

TOTAL QUALITY MANAGEMENT STRATEGY BASED ON AKHLAKUL KARIMAH IN REALIZING QUALITY EDUCATION AT SMPIT AL-MUFID

Sadan¹

Pascasarjana Universitas Ibn Khaldun Bogor¹
sadanmag@gmail.com¹

Firdiansyah²

STAI Haji Agus Salim Cikarang Bekasi²
bankyan81@gmail.com²

Maemunah Sa'diyah³

Universitas Ibn Khaldun Bogor³
maemunah@uika-bogor.ac.id³

ABSTRAK

Keberhasilan atau kegagalan suatu organisasi tergantung pada seberapa baik manajemennya. Konsep Total Quality Management yang diterapkan dengan nilai-nilai akhlakul karimah merupakan inovasi perbaikan terus-menerus yang berfokus pada output dan proses. Tujuan penelitian ini adalah untuk mengetahui cara meningkatkan kualitas pendidikan dengan menerapkan konsep Total Quality Management yang berbasis akhlakul karimah. Penelitian ini menggunakan metode kualitatif dengan pendekatan deskriptif, yang berarti meneliti dan kemudian menceritakan situasi yang dikaji. Analisis data dilakukan dengan mengumpulkan data dan menjelaskan hasilnya. Hasil penelitian menunjukkan bahwa SMPIT Al-Mufid masih terfokus pada hasil daripada proses, jadi perlu dilakukan perbaikan terus-menerus, hal inilah perlu diterapkan konsep Total Quality Management dimulai dari perencanaan, proses, evaluasi dan tindak lanjut sebagai upaya peningkatan kualitas pendidikan.

Kata Kunci: Total Quality Management; Kualitas Pendidikan; Akhlakul Karimah.

ABSTRACT

The success or failure of an organization depends on how well it is managed. The concept of Total Quality Management applied with akhlakul karimah values is an innovation of continuous improvement that focuses on outputs and processes. The purpose of this study is to find out how to improve the quality of education by applying the concept of Total Quality Management based on akhlakul karimah. This research uses qualitative methods with a descriptive approach, which means researching and then telling the situation under study. Data analysis is done by collecting data and explaining the results. The results showed that SMPIT Al-Mufid is still focused on results rather than processes, so continuous improvement is needed, this is what needs to be applied the concept of Total Quality Management starting from planning, process, evaluation and follow-up as an effort to improve the quality of education.

Keywords: Total Quality Management; Quality of Education; Akhlakul Karimah.

A. INTRODUCTION

Basically, national education aims to improve the intelligence of the nation's life. The desired intelligence is not only limited to intellectual aspects, but also includes other aspects, including akhlakul karimah (Law on National Education System No. 20 of 2003).

The clear signal from the National Education System Law regarding akhlakul karimah shows hope for the formation of a noble Indonesian national character. This goal is expected to be achieved through the implementation of a structured and sustainable education system (Ali et al., 2021).

However, this moral development has not received adequate attention in the realm of education, resulting in an imbalance between national educational idealism and actual social conditions. This factor is influenced by advances in technology and information that have a significant impact on people's lives (Wahyudi, 2020).

Globalization and modernization today have the capability to produce a uniform culture, harmonizing people's tastes, lifestyles, values, and characteristics and interests. This situation further complicates efforts to develop moral values in the context of providing education, especially at the basic and middle education levels, with a more comprehensive dimension. (Lubis and Anggraeni, 2019).

Today, Islamic education in Indonesia has grown rapidly, but most still face problems. One of the challenges faced by

Islamic education is how to improve quality through the development of better behavior management (Warcham and Sa'diyah 2021).

The success of educational institutions cannot be separated from the application of management in improving the quality of education by applying quality assurance concepts and principles and modifying them as needed, such as adopting the concept of Total Quality Management into the world of education as a quality-based management system carried out jointly by organizational stakeholders in totality (Septiadi, 2019). Total Quality Management in Education (TQE) is a form of adaptation of Total Quality Management (TQM) which has previously been applied in the business and industrial world. The principle used in TQM is to provide supervision to all members of the organization in organizational activities. TQM applications in educational institutions have begun to be implemented but the achievements have not been maximized (Rahmi, 2015).

