

Total Quality Management (TQM) and Basic Education: Its Application to Islamic Education in Muhammadiyah Elementary Schools

Busahdiar^{1✉}, Ummah Karimah², Sudirman Tamin³

^{1,2,3}Universitas Muhammadiyah Jakarta, Banten, Indonesia

ABSTRACT

Purpose – The purpose of this study is to observe and explain the improvement in the quality problems of elementary schools in the Muhammadiyah organization to encourage a quality management system. The research was conducted at Muhammadiyah 24 Rawa Mangun Elementary School, Jakarta.

Design/methods/approach – This study used qualitative methodologies through data collection techniques like interviews with key informants in the school environment, field observations, analytical documentation studies, and examination of previous research findings. The collected data was analyzed using data reduction, presentation, and verification.

Findings – Research findings showed that SD Muhammadiyah 24 Rawamangun implements a quality management system. The pattern of TQM implementation starts from the parent's quality, where then each part/function sets quality objectives that refer to and are aligned with the parent's quality goals. They include the sequence of processes, activities, facilities and documents used, teaching and learning process activities, and other supporting activities carried out by SD Muhammadiyah 24 Rawamangun, evaluation and supervision conducted in process stages under evaluation and supervision procedures. Not to mention maximum achievements in terms of TQM since it involves various educational instruments - namely qualified educators and education personnel, students, curriculum, facilities, and processes as well.

Research implications/limitations – This study highlights the importance of quality management assurance in improving the education quality in primary schools. Future research could investigate the impact of specific quality management assurance practices on the academic outcomes of SD Muhammadiyah 24 Rawamangun.

Originality/value – The study provides unique insights into the impact of quality management assurance on specific academic outcomes, which can inform future research in education.

 OPEN ACCESS

ARTICLE HISTORY

Received: 18-10-2023

Revised: 20-11-2023

Accepted: 30-12-2023

KEYWORDS

Total quality management; Basic education; Elementary school; Islamic education; Muhammadiyah

CONTACT: ✉busahdiar@umj.ac.id

Introduction

Indonesian national education aims to improve the quality of Indonesian citizens both mentally and spiritually. Several applicable theories in improving the quality of education are, among others, Total Quality Management (TQM) and school-based management (SBM). In short, improving the quality of education means improving the quality of human resources, equipping them to participate in international competition (Yepi Sedy Purwananti, 2016).

An international competition certainly requires a management principle, the overall supervision of all members in the educational institution of the organization's activities. The implementation of TQM means that all members of the school are responsible for the quality of education, involving all parties in the academic process in Islamic educational institutions, ranging from school/madrasah committees, principals/madrassahs, administrative heads, teachers, students together with employees must thoroughly understand the nature and purpose of this education. In other words, every individual involved must understand the purpose of education. Without a thorough understanding of the individuals involved, it is impossible to implement TQM. This management system greatly minimizes bureaucratic processes. The bureaucratic system of Islamic educational institutions will hinder the development potential of the institution itself (Mulyadi Hermanto Nst., 2019).

In addition, the quality of education is essential since national education, including educational institutions under the auspices of the Muhammadiyah Association, is presently facing enormous challenges, nationally and globally. To name some of them are the fast and powerful industrial, social, cultural, political, and other developments. This condition directly or indirectly challenges educational institutions under the auspices of the Muhammadiyah association to be able to produce graduates who can solve various problems wrapping around the Indonesian nation to date.

In fact, poor education management and policies have resulted in mostly low quality. The leader or superior is the one who governs, and the school community is only the one who implements the policy. Problems related to education can be resolved through school-based management. Empowering schools by providing greater autonomy - does not only show the government's attitude towards the demands of community response but also a means to improve efficiency, quality, and fair education (Asril Sairi, M Safrizal, 2018).

Some problems of TQM implementation in Muhammadiyah Elementary Schools (SD Muhammadiyah) are as follows: (1) TQM conceptually has not been clearly arranged, (2) The implementation of the education quality assurance system (SPMP) has not been popularized up to date, (3) TQM activities are only limited to fulfilling the preparation of quality documents, have never revealed teacher responses concerning lesson planning, learning implementation, assessment of the learning process, learning supervision, and learning surveillance, (4) There are doubts about the application of TQM in elementary schools (Eko Pramono and Lantip Diat Prasojo, 2015).

Solving these problems requires TQM implementation in aspects close to standard: quality of learning, reverse organization, culture change, colleagues as customers, professionalism, and internal marketing. TQM implementation is found in aspects that are close to standard: reverse organization, quality of learning, culture change, professionalism, kaizen, and maintaining customer relationships (Eko Pramono and Lantip Diat Prasojo, 2015).

