

Total Quality Management Implementation: A Pragmatic Study of Educational Enhancement in an Islamic School

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Abstract: Quality assurance has become a central concern in the management of modern Islamic educational institutions, highlighting the need for systematic approaches to achieve sustainable standards. This study examines how the implementation of Total Quality Management (TQM) principles supports quality improvement in the learning process at SMP Islam Integral Purwodadi. A descriptive qualitative approach was employed, using in-depth interviews, classroom observations, and document analysis, including student report cards and parent satisfaction surveys. The findings indicate that the school has adopted a customer-focused orientation by prioritizing the needs of students and parents in managerial decision-making. Report card data are utilized to evaluate the curriculum and design teacher training programs. However, the study also identifies challenges such as suboptimal TQM training for new teachers and a quality information system that remains insufficiently integrated. These results suggest that successful TQM implementation requires strong institutional commitment, investment in supportive quality systems, and a sustained culture of continuous improvement. The study recommends strengthening the quality information system and implementing ongoing professional development as key strategies for enhancing institutional performance through TQM.

Abstrak: Jaminan mutu telah menjadi perhatian utama dalam pengelolaan lembaga pendidikan Islam modern, menyoroti kebutuhan akan pendekatan sistematis untuk mencapai standar yang berkelanjutan. Studi ini mengkaji bagaimana penerapan prinsip-prinsip Manajemen Mutu Total (TQM) mendukung peningkatan mutu dalam proses pembelajaran di SMP Islam Integral Purwodadi. Pendekatan kualitatif deskriptif digunakan, dengan metode wawancara mendalam, observasi kelas, dan analisis dokumen, termasuk rapor siswa dan survei kepuasan orang tua. Hasil penelitian menunjukkan bahwa sekolah telah mengadopsi orientasi berorientasi pelanggan dengan memprioritaskan kebutuhan siswa dan orang tua dalam pengambilan keputusan manajemen. Data rapor digunakan untuk mengevaluasi kurikulum dan merancang program pelatihan guru. Namun, studi ini juga mengidentifikasi tantangan seperti pelatihan TQM yang kurang optimal untuk guru baru dan sistem informasi kualitas yang masih kurang terintegrasi. Hasil ini menyarankan bahwa implementasi TQM yang sukses memerlukan komitmen institusional yang kuat, investasi dalam sistem kualitas yang mendukung, dan budaya perbaikan berkelanjutan yang berkelanjutan. Studi ini merekomendasikan penguatan sistem informasi kualitas dan implementasi pengembangan profesional berkelanjutan sebagai strategi kunci untuk meningkatkan kinerja institusional melalui TQM.

1. Introduction

The pursuit of educational quality has increasingly become a central concern for modern educational institutions as they navigate the rapid changes brought about by globalization, digital transformation, and shifting societal expectations. Islamic educational institutions, in particular, face a dual challenge: they must remain competitive in an era of global innovation while upholding the spiritual and moral

foundations that define their identity.¹ As communities demand schools that produce graduates who are academically competent, morally grounded, and able to adapt to evolving societal needs, the urgency of establishing an effective and sustainable quality management framework becomes more evident. In this context, the enhancement of educational quality cannot rely solely on conventional practices or organic institutional development. Instead, schools require managerial models that offer systematic, data driven, and continuous approaches to improvement. One widely adopted model that responds to these challenges is Total Quality Management (TQM), a holistic quality management framework designed to engage every member of an organization in achieving measurable and sustainable improvements.²

TQM is built upon three core principles; customer focus, total employee involvement, and continuous improvement which form the conceptual foundation for its application in educational institutions. These principles emphasize responsiveness to stakeholder needs, collaborative participation of all school members, and the ongoing refinement of educational processes, making TQM particularly relevant for contemporary schooling environments.³

Within educational settings, TQM has undergone significant adaptation as scholars and practitioners increasingly recognize its potential to transform various domains of school management. It has proven particularly influential in shaping administrative procedures, teacher professional development, curriculum governance, instructional practices, and student support systems. At the core of TQM are principles such as customer focus, total employee involvement, continuous improvement, and data-driven decision-making, all of which serve as foundational pillars in reimagining how educational institutions deliver effective services to students and stakeholders. Existing research provides compelling evidence for the effectiveness of TQM in improving school performance. Hasan and Anita, for example, demonstrate that implementing TQM at MTs Al-Hidayah not only streamlined administrative workflows but also significantly improved the school's accreditation status through the development of transparent quality-assurance mechanisms.⁴ Similarly, studies by Lambe, Poppy, and others reinforce the notion that the Plan-Do-Check-Act (PDCA) cycle can enhance instructional design, promote reflective teaching practices, and support character education initiatives, particularly within Islamic schooling environments where moral formation is a key objective.⁵

