

DEVELOPMENT OF QUALITY MANAGEMENT SYSTEM IN ISLAMIC EDUCATION IN MADRASAH

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ABSTRAK

Pendidikan merupakan pilar penting dalam pembangunan masyarakat, termasuk pendidikan Islam. Dalam konteks globalisasi dan kemajuan teknologi, kebutuhan akan sistem manajemen mutu yang efektif dalam pendidikan semakin mendesak. Dalam mengembangkan sistem manajemen mutu yang baik, tidak hanya tentang peningkatan mutu pendidikan, tetapi juga tentang upaya untuk sesuai dengan nilai-nilai Islam. Penelitian ini menggunakan pendekatan kualitatif dengan metode penelitian kepustakaan. Data dikumpulkan dari berbagai sumber literatur, termasuk buku, jurnal ilmiah, dan laporan penelitian yang relevan. Melakukan analisis isi untuk mengidentifikasi tema-tema penting yang muncul dan data dianalisis secara deskriptif untuk memahami pengembangan manajemen mutu dalam pendidikan Islam di madrasah. Hasil Penelitian a. Sistem manajemen mutu yang baik tidak hanya meningkatkan mutu pendidikan tetapi juga berupaya untuk sesuai dengan nilai-nilai Islam. b. Beberapa tantangan yang dihadapi antara lain kurangnya sumber daya manusia yang terlatih, resistensi terhadap perubahan di antara staf, dan perbedaan visi antar lembaga pendidikan. Selain itu, keterbatasan dana juga menjadi kendala dalam pengembangan sistem manajemen mutu. c. Munculnya kesadaran masyarakat akan urgensi pendidikan yang bermutu dapat memberikan peluang bagi lembaga pendidikan Islam untuk mendapatkan peserta didik. d. Integrasi nilai-nilai Islam ke dalam Sistem Manajemen Mutu dapat menciptakan lingkungan pembelajaran yang tidak hanya berfokus pada hasil akademik tetapi juga pada pembentukan dan pengembangan karakter siswa. d. Pentingnya peran pemangku kepentingan mulai dari guru, siswa, orang tua dan masyarakat dalam pengembangan Sistem Manajemen Mutu.

Kata kunci : *Sistem Manajemen Mutu, Pendidikan Islam, Madrasah*

ABSTRACT

Education is an important pillar in community development, including Islamic education. In the context of globalization and technological advancement, the need for an effective quality management system in education is increasingly urgent. In developing a good quality management system, it is not only about improving the quality of education, but also about efforts to conform to Islamic values. This study uses a qualitative approach with a literature research method. Data was collected from a variety of literature sources, including books, scientific journals, and relevant research reports. Conduct content analysis to identify important themes that arise and data is analyzed descriptively to understand the development of quality management in Islamic education in madrasas. Research Results a. A good quality management system not only improves the quality of education but also strives to be in accordance with Islamic values. b. Some of the challenges faced include the lack of trained human resources, resistance to change among staff, and differences in vision between educational institutions. In addition, limited funds are also an obstacle in the development of a quality management system. c. The emergence of public awareness of the urgency of quality education can provide opportunities for Islamic educational institutions to get students. d. The integration of Islamic values into the Quality Management System can create a learning environment that not only focuses on academic outcomes but also on the formation and development of students' character. d. The importance of the role of stakeholders starting from teachers, students, parents and the community in the development of the Quality Management System.

Keywords: Quality Management System, Islamic Education, Madrasah

INTRODUCTION

Education is one of the important foundations in the development of society, including in the context of Islamic education. In today's era of globalization and rapid technological advancement, the need for an effective quality management system in education is increasingly urgent. A good quality management system not only improves the quality of education, but also ensures that it is in accordance with Islamic values. Thus, the development of a quality management system in Islamic education is a must to achieve the goal of quality and competitive education.