Whereas, the immediate global challenge that seems faced by educational institutions is the tight competition in the era of globalization. Globalization has ushered in a strategic change in the nation's environment in the eyes of other countries worldwide. Moreover, the rapid development of communication and information technology, which has encouraged the shift of life patterns towards global life patterns, is increasingly unstoppable. In this context, can educational institutions under the auspices of the Muhammadiyah Association compete with other institutions from abroad, and can educational institutions under the Muhammadiyah Association produce graduates who can compete with other institutions' graduates? From the management aspect, can educational institutions under the auspices of the Muhammadiyah Association display solid education management?

The problem description can be inspiring lessons for all educational institutions, especially those under the auspices of the Muhammadiyah autonomous organization and other education institutions in general, in improving the education quality through the TQM implementation.

Based on the background above, the researcher wants to reveal more deeply and critically the ability of educational institutions under the auspices of the Muhammadiyah association to face challenges, especially in implementing TQM. Therefore, in this study, researchers raised the title "The Application of Total Quality Management (TQM) at SD Muhammadiyah 24, Rawamangun, Pulogadung, East Jakarta."

Methods

This study was conducted at SD Muhammadiyah 24, Rawamangun, Pulogadung, East Jakarta. The uniqueness of this school is one of the favorite schools in East Jakarta for its various merits and excellences. This research used a descriptive method, which is one of the characteristics of qualitative research due to the application of qualitative methods.

In addition, all data collected is likely to be the key to what has been researched. Therefore, the study report will contain data quotes from various articles to give an idea of the report presentation. Such data came from interview manuscripts, field notes, videotapes, personal documents, notes or memos, and other official documents.

The study analysis unit was the research actors who observed the implementation of TQM firsthand at SD Muhammadiyah 24 Rawamangun, Pulogadung, East Jakarta. One of the key informants was the head and vice principal of SD Muhammadiyah 24 Rawamangun, Pulogadung, East Jakarta. Other varied informants were the Head of Administration, the Committee Chairman, the teachers, and the students of SD Muhammadiyah 24 Rawamangun, Pulogadung, East Jakarta.

The data collection techniques were interviews, observations, and documentation studies. The research instrument was in the form of interview guidelines containing questions. This interview guideline was made as a reference for researchers in conducting interviews with informants.

The open interview guidelines contained the following questions. How is the Total Quality Management (TQM) implementation at SD Muhammadiyah 24 Rawamangun, Pulogadung, East Jakarta? What efforts are made to implement Total Quality Management (TQM) at SD Muhammadiyah 24 Rawamangun, Pulogadung, East Jakarta? How are the policies taken in the context of implementing Total Quality Management (TQM) at SD Muhammadiyah 24 Rawamangun, Pulogadung, East Jakarta? What efforts are made to utilize existing resources in the context of implementing Total Quality Management (TQM) at SD Muhammadiyah 24 Rawamangun, Pulogadung, East Jakarta? How is the service to students and other stakeholders in the context of implementing Total Quality Management (TQM) at SD Muhammadiyah 24, Rawamangun, Pulogadung, East Jakarta? How is the school committee involved in the context of implementing Total Quality Management (TQM) at SD Muhammadiyah 24, Rawamangun, Pulogadung, East Jakarta? How is the commitment to quality improvement in the context of implementing Total Quality Management (TQM) at SD Muhammadiyah 24, Rawamangun, Pulogadung, East Jakarta?

The data analysis technique was from the results of field records, where researchers conducted a preliminary analysis of existing data. The results of this analysis were assumed as material for further data acquisition when the data was incomplete. Therefore, follow-up data acquisition can be carried out through data triangulation using credibility data analysis techniques. The stages of data analysis are:

(1) Categorization

The term for data categorization is coding categories. It is performed by sorting the gathered descriptive data, so that there is a separation of specific data.

(2) Data Reduction

Data reduction is only carried out on data that is not relevant to the research problem

(3) Data Display and Classification

Display data is carried out to see comprehensively, while data classification is used to see data grouping according to research problems

(4) Interpretation and verification

This stage is done after passing the previous stages. The collected data will be carefully interpreted and verified based on facts and data in the field so that the course of research will continue to develop dynamically. Generalization process is performed to find basic concepts that are significant to the research problem.

Results and Discussion

The results of interviews, observations, and documentation studies concerning the quality policy of SD Muhammadiyah 24 Rawamangun, Pulogadung, East Jakarta, in general, can be seen in several ways as follows:

- (1) Towards the implementation of quality management system ISO-9001:2008
- (2) Enhancing stakeholder satisfaction through improved student achievement and excellent service
- (3) Improving the quality of human resources through education and training
- (4) Optimizing the use and solidification of all available resources
- (5) Creating quality schools

The Quality Policy is made

- (1) Following the short, medium, and long-term goals of SD Muhammadiyah 24 Rawamangun, Pulogadung, East Jakarta
- (2) Under the requirements of quality management system ISO 9001: 2008 to be implemented at SD Muhammadiyah 24 Rawamangun, Pulogadung, East Jakarta, and continuous corrective actions to meet customer satisfaction
- (3) As a framework for the establishment and review of quality objectives

To achieve the quality targets of SD Muhammadiyah 24 Rawamangun, Pulogadung, East Jakarta as the parent quality target, each part/function set quality goals that refer to and are in line with the parent quality goals. Among the quality plan made was the sequence of processes, activities, facilities and documents used, teaching-learning process activities and other supporting activities carried out by SD Muhammadiyah 24 Rawamangun, and evaluation and supervision performed in process stages following evaluation and supervision procedures.