Despite these positive outcomes, the implementation of TQM in Islamic educational institutions frequently faces structural and cultural challenges. Many schools operate with limited budgets, insufficient digital infrastructure, and unequal teacher

¹ Mustaqim Hasan and Anita Anita, "Penerapan Manajemen Mutu Terpadu Terhadap Efisiensi Administrasi Sekolah Dalam Meningkatkan Akreditasi Unggul Di MTS Al Hidayah Marga Agung Lampung Selatan," *Islamic Management: Jurnal Manajemen Pendidikan Islam* 7, no. 1 (2024): 217–232.

² Hendrian Hendrian and Suparno, "Analisis Total Quality Management (TQM) Dalam Manajemen Pendidikan Tinggi Terhadap Peningkatan Mutu Pendidikan Indonesia," *Indo-MathEdu Intellectuals Journal* 5, no. 2 (May 2024): 2146–61, <https://doi.org/10.54373/imeij.v5i2.708>.

³ Ira Faramisti, "Integrasi Nilai Islam Dalam Penerapan Total Quality Management Di Lembaga Pendidikan Islam," *IslamicEdu Management Journal* 1, no. 2 (December 2024): 151–63, <https://doi.org/10.71259/7awyrn65>.

⁴ Mustaqim Hasan and Anita Anita, "Penerapan Manajemen Mutu Terpadu Terhadap Efisiensi Administrasi Sekolah Dalam Meningkatkan Akreditasi Unggul Di MTS Al Hidayah Marga Agung Lampung Selatan," *Islamic Management: Jurnal Manajemen Pendidikan Islam* 7, no. 1 (2024): 217–232.

⁵ Hasbi Lambe, Jusman, and Suci Eka Ramadhan, "Implementasi Total Quality Management (TQM) Dalam Meningkatkan Mutu Pendidikan Pada MAN 3 Makassar," *NineStars Education* 2, no. 1 (2022): 65–74.

competencies, all of which hinder full adoption of TQM principles. Nurul et al. argue that the success of TQM depends significantly on comprehensive participation from all stakeholders, including teachers, administrators, students, and parents.⁶ Without their collective involvement, TQM becomes a fragmented and superficial exercise rather than a holistic effort toward institutional transformation. Moreover, within Islamic educational institutions, the adoption of Western-derived management paradigms has occasionally sparked debates concerning potential conflicts with religious traditions. Ira highlights that while efficiency, accountability, and data-based evaluation are integral aspects of TQM, these managerial orientations must be carefully integrated with Islamic values such as sincerity (*ikhlas*), responsibility (*amanah*), and deliberation (*musyawarah*).⁷ This raises an important research question regarding how Islamic schools can reconcile modern management frameworks with their unique philosophical and pedagogical commitments.

Although previous studies have shown the benefits and challenges of applying TQM in Islamic educational institutions, several research gaps remain. First, most existing studies focus on either administrative improvements or teaching quality, while fewer examine how TQM simultaneously influences multiple dimensions such as stakeholder satisfaction, character formation, and digital quality-assurance systems. Second, the literature tends to generalize Islamic schools as a homogenous category, leaving limited understanding of how schools with unique philosophical frameworks such as tauhid based institutions adapt TQM principles to their value systems. Third, there is a lack of case studies that explore the integration of TQM in semi-urban Islamic schools that are in transitional phases of digital and managerial development. These gaps justify the need for an in-depth study focused on how TQM is operationalized within a distinct educational ecosystem such as SMP Islam Integral Purwodadi.

