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## IMPLEMENTATION OF TOTAL QUALITY MANAGEMENT (TQM) IN MADRASAH: A CRITICAL AND COMPREHENSIVE ANALYSIS THROUGH LITERATURE STUDY

**Afriantoni<sup>1</sup>, Kiki Rahma Alya<sup>2</sup>, Juni<sup>3</sup>, Dania Zalyanti<sup>4</sup>**e-mail address: afriantoni\_uin@radenfatah.ac.id<sup>1</sup>, kikirahmaalya5@gmail.com<sup>2</sup>,  
juni6867@gmail.com<sup>3</sup>, daniazalyanti@gmail.com<sup>4</sup>Affiliation: Universitas Islam Negeri Raden Fatah Palembang<sup>1,2,3,4</sup>

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### Abstract

This study aims to analyze the implementation of quality management in education at schools and Islamic schools in Indonesia through a literature review approach. Quality education is key to national development, and quality management plays a strategic role in improving teaching effectiveness, stakeholder satisfaction, and the professionalism of educators. This study focuses on the concept of Total Quality Management (TQM), which emphasizes continuous improvement, multi-stakeholder involvement, and consistent evaluation. The results of the literature review indicate that the success of TQM implementation is influenced by strong leadership, effective communication between stakeholders, performance rewards, and the integration of a quality culture at every level of the educational institution. The main obstacles faced are limited resources, a lack of understanding of TQM, and resistance to change. Several studies reviewed highlight the implementation of TQM in various Islamic educational units, such as Madrasah Tsanawiyah and Madrasah Aliyah, with generally positive results, although challenges related to operational costs and changes in organizational culture remain concerns. Successful strategies include unifying the vision and mission, strengthening student character, and providing maximum service to all stakeholders, including teachers, students, and parents. The implication of this research is the need to adopt an adaptive and contextual quality management system, accompanied by intensive training for all human resources in education. With the implementation of appropriate strategies, it is hoped that the quality of Islamic education in Indonesia will be continuously improved.

**Keywords:** Total Quality Management (TQM), Critical Analysis, Comprehensive, Madrasah

### Abstrak

Penelitian ini bertujuan untuk menganalisis penerapan manajemen mutu dalam pendidikan di sekolah dan madrasah yang berada di Indonesia melalui pendekatan studi literatur. Pendidikan yang berkualitas menjadi kunci pembangunan bangsa, dan

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manajemen mutu berperan strategis dalam meningkatkan efektivitas pengajaran, kepuasan stakeholder, serta profesionalisme tenaga pendidik. Studi ini berfokus pada konsep Total Quality Management (TQM) yang menekankan perbaikan berkelanjutan, keterlibatan semua pihak, dan evaluasi konsisten. Hasil studi literatur menunjukkan bahwa keberhasilan penerapan TQM dipengaruhi oleh kepemimpinan yang kuat, komunikasi yang efektif antar pemangku kepentingan, penghargaan kinerja, serta integrasi budaya mutu di setiap lini lembaga pendidikan. Kendala utama yang dihadapi adalah keterbatasan sumber daya, kurangnya pemahaman tentang TQM, dan resistensi terhadap perubahan. Sejumlah penelitian yang dikaji menyoroti implementasi TQM di berbagai satuan pendidikan Islam, seperti Madrasah Tsanawiyah dan Madrasah Aliyah, dengan hasil yang umumnya positif, meski tantangan biaya operasional dan perubahan budaya organisasi tetap menjadi perhatian. Strategi yang berhasil diterapkan meliputi penyatuan visi misi, penguatan karakter peserta didik, serta pelayanan maksimal kepada seluruh stakeholders, termasuk guru, siswa, dan orang tua. Implikasi dari penelitian ini adalah perlunya adopsi sistem manajemen mutu yang adaptif dan kontekstual, disertai pelatihan intensif bagi seluruh sumber daya manusia pendidikan. Dengan penerapan strategi yang tepat, diharapkan dapat meningkatkan mutu pendidikan Islam secara berkelanjutan di Indonesia.