1. In-Put

1.1 Qualified Educators and Education Personnel

SD Muhammadiyah 24 Rawamangun Pulogadung, East Jakarta has carried out a program to improve the quality of educators and education staff through several activities, such as

- (1) Inventory of human resources (HR) based on education
- (2) Socialization of the duties and functions of educators and education personnel
- (3) Monthly coaching of educators and education personnel by developing aspects of competence, spiritual quotient, and emotional quotient
- (4) Training to develop self-confidence and self-potential

- (5) Information and communication of technology (ICT) training for educators and education staff in stages

1.2 Quality Learners

Apart from improving educators and education staff, SD Muhammadiyah 24 Rawamangun has also conducted quality development programs for its students, including by facilitating extracurricular activities. They have developed subject-based extracurricular activities with content on mental spirituality, ICT, foreign languages, and entrepreneurship. Other included futsal, basketball, paskibra, angklung, MIPA education clinic (KPM), and so on. This extracurricular is a means for channeling students' talents and interests at SD Muhammadiyah 24 Rawamangun, Pulogadung, East Jakarta.

Moreover, the student's ability is also honed through activities to practice religious teachings and noble ethics - the manners between fellow school residents.

1.3 Quality Curriculum

Another quality achievement obtained by SD Muhammadiyah 24 Rawamangun, Pulogadung, East Jakarta, has been through continuous studies and improvements to its curriculum. It can be observed from solutions to content standards, passing standards, and assessment standards, such as:

- (1) Developing adaptive curricula for specific subjects
- (2) Conducting a context analysis of 8 national education standards
- (3) 100% passing rate for each year and average grades of category A (number 8) for most subjects of material strengthening and reviewing graduate competency standards (SKL), national examination subjects, and so on

1.4 Quality Facilities

SD Muhammadiyah 24 Rawamangun Pulogadung East Jakarta has also maintained the quality of its educational facilities, among others:

- (1) Meeting the standard needs of infrastructure facilities gradually
- (2) Building a representative mosque
- (3) Arrangement of sports fields and so on

2. Process

In this case, the quality standards applied by SD Muhammadiyah 24 Rawamangun, Pulogadung, East Jakarta, have included:

- (1) Preparation of lesson plans (RPP) and syllabus

- (2) Improved supervision/monitoring of the learning process guided by standard operating procedures (SOPs) and so on

Coaching the teaching and learning process in schools has been more effective as the process starts at 06.30 – 2.30 pm GMT, where children are educated at school for 8 hours.

3. Out-Put

The quality of a product is when something produced is in demand and gets the public trust. Similarly, the product of an educational institution is said to be of quality if among its indicators can be seen from the proud achievements and when its graduates can continue their education to a higher level. Among the accomplishments achieved by SD Muhammadiyah 24 Rawamangun, Pulogadung, East Jakarta are as follows:

3.1 Religious Field

There have been no recent achievements in the religious field. However, of the 2014-2015 academic year graduates, 35 students finished (khatam) the Qur'an, and 13 students memorized Juz 'Amma. The Khatam Al Qur'an program and memorizing Juz 'Amma became the school's priority, after the noble morals, in the religious field. At least in the 2014-2015 academic year, they could collect three (3) awards, namely:

- (1) First place in the Musabaqoh Tilawatil Qur'an (MTQ) competition at the District level
- (2) 3rd place in the District level of marawis competition
- (3) 3rd place in the District level of PAI Quiz competition

3.2 General Fields

The lack of intensive coaching and training during the competition preparation caused less optimal and successful student competency building. Angklung's extracurricular activities showed the best achievement by bagging 2nd place at the DKI Jakarta level. In the sports field, the school got second place at the district level for the badminton championship during the Porseni event. Other achievements were the first and second place in the East Jakarta floor gymnastics competition and first place in the district-level pantomime competition.

3.3 National Examination (UN)

The acquisition of pure UN scores for the 2014-2015 academic year reached an average of 81.8, an increase from the previous year's average of 8.14. The highest number of pure UN scores was 24.54, where seven students obtained perfect scores, five for mathematics and two for science. Class VI of the academic year 2014 – 2015 graduated with

100% passing rate. The following is a table of pure ebtanas (National Final Stage Learning Evaluation) and NEM (pure ebtanas scores) for the last five years.