TQM requires the contribution and involvement of all school residents who have responsibility for school quality. School residents are all parties involved in the educational process in a school, namely principals, teachers, school committees and students, to administrative personnel and supporting elements such as school guards. So important is this management in accordance with the Word of Allah SWT in Surah Shaf verse 4:

إِنَّ اللَّهَ يُحِبُّ الَّذِينَ يُقَاتِلُونَ فِي سَبِيلِهِ صَفًّا كَانَهُمْ بُنْيَانٌ مَرصُومٌ

Indeed, Allah loves those who fight in His way in orderly rows, as if they were a

solid building. Ash-Shaff: 4).

According to Umar & Ismail (2017), the quality of educational institutions is related to the selling value of the educational institution itself. Educational institutions with good quality will be known by the community so that parents will send their children to these educational institutions. Donor agencies will easily provide educational donations because they are trusted.

The problem of Islamic education today is how the quality of Islamic education can improve by improving behavior management. This study is describing integrated quality management of education based on behavior management in Islamic education. SMPIT Al-Mufid is expected to improve the quality of education, especially in religious aspects, with the hope of providing the best quality in accordance with expectations. However, the reality does not match these expectations; The quality of education has not provided significant satisfaction to the community, so continuous improvement is needed in various fields, including the quality of education. Therefore, innovative steps and superior management are needed from the education providers (Yuniarti, 2021). These innovative steps should be connected to the concept of implementing Total Quality Management based on *akhlakul karimah* in the education sector, so that it is expected to improve the quality of education at SMPIT Al-Mufid.

B. METODOLOGY

This type of research is carried out using a qualitative approach with a descriptive method, which includes direct observation of the object of research to explore and

understand the symptoms that occur. It aims to obtain accurate data, which is then analyzed according to the ongoing context (Creswell, 2010). The descriptive method was chosen to describe the activities, conditions, and roles of Total Quality Management based on *akhlakul karimah* as an effort to improve the quality of education at SMPIT Al-Mufid.

The research objects include the principal, teachers, and 60 students of SMPIT Al-Mufid. The study was conducted in the period September-December 2023. Data collection is done through surveys, observations, and interviews. Data analysis uses a qualitative approach with stages of data reduction, data presentation, and conclusion drawing (Miles Matthew B., 1992).

C. RESULTS AND DISCUSSION

1. Total Quality Management Based on Akhlakul Karimah

As part of the effort to prepare a superior generation, education has a crucial role. The world of education is considered the most important element in shaping and directing the younger generation. Therefore, the role of education is highly expected to adapt itself to the needs of the times (Meilia and Murdiana 2019). Along with the advancement of science and technology, social, economic, and educational life is no longer bound by the boundaries of time and space. In this context, the success of Human Resources (HR) that have high competitiveness becomes a necessity (Munir, 2018). Therefore, the world of education needs to make comprehensive improvements to improve its quality so that it can compete effectively. The quality of education includes not only aspects of inputs, processes, and outputs, but also the final

result, namely the quality of graduates. To be able to adapt to these dynamics, it is important to develop the concept of Total Quality Management in the structure of educational organizations (Zjulla, 2015).

Total Quality Management (TQM) is not only defined as a concept that focuses on the final quality of a product, but also emphasizes the importance of quality in every stage of the process, including human resources and other related aspects, with the aim of producing products that meet user or consumer expectations. Philosophically, TQM is considered as an approach that encourages continuous improvement towards a better level, aligned with the vision and mission of the organization (Muslim and Sururin, 2018). Through this approach, it is expected to be able to optimize quality that has high competitiveness. This approach is implemented as a strategy that focuses on user satisfaction, be it internal or external. The efforts made include decision making based on data and rules, the implementation of continuous education and training, human resource empowerment, and solid commitment and teamwork (Anwar, 2020).

