Principles Change Of Culture In Total Quality Management
(Study Of Al-Khairaat Gorontalo Islamic Boarding School)

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Abstract: The Al-Khairaat Is Islamic Boarding School Education Foundation was founded in 1930 by a charismatic cleric **Sayyīd Idrus bin Sālim Al-Jufrie***, in Palu, Central Sulawesi. Al-Khairaat has hundreds of branches spread across Sulawesi—especially Central, North, Southeast, and Gorontalo. Al-Khairaat, which has survived for almost a century, cannot be separated from the integrated quality management pattern at the institution. This discussion seeks to examine integrated quality management patterns, especially the principles of cultural change - which are applied in the Al-Khairaat Gorontalo educational institution. This research was conducted using a comparative method between field research (file research) and literature (library research). This research found that the integrated quality management at the Al-Khairaat Islamic boarding school runs by eight educational standards. Al-Khairaat Gorontalo City currently has good quality in quality assessment through the National School and Madrasah Accreditation Board.*

Keywords: Change Of Culture, Quality, Management.

Abstrak: Yayasan Pendidikan Pondok Pesantren Al-Khairaat didirikan pada tahun 1930 oleh seorang ulama karismatik **Sayyīd Idrus bin Sālim Al-Jufrie** *di Palu, Sulawesi Tengah. Hingga saat ini, Al-Khairaat telah memiliki ratusan cabang yang tersebar di Sulawesi—khususnya Tengah, Utara, Tenggara, hingga Gorontalo. Keberadaan Al-Khairaat yang mampu bertahan mendekati satu abad tidak dapat dipisahkan dari pola manajemen mutu terpadu pada lembaga tersebut. Bahasan ini berusaha menelaah pola manajemen mutu terpadu, khususnya pada prinsip perubahan budaya—yang diterapkan dalam lembaga pendidikan Al-Khairaat Gorontalo. Penelitian ini dilakukan menggunakan metode komparatif antara penelitian lapangan* (file research) *dan kepustakaan* (library research)*. Hasil penelitian ini menemukan bahwa manajemen mutu terpadu yang ada pada pesantren Al-Khairaat berjalan sesuai dengan delapan standar pendidikan. Al-Khairaat Kota Gorontalo saat memiliki kualitas baik dalam penilaian mutu melalui Badan Akreditasi Nasional Sekolah dan Madrasah.*

Kata kunci: Perubahan Budaya, Manajemen, Terpadu.

I. INTRODUCTION (*HEADING 1*)

In general, an educational institution can be compared to a company [1] . Companies need a good managerial set to increase their productivity, as well as education. Education in improving its quality requires several strategies in dealing with several problems faced. Among the general strategies that are usually carried out include conducting audits/evaluations of educational programs, setting goals for access for all, strategic planning, solving problems, utilizing resources and increasing the professionalism of people/workers or in the world of education usually referred to as teaching staff [2] .

Some of the steps above are not yet well structured as a quality improvement model. Therefore, one model that can be used to improve the quality of education

is the use of *Total Quality Management* (in Indonesian terms, this has become better known as Integrated Quality Management).

Integrated quality management was originally an approach in the economic field, especially commonly used to maximize organizational competitiveness through increasing customer satisfaction, involvement of all employees, evaluation and improvement of product sales - both in the form of services, human resources and the organizational environment [3, pp. 1–18] . However, recently several studies have stated that integrated quality management is a method that should be used as an evaluation in order to improve the quality of educational institutions [4].

In this research, the author will look at the process of cultural change (*change of culture*) in integrated quality management at the Al-Khairaat Islamic Boarding School, Gorontalo City. Al-Khairaat Islamic Boarding School is an Islamic boarding school educational institution that has a large role in shaping the religious identity of the people in Gorontalo City. The selection of the Islamic educational institution Al-Khairaat Islamic boarding school in Gorontalo City was made because so far, educational institutions such as Islamic boarding schools are known as educational institutions that firmly maintain traditions. Due to their adherence to tradition, several Islamic educational institutions are reluctant to make cultural changes [5] or even quite a few Islamic boarding school educational institutions whose managerial system is centered on Kyai. Therefore, this research will examine in more depth the application of Quality Management principles at the Al-Khairaat Islamic Boarding School educational institution in Gorontalo City.