SMP Islam Integral Purwodadi, located in the semi-urban region of Grobogan Regency, represents a significant case study for understanding how Islamic schools negotiate these tensions. As an institution that explicitly integrates modern pedagogical practices with Islamic values derived from tauhid, the school highlights the possibility of harmonizing professional management strategies with spiritual character formation. Its educational philosophy positions academic achievement, moral integrity, and spiritual growth as mutually reinforcing goals rather than competing priorities. In line with TQM principles, the school has undertaken multiple initiatives, including establishing structured communication channels with parents, implementing data-based curriculum evaluations using student report-card analytics, providing ongoing professional development programs for teachers, and gradually building an information technology based quality assurance system. These efforts illustrate the school's attempt to adapt TQM within its distinctive educational ecosystem, demonstrating that Islamic institutions can adopt modern management tools without compromising their spiritual mission.

However, the process of integrating TQM at SMP Islam Integral Purwodadi remains an evolving journey marked by both progress and ongoing challenges. One notable limitation concerns the uneven distribution of TQM related training among teachers, especially newly hired staff who may lack familiarity with the school's quality

⁶ Nurul Mukarromah, Istikomah Istikomah, and Eni Fariyatul Fahyuni, "Urgency of Quality Concepts and Total Quality Management (TQM) in Islamic Education Institutions," *Proceedings of The ICECRS 6* (June 2020), <https://doi.org/10.21070/icecrs2020381>.

⁷ Ira Faramisti, "Integrasi Nilai Islam Dalam Penerapan Total Quality Management Di Lembaga Pendidikan Islam," *IslamicEdu Management Journal* 1, no. 2 (December 2024): 151–63, <https://doi.org/10.71259/7awyrn65>.

culture. This situation reflects broader national trends observed by Yasinta and Bahrani, who argue that continuous professional development is essential for sustaining quality initiatives in educational organizations.⁸ Additionally, the school's digital quality management system, though steadily improving, is not yet fully integrated, limiting the efficiency of data collection, monitoring, and reporting. These challenges underscore the importance of visionary leadership, which Alfaiz identifies as a fundamental factor in guiding schools through the complexities of TQM implementation.⁹ Visionary leaders not only articulate long-term goals but also cultivate a culture of trust, collaboration, and accountability that encourages all stakeholders to participate meaningfully in quality improvement processes.

Against this backdrop, the present study seeks to examine the depth and effectiveness of TQM implementation at SMP Islam Integral Purwodadi. Specifically, the study aims to (1) analyze how TQM principles are operationalized in managing educational quality; (2) identify factors that support or hinder implementation; and (3) evaluate the impact of TQM on teaching quality, student development, and stakeholder satisfaction. By addressing these objectives, this research contributes to the broader discourse on Islamic educational management, offering insights into how TQM can be adapted to align with religious values while still achieving measurable improvements in organizational performance. Ultimately, this study aspires to provide both theoretical contributions to the field of Islamic educational quality management and practical recommendations for institutions seeking to develop integrated, effective, and value-based quality systems.

2. Method

This study employed a qualitative approach with a descriptive design, as the primary objective was to obtain an in-depth understanding of how Total Quality Management (TQM) is implemented within the real-life context of SMP Islam Integral Purwodadi. A qualitative approach was deemed the most appropriate because it enables the researcher to explore participants' perspectives, lived experiences, and the meanings they assign to quality-management practices in the school environment. This aligns with Creswell's argument that qualitative research is used to understand social phenomena through comprehensive descriptions of participants' behaviors, processes, and interactions in their natural settings.¹⁰ The descriptive design was therefore selected to provide a systematic and detailed portrayal of how TQM principles are enacted in daily educational activities.

Data were collected through semi-structured interviews, participant observation, and document analysis. Semi-structured interviews enabled the researcher to capture detailed insights regarding TQM implementation from key stakeholders. A total of six informants participated: one school leader, who explained institutional policies and quality initiatives; three teachers, who provided insights into the annual program, weekly reflective forums, and the student satisfaction survey system; and two parents, who shared their perspectives on the school's responsiveness and their children's overall

⁸ Yasinta Quraini Nurdiniyya and Bahrani, "Strategi Peningkatan Mutu Pendidikan Berbasis Total Quality Management (TQM) Di Madrasah Al-Azhar Samarinda," *Pendas : Jurnal Ilmiah Pendidikan Dasar* 10, no. 2 (2025): 1–11.

⁹ Baraz Yoechva Alfaiz, "Penerapan Total Quality Management (TQM) Dalam Mencapai Kepuasan Siswa," *At-Tazakki: Jurnal Kajian Ilmu Pendidikan Islam Dan Humaniora* 9, no. 1 (2025): 1–13.