In the context of education, Total Quality Management (TQM) can be interpreted as a learning process that is continuously carried out with a creative, innovative, and constructive approach. The main focus in this context is to make learning programs a tool that is able to change culture and mindset, as part of continuous improvement efforts, both at the Human Resources level and in supporting facilities and infrastructure (Nawawi and La'alang, 2020). Therefore, organizational management needs to be adjusted to the needs, and its implementation

must involve appropriate adaptation so as not to cause negative impacts. From this description, several concepts that need to be developed in TQM include aspects of quality, user satisfaction, continuous improvement, and empowerment of all organizational stakeholders (Fahrudin, 2020).

Furthermore, in TQM the principle must be realized consistently. First, quality in Total Quality Management the concept of quality adopted is the concept of relative quality. There are two main aspects to this concept. First, the resulting product must conform to the qualifications and specifications that have been set. Second, the resulting product must also be able to satisfy user expectations and needs. Furthermore, the concept of quality in perception emphasizes increasing user desire for graduates (outcomes) from educational organizations. Second, user satisfaction is largely determined by a product and who uses the product, so that educational organizations are in the position of service providers who provide services as needed. Services provided include, education, tutoring, assessment, administrative services. While the users in question are internal customers including educators and education staff and external customers include, students, parents / communities, local governments and graduate users.

Third, continuous improvement in an effort to implement continuous improvement is not as easy as turning the palm of the hand, educational institutions must always make various improvements and improvements continuously to ensure that all components of education providers have reached the established quality standards, and in accordance with the needs and demands of the

community. A leader must be able to change the culture and mindset that is carried out continuously in the long term so that it takes a long time. In this case, it is necessary to change the attitude and mindset in carrying out the process so that in the future it can have a good impact. Therefore, a leader must give confidence to the members of the organization to then provide delegation in making decisions appropriately. This is so that members of the organization feel responsible in each of their main tasks and functions by referring to the vision, mission, goals and strategies of the organization.

Fourth, empowering all stakeholders of the organization in a process of continuous improvement is important because it will form solid teamwork, so it is expected to provide effective improvements in work situations and will instill attitudes and a sense of belonging and will ultimately foster work responsibilities. The key to success in implementing Total Quality Management is the creation of cooperation between internal and external effectively and sustainably. Therefore, the role of the leadership in this case is to delegate authority appropriately, not just supervise and control (Yuniarti, 2021).

In addition, what is needed in the application of Total Quality Management is to focus on *akhlakul karimah*, which is an attitude or action that is motivated by encouragement from within the heart which comes from the teachings and values of the Qur'an and Hadith so that this situation is expected to give birth to an honest, trustful, professional, loyal and responsible attitude (Bafadhol, 2017). In Islamic teachings, moral position occupies a very important role

because it is part of horizontal or vertical relations. Similarly, in improving the quality of education, absolute moral values are instilled in the entire process of realizing it. Attitudes or actions are considered moral if they are done repeatedly so that they become a habit and are done with their own will and will that comes from the heart without any element of coercion or pressure. Morals are not only limited to man's relationship with God but also regulate man's relationship with others in life (Mahmud, 2019).

Morals in Islam are not just manners or ethics but occupy a central position, so that morals are a barometer of faith in accordance with the purpose of the Holy Prophetsa sent, namely to perfect morals. If we look deeper, the purpose of the Holy Prophetsa is general in covering all aspects of life, including work. When someone works professionally with high loyalty and accompanied by moral values, such as honesty and trustworthiness so as to foster an attitude of responsibility not only towards oneself or the leadership but also responsibility to Allah SWT, so that such an attitude will give birth to sincerity that is worth worship (Gultom and Arif, 2017).

In the concept of Islamic teachings, the basis or moral guidelines are the Qur'an and Hadith, so that the measure of good or bad in Islam must refer to the Qur'an and Hadith not according to the measure of human beings. If good or bad measures are determined according to the size of humans, the size will undoubtedly vary. Through the Qur'an and Hadith can be understood good and bad values in human nature and behavior, because if it is based on human reason it will certainly not be the same. The moral principle is a moral force that lies in one's faith as an

internal force possessed by Muslims as a driving force and motivation in reflecting in attitudes and responsibilities.