II. METTHOD

This research is field research using qualitative methods. The qualitative method is a research method used to examine the condition of natural objects, where the researcher is the key instrument. The data validity review technique is carried out using triangulation (*combination*) and the resulting data is descriptive and inductive analysis [6]. Qualitative research results emphasize meaning rather than generalization. Qualitative research usually looks more closely at humans in their living environment, interacting with them, trying to understand their language and interpretations of the world and their surroundings [7].

III. RESULT AND DISCUSSION

A. *Principles of Organizational Culture Change*

The implementation of integrated quality management actually started in the late 1980s and early 1990s [8]. The implementation of this management became widely known afterward because it proved successful in bringing several companies to increase their profitability. After various successes in its implementation, quality management was not only applied in the manufacturing sector but also in other organizational fields such as health, government and also the education sector [9].

There are at least three basic principles that must be implemented in implementing integrated quality management, namely customer focus , continuous change and teamwork [10]. The focus in this discussion is on continuous change in an educational organization (*continuous improvement*). Continuous change in an organization— including in the world of education is an important thing to do in order to improve performance so that an organization or institution can survive amidst social and cultural changes. In the world of

education, this is also the case, only educational institutions that are able to make improvements and adapt to the times will survive, whereas those that do not adapt will easily be abandoned [11]. To be able to make cultural changes in Islamic educational institutions, the following are several mechanisms for cultural change that can be carried out [12].

Table 1. Mechanisms of Cultural Change

No	Focus	From Traditional Culture	Becoming a Quality Culture
a.	Plan	Short Term Budget	Future strategic issues
b.	Organization	Hierarchy – Chain of Command	Participation / *empowerment*
c.	Control	Variance Report	Size and quality information for *self-control, top down,* and *bottom up*
d.	Communication	*Top – Down*	*Top down* and *bottom up*
e.	Decision	*Ad hoc /* Crisis management	Planned Changes
f.	Functional Management	*Parochial ,* Competitive	*Integrative Cross Function*
g.	Quality Management	*Fixing / one – shot manufacturing*	Preventive/sustainable, all functions and quality

Meanwhile, according to Abuddin Nata, the process of change that is carried out when implemented in educational institutions, what is meant by cultural improvement/change is improvement in eight educational standards: 1) Graduate quality standards; 2) Content/curriculum standards 3) Standards for teaching and learning activities; 4) Standards for educators/educational personnel; 5) Infrastructure standards 6) Financing standards; 7) management standards 8) evaluation / assessment standards [13]

However, before the process of changing the organizational culture of educational institutions is carried out, Scholtes in Goetsch suggests building a legal culture of organizational change. These laws of change include the following four things [14]:

1. Understanding the culture before the current culture existed
   Understanding the existing institutional organizational culture is important for every policy maker to know. This is done in order to avoid mistakes in making policies that are not in line with the character and work culture of the organization. It could even be the opposite, the result of cultural change being the rejection of all stakeholders in the educational institution.

2. Don't blame the existing system but improve the system
   The act of blaming the system that already exists in an educational institution can create new problems. The system was formed, it could be because there are several underlying reasons. If this reason is deemed inappropriate, then the best step is to replace the system gradually towards better improvements.

3. Be prepared to listen and observe
   The right attitude for policy makers is to listen to all input and observe all kinds of deficiencies that occur in educational institutions. The results of these observations then produce problem premises that are priorities for improvement.

4. Involving all parties involved in changing the culture of educational institutions
   Cultural change in educational institutions cannot be carried out partially but must be comprehensive. These changes can start from simple things to more substantive things. To encourage all parties to be involved in changing the organizational culture of educational institutions, a set of rules

or Standard Operating Procedures (SOP) is needed so that each party can know what they can do to support organizational improvement.

B. Increasing Productivity in a Quality Improvement Culture

In a company or educational institution organization, productivity is a very important main element as a benchmark for the success of a company/educational institution. Companies or institutions devote their resources to increasing productivity/performance. Good use of resources will have an impact on maximum productivity growth.