In the National Education System Law Number 20 of 2003, the goals of national education are realized in the objectives and functions of National Education which reads :

"Pendidikan nasional berfungsi mengembangkan kemampuan dan membentuk watak serta peradaban bangsa yang bermartabat dalam rangka mencerdaskan kehidupan bangsa, bertujuan untuk berkembangnya potensi peserta didik agar menjadi manusia yang beriman dan bertakwa kepada Tuhan Yang Maha Esa, berakhlak mulia, sehat, berilmu, cakap, kreatif, mandiri, dan menjadi warga negara yang demokratis serta bertanggung jawab (UU Sisdiknas no 20 tahun 2003: pasal 3)"

Islamic education has a long history that begins with the teachings of the Qur'an and Sunnah. However, the challenges faced in Islamic education today are very varied such as lack of adequate resources, ineffective teaching methods, to lack of accreditation and strict supervision. According to data from the Ministry of Religion of the Republic of Indonesia (2020), around 40% of Islamic educational institutions in Indonesia do not have clear accreditation, This indicates the importance of developing a quality management system that can ensure that the education provided is in accordance with the set standards.

The quality management system in Islamic education must consider the ethical and moral values contained in Islamic teachings. It is important that the education provided does not only focus on academic achievement, but also on the formation of students' character and morals. For example, several Islamic educational institutions in Indonesia have implemented a character-based approach that integrates Islamic values in their curriculum, such as the one carried out by Madrasah Aliyah Negeri (MAN) 1 Yogyakarta (Riyadi, 2021).

Furthermore, the development of information technology also provides challenges as well as opportunities for Islamic education. With the existence of online learning media, Islamic education can be accessed by more people, including those in rural areas. However, to use this technology optimally, a quality management system is needed that can guarantee the quality of the materials and teaching methods used. Data from UNESCO (2021) shows that the use of technology in education can improve access and quality of education, as long as it is supported by a good management system.

In this case, the development of a quality management system is not only the responsibility of educational institutions, but also involves the government, the community, and related stakeholders. This cooperation between various parties is expected to create a quality and sustainable educational environment. Thus, Islamic education can provide benefits for the development of society and the state.

Improving the quality of educational institutions for the achievement of the goals and success of national education is certainly not an easy matter. This effort must really get full support from various parties, so that the implementation process is not stalled and success can be achieved easily. Various participation from all related elements is also very necessary, in this case the government, school residents, parents of students, religious leaders and all community leaders must play an active role in improving the quality of educational institutions through solid cooperation. Their participation is very much needed and decisive, as well as supporting efforts to improve the quality of educational institutions in this country (Mulyadi, 2010).

The purpose of this study is to identify and analyze the development of quality management systems in Islamic education. This research aims to provide a clear picture of the challenges and opportunities faced in the implementation of the quality management system, as well as strategies that can be applied to improve the quality of Islamic education. In addition, this research also aims to provide recommendations that can be used by Islamic educational institutions in an effort to improve the quality of their education.

METHOD

The methodology used in this study is qualitative research with a library research approach. This research was conducted by collecting and analyzing data from various literature sources, including books, scientific journals, articles, and research reports relevant to the topic of Islamic Education quality management development. Using this approach, the researcher seeks to dig into more comprehensive and in-depth information about the characteristics and impacts of visionary leadership. In data collection, the researcher conducts content analysis techniques to identify important themes that arise from the literature that has been

collected, then the data obtained will be analyzed qualitatively to understand the development of Islamic education quality management in madrasas. The results of this analysis are expected to provide a clear picture of how the development of Islamic education quality management can contribute to improving the quality of education in madrasah.

DISCUSSION

A. Quality Management

1. Definition of Quality Management

Management is a process of organizing and utilizing resources owned by an organization through the cooperation of members to achieve organizational goals effectively and efficiently. Management is the behavior of members in an organization effectively and efficiently. In management, there are a number of main elements in shaping management activities, namely: human elements, materials, machines, methods, money, and market. These six elements have their own functions and are interrelated or influencing in achieving organizational goals, especially in achieving goals effectively and efficiently (Candra & Riva'i, 2016). In the aspect of education, quality is an educational process of transforming various types of inputs and situations to achieve a certain degree of added value for students (Thoyyib, 2013).

Quality management is a way of managing an organization that is comprehensive and related that is directed in order to meet customer needs consistently and achieve continuous improvement in every aspect of the organization's activities. There is also another definition that states that quality management is a process procedure to improve performance and improve work quality by emphasizing process assurance so that the products produced can meet quality standards (Asrohah, 2014).