2. Total Quality Management Strategy Based on Akhlakul Karimah in Realizing Quality Education at SMPIT Al-Mufid

a. Planning

To achieve quality improvement of educational institutions, the steps to be taken must be carefully and effectively planned. An attitude that supports change is the habit of making plans. This is due to the fact that the fate of a person is greatly influenced by the individual or race itself. In Sura Ar-Ra'd verse eleven, Allah Subhanahu wa Ta'ala says:

إِنَّ اللَّهَ لَا يُغَيِّرُ مَا بِقَوْمٍ حَتَّى يُغَيِّرُوا مَا بِأَنْفُسِهِمْ ۗ وَإِذَا أَرَادَ اللَّهُ بِقَوْمٍ سُوءًا فَلَا مَرَدَّ لَهُ ۚ وَمَا لَهُمْ مِنْ دُونِهِ مِنْ وَالٍ

Indeed, God does not change the condition of a people until they change what is in them. When God desires evil against a people, no one can resist it, and there is no protector for them but Him.

In Islamic management, every action of the Prophet was always carefully planned. The verse in the Qur'an says that you should prepare before doing anything (Sulistyorini 2009).

Basically, the management process is systematic planning. This belief encourages doing things according to the rules and provides benefits. The syllabus and habituation program of akhlakul karimah are part of the implementation planning of total quality management based on akhlakul karimah to ensure the quality of schools

(Nursanti 2014).

b. Organizing

Organizing is a mechanism or structure that allows all parties to work initiatively, creatively, and effectively (Sulistyorini, 2009). In Surah At-Tawbah verse 105, Allah Subhanahu wa Ta'ala says:

وَقُلْ اَعْمَلُوا فَسَيَرَى اللَّهُ عَمَلَكُمْ وَرَسُولُهُ وَالْمُؤْمِنُونَ وَسَتُرَدُّونَ إِلَىٰ عِلْمِ الْغَيْبِ وَالشَّهَادَةِ فَيُنَبِّئُكُمْ بِمَا كُنْتُمْ تَعْمَلُونَ

Say (Prophet Muhammad), "Work! Then Allah, His apostles, and believers will see your work. You will be returned to (Substance) who knows the unseen and the real. Then He will tell you what you have been doing."

The above Qur'anic postulates clearly state that people work according to their abilities. They will be placed in specific positions within the institution based on their knowledge and experience. Each organizational unit has the responsibility to succeed in the formation of student morals.

c. Actuating

To encourage others to support and work together to achieve the goals of the educational institution, mobilization is intended to provide understanding, encouragement, and activity. As a supporter, the principal gives total confidence to the teacher to manage moral education activities through the classroom program. The homeroom teacher is fully responsible for every problem faced by his students. The homeroom teacher should investigate the student's concerns from the outset and provide relevant guidance.

d. Controlling

Supervision is an attempt to adjust the

plan that has been prepared with the results or implementation that actually occurs. So, information about how well the principal achieves results through communication with subordinates and direct observation is necessary. The purpose of this supervision is to improve and help ensure that procedures, programs, standards, and regulations are implemented correctly so that they can function properly (Sulistyorini, 2009).

Evaluation can be used as a way to assess the success of a program. The headmaster created a morally improved evaluation procedure based on the belief that the school has high quality standards that students should have. In addition, each educator is asked to report the results of their students' moral achievements according to the subjects they teach. The results of the observations are then explained to find out whether the results reach the quality standards of students. The homeroom teacher is notified in a coordinated manner about these results. Both in class and outside the classroom, evaluations are made with observation and notes everywhere.

The Student Practice Habituation Sheet (PAS) is used by homeroom teachers as a tool to determine the extent to which moral quality standards are met in schools. At home, student liaison books are used by student guardians to find out the extent to which the quality standards for the implementation of total quality management based on *akhlakul karimah* are met at home. Based on the grade report, the school took further action by helping some students who still needed guidance by accompanying their worship habits and resolving problems with parents through home visits.