¹⁰ John W. Creswell and Cheryl N. Poth, *Desain Penelitian Dan Penyelidikan Kualitatif: Memilih Di Antara Lima Pendekatan* (SAGE Publications, 2016).

development, including achievements in competitions. Participant observation was conducted to directly examine instructional practices, service delivery, and ongoing quality-improvement activities, while document analysis of quality reports, work programs, evaluation instruments, and internal archives served to corroborate and enrich the interview and observation findings. Participants were selected using purposive sampling, as the researcher intentionally identified individuals with relevant experience and direct involvement in the school's quality-management practices. This aligns with Sugiyono's view that purposive sampling is used to select information-rich cases that provide depth and clarity to the phenomenon under study.¹¹

Data analysis followed a continuous, iterative process involving data organization, coding, theme development, and interpretation to derive meaningful insights from the collected information. The study adopted the interactive analysis model developed by Miles, Huberman, and Saldaña, which consists of data reduction, data display, and conclusion drawing/verification.¹² These components operate cyclically throughout the research timeline, enabling the identification of patterns and major themes that characterize the implementation of TQM within the school. Throughout the research process, ethical principles were upheld through the use of informed consent, confidentiality of participant identities, and adherence to procedures that respect the rights, dignity, and comfort of all participants involved.

3. Results

This section presents the main findings of the study on the implementation of Total Quality Management (TQM) in improving the quality of education at SMP Islam Integral Purwodadi. All data was collected through qualitative triangulation in the form of in-depth interviews with the principal, senior teachers, new teachers, and parents; observations of the learning process, weekly reflection meetings, and Open House activities; and analysis of documents such as student report cards, school evaluation records, and satisfaction survey results. The presentation of results is organized thematically without excessive interpretation, in accordance with the principles of qualitative data reporting.

3.1. Implementation of TQM at the School Managerial Level

Initial findings of the study indicate that the implementation of Total Quality Management (TQM) at SMP Islam Integral Purwodadi began with the strengthening of the principle of customer focus, namely an orientation towards the needs of students and parents as the primary users of educational services. The principal emphasized that quality policies were not formulated unilaterally by management, but were developed through a dialogical process involving teachers and parents in a deliberative forum during report card distribution. He stated:

*"We hold meetings every time report cards are issued with teachers and parents. From these discussions, we receive a lot of valuable input on what we need to improve."*¹³

This shows that parents' voices and students' learning experiences are an integral part of developing school quality programs.

Observations during the Open House at the beginning of the semester further reinforce these findings. The school provides a formal space for parents to provide input

¹¹ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, Dan R&D* (Bandung: Alfabeta, 2019).

¹² Matthew B. Miles, A. Michael Huberman, and Johnny Saldaña, *Qualitative Data Analysis: A Methods Sourcebook* (London: SAGE Publications, 2014).

¹³ Interview with a parent of Grade VIII student (age 45), SMP Islam Integral Purwodadi.

on the curriculum, character building, learning methods, and non-academic services. Many of the expressed concerns centered on classroom engagement, communication patterns between teachers and students, and the need for more consistent feedback on student progress. Parental involvement in this forum demonstrates a shift in management from a top-down pattern to a participatory approach in line with TQM principles, which emphasize that quality must be built on the needs and expectations of service recipients.

Analysis of the school's internal documents shows that SMP Islam Integral Purwodadi uses instruments such as report cards, exam results, character records, guidance books, and satisfaction surveys as the basis for quality evaluation. Survey results generally indicate a high level of satisfaction, especially regarding teacher responsiveness and communication, while qualitative comments highlight recurring needs such as more varied learning media, clearer homework schedules, and stronger competition mentoring. Senior teachers note that these themes are routinely discussed in internal forums and directly inform adjustments to teaching strategies and guidance programs. This practice demonstrates the application of data-driven decision making, where both numerical trends and qualitative feedback are used to guide continuous quality improvement.

3.2. The Impact of TQM Implementation on Teachers

Research data shows significant changes in teacher work culture after the implementation of Total Quality Management (TQM) at SMP Islam Integral Purwodadi. Before TQM was implemented, most teachers played traditional roles as curriculum implementers who followed school management directives. However, after the implementation of the principle of total involvement, the role of teachers has evolved to become more strategic and participatory. An interview with one of the teachers revealed that they are now actively involved in the preparation of annual programs, the formulation of learning strategies, and school quality evaluation. He said:

*"We don't just teach, we also help design annual programs and learning strategies."*¹⁴

This change was reinforced by observations made during Wednesday's reflection meeting, where teachers had a special space to convey criticism, suggestions, and reports on student progress based on their findings in the classroom. The forum serves as a collective discussion platform that allows each teacher to contribute to the improvement of learning strategies and student character building programs. The suggestions that arise are not only heard, but are actually used as a basis for decision making by the school management.