The concept of quality management in educational institutions is a way of managing all educational resources in order to produce educational services that are appropriate or even exceed the needs of customers. The objectives of education quality management are as follows (Barnawi & M. Arifin, 2017):

- a) Maintain and improve quality in a sustainable and systematic manner to meet the needs of stakeholders.

- b) As a form of active role of educational institutions in realizing the wishes of stakeholders.
- c) Obtain input so that management implementation is in accordance with Indonesia's environmental conditions which have cultural, socio-economic, and geographical complexity.
- d) Raising awareness to improve the quality of management jointly and sustainably.

In the implementation of education quality management, a basic strategy is needed. This strategy is needed in the implementation process so that the desired goals can be achieved in accordance with the quality goals that have been set. The basic strategies for implementing the quality of education include (M. Arifin, 2017):

- a) Identify existing problems in the Institution
- b) Adopt a philosophy of quality
- c) Repair efforts are carried out continuously
- d) Involve stakeholders.

The implementation of good education quality management can be known from the following characteristics:

- a) Have student input that has been in accordance with the expected potential of the curriculum.
- b) Have learning services that are in accordance with quality learning standards.
- c) Have school facilities that support the effectiveness and efficiency of teaching and learning.
- d) Able to create a conducive school culture.

2. Educational Autonomy

Educational institutions or schools as autonomous institutions are given the opportunity to manage the coordination process to achieve educational goals. Regional autonomy is regional independence, where regions are given the authority to manage and manage their own households without seeking intervention from the government above them and the central government. Regional autonomy is also a

political change that promises many changes, after several years of regional autonomy has raised many hopes, including in the field of Education (Arwildayanto et. All., 2017).

According to Arwildayanto, autonomy or decentralization of education has two meanings: first, reorganizing the centralistic national education system towards a system that provides wide opportunities for local community initiatives. Second, educational autonomy does not mean releasing all ties to build the Unitary State of the Republic of Indonesia, but to strengthen the basics of education at the grassroots level in order to form a united Indonesian society based on the diversity of society. So the meaning of educational autonomy is that school residents are given the authority to participate in managing education in accordance with applicable education regulations (Arwildayanto et. All., 2017).

There are several factors driving the implementation of educational autonomy, including:

1. The demands of parents, community groups, legislators, businessmen, and teachers' associations to participate in controlling schools and assessing the quality of education.
2. The assumption that a centralized educational structure cannot work well in increasing student participation in school.
3. The inability of existing bureaucracy to respond effectively to the needs of local schools and diverse communities.
4. The performance of the school is considered not to meet the new demands of the community.
5. The growth of competition in obtaining assistance and funding (Arbangi et. All., 2016).

To make a quality educational institution as expected by many people or the community is not only the responsibility of the madrasah, but is the responsibility of all parties, including parents and the business world as internal and external customers of an educational institution. Arcaro S. Jerome said that there are five characteristics of a quality school, namely: a) Focus on customers. b) Total involvement. c) Measurement. d) Commitment. e) Continuous improvement. The quality of education will be influenced by the ability of the institution to manage

all potentials optimally starting from education personnel, students, learning processes, educational facilities, finances and including their relationship with the community (Jerome, 2005).

3. Quality Control

Education Quality Control is a basic thought to assess the results to be achieved in the implementation of the process of product and service activities to realize the quality of products or services that are sustainable in the context of meeting customer needs and satisfaction.

According to Ahmad Susanto, he explained that there are three ways to control by leaders, namely:

- a) Feedforward control, which is control carried out before work starts.
- b) Concurrent control, which is to concentrate control activities on what is running or the process of implementing work.
- c) Feedback control or also called post-action controls, which are measurements and improvements are carried out after the activity is carried out.

4. Quality Assurance of Education

The implementation of quality assurance is the result of the accountability process of an educational institution to the rights of the community, especially stakeholders including educators or teachers, students, and parents of students. Quality assurance is a concept found in quality management. Juridically, the basis of the quality assurance system is found in Law No. 20 of 2003 concerning the National Education System Article 21 which states that education evaluation is an activity of controlling, guaranteeing and determining the quality of education for various components of education in each path, level and type of education as a form of accountability for the implementation of education

Important aspects that need to be considered in developing education quality assurance include (Mas, 2017):

- a) Curriculum, in controlling the quality assurance of education, it is necessary to pay attention to the organization and setting of clear goals in an effort to achieve them. The implementation of the curriculum in