The strategies implemented in the implementation of total quality management based on *akhlakul karimah* at SMPIT Al-Mufid include:

1) Teacher Commitment in the Implementation of Moral Education

Teachers are an important component in the success of the teaching and learning process. The role of teachers as educators is to create the best learning environment. In addition, as a teacher who helps all students adjust as best as possible. The role of teachers in moral education includes:

a) Exemplary

The task of teachers as role models is to set a good example with their words and actions. First, Exemplary In Learning, a teacher's personality is also reflected in his attitude towards his duties. An educator who is aware of his responsibilities will always try to provide their best education. Teachers must continue to learn and develop themselves to be able to provide innovative and useful learning for their students. If teachers show passion and dedication in teaching, students will also be inspired to learn.

At SMPIT Al-Mufid, exemplary methods are applied in learning. Educators do things like start learning by saying greetings, praying before learning, closing the lesson by reading prayers, and reading verses from the Qur'an before the first lesson begins. In teaching, SMPIT Al-Mufid teachers are always honest in acting, honest and open in assessing students, and admitting mistakes when making mistakes, and speaking politely when teaching and reprimanding students (Interview with Firdiansyah, M.Pd, August 24, 2023, at 09.00 WIB).



Source: SMPIT Al-Mufid Documentation

Figure 1. The activity of reading the

Qur'an every morning before learning

Second, exemplary in the implementation of prayers in congregation and right at the beginning of time. The aim is to make prayer the main standard of their worship, especially the five daily prayers, which are mandatory worship that every student must perform.

SMPIT Al-Mufid teachers lead and accompany the congregational dhuhr prayers that are carried out every day, followed by remembrance and prayer. In addition, the habit of praying dhuha every morning before carrying out learning activities in class.



Source: SMPIT Al-Mufid Documentation

Figure 2. Zuhur prayer activities in congregation

Third, Exemplary discipline at SMPIT

Al-Mufid can be seen in the application of time discipline, time discipline makes the main highlight for a teacher and student. School entrance time is usually the main parameter of teacher and student discipline. If teachers and students enter before the bell rings, it means that they are called disciplined people. If you enter when it is rung, it can be said that you lack discipline, and if you enter after the bell rings, it is considered undisciplined, violating the predetermined school rules, therefore, students are required to obey this time discipline and try to be punctual when it comes to school entrance hours.



Source: SMPIT Al-Mufid Documentation

Figure 3. Welcoming students in the morning

b) Inspirator

A teacher will be an inspirational figure if he is able to raise the spirit to move forward by mobilizing all his potential to achieve achievements for himself and the community.



Source: SMPIT Al-Mufid Documentation

Figure 4. Teachers as student inspirers

c) **Motivator**

Some of the teacher's efforts to achieve motivators for students are giving rewards or punishments, telling the results of student achievement, teaching fun, and understanding differences in student abilities.



Source: SMPIT Al-Mufid Documentation
Figure 5. Teachers as motivators for students to excel

So important is the role of teachers in the success of moral education in schools, teachers should be able to make effective learning planning, implementation, and management of learning, objective learning assessments, and provide motivation to students.

A teacher must have a high commitment in carrying out his duties, without a strong commitment, a goal will not be achieved optimally. So that commitment is the first step in accepting, complying, and carrying out the trust. Efforts to realize teacher commitment in the implementation of moral education in schools include:

- a) Socialize moral education and make joint commitments with all stakeholders (school residents, students, committees, and community leaders) to support the

implementation of moral education.

- b) Establish values and success indicators that are prioritized according to school conditions.
- c) Develop school plans and moral education implementation programs through integration in learning, preparation of local content subjects, and additional learning hours in schools.
- d) Perform conditioning through the provision of facilities, examples, and rewards.
- e) Assess the success of moral education and supervision.

2) **Integrating Moral Education Into the Curriculum**

The curriculum is the spirit as well as a guide in educational practice in the school environment. The picture of qualifications that are expected to be attached to each school graduate will be reflected in the concoction of the school curriculum. To realize moral education, the curriculum must reflect the vision, mission, and goals of schools that are committed to moral education. The steps in developing the moral education curriculum include:

- a) Identify and analyze moral education problems
- b) Formulate the vision, mission, and goals of the school As an educational institution, schools must have strong noble values to foster and develop the moral potential of students as stated in the vision, mission, and goals of the school.
- c) Formulate indicators of learner behavior Indicators are formulated in the form of learner behavior in the classroom and observable school activities. This indicator is used by schools in planning,

implementing, and evaluating moral education.