Table 1. NEM scores in the last five years

No.	Academic Year	The highest	The lowest	Average	Perfect Score
1	2011 – 2012	29.95	12.60	24.57	Indonesian (2 students) Math (5 students)
2	2012 – 2013	29.05	13.70	25.89	Science (1 student) Math (13 students)
3	2013 – 2014			24.42	Indonesian (2 students) Math (7 students) Science (5 students)
4	2014 – 2015			24.54	Math (5 students) Science (2 students)

3.4 Management and Leadership

The leaders at SD Muhammadiyah 24 Rawamangun Pulogadung East Jakarta are always responsible and authorized to produce quality and highly competent graduates both in cognition, psychomotor, and attitude through developing the quality of the teaching and learning process both curricular and extracurricular, fulfilling all facilities that support the teaching and learning process, and continuously improving the quality management system. The efforts include:

- (1) Good communication between SD Muhammadiyah 24 Rawamangun, Pulogadung, East Jakarta and customers (students, parents, or guardians) in the form of early year meetings and semester meetings to get suggestions and input for improving the quality of SD Muhammadiyah 24 Rawamangun, Pulogadung, East Jakarta
- (2) The principal establishes quality policies and quality objectives as a realization for achievement measuring of the quality system implemented by SD Muhammadiyah 24 Rawamangun Pulogadung, East Jakarta

- (3) Planning for socializing quality policies and quality objectives for each personnel so that they can be understood and worked on
- (4) The principal is responsible for procuring the availability of the resources, which include human resources, financial resources, equipment, facilities, methods, and quality management, supported by accurate data and information, an adequate environment for the organization, and consistent appropriate timing. These resources are coined 6 M DIET (men, money, material, machine, method, management system, and data, information, environment, and time-bound)
- (5) The implementation of a management review meeting organized by the principal together with the entire academic community of SD Muhammadiyah 24 Rawamangun Pulogadung, East Jakarta

To meet customer expectations, SD Muhammadiyah 24 Rawamangun, Pulogadung, East Jakarta will consider all the expectations and desires of students and parents or guardians, including all services both directly related to and as support in the implementation of the teaching and learning process and improving the achievement of students SD Muhammadiyah 24 Rawamangun, Pulogadung, East Jakarta.

3.5 Implementation

Striving to continuously improve the education quality by optimizing the duties and functions of each personnel. Collaborating with various parties in recruiting new students. Improving the condition of the learning environment by developing a greenhouse system.

This study's findings can be strengthened by the results of previous research. It is explained that accreditation is an activity to assess the feasibility of programs in each educational unit based on predetermined criteria. The assessment system through accreditation is applied as the material for quality control of education administration. This system is also a benchmark for organizing education at every level. However, even though the accreditation system has been formulated in such a way, in its implementation, not many schools have been able to utilize the instruments inside to optimally improve the quality of their educational institutions. Therefore, implementing accreditation in schools also requires an approach so that the process can run optimally. This approach is called the concept of Total Quality Management (TQM). Accreditation in the TQM perspective contains some principles. First, accreditation consists of standards used as a reference for implementation. Second, schools utilize assessment instruments in accreditation to monitor ongoing education services (monitoring and evaluation). Third, school accreditation is used to identify existing deficiencies in the school (deviation). Fourth, accreditation is used as a reference to improve the quality of their schools on an ongoing basis (Luthi Zihni Rahman, 2020).

Continuous improvement of school quality requires an Indonesian education policy. More particularly after the new order, it underwent a crucial fundamental change, from centralization to a decentralization pattern that led to the creation of school independence. At the same time, the rise and flourishing of new model schools with

excellent quality in several cities. The presence of this new model school makes competition between excellent or superior schools even more exciting. In the past, excellent schools were synonymous with public schools. However, in recent developments, private schools, especially Islamic schools, are more prominent. Today and in the future, contestation between excellent schools is increasingly complex and intricate. The sustainability of a school's excellence is highly dependent on the chosen management approach or strategy. TQM can be an alternative approach to ensure the sustainability of the school's excellence to be incessantly competitive (Mohammad Ali and Istanto, 2018).

High competitiveness also requires a way to improve the quality of schools related to sufficient fund fulfillment. Therefore, it is necessary to apply an approach of TQM, with its concept of plan, do, check, and act (PDCA). Unfortunately, the implementation has not shown significant success yet. It includes funding that has become a problem in improving school quality after re-evaluating the use of funds to meet school needs appropriately, especially when balanced with the PDCA concept (Fadhilaturrahmah et al., 2021).

The study results refer to the theory of Goetsch and Davis, namely:

- (1) Focus on customers
- (2) Obsession with quality
- (3) Scientific approach
- (4) Long-term commitment
- (5) Teamwork, partnerships, and relationships are established and fostered
- (6) Continuous system improvement
- (7) Education and training
- (8) Controlled freedom
- (9) Unity of purpose
- (10) Involvement and empowerment (Erna Kusumawati, 2022)

The results showed that the values and ethics implemented in educational institutions can support quality improvement. In improving quality, schools build trust, integrity, and responsibility consistently. These values are exemplified by the principal as a leader and embraced by all members of the institution, especially teachers, employees, and students. Schools with minimal facilities and infrastructure can build a quality culture and continue to improve its quality. It reveals that the application of values and ethics is a crucial factor in quality improvement (Sholawati, 2021).