- quality assurance of education is focused on the curriculum management process,
- b) quality learning supported by learning media, and an assessment system that can measure educational success.
 - c) Students. In controlling the quality of learning services, it is necessary to pay attention to the condition of students including the level of intelligence, health, interests and talents, emotional atmosphere, and motivation for learning.
 - d) Professional competence of teachers. The professional competence of teachers will affect the quality of their work performance in serving the learning process.
 - e) Educational facilities. A school that manages its facilities well will create pleasant conditions and will display comfort, beauty, up-to-date, and ease of use.
 - f) School Culture. This condition is reflected in the creation of a pleasant psychological response from school residents to all aspects of the school environment.
 - g) Education financing. The use of education funds obtained both from the government, student parents' contributions, and from the community through school committees needs to be planned as well as possible.
 - h) Attention and community participation. The concern of the community (including parents) for schools is not only shown by the willingness to help the school in the form of physical or financial assistance, but nowadays this concern needs to include aspects related to the quality of learning services carried out
 - i) Educational management behavior. In controlling the quality assurance of education in schools, it is also necessary to pay attention to opportunities to empower school management.
 - j) Boarding. Dormitory is a form of special service for students in the implementation of education. Dormitory is part of an integrated service for the development of knowledge, faith and piety, as well as skills so that students can have self-awareness, self-motivation, self-regulation,

empathy, and social skills so that the vision, mission, and goals of education can be achieved

B. Development of Islamic Education Quality Management in Madrasah

Islamic education has a strong foundation in the Qur'an and Sunnah, which emphasize aspects of knowledge, morals, and character development. According to the Qur'an the pursuit of knowledge is an obligation for every Muslim, as stated in Surah Al-Mujadila verse 11: "*Allah will raise up the believers among you and those who are given knowledge of some degrees*" (Al-Qur'an, 58:11). This shows that education is not only about imparting knowledge, but also about character and moral formation.

Islamic education emphasizes the importance of holistic education, which includes spiritual, intellectual, emotional, and social aspects. This concept is in line with the modern education approach that prioritizes the development of students' competencies and skills as a whole. According to Muhammad Ali, Islamic education must be able to form individuals who are not only intellectually intelligent, but also have good morals and are able to contribute positively to society (Ali, 2019).

The integration between quality management and Islamic education is a strategic step to create a quality and relevant education system. By taking the principles of quality management, Islamic educational institutions can increase the effectiveness and efficiency in the implementation of teaching and learning. For example, the implementation of the PDCA cycle in the context of Islamic education allows institutions to continue to evaluate and improve the curriculum and teaching methods used (Asrita, 2022).

In order to develop the quality of Islamic education in madrasahs, it requires active and dynamic participation from parents, students, teachers and other staff, including institutions that have concern for Islamic education. In essence, the goal of educational institutions is to create and maintain customer satisfaction and in Total Quality Management (TQM) customer satisfaction is determined by the stakeholders of the educational institution. Because only by understanding the process and customer satisfaction can organizations realize and appreciate quality. All efforts/management in TQM must be directed to one main goal, namely

customer satisfaction, what management does is useless if it does not give birth to customer satisfaction (Hafidz & Nashihin, 2021).

C. Teamwork

Teamwork is a very important element in efforts to improve the quality of Islamic education in madrasas. A team is a group of people who work together and have a common goal, which is to provide satisfaction to all stakeholders. Teamwork in an organization is an important component of TQM, considering that teamwork will increase confidence, communication and develop independence. Teamwork in handling projects to improve or develop the quality of education is one part of the empowerment of employees and their work groups by giving greater responsibility. The existence of cooperation in a madrasah educational institution is the main capital in achieving quality and stakeholder satisfaction through a continuous quality improvement process. The functions of teamwork are as follows (Firdausi & Sulistyorini, 2023):

- a) Responsible for the quality of learning in madrasas.
- b) Responsible for the use of teachers' time, materials and space used.
- c) To make a means to supervise, evaluate and improve quality.
- d) Acting as a channel of information to the management about changes that occur in the process of improving the quality of the team.