In addition to role changes, interview data also shows the emergence of a stronger culture of self-reflection. One teacher described the process by saying:

*"It felt stressful at first, but over time we realized that it actually helped us improve the quality of our teaching."*¹⁵

Field observations confirm that internal reflection forums, presentations of student satisfaction survey results, and routine evaluations serve as continuous improvement mechanisms that consistently encourage teachers to make ongoing improvements. Teachers have become more open to receiving feedback and using it as a basis for improving learning effectiveness, which is one of the core principles of TQM.

3.3. The Impact of TQM Implementation on Parents and Students

¹⁴ Semi-structured interview with an Arabic teacher (age 31), SMP Islam Integral Purwodadi.

¹⁵ Interview with a pre-service honorary teacher, SMP Islam Integral Purwodadi.

Although the implementation of TQM at SMP Islam Integral Purwodadi has shown positive progress, this study identified several challenges that hinder its optimal application. Interviews with the principal reveal that limited human resources with specific competencies in quality management remain a significant barrier. He explained, *"Not all new teachers fully understand the school's quality workflow. They need targeted mentoring especially in areas like PDCA documentation, assessment standards, and reporting procedures but regular training is still difficult due to budget constraints."*¹⁶

This statement highlights that the sustainability of the school's quality culture depends greatly on continuous, structured training for newly recruited staff.

Teachers also expressed concerns regarding the administrative workload stemming from non-digital evaluation systems. One teacher noted,

*"Sometimes we spend hours compiling weekly evaluation summaries. When the data piles up, the analysis process becomes delayed."*¹⁷

This aligns with observational data showing stacks of handwritten evaluation sheets, character-guidance records, and manual progress logs in the teachers' room conditions that naturally slow down data consolidation and verification.

Furthermore, the school's digital quality information system is still in a transitional phase. While some components such as attendance and report cards have been digitized, other key instruments remain offline. As a senior teacher stated,

*"The digital system is being developed, but it's still halfway done many data sets cannot be entered yet."*¹⁸

This reflects the need for a more structured digitalization roadmap and stronger IT support. Despite these constraints, observations of weekly teacher reflection meetings and parent school communication forums show strengthening stakeholder participation and increasing reliance on data-informed evaluation. Thus, although the school continues to face challenges related to human resources and digital infrastructure, the implementation of TQM remains progressively aligned toward a more integrated and sustainable quality system.

3.4. Challenges in Implementing TQM

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¹⁶ Semi-structured interview with the Principal SMP Islam Integral Purwodadi.

¹⁷ Semi-structured interview with a Grade VIII teacher at SMP Islam Integral Purwodadi.

¹⁸ Semi-structured interview with Teacher and Curriculum Division, SMP Islam Integral Purwodadi.

¹⁹ Semi-structured interview with the Principal SMP Islam Integral Purwodadi.

²⁰ Semi-structured interview with a Grade VIII teacher at SMP Islam Integral Purwodadi.

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3.5. Synthesis of Total Quality Management Implementation and Challenges

The implementation of Total Quality Management (TQM) at SMP Islam Integral Purwodadi demonstrates a progressive alignment of managerial practices with core quality principles, fundamentally transforming the school's operational culture from a traditional top-down structure to a participatory and data-driven system. The process began by reinforcing customer focus through dialogical forums involving parents and teachers, ensuring that quality policies are built upon the explicit needs and expectations of students and parents. This participatory approach has significantly impacted the work culture, evolving the teacher's role from mere curriculum implementers to strategic participants actively involved in program design and continuous self-reflection. The school utilizes various data instruments (report cards, surveys, character records) to inform continuous improvement cycles. Despite this positive trajectory, the study identifies critical constraints, primarily stemming from human resource limitations regarding TQM competency and administrative inefficiency due to a reliance on manual, non-digital evaluation systems. These challenges are compounded by a transitional and incomplete digitalization process. While participation is high, the sustained effectiveness of the TQM model relies heavily on overcoming these structural and infrastructural barriers.