**Kata Kunci:** Total Quality Management (TQM), Analisis Kritis, Komprehensif, Madrasah

## A. Introduction

The quality management of madrasah education in Indonesia is generally related to the inequality of resources and quality, especially between public and private madrasahs, and between madrasahs in urban and rural areas (Setiabudi Sukma et al., 2024). Although the government has equalized the status of madrasahs with public schools, many madrasahs, especially those in remote areas or managed privately, still face limitations in funding, facilities and infrastructure (including technology), and the availability of competent and trained teachers. This challenge is exacerbated by the lack of understanding and implementation of systematic quality management at the institutional level, thus hampering efforts to improve the quality of graduates who are able to compete in the modern era (Khoiriyan et al., 2023). The application of quality management in education has become a major concern, especially in the context of Islamic education which integrates spiritual values with high academic standards. (Guliyash et al., 2024; Habib et al., 2024; Reni Septrisia et al., 2024) Several studies have shown that schools and madrasahs that apply quality management principles are able to improve student learning outcomes, teacher professionalism, and the effectiveness of school organizations. (Dirga Ayu Lestari et al., 2024; Reni Septrisia et al., 2024)

Common challenges in educational quality management in madrasahs in Indonesia often center on the inequality of resources and the quality of human resources. Madrasahs, especially those managed privately or located in remote areas, often face significant limitations in terms of funding, facilities and infrastructure (including access to modern technology), and uneven teacher quality and competence (Pratama Abnisa & Azis, 2025). Furthermore, the systematic and sustainable implementation of quality management remains an issue, exacerbated by the lack of in-depth understanding of the concept and practice of quality management among stakeholders, such as madrasah principals and teachers. (Hendrian & Suparno, 2024) Therefore, further study is needed on effective strategies in adopting a quality management system to improve the quality of education as a whole.

Various literature reviews in the past three years indicate that the central issue in the quality management of madrasah education in Indonesia focuses on the leadership role of madrasah principals and the implementation of various quality management models. Research by Syarifuddin & Syamsuddin discusses the implementation of Integrated Quality Management (MMT) as a strategy to realize the Pancasila Student Profile in madrasahs (Syarifuddin & Syamsuddin, 2023). This study emphasizes the importance of continuous improvement and collaboration between all relevant parties. Meanwhile, Latifah et al. highlight the leadership of madrasah principals as a key factor in improving the quality of graduates (Latifah et al., 2021). These collective findings underscore that, although quality management concepts have been widely recognized, the main challenge remains their practical implementation in the field, especially in the context of madrasahs with limited resources. (Efendi et al., 2024)

One of the significant research problems in the quality management of madrasah education in Indonesia is the lack of effective implementation of existing quality management policies and models at the operational level, especially in private and rural madrasahs with limited resources (Pratama Abnisa & Azis, 2025). Although the government has established educational quality standards and a number of studies have demonstrated the success of models such as Madrasah-Based Management (MBM), there is still a gap between theory and practice (Khoiriyan et al., 2023). This problem is exacerbated by the low leadership competency of madrasah principals in formulating adaptive quality strategies, as well as the lack of awareness and active participation of all madrasah members in the process of continuous quality improvement. As a result, the quality of graduates produced is not uniform, which in turn impacts their competitiveness at the national

level.(Lailatul Azizah et al., 2024; Lie et al., 2024; Nur Rahayu Setyawati & Eka Ila Sa'adah, 2025)

This study aims to analyze how quality management is implemented in schools and madrasas in Indonesia, based on a literature review. By understanding the various factors influencing the success of quality management implementation, it is hoped that appropriate solutions can be found to overcome existing obstacles and improve the effectiveness of education in Indonesia.