An employee—in a company—will be declared to have high productivity if he utilizes the same resources as another company, but produces greater output than the other company. In this way, the amount of resources is not a tool for measuring productivity, but rather output (output) produced. Apart from that, productivity can also be determined from the efficiency of time used [15].

Based on the description above, it is clear that in an organization there are main factors that shape/increase productivity. As an example, the same resources, the same time, but each organization/institution can provide different productivity outputs . According to Sedarmayanti, several factors that can influence productivity include [16];

1. Work attitude

   Work attitude or work culture is an important element in increasing productivity. The more conducive the work environment and work culture of an institution or organization, the more the capacity and work of employees will increase, which will ultimately increase productivity [17] Furthermore, increasing the productivity of an organization will be very important in order to increase competitiveness, so that an organization is required to improve its performance in order to be able to compete with other organizations. Productivity can be an indicator of an organization's success in utilizing resources to produce a desired product (output).

2. Skill Level determined by Education

   Apart from work culture, another factor that is a supporting indicator for increased performance is the level of employee skills (*life skills*). The more skilled the workers in an organization/company, the higher the level of performance produced. Such conditions, for example, are the reason why certain countries place great emphasis on skills as the main prerequisite for workers [18].

3. Relationship between Educators and Education Personnel towards Institutional Leaders

   Another factor that should be considered in improving the performance of educational institutions is maintaining a conducive work environment, especially the relationship between leaders and employees. The leader functions as a leader who will carry out management principles such as planning , organizing , actuating and controlling . On the other hand, employees and educational staff as central agents of an educational institution must be able to carry out the workload given to them.

4. Work management

   The ability to manage and monitor performance is a requirement to be able to make continuous improvements in an educational institution. In a company or organization, for example, the ratio/comparison between the output produced and the amount of input—which includes labor and time used—must be appropriate so as to produce maximum productivity [19]. This regulatory principle in companies is then referred to as productivity management. In the world of

education, this is also the case, improving the quality of educational institutions is determined by output that is able to compete in the world of work market and this is strongly supported by the performance of educational institutions in the education process.

5. Efficiency

Efficiency is closely related to the level of productivity. An organization/company that is able to increase efficiency will be appropriate for the resulting productivity targets. On the other hand, an organization or company that cannot achieve efficiency will easily experience productivity failure. Efficiency in educational institutions is closely related to the suitability of performance with the goals or targets to be achieved. Meanwhile, activities that do not support the institutional goals and vision and mission should be made more efficient or reduced in quantity.

6. Entrepreneurship is reflected in risk taking

Apart from the five main things explained previously that can influence productivity, the next thing that is also determining is risk management. This is important because mistakes in making decisions will have fatal consequences for an organization or company. Risk management is a major factor in the success of a company [20]. Therefore, an organization or educational institution should carefully consider every decision it makes, especially if the decision is related to something that carries risks for the educational institution.

C. *Application of the Principles of Organizational Culture Change in Integrated Quality Management at Al-Khairaat Islamic Boarding School, Gorontalo City*

It was stated that the principles of cultural change as mentioned by Paula Morrow include three things, focus on customers (*customer focus*), continuous change (*continuous improvement*) and teamwork [21]. The principles of integrated quality management at the Al-Khairaat Islamic Boarding School in Gorontalo City are as follows;

1. Focus on Education Customers

One of the market segments using educational services at the Al-Khairaat Gorontalo Islamic Boarding School is the Islamic boarding school community [21]. For this reason, the Al-Khairaat Islamic boarding school is always active in holding religious activities that can invite students to attend or even become interested in this educational institution. One of the religious activities that is quite busy and gathers a lot of people is the haul of the founder of the Al-Khairaat Islamic boarding school, *Sayyīd* Idrus bin Sālim Al-Jufrie.

Sayyīd Idrus Bin Salim Al-Jufri'e haul event , for example, most of the people of Gorontalo who were abnā al-Khairaat flocked to Central Sulawesi to take part in the event. Even though the distance from Gorontalo to Central Sulawesi is quite far, this did not prevent the congregation of Abnā al-Khairaat and some students from taking part in the haul, in order to hope for the blessings and benefits of the preaching that Sayyīd Idrus Bin Sālim Al-Jufri' had delivered. e. Furthermore, folk tales about karāmah Sayyīd Idrus Bin Salim Al-Jufri'e is always explored (manāqib), sometimes even on something that is highly offensive [22].