Tabel 1. Synthesis of TQM Implementation, Impact, and Challenges at SMP Islam Integral Purwodadi

TQM Component	Implementation Practice	Impact & Outcomes	Key Challenges
Costumer Focus	Dialogical forums (report card distribution), Open House activities for feedback	Quality policies are derived from explicit parent/student needs; participatory management approach	Administrative workload from non-digital systems slows data analysis
Total Involvement	Teachers participate in annual program design, weekly reflection meetings	Teacher roles become strategic; stronger culture of self-reflection and continuous improvement	Limited human resources with specific TQM/PDCA competencies; budget constraints for continuous training
Data-Driven Decision Making	Use of report cards, satisfaction surveys, and character records for routine evaluation	Adjustments to teaching strategies and guidance programs are informed	Digital quality information system is transitional/incomplete;

²¹ Semi-structured interview with Teacher and Curriculum Division, SMP Islam Integral Purwodadi.

by numerical and manual data consolidation
qualitative feedback delays verification

In conclusion, the TQM implementation at SMP Islam Integral Purwodadi effectively demonstrates a shift toward a value-based, stakeholder-centric quality culture, successfully linking continuous quality improvement principles with day-to-day educational practice. However, achieving long-term sustainability and operational excellence requires immediate strategic intervention to address the deficits in human resource training and the complete digitalization of the quality management information system.

4. Discussion

The implementation of Total Quality Management (TQM) at SMP Islam Integral Purwodadi demonstrates that applying participatory quality management principles can create a significant transformation in school organizational culture. The findings confirm that TQM enhances operational effectiveness while strengthening relationships among the school, teachers, parents, and students. The main principles of TQM continuous improvement, quality assurance, organizational culture change, and customer focus, serve as foundational mechanisms for these transformations.²² Deming emphasized that sustained quality improvements require the systematic involvement of all organizational members through the Plan-Do-Check-Act (PDCA) cycle, which is central to continuous quality enhancement.²³ In the context of the school, the PDCA cycle manifests through program planning, teaching implementation, routine evaluation, and data-driven follow-up.

A key finding is the role of visionary school leadership as the main driver of TQM implementation. At SMP Islam Integral Purwodadi, the principal facilitates Open House events, parent consultations, and regular evaluation meetings. This practice aligns with Garvin's assertion that the "*voice of the customer*" is critical for improving educational quality.²⁴ Musthofa also notes that active parental involvement enhances trust and loyalty toward Islamic educational institutions.²⁵ Supporting international evidence, Meier and Lemmer finds that effective two-way communication and parental participation strongly predict school quality and customer satisfaction.²⁶ Therefore, the participatory mechanisms developed at SMP Islam Integral Purwodadi can be considered a practical application of customer focus within an Islamic educational context.

Organizational culture changes are evident in the increased involvement of teachers in decision-making. Teachers are no longer simply policy implementers; they act as change agents, co-designing instructional programs and quality evaluation mechanisms. Rifiyyah highlights that teacher engagement in decision-making enhances

²² Teguh Trianung Djoko Susanto, Alfiani Nur Julia, and Jihan Fadia Salsabila, "Literature Review: Tantangan Dan Implementasi Total Quality Management (TQM) Dalam Institusi Pendidikan," *Didaktika: Jurnal Kependidikan* 13, no. 1 (2024): 1405–18.

²³ William Edwards Deming, *Out of the Crisis* (MIT Press, 2018).

²⁴ David A. Garvin, *Managing Quality: The Strategic and Competitive Edge* (New York: The Free Press, 1988).

²⁵ Nur Fatihah Amalia and Ika Budi Maryatun, "Parent Involvement in School Programs: How Parents Are Actively Involved in Islamic Kindergarten," *Golden Age: Jurnal Ilmiah Tumbuh Kembang Anak Usia Dini* 9, no. 4 (December 2024): 673–87, <https://doi.org/10.14421/jga.2024.94-08>.