Quality improvement efforts require a component, namely teachers. Teachers are an essential component in improving the quality of education. The core requirement is creativity - to find new methods and strategies to create effective, creative, and fun teaching and learning situations in the classroom. Whether or not the teacher is creative is a significant response to the learning process. Efforts to realize creativity are crucial, especially for a teacher. Therefore, to establish creativity in a teacher requires self-

encouragement and environmental support. Teachers are the most important external factors that will affect student learning outcomes. One thing that will influence student learning outcomes is teacher creativity in the teaching and learning process. The ideal leader is the one who can communicate effectively in any situation and is thoughtful (Salsabila Taftania *dkk*, 2020).

Competition in the quality of education has become a driver for educational institutions to improve their quality to compete in society through the implementation of the TQM approach. The school's approach to improving the quality of education is different from other Islamic-oriented schools. It can be seen from its strategic management, which involves organizing programs and building professional relationships with external parties. Continuous improvement is also prioritized, such as emphasizing the professionalism of educators in their respective fields. Language teaching, for example, is delivered by specific teachers who are facilitated to improve their professionalism, both at local and international levels. The school also collaborates with Cambridge Curriculum in improving the quality of learning. Adequate facilities and infrastructure are provided to support the mastery of students' soft and hard skills. The school values input from students and parents, actively seeking and incorporating their suggestions (Badrus Syamsi *dkk.*, 2023).

In line with the development and increasingly varied needs, it calls for highly skilled personnel to manage the fulfillment of those needs. The birth of skilled personnel is from none other than the educational institutions. Accordingly, improving education quality is also a demand. One of these improvement efforts can be pursued by switching to a new paradigm of education management, namely, the implementation of TQM in Islamic education. Practical and logical application strategies allow this concept to be adopted by Islamic elementary educational institutions. The strategic steps of its application are as follows: formulate constant goals for improvement in products and services, use new philosophies, stop using public scrutiny, continue to improve the quality of services and products, do on-the-job training, management task is leading not supervising, create a comfortable work climate, prioritize teamwork, reduce slogans, advice, targets and requests for increasing new productivity without direction, reduce job standardization with numerical number indicators, avoid the habit of assessing employee performance as it conflicts with the principle of teamwork, institute employee education and training, and position everyone in the institution to work and carry out transformation. Furthermore, the development of Islamic education can be conducted with a moral business approach, which is an approach that builds essentially on its own strengths aimed at mutual interests (Azina Meria, 2018).

The study results showed that TQM is one of the methods used to improve services to the community. In institutional quality improvement, three parts must be in education, namely:

- (1) Input
- (2) Process
- (3) Output

Efforts made at SDN Kregen 2 in improving school quality include focusing on customers, formulating a clear vision and mission, teamwork, and training all teachers to develop their potential (Hambali et al., 2022).

Full-scale TQM occurs if a school or madrasah ibtidaiyah undertakes chronic development and improvement of education. Full-scale TQM takes place when the school has carried out Full Scale Quality Assurance. The point is that quality assurance management occurs if the principal carries out his leadership function thoughtfully, supporting the successful management of all education components. In other words, the success of the curriculum business, student business, facilities and infrastructure business, community relations business, and finance and administration will depend on the leadership of the madrasah head or school principal as the top leader (Siti Nurhidayatul Hasanah, 2013).

The results showed the presence of opportunities and challenges, which were studied through the concept of TQM, especially Implementation in the education field. The most fundamental opportunity found was that the integrated education concept was no longer an alternative but a priority for some people and the system integration testing (SIT) with boarding school concept is on demand and has reached a broader market between regions. Meanwhile, the challenges are high school fees compared to public schools, government regulations, and the always-changing and dynamic times (Feri Rustandi et al., 2023).

The domain of one of the methods reflecting structural quality tends to be significantly above average and the domain reflecting process quality tends to be significantly below average. With a few exceptions, inclusive and special education programs do not differ significantly in overall program quality rankings and reflect the same pattern when it comes to domain quality rankings (Samuel L. Odom et al., 2022).

The main argument is that borrowing policies from abroad without considering the extent to which the characteristics of the existing system correspond to the intended approach or the extent to which the core needs can be met by the existing system has become the key issue that requires thoughtful consideration before introducing any policy in the education field. Therefore, the total quality management approach and successful implementation requirements are addressed by establishing these arguments in education (Fatma Nezihe Gumus, 2020).

The study results found that TQM has shown a significant and positive influence on the effectiveness of education management. In addition, strategies for school-based effectiveness improvement could be carried out by enhancing the implementation of one of the methods, namely an additional criterion of strong and strict leadership to human resources in educational institutions. Meanwhile, by increasing TQM as a key factor that has the greatest driving force, it is recommended to develop strategies that can help improve the effectiveness of school-based company management (Arie Wibowo Khurniawan et al., 2021).