Haul activities that bring together most of the community, Al-Khairaat Islamic Boarding School indirectly carries out institutional promotions so that students' interest in choosing this educational institution increases. Apart from that, the haul is also used as a means for the Al-Khairaat Islamic Boarding School to serve the people, especially in social and

religious services. In integrated management theory, this is in line with the concept of focus on providing services to beneficial users .

One form of high student interest at the Al-Khairaat Islamic Boarding School is that the number of students increases from time to time. The following is data on the Madrasah Ibtidaiyah educational institution under the auspices of the Al-Khairaat Islamic boarding school:

Table 2. List of Student Progress from 2018 At MI Pesantren Al-Khairaat Gorontalo

Class	The number of students		Amount
	Man	**Woman**	
HE	16	4	20
IB	15	5	20
IIA	11	10	21
IIB	13	8	21
IIIA	10	11	21
IIIB	9	12	21
IVA	10	5	15
IVB	11	5	16
V	15	17	31
VI	12	8	20
Amount	122	85	207

Based on the data above, it can be seen that the number of students has increased every year. This can be seen, for example, in class VI students as the previous class, which only had one study group, increasing to two classes in class I, or students who had just entered. This condition shows an indicator that educational services for sorry users have been felt to be useful.

2. *Continuous Change (continuous improvement)*

Apart from providing good service to users *,* the next principle of integrated quality management is to make continuous improvements. Al-Khairat Gorontalo Islamic Boarding School, as an educational organization, always tries to improve its quality with a culture of continuous learning and always trying to innovate in improving quality. For example, this can be seen from the many activities carried out to improve the quality of educators and teaching staff.

3. *Increase cooperation*

Collaboration is one of the keys to achieving quality in an organization, including educational organizations. Al-Khairaat Gorontalo Islamic Boarding School has so far carried out a lot of institutional work which is supported by a teamwork *pattern* . This is done because without togetherness the work will be difficult to do.

One form of cooperation built by the Al-Khairaat Islamic Boarding School is in the economic field. This economic cooperation is very important, because as an independent foundation, Al-Khairaat Islamic Boarding School is required to be independent in managing the institution's finances. Although several al-Khairaat Islamic boarding schools in Gorontalo still rely heavily on donors. The interesting thing is that these donors do not only depend on local residents, but also the majority of people of Arab descent. In terms of procuring *turāts al-Islāmiyyah* books, one of the main providers for the Gorontalo area is the Pekalongan book shop which is a business institution controlled by Arab descendants. There is also something worth noting that the large number of Islamic boarding schools occupying such a large area of land is an economic asset for the Al-Khairaat Islamic Boarding School.

Based on the collaboration between the Al-Khairaat Islamic Boarding School and the community, assets for ownership of goods and services can be increased. Al-Khairaat's economic assets, for example, apart from having a number of Islamic boarding schools in several areas with magnificent buildings, Al-Khairaat also has a number of Al-Khairaat University (UNISA) campuses. Even the Al-Khairaat distribution center in Palu, Central Sulawesi, has opened a Faculty of Medicine which is one of the leading faculties at UNISA. Economic strength is

also the main driver of Al-Khairaat's existence in Sulawesi and specifically in Gorontalo.

Apart from the three main principles of integrated quality management as mentioned by Paula Morrow, Abuddin Nata also suggested that cultural changes in educational organizations should be aimed at eight educational standards. The implementation of the eight standards at the Al-Khairaat Gorontalo Islamic Boarding School is as follows.

a. Graduate Quality Standards

The Al-Khairaat Islamic Boarding School educational institution has several managed educational institutions, such as Madrasah Ibtidaiyah, Madrasah Tsanawiyah and Madrasah Aliyah. In this topic, the author will look at Madrasah Aliyah as a representation of the development of formal education at the Al-Khairaat Islamic Boarding School, Gorontalo.