## B. Method

The method used in this research utilizes literature review techniques from various existing studies, where researchers provide an explanation of teacher quality in teaching. Literature reviews are often related to reading sources whose topics and language are relevant to the research topic (Ridwan et al., 2021). Literature review is an approach where researchers seek several theories from references relevant to the discussion topic or problem identified. Literature review research is usually conducted by assessing, identifying, and then evaluating it with previous research. According to (Zed, 2014), in library research, literature searches are not only the initial step in preparing a research framework (research design) but also utilize library sources to obtain research data.

Here, researchers use secondary data or supporting data sourced from existing literature or references. These references include books, journals, research report articles, and various internet sites. The purpose of a literature review is to strengthen the identified problem and serve as a theoretical basis for the study (Peng et al., 2024). Researchers analyze the data by collecting data or information on the topic and filtering it according to the context being studied to form research conclusions.

## C. Results and Discussion

### Educational Quality Management

Educational management is an activity or series of activities in the form of a process of managing the results of work together with a group of people who are members of an educational organization in order to achieve educational goals that have been implemented previously effectively and efficiently (Badrun, 2024; Gorbunov et al., 2023; Wardana et al., 2023). The definition of Islamic educational management is the process of building/managing Islamic educational institutions that involve Muslim and non-Muslim personnel to achieve Islamic educational goals effectively and efficiently.(Dirga Ayu Lestari et al., 2024; Efendi et al., 2024; Lie et al., 2024)

Management of educational improvement in schools can be interpreted as a method of improving quality based on school education itself by applying a set of techniques based on the availability of quantitative and qualitative data and empowering all school components continuously to improve the quality of education. The capacity and ability of the school organization to meet the needs of students and the community (Chanda Chansa Thelma et al., 2024; Ikhsan et al., 2023; Siminto et al., 2023). The implementation of integrated quality management means that all madrasah members are responsible for the quality of education. Before this is achieved, all parties involved in the academic process must truly understand the nature and purpose of this education. In other words, every individual involved must understand the purpose of organizing education (Agustina et al., 2024; Putri et al., 2024; Sanjani, 2024). In integrated quality management education, the institution successfully achieves school goals according to the given specifications. Maintaining customer satisfaction in quality improvement management is determined by the institution's stakeholders. Components of the quality management practice model in education include leadership, a more customer-centered approach, organizational culture, problem-solving teams, the availability of meaningful data with scientific methods and complete tools, and the delivery of education that accompanies it. That is included. with practice.(Holilah Holilah & Wafi Ali Hajjaj, 2024; Peng et al., 2024)

### **Implementation of Integrated Quality Management in the Education System**

This segment presents various papers, both non-research and research-based, related to the use of Integrated Quality Management (TQM) in educational institutions. This section aims to strengthen the conceptual arguments for TQM so that it can be implemented in the realm of Islamic education. Numerous papers have been published on the application or use of Integrated Quality Management (TQM) in educational institutions. The following is a review of various journals related to Integrated Quality Management (TQM). (Gorbunov et al., 2023; Ikhsan et al., 2023; Wardana et al., 2023)

First, the work written by (Kusyairi, 2015), entitled "Actualization of Total Quality Management (TQM) in Improving Teacher Professionalism in Islamic Educational Institutions". The conclusion of this work consists of several things, including 1) In its actualization, TQM focuses on the process/system of achieving organizational goals that are oriented towards Quality assurance, contract conformance, continuous improvement, and customer-driven. 2) Improving teacher professionalism must refer to the three main competencies of teachers; personality, professionalism and society. This research is the author's interpretation of various TQM concepts that can be applied in improving teacher professionalism. This is in

line with research(Ikhsan et al., 2023; Lie et al., 2024; Nur Rahayu Setyawati & Eka Ila Sa'adah, 2025)

Second, the results of research conducted by (Rahmah, 2018) with the title "Implementation of Total Quality Management (TQM) at Al-Hikmah Elementary School Surabaya". What is interesting about this research is; To achieve the quality standards set at Al-Hikmah Elementary School is done through comprehensive services to; 1) Management services for teachers and employees are provided through various forms of strengthening professionalism and appreciation for their performance so as to create satisfaction. Teacher and employee satisfaction influences the performance of teachers and employees in serving students. 2) Management services to students are carried out by fulfilling all student needs as customers who must be served and given all their rights, in the form of macro and micro curriculum. This applies to the principles of TQM so as to satisfy school users. 3) Management services to parents, in the form of providing school relationship facilities and closeness to parents in various forms.

