlights the aspect of being "socially responsible." It's important to note that the excellence of a madrasah cannot always be solely determined by its accreditation status.

The results of this research are expected to serve as additional references and can be further developed into a broader model. Future research could involve a larger sample size and more parameters or indicators to provide a

more comprehensive understanding of similar research topics.

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