If seen from its vision, MA Al-Khairaat has a vision in implementing the realization of Human Resources for Madrasah residents who are professional, independent, religious and forward-looking. The mission is detailed in several sections as follows;

1) Providing superior quality education and teaching characterized by faith and devotion to Allah SWT, knowledge, noble character, skill and understanding of technology.
2) Increasing the professionalism of superior madrasas in terms of human resources that are efficient, targeted and prosperous.
3) Creating superior madrasah management systems and patterns in upholding the principles of effectiveness and efficiency.
4) Developing a pattern of coaching students who are superior in building leadership character and life *skills* .
5) Creating student output that is superior in academic and non-academic achievements [23].

By looking at the vision and mission of the educational institutions at the Al-Khairaat Islamic Boarding School, it can be concluded that Al-Khairaat has a strong commitment to achieving the best (superior) quality. The advantages to be achieved are that students are expected to master knowledge and have the confidence and ability to access technology. Thus, the Al-Khairaat Islamic boarding school is committed to meeting the quality standards expected by the government.

b. Content/Curriculum Standards

In order to achieve excellence in the field of quality, one way that can be taken is to develop an educational curriculum that is in line with graduate standard targets. Madrasah Al-Khairaat Gorontalo developed two curricula simultaneously. *First,* the formal curriculum of educational institutions in each Madrasah. *Second,* the Islamic boarding school curriculum is characterized by Islamic traditions that are close to *Hadrāmī.* Based on the definition of "tradition" it is the Hadrāmī tradition [24].What is meant in this research is the customs of the *Hadrāmī* Islamic community, including applicable values, norms, laws and regulations.

c. Standards for Teaching and Learning Activities

Standards for implementing teaching and learning activities in the Minister of Education and Culture Regulation Number 22 of 2016 article 1 paragraph 1 are included as part of the process standards. Furthermore, in the Minister of Education and Culture Regulation it is stated that what is meant by process standards are criteria regarding the implementation of learning in basic education units and basic secondary education units to achieve graduate competency [25] . In accordance with

graduate competency standards, the learning principles used include;

1) From students being told to students finding out;
2) From teachers as the only source of learning to learning based on various learning sources;
3) From a textual approach to a process as strengthening the use of a scientific approach;
4) From content-based learning to competency-based learning;
5) From partial learning to integrated learning;
6) From learning that emphasizes a single answer to learning with answers whose truth is multi-dimensional;
7) From learning verbalism to applied skills;
8) Improvement and balance between physical skills (hard skills) and mental skills (soft skills);
9) Learning that prioritizes the cultivation and empowerment of students as lifelong learners;
10) Learning that applies values by setting an example (ing ngarso sung tulodo), building will (ing madyo mangun karso), and developing students' creativity in the learning process (tut wuri handayani);
11) Learning that takes place at home in school, and in the community;
12) Learning that applies the principle that anyone is a teacher, anyone is a student, and anywhere is a class;
13) Utilization of information and communication technology to increase learning efficiency and effectiveness; And
14) Recognition of individual differences and cultural backgrounds of students.

As one of the educational institutions under the Ministry of National Education and Culture, all educational institutions in Al-Khairaat Gorontalo City also aim to implement the principles mentioned above. For example, in its learning it really emphasizes the principles of values, Al-Khairaat Islamic Boarding School is always committed to ensuring that students have high courtesy towards teachers. For example, this concept is always implemented in a culture of smiles, greetings and greetings every time students meet teachers/clerics and ustadzah.

d. Educator/Education Personnel Standards ;

National Education Standards (SNP) in Indonesia have been regulated in Government Regulation of the Republic of Indonesia Number 57 of 2021 concerning National Education Standards which has subsequently been amended by Government Regulation Number 4 of 2022 concerning Amendments to Government Regulation Number 57 of 2021 concerning National Education Standards. The regulation states that both educators and education staff must have appropriate academic qualifications and competencies so that educational goals can be achieved. The academic qualifications in question are the minimum educational requirements that must be possessed. Not only academic qualifications, an educator must also master pedagogical competence, personality competence, professional competence and social competence [26].