This directly involves parents in caring about their children's education. 4) Management services to schools as a system are based on strategic quality planning, quality costs, short-term and long-term educational supervision and evaluation. 5) Management services for secondary schools are built through the character and academic quality of their students. 6) Teacher services to students are facilitated through planning, media, learning methods, teaching materials, rewards, punishments, and learning evaluation and remedial measures (Badrun, 2024; Chanda Chansa Thelma et al., 2024; Gorbunov et al., 2023).

The results of this study indicate that the implementation of TQM is successful because it is supported by a top-down leadership style of managers, there is good communication between stakeholders and educational institutions, rewards and punishments are as needed, and there is continuous measurement of educational quality both internally and externally (Hendrian & Suparno, 2024; Lie et al., 2024).

Third, the work written by (Maryamah, 2013): "Total Quality Management (IQM) in the Context of Education". This paper only presents the concept of improving the quality of an educational institution put forward by several experts. Furthermore, it is concluded that the ultimate goal of TQM in education is to improve the quality, competitiveness of graduates, with indicators of high intellectual competence, skills, and social competence. Fourth, the journal written by (Husna, 2014) entitled: "Implementation of Integrated Quality Management and Its Impact at Budi Mulya Dua Elementary School, Sedayu, Bantul". The results of the study explain that the application of MMT in the aspects of 1) school services to students is quite good, 2) human resources are quite good, 3) the environment is

quite good, 4) the learning process is good, and 5) graduates are good. This has a positive impact, namely: increasing school, student and teacher achievement which has an impact on parental satisfaction. The negative impact is the increase in all operational costs so that public interest in elementary schools decreases. increasing all operational costs, so that public interest decreases. Unfortunately, the researchers did not provide a solution to these negative impacts. (Efendi et al., 2024; Hendrian & Suparno, 2024; Reni Septrisia et al., 2024).

Fourth, a journal article written by Irawan (Irwan, 2023) on "The Implementation of Total Quality Management (TQM) and the Operational Basis of Islamic Education at Madrasah Aliyah Miftahul Huda" The results of the study show that the implementation of TQM, supported by the operational basis of Islamic education, plays a significant role in improving the quality of education at the madrasah. The fifth study was also conducted by Baihaqi in his research, namely (Baihaqi, 2025) This study analyzes the implementation of TQM to improve quality at Madrasah Tsanawiyah Nurul Islam Pasengerahan. The strategies implemented include unity of purpose, focus on quality and students, long-term commitment, and solid teamwork. The implementation of TQM at this madrasah shows an effort to continuously improve the system by involving all human resources.

Sixth, research conducted by (Suryani, 2020) on the "implementation of TQM at Madrasah Aliyah Negeri 1 Surakarta" and efforts to improve total quality management at the madrasah. The results of the study indicate that the implementation of TQM can empower madrasahs to improve the quality of education through continuous improvement and the involvement of all madrasah components.

Seventh, the article on "TQM implementation in Islamic universities" by (Ariyani, 2017). This work presents various concepts of TQM according to experts and also according to Islam. The conclusion is that the implementation of TQM in universities is through preparation, system development, and system implementation. After analysis, it turns out that this article does not explain conceptually the implementation of TQM in universities, which seems to be the author's commitment stated in the title.