- d) Develop a syllabus and lesson plan The syllabus is an outline of the learning program which is the result of the product of learning design development activities. Meanwhile, RPP is the teacher's guide in carrying out learning in class. To realize moral education, the syllabus and RPP must internalize the value of moral values in it.
- e) Integrate the content of the moral education curriculum into all maps This integration is in accordance with the philosophy of general education which is basically to develop the personality as a whole and make citizens of good character. Integration in all maps is the recognition of values, the acquisition of awareness, and implications into the behavior of students.
- f) Develop moral education assessment instruments Moral education assessment can be seen from the performance of educators and education staff, as well as students. The activities of educators and educational leaders can be seen from the results of the principal's observations of their portfolios or diaries in the development and application of moral education. While the assessment of students is carried out by the teacher continuously and at all times both in class and outside the classroom. The criterion for achieving moral education is the formation of school culture, namely behavior, traditions, and habits practiced by all school residents.
- g) Establish communication and cooperation with parents Some ways to

strengthen the relationship between schools and parents:

- Hold a meeting with parents at the beginning of the learning year to convey the school's vision and mission related to moral education.
- Conducting letters related to moral education programs at school and at home.
- Holding a book of moral discussion of students held by parents to record the moral development of students at home.
- Visiting parents to inform directly the moral development of students at school and teachers to manage the moral development of students at home from parents.
- Holding religious and student activities attended by parents.
- Forming a parent association (school committee)

3) Design and Create a School Culture Based on Akhlakul Karimah Education

The first step in applying moral education in schools is to create a moral school culture climate that will help transform educators, education staff, and students into moral school citizens. This includes the realization of the vision, mission, and goals of the school. The slogan SMPIT Al-Mufid SIAP is an acronym to realize SMPIT Al-Mufid Sholeh, Intellectual, Akhlakul Karimah and Leader students (Interview with Firdiansyah, September 21, 2023). School cultural climate management is one of the policies that must be considered by schools in the implementation of moral education.

Tabel 1. Jadwal Activity Morning SMPIT Al-Mufid

Waktu	Hari	Materi	Pembimbing
07.00-07.30	Senin	Sholat Dhuha, Membaca Al-Qur'an dan (Upacara)	Ibu Nur Aisyah
07.00-07.30	Selasa	Sholat Dhuha, Zikir	Ibu Nurobi'ah
07.00-07.30	Rabu	Sholat Dhuha, Kultum	Ibu Tita Octiva
07.00-07.30	Kamis	Sholat Dhuha, Tasmi' Al-Qur'an	Ibu Sumiatun
07.00-07.30	Jumat	Sholat Dhuha, Mentoring	Ust Zaenal Arifin

Source: Research Interview Results

The formation of a school culture based on moral education can be done through example, spontaneous activities when teachers know the behavior of students who are not good, exemplary stories, and conditioning the school environment.

D. CONCLUSION

Total quality management is a way that can facilitate most education experts or professionals to solve problems in the educational environment, especially those that continue to move dynamically. Total quality management can be operated as an intermediary to form a link between the world of education, business, and rulers. Such ties will ensure that experts or professionals in the school or environment are met with the references needed for quality program improvement. Total quality management is a transformation of quality control management that combines human factors with system factors as an integration of engineering and mechanics. In the view of Islamic education, the basis of total quality management depends on the postulates of the Qur'an and the hadith of the Prophet SAW. It deals with charitable activities that begin

with good intentions or planning, then are applied in the process of activities that produce quality charity that is always evaluated and controlled periodically to achieve optimal changes over time.

Improving the quality of moral education is not a light task, so it demands better management. So that the development of moral education can be carried out optimally through management processes which include: planning, organizing, mobilizing, and supervising. Strategies that can be done in implementing moral education management in Islamic schools are through: 1) Realizing teacher commitment in the implementation of moral education, 2) Integrating moral education into the curriculum, and 3) Designing and creating a school culture based on moral education.

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