The teachers implemented the method to get monetary rewards, not for quality assurance. We conclude that the role and responsibilities of supervisors are crucial in

implementing the method in schools and that there is a big difference between the perceptions of supervisors and educators. The school recommends continuous training for supervisors and educators for better implementation (Martha Motshaki Mamabolo et al., 2022).

The results showed that teachers understand the benefits of classroom action research (PTK), namely improving the quality of learning and developing their professional careers. However, they still have difficulties in implementing PTK. Lack of knowledge about the important components of PTK, weak teacher self-management, and lack of school resources are inhibiting factors for teachers to implement PTK in their professional lives (Jane Marie Tulung et al., 2022).

The supporting factor is that the principal has a good commitment to carry out school activities. Teachers, students, and other school components also contribute to the success of school activities. The availability of sufficient funds to provide the necessary books is also a supporting factor for the school. Meanwhile, the inhibiting factor is the lack of books available, so students cannot choose reading books that suit their interests. (Erlin Kartikasari and Endang Nuryasana, 2022).

In many countries around the world, good education is a major concern. The performance of educational institutions in a highly competitive education market is determined by the level of education they provide. TQM, recognized as a management philosophy essential for performance growth, customer loyalty, and operational excellence, has attracted educators, policymakers, academics, and researchers. Since this theory's initial formulation in the industrial world, there was a lot of skepticism about whether this theory can be applicable in education. The expectation is that this study will be able to draw concrete conclusions about the application of TQM in education, as well as increase awareness about the difficulties that will arise in the application of TQM in education (Anantha Raj A. Arokiasamy and Jayaraman Krishnaswamy, 2021).

Quality improvement strategies with TQM are when the leaders have the orientation towards quality, either inputs, processes, and outputs by relying on cooperation, stakeholders, both staff lecturers and employees, human resource development, strengthening quality assurance bodies, implementing internal quality audit cycles, guiding management in management review meetings, and formulating and developing strategic and operational plans (Deni Zam Jami and Asep Muharam, 2022).

The study results revealed that the quality of school education is improving well and is routinely maintained with annual internal audits and external audits every five years from the foundation, every semester, or every six months. The obstacles faced in implementing education quality improvement in schools are planning and implementing activities that are unfortunately often out of expectation. The coordination between the school and the parent-guardian committee has not been optimal. Efforts made by the school to improve the quality of education in schools are improving internal communication between the school and the parent-guardian committee, increasing the intensity of English and Arabic training for teachers, and strengthening the field of tahsin and tahfidz for teachers (Andy Wahyu H and Kardoyo, 2020).

The principal's TQM implementation in improving the professional competence of teachers in both schools has been going well but has not implemented TQM principles optimally. It is illustrated by the lack of integrated socialization activities at the planning stage and the lack of effective communication relationships with parents and other institutions. Thus, it calls for further research related to improving the professional competence of teachers in elementary schools to map the condition of teachers in the future (Nunung Kurniasih et al., 2022).

One of the emerging management philosophies is TQM or total quality management. TQM has earned widespread praise for successfully improving industry and also education today. Schools begin to explore the potential application of the TQM philosophy in education, which requires several changes in educational institutions, more particularly in the attitudes and activities of leadership and educators, in organizations, educational process monitoring, result evaluation, communication culture, school atmosphere, and especially in the field of interpersonal relationships.

On the other hand, students are more likely to be guided by school administrator skills that may affect their academic performance. A trusted education can provide quality methodologies that are customer-based and service-oriented. As previously mentioned, there was an assessment of the total quality management practices of school administrators in teacher education institutions concerning school performance and ultimately figured out that there is a significant relationship between the school administrators' TQM practices assessment and school performance and developing action plans to enhance TQM practices to improve school performance (Lourdes B. Avila., 2018).

TQM is a philosophy to improve education quality continuously and can be used as a practical tool by educational institutions to meet the needs, desires, and expectations of current and future customers. The main goal is customer satisfaction. TQM is closely related to creating a culture of quality with the aim that management can satisfy all educational customers, both teachers/employees, and internal and external customers. Education institutions that implement TQM make continuous improvements to win the global competition. Achieving those goals may use principles like customer focus, improving process quality, and involving all educational components. Excellent schools that prioritize the quality of education can implement TQM. Currently, there are not many of them who use it (Murtadlo and Karwanto Rofiah, 2019).

TQM is a school management concept to perform the educational process, which undoubtedly can provide better opportunities for society's development, demands, and dynamics. The successful implementation of TQM is supported by the principal's leadership style through a reverse process from top to bottom, good communication between stakeholders of educational institutions, rewards, and punishments if necessary, as well as continuous measurement of education quality, both internally and externally (Muhammad Hakim Azizi et al., 2023).