This is the case with the Al-Khairaat Gorontalo Islamic Boarding School, which always tries to meet these standards. In terms of educational standards, for example, the Al-Khairaat Islamic Boarding School is committed to ensuring that the teaching staff in the educational units and levels at the Al-Khairaat Islamic Boarding School are at least a Bachelor's degree and in accordance with their field of expertise. An overview of the conditions of teachers at the Al-Khairaat Islamic boarding school can be seen in the following table;

Table 3. Qualification Staff in the Al-Khairaat Islamic boarding school

No	Name	Qualification
1	Vilantika K. Yahya, S.Pd.	Bachelor
2	Umar Tegila, M.Pd.	Masters
3	Yusrin Lahamutu, M.Pd.	Masters
4	Noly Hudodo	While Studying
5	Hamima	While Studying
6	Hartati Tululi, M.Pd.	Masters
7	Andika Hiola, A.Ma	While Studying
8	Moh. Rezky Lakoro	While Studying
9	Israck Harun	Senior High School
10	Novi Abas	While Studying
11	Jafar Harun, S.Pd.I	Bachelor
12	Visiting Silogu	While Studying
13	Olvira Mokodompit, M.Pd.	Masters

Based on data from MI level teachers at the Al-Khairaat Islamic Boarding School, it can be seen that the majority of teachers have fulfilled the specified educational qualifications, although in some cases there are still teaching staff who have not met the requirements because they are currently studying.

e. Infrastructure Facilities Standards

Every educational institution needs supporting infrastructure so that the educational process can run well. One thing that is very important in supporting learning to run well is infrastructure. The Al-Khairaat educational institution tries to provide several of these facilities and infrastructure.

Based on the table above, it can be seen that most of the learning facilities have been fulfilled at the Al-Khairaat Islamic Boarding School, Gorontalo City. In this way, educational standards, namely facilities and infrastructure, have been met.

f. Financing Standards

Financing standards regulate all types of financing that exist in educational institutions. Apart from the budget set by the government, Al-Khairaat Islamic Boarding School also develops other economic businesses to support the Islamic boarding school. The economic assets owned are also not limited to within the Islamic boarding school but also outside the Islamic boarding school. Al-Khairaat's economic assets, for example, apart from having a number of Islamic boarding schools in several areas with magnificent buildings, Al-Khairaat also has a number of Al-Khairaat University (UNISA) campuses. Even the Al-Khairaat distribution center in Palu, Central Sulawesi, has opened a Faculty of Medicine which is one of the leading faculties at UNISA. Economic strength is also the main driver of Al-Khairaat's existence in Sulawesi and specifically in Gorontalo.

g. Management Standards

The management of the Al-Khairaat Islamic Boarding School educational institution is a collaboration between foundations and educational institutions under the auspices of the government. Until now, the educational institutions managed by the Al-Khairaat Islamic Boarding School include Islamic Kindergarten, MI, MTs and MA. The new university was developed at the Al-Khairaat Islamic Boarding School educational institution in Palu, Central Sulawesi.

h. Evaluation / Assessment Standards

Evaluation standards at the Al-Khairaat Islamic boarding school follow government regulations for National Examinations and School Examinations. In the alumni evaluation of the world of work, several Al-Khairaat Islamic Boarding School alumni were able to occupy strategic positions both in educational institutions and in government. Until now, the dominance of the religious sector in Central Sulawesi and Gorontalo is largely dominated by the Al-Khairaat Islamic Boarding School.

CONCLUSION

There are at least three principles of Integrated Quality Management, 1) focus on customers (customer focus), 2) continuous change (continuous improvement) and 3) teamwork . Most of these three things have been implemented well at the Al-Khairaat Gorontalo Islamic Boarding School. Al-Khairaat Islamic Boarding School always maintains good relations with education users (parents of students) by providing religious education services with the target of excellence in supporting students with morals. Al-Khairaat Islamic Boarding School is also not resistant to change, and always tries to be up to date with technological developments. In terms of teamwork, Al-Khairaat Islamic Boarding School has developed branches throughout Indonesia mainly in Sulawesi more than five hundred branches are proof that Al-Khairaat continues to exist today from 1930. As for the eight educational standards of Al-Khairaat Islamic boarding school, in general In general, these standards have been met, although not yet at the maximum level.

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