### **Implementation of Integrated Quality Management in the Education System (A Concept Offer)**

The implementation of Integrated Quality Management referred to in this paper is, applying TQM as has been done by the educational institutions that have been studied, of course with the implementation following the results of the SWOT analysis of customer needs, both internal and external (Ikhsan et al., 2023; Nur

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Rahayu Setyawati & Eka Ila Sa'adah, 2025; Siminto et al., 2023). The results of the SWOT analysis that has been conducted become the basis for the implementation of Integrated Quality Management that will be implemented later. Implementing Integrated Quality Management (MMT or TQM) in Islamic educational institutions must continue to follow the concepts and philosophies that have become the paradigm developed in Total Quality Management (Efendi et al., 2024; Hendrian & Suparno, 2024; Reni Septrisia et al., 2024). Realizing the quality of educational products, all of which are influenced by the extent to which the institution can optimally manage all potentials starting from educators, education staff, students, the learning process, educational facilities, finances and including its relationship with the community. Therefore, Islamic educational institutions must be able to change the new paradigm of education that is oriented towards the quality of all activities within it. All of them aim to achieve quality. All of these potentials are managed with integrated quality management (Holilah Holilah & Wafi Ali Hajjaj, 2024; Saihan & Umiarso, 2021).

The concept of integrated quality management is implemented by beginning all activities with a sincere intention. Although sincere intention is not an element in the TQM concept, in the Islamic concept, activities must begin with intention. Furthermore, all components in the Islamic education system must work together to direct the course of education to achieve maximum quality (Afsar et al., 2016; Badrun, 2024; Dirga Ayu Lestari et al., 2024; Muti & Andriani, 2024). The maximum quality to be achieved must be able to satisfy customers (in this case parents, students and graduate users), both secondary schools and institutions where graduates work. Pragmatically, it can be explained that everyone involved in the implementation of Islamic education must work and work totally, according to their position and proportion (Clair et al., 2012; Hildesheim & Sonntag, 2020; Lie et al., 2024; Newby, 1999). If the principal, teachers, and other employees have their respective proportions and work positions, students and parents as external customers also have proportional work and work. This means that not only internal customers focus on achieving quality to satisfy their external customers. External customers, in this case students and parents, help and think about how to achieve quality in the process and results of the education they carry out (Badrun, 2024; Gorbunov et al., 2023; Ikhsan et al., 2023; Wardana et al., 2023).

For example, an Islamic educational institution may have a policy that requires everyone involved to maintain disciplined attendance and cleanliness. Therefore, no one within the institution, including students and parents, is exempt from implementing these two policies. Similarly, with other policies, everyone

involved works collaboratively and integratedly to implement the policies to achieve the desired quality, including customer satisfaction.

#### D. Closing

Based on the results of the literature review, it can be concluded that educational quality management, particularly through the Total Quality Management (TQM) approach, can have a significant impact on improving the quality of education in madrasas and schools in Indonesia. Effectively implemented TQM emphasizes the importance of continuous improvement, customer satisfaction (education stakeholders), and the professional development of educators.

Successful quality management implementation is always characterized by several key factors: visionary leadership, active involvement of all stakeholders (teachers, students, and parents), effective resource management, and an organizational culture that supports innovation and continuous evaluation. Furthermore, institutions that successfully adopt TQM tend to have a structured strategy for building academic quality and student character in a balanced manner.

However, TQM implementation is not without challenges, such as limited funding, limited understanding of the TQM concept among education practitioners, and resistance to change that often arises during the implementation phase. Increased operational costs after implementing a quality system are also a significant concern, requiring institutions to develop sustainable financing strategies.

Therefore, to optimize the implementation of quality management in schools and madrasas, it is necessary to develop a strategy oriented towards strengthening human resources through intensive training, increased internal collaboration, the development of an accountable evaluation system, and openness to innovation. By integrating Islamic spiritual values into TQM principles, madrasas and schools in Indonesia are expected to produce graduates who excel not only academically but also possess strong character and are ready to face global challenges.

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