Conclusion

From the description above, several conclusions can be drawn that SD Muhammadiyah 24 Rawamangun Pulogadung, East Jakarta, has managed good management. In terms of implementing quality management, SD Muhammadiyah 24 Rawamangun Pulogadung East Jakarta has implemented a quality management system, has enhanced stakeholder satisfaction through increasing student achievement and excellent service, has improved the quality of human resources through education and training, and has optimized the utilization and solidification of all available resources.

The pattern of TQM implementation starts from the parent quality, then each part/function sets quality targets that refer to and are in line with the parent quality objectives, including the sequence of processes, activities, facilities used and documents used, teaching and learning process activities and supporting activities carried out by SD Muhammadiyah 24 Rawamangun Pulogadung East Jakarta, and evaluation and supervision carried out in process stages under evaluation and supervision procedures.

Optimal achievement in terms of quality management involves various educational instruments, namely qualified educators and education staff, quality students, quality curriculum, quality facilities, and also quality processes.

Some suggestions that can be conveyed related to this study are that all leaders, teachers, heads of administration, and parents of SD Muhammadiyah 24 Rawamangun Pulogadung East Jakarta must continue to be encouraged and given stimulus to improve various kinds of achievements, both in academic and non-academic fields, to maintain the image of SD Muhammadiyah 24 Rawamangun Pulogadung East Jakarta as a quality educational institution. SD Muhammadiyah 24 Rawamangun Pulogadung, East Jakarta should continue to trace the lines of relations with various agencies or institutions. Likewise, in the future, private educational institutions like SD Muhammadiyah 24 Rawamangun Pulogadung Jakarta Timur can be the spearhead and commander for the progress of private educational institutions in Indonesia.

Furthermore, in supporting the quality management implemented at SD Muhammadiyah 24 Rawamangun Pulogadung, East Jakarta, for an unlimited time in the future, it is necessary to develop a sustainable program and involve other Muhammadiyah elementary schools, especially those domiciled in Jakarta. The quality management process, specifically in learning activities, needs to be carried out in tiered control to minimize any slightest errors so that overall quality management can be maintained and improved. The recruitment system to select qualified prospective students through tests, qualified prospective educators, and other qualified workers need to be evaluated annually to adjust to the development and changes in the situation and regulations of the education field.

Declarations

Author contribution statement

This study was compiled by Busahdiar in the form of data collection, Ummah Karimah for compiling article substance, and Sudirman Tamim for collecting article materials.

References

Ali, Mohammad & Istanto. (2018). Pengembangan Manajemen Sekolah Islam Unggul: Mempertimbangkan Pendekatan Total Quality Management (TQM). *Suhuf: International Journal of Islamic Studies*, 30(1), 57. <https://doi.org/10.23917/suhuf.v30i1.6722>

Krishnaswamy, Arokiasamy Anantha Raj A., Jayaraman. (2021). Compatibility and Challenges of Implementing Total Quality Management in Education. *Proceedings on Engineering Sciences*, 3(4), 405. <https://doi.org/10.24874/PES03.04.004>

Avila, Lourdes B. (2018). Total Quality Management (TQM) Practices of School Administrators in Relation to School Performance among Teacher Education Institutions in the Province of Quezon. *KnE Social Sciences*, 879. <https://doi.org/10.18502/kss.v3i6.2426>

Azizi, Muhammad Hakim (2023). Implementation of Total Quality Management in the Ministry of Religion-Based Education. *Nidhomul Haq: Jurnal Manajemen Pendidikan Islam*, 8(1), 125. <https://doi.org/10.31538/ndh.v8i1.3067>

Fadhilaturrahmah (2021). Upaya Pencapaian Dana dalam Meningkatkan Mutu Sekolah Dengan Proses Total Quality Management (TQM). *Jurnal Manajemen Pendidikan*, 12(2), 49. <https://doi.org/10.21009/jmp.v12i2.11100>

Gumus, Fatma Nezihe. (2020). Review of one of the education policies: Total quality management in schools. *African Educational Research Journal*, 8(2), 240. <https://doi.org/10.30918/AERJ.8S2.20.052>

H., Andy Wahyu & Kardoyo. (2020). Human Resources Development Analysis Based on Total Quality Management at Daarul Qur'an Elementary School Semarang. *International Conference on Science and Education and Technology*, 443. <https://doi.org/10.2991/assehr.k.200620.065>

Hambali (2022). Peningkatan Mutu Sekolah Dasar Melalui Total Quality Management. *Jurnal Al-Murabbi*, 7(2), 208. <https://doi.org/10.35891/amb.v7i2.3009>

Hasanah, Siti Nurhidayatul. (2013). Aplikasi Total Quality Management (TQM) dalam Manajemen Pendidikan Islam. *Edukasi: Jurnal Pendidikan Islam*, 1(2), 19.