²⁶ Corinne Meier and Eleanor Lemmer, "Parents as Consumers: A Case Study of Parent Satisfaction with the Quality of Schooling," *Educational Review* 71, no. 5 (September 2019): 617–30, <https://doi.org/10.1080/00131911.2018.1465395>.

character-based TQM effectiveness,²⁷ while Nasir et.al emphasizes the importance of continuous professional development for teachers to address modern educational challenges.²⁸ Globally, Fuad et al. demonstrate that teacher participation in quality planning accelerates innovation and fosters a learning organization culture.²⁹ The weekly reflection forums and monthly evaluation meetings at SMP Islam Integral Purwodadi corroborate these findings by increasing collective teacher awareness of instructional quality and student needs.

A distinguishing feature of TQM implementation in this school is the integration of Islamic values, including *ihsan*, *amanah*, and *musyawarah*. Dadan et al. argue that TQM effectiveness increases when combined with religious values that strengthen organizational spiritual motivation.³⁰ Similarly, Salsabila and Sesmiarni finds that embedding Islamic principles into recruitment, training, and performance evaluation fosters a harmonious and meaningful work environment.³¹ Internationally, Rahmaddian et. al shows that combining quality principles with local cultural values enhances stakeholder satisfaction and organizational effectiveness.³² These findings suggest that integrating Islamic values with TQM not only aligns with institutional ethos but also produces a stronger quality culture.

Despite its effectiveness, the study identified primary challenges, including limited human resources with technological competencies and suboptimal digital infrastructure, which directly impede the implementation of TQM's PDCA cycle. At the planning stage, inadequate digital literacy among teachers limits the school's ability to design data-driven improvement programs and set precise quality targets. During the implementation phase, manual processes and fragmented information systems slow down the execution of planned activities, making it difficult to ensure consistency across teaching and administrative practices. In the checking stage, incomplete or delayed data from non-digital systems hinder the accurate monitoring of student performance, teacher effectiveness, and overall program outcomes. Finally, at the action phase, the lack of reliable digital records and real-time feedback obstructs timely corrective measures, reducing the agility of continuous improvement cycles. Nurhayati stresses that strengthening infrastructure and enhancing teachers' digital literacy are fundamental for modern educational management.³³ Lopez and Lorejo demonstrates that a School Information System (SIP) improves administrative efficiency and evidence-based

²⁷ Anata Rifiyyah and Bahrani, "Implementasi Total Quality Management (TQM) Pada Lembaga Pendidikan Dasar Di Indonesia: Studi Kasus Di SD Plus Melati Samarinda," *Pendas : Jurnal Ilmiah Pendidikan Dasar* 10, no. 2 (2025): 239–45.

²⁸ Moh. Nasir et al., "Strategi Pemberdayaan Sekolah Sebagai Upaya Peningkatan Manajemen Pendidikan," *Journal Of International Multidisciplinary Research* 1, no. 2 (2023): 799–816.

²⁹ Dayang Rafidah Syariff M. Fuad, Khalip Musa, and Zahari Hashim, "Innovation Culture in Education: A Systematic Review of the Literature," *Management in Education* 36, no. 3 (July 2022): 135–49, <https://doi.org/10.1177/0892020620959760>.

³⁰ Dadan Abdul Rahman, Dikdik Adika Hidayat, and Iis Sugiharti, "Konsep Islam Tentang Total Quality Management," *Jurnal Studi Islam MULTIDISIPLIN* 1, no. 1 (2023): 109–47.

³¹ Ayunda Salsabila and Zulfani Sesmiarni, "Integrasi Nilai-Nilai Islam Dalam Pengelolaan Sumber Daya Manusia Di Lembaga Pendidikan," *JURNAL ILMIAH PENELITIAN MAHASISWA* 3, no. 2 (2025): 252–60.

³² Rahmaddian Rahmaddian, Deni Surpto, and Stefani Made Ayu A. K., "The Effect of Local Culture, Institutional Organizational Culture on Employee Performance and Customer Satisfaction with Services," *Budapest International Research and Critics Institute (BIRCI-Journal): Humanities and Social Sciences* 4, no. 1 (February 2021): 1123–34, <https://doi.org/10.33258/birci.v4i1.1722>.

³³ Nurhayati and Dety Mulyanti, "Strategi Manajemen Pendidikan Di Era Digital: Optimalisasi Infrastruktur, SDM, Dan Pembelajaran Berbasis Teknologi," *Jurnal Pelita Nusantara* 2, no. 4 (April 2025): 376–83, <https://doi.org/10.59996/jurnalpelitanusantara.v2i4.698>.

decision-making.³⁴ Supporting international literature, Cherviakov et. al emphasize that digitalized quality data accelerates the PDCA cycle and enhances strategic decision accuracy.³⁵ Consequently, TQM implementation at SMP Integral Purwodadi requires a structured digital quality roadmap and targeted training for teachers and educational staff to ensure each phase of the PDCA cycle functions effectively.