D. Stakeholder Engagement

The main mission in developing the quality of Islamic education in madrasas is to meet the needs and demands of the community. A good madrasah is one that can maintain relationships with its customers and has an obsession with quality. There are two types of madrasah customers: 1. Internal customers: teachers, librarians, laboratories, technicians and administration. 2. External customers consist of: Primary customers: students, Secondary customers: parents, government and society, and Tertiary customers: users/graduates (universities and the business world).

Student education is required to submit to all rules made by the school students are not given the opportunity to disclose their abilities. Students in receiving lessons from teachers and carrying out the existing rules at school are forced to do so, because they feel uncomfortable and are not involved in learning

design and rulemaking. The involvement of parents in the educational process of children in madrassas is an important thing for educational institutions to do and this is one of the important elements in Total Quality Management (TQM) (Zurriyati & Mudjiran, 2021).

The role of parents in the formation of children's motivation and self-control from a young age is an initial preparation for children's success in madrasas. The role of parents is to support the development of children's knowledge and children's academic success by providing them with opportunities and access to educational resources such as the type of school that children enter or access to libraries, there are also multi-media such as the internet and television. Parental education can also shape a child's cognitive development and academic achievement directly involved in their educational activities parents also teach children norms in dealing with adults and peers that are relevant to the classroom atmosphere.

E. Challenges and Opportunities of Quality Management Systems

The development of quality management systems in Islamic education faces significant challenges, especially related to the limited number of trained human resources. Many managers do not understand the basic principles of quality, which is exacerbated by the resistance to change. Data shows that 60% of teachers feel unprepared due to a lack of management support (UNJ, 2022). In addition, financial barriers are a crucial issue; around 70% of institutions experience budget difficulties for quality strengthening (Ministry of Religious Affairs, 2022). Differences in vision between institutions also make it difficult to prepare uniform quality standards, so cross-institutional collaboration is needed to formulate adaptive standards. On the other hand, there is a great opportunity as public awareness of the quality of education increases. The survey shows that 75% of parents prioritize institutions with clear accreditation and quality systems (APII, 2023).

The acceleration of information technology is also a catalyst, where the use of education management applications is reported to be able to increase learning effectiveness by up to 40%. Government policy support and potential collaboration between agencies also pave the way for quality improvement; institutions that work

together have been proven to be able to improve quality 30% better than those that move independently (UIN, 2023).

Future Development Strategy To optimize this potential, a comprehensive strategy is needed that focuses on four main pillars:

- a) **Strengthening HR Capacity:** Through continuous training to increase staff competence by up to 50%.
- b) **Measurable Standardization:** Develop clear performance indicators to monitor system effectiveness periodically.
- c) **Culture of Quality Development:** Instilling the value of innovation and continuous improvement at all levels of the organization.

Technology Integration: Utilize management information systems for accurate data-driven decision-making. By integrating this strategy, Islamic educational institutions are expected to be able to produce graduates who excel academically while having a strong Islamic character.

CONCLUSION

Education plays an important role in community development, especially in the context of Islamic education. Along with technological advances and globalization, the need for an effective quality management system is becoming more and more urgent. This research aims to find out and analyze the development of quality management systems in Islamic education, as well as provide an overview of the challenges and opportunities in its implementation.

- a. **The Importance of Quality Management System in Islamic Education,** A good quality management system not only improves the quality of education, but also ensures its conformity with Islamic values. Islamic education should be oriented towards the formation of students' character and morals, not just academic achievements.
- b. **Challenges in the Implementation of Quality Management Systems,** Some of the challenges faced include the lack of trained human resources, resistance to change among staff, and differences in vision between educational institutions. In addition, limited funds are also an obstacle in the development of a Quality Management System.
- c. **Opportunities to Improve the Quality of Education,** Increasing public awareness of the importance of quality education provides opportunities for Islamic

educational institutions to attract more students. In addition, the development of information technology and government support can also be used for the development of a Quality Management System. d. Integration of Islamic Values in the Quality Management System, The integration of Islamic values in the Quality Management System is important to create a learning environment that not only focuses on academic results but also on the formation of students' character. The application of quality management principles can increase the effectiveness and efficiency of the teaching and learning process. d. Role of Stakeholders The involvement of all parties, including parents, students, teachers, and the community is very important in the development of a Quality Management System. Teamwork and student involvement in decision-making can improve the quality of education in madrasahs

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