In terms of impact, TQM has positively influenced instructional innovation, reflective culture, teacher motivation, and school-parent communication. This aligns with Prayogi et. al findings that stakeholder satisfaction is a key indicator of educational institution success.³⁶ Moslehpour et. al, further indicate that TQM improves service quality, student satisfaction, and school reputation globally.³⁷ For students, TQM fosters a humanistic, spiritual, and adaptive learning environment, consistent with Dinata and Andriani's views that Islamic quality management aims to produce competent and morally upright generations.³⁸

Theoretically, this study indicates that TQM in Islamic education extends beyond administrative mechanisms to include the formation of an organizational culture grounded in spirituality, collaboration, and customer orientation. Practically, it emphasizes the necessity of involving teachers and parents throughout the quality cycle and highlights the importance of digital systems to support evidence-based decision-making. Future research directions include: (1) quantitative studies measuring TQM's effect on academic outcomes, parental satisfaction, and teacher motivation; (2) comparative studies across Islamic schools to evaluate the effectiveness of faith-based TQM models; (3) exploration of digital quality management and the role of technology in enhancing TQM implementation; and (4) longitudinal studies tracking changes in school quality culture over time.

In conclusion, SMP Islam Integral Purwodadi's successful TQM implementation demonstrates that educational quality depends not only on systems and procedures but also on visionary leadership, participatory culture, and the integration of Islamic values. These findings are consistent with both national and international literature, offering critical contributions to the development of TQM models in Islamic education in the digital era.

5. Conclusion

The implementation of Total Quality Management (TQM) at SMP Islam Integral Purwodadi demonstrates that educational quality improvement relies on visionary

³⁴ Alven A. Lopez and Rufino M. Lorejo, "Effectiveness of Enhanced Basic Education Information System (EBEIS)/ Learner Information System (LIS) Data and School Management," *International Journal of Interdisciplinary Organizational Studies* 18, no. 1 (2023): 689–707.

³⁵ Leonid M. Cherviakov et al., "Digitalization of Quality Management of the Strategic Decision-Making Process," in *2020 International Conference Quality Management, Transport and Information Security, Information Technologies (IT&QM&IS)* (IEEE, 2020), 193–96, <https://doi.org/10.1109/ITQMIS51053.2020.9322987>.

³⁶ Saiful Prayogi, Agus Muliadi, and Baiq Asma Nufida, "Kepuasan Pemangku Kepentingan Pada Layanan Manajemen Kelembagaan Di Fakultas Penyelenggara Pendidikan Swasta," *Lensa: Jurnal Kependidikan Fisika* 9, no. 2 (2021): 184–191.

³⁷ Massoud Moslehpour et al., "The Mediating Role of International Student Satisfaction in the Influence of Higher Education Service Quality on Institutional Reputation in Taiwan," *International Journal of Engineering Business Management* 12 (January 2020): 184797902097195, <https://doi.org/10.1177/1847979020971955>.

³⁸ Yuriyan Dinata and Tuti Andriani, "Critique of Total Quality Management in Islamic Education: Proposing Prophetic Leadership as a Model for Quality Enhancement," *Journal of Islamic Education and Ethics* 3, no. 2 (August 2025): 212–30, <https://doi.org/10.18196/jiee.v3i2.101>.

leadership, active participation of all school members, and the integration of Islamic values that strengthen a quality culture. TQM principles customer focus, total involvement, and continuous improvement are contextualized through deliberation, routine reflection, satisfaction surveys, and data-driven evaluation, creating a collaborative management system involving the principal, teachers, students, and parents. Teachers act as change agents while parents serve as strategic partners, fostering an adaptive, inclusive, and character-driven learning environment. Key challenges include limited human resources and digital infrastructure, highlighting the need for training, capacity building, and digitalization of quality systems. These findings affirm that successful TQM in Islamic schools depends on the synergy between managerial professionalism and spiritual values such as *amanah*, *ihsan*, and *musyawarah*, offering a modern Islamic school management model that promotes student character development. Future research may explore long-term impacts and cross-school comparisons.

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