Jami, Deni Zam & Muharam Asep. (2022). Strategy for Improving the Quality of Islamic Religious Education Study Programs with Total Quality Management. *Nidhomul Haq: Jurnal Manajemen Pendidikan Islam*, 7(2), 267. <https://doi.org/10.31538/ndh.v7i2.2096>

Kartikasari, Erlin & Nuryasana Endang. (2022). School literacy movement program in elementary school, Indonesia: Literature review. *Journal of Education and Learning (EduLearn)*, 16(3), 336. <https://doi.org/10.11591/edulearn.v16i3.20383>

Khurniawan, Arie Wibowo (2021). Strategy for Improving the Effectiveness of Management Vocational School-Based Enterprise in Indonesia. *International Journal of Education and Practice*, 9(1), 37. <https://doi.org/10.18488/journal.61.2021.91.37.48>

Kurniasih, Nunung (2022). Implementation of Principal's Total Quality Management (TQM) in Improving Teacher Professional Competence at Private Elementary School. *International Journal of Humanities Education and Social Sciences*, 2(1), 12. <https://doi.org/10.55227/ijhess.v2i1.206>

Kusumawati, Erna (2022). Peningkatan Mutu Sekolah Dasar Negeri Melalui Implementasi Total Quality Management. *Syntax Literate: Jurnal Ilmiah Indonesia*, 7(11), 16404. <https://doi.org/10.36418/syntax-literate.v7i11.11398>

Mamabolo, Martha Motshaki (2022). The role of supervisors in the implementation of the Integrated Quality Management System in schools. *South African Journal of Education*, 42(1), 1. <https://doi.org/10.15700/saje.v42n1a2019>

Meria, Azina (2018). Total Quality Management: Konsep dan Strategi Implementasinya dalam Pendidikan Dasar Islam. *Tarbiyah Al-Awlad: Jurnal Kependidikan Islam Tingkat Dasar*, 8(2), 126. <https://doi.org/10.15548/alawlad.v8i2.1599>

Murtadlo, Rofiah Karwanto. (2019). Total Quality Management: Developing Schools Qualities. *Proceedings of the 3rd International Conference on Special Education*, 388, 161.

Nst, Mulyadi Hermanto. (2019). Manajemen Mutu Terpadu (MMT) dalam Pendidikan Islam. *Al-Muaddib: Jurnal Ilmu-Ilmu Sosial dan Keislaman*, 4(2), 228. <http://dx.doi.org/10.31604/muaddib.v4i2.228-248>

Odom, Samuel L., (2022). Quality of Educational Programs for Elementary School-Age Students with Autism. *American Association on Intellectual and Development Disabilities*, 127(1), 1. <https://doi.org/10.1352/1944-7558-127.1.29>

Pramono, Eko & Prasojo Lantip Diat. (2015). Evaluasi Implementasi TQM pada SDN Karangrejek II dan SD Muhammadiyah Al Mujahidin Wonosari Gunungkidul. *Jurnal Akuntabilitas Manajemen Pendidikan*, 3(1), 20. <http://dx.doi.org/10.21831/amp.v3i1.6268>

Purwananti, Yepi Sedy. (2016). Peningkatan Kualitas Pendidikan Sebagai Pencetak Sumber Daya Manusia Handal. *Proceedings International Seminar FoE (Faculty of Education)*, 1, 220.

Rahman, Luthi Zihni (2020). Upaya Meningkatkan Mutu Lembaga Pendidikan Islam Melalui Sistem Akreditasi dalam Perspektif Total Quality Management (TQM) di SD Muhammadiyah Karangbendo Bantul. *Intelektual: Jurnal Pendidikan dan Studi Keislaman*, 10(2), 201-202. <https://doi.org/10.33367/ji.v10i2.1270>

Rustandi, Feri (2023). Peluang dan Tantangan Pengelolaan Sekolah Islam Terpadu: Perspektif Total Quality Management. *JEMSI: Jurnal Ekonomi, Manajemen dan Akuntansi*, 9(5), 2219. <https://doi.org/10.35870/jemsi.v9i5.1587>

Sairi, Asril & M Safrizal. (2018). Implementasi Manajemen Berbasis Sekolah (MBS) dalam Upaya Peningkatan Mutu Pendidikan di SMA 1 Muhammadiyah Kota Palembang. *Ad-Man-Pend* (2018), 1 (1), 47–53 ISSN 2615–0581 (print), ISSN 2615-4757 (online).

Sholawati (2021). Implementasi Nilai dan Etika dalam Meningkatkan Mutu di Sekolah Dasar Muhammadiyah Sambisari. *Isena: Jurnal Islamic Education Management*, 6(2), 149. <https://doi.org/10.15575/isema.v6i2.11900>

Syamsi, Badrus (2023). Implementasi Peningkatan Mutu Pendidikan dengan Pendekatan Total Quality Magement. *Munaddhomah: Jurnal Manejemen Pendidikan Islam*, 4(4), 888. <https://doi.org/10.31538/munaddhomah.v4i4.593>

Taftania, Salsabila (2020). Implementation of Total Quality Management through the Leadership of Schools in Efforts to Improve Teacher Creativity: A Conceptual Paper. *Proceedings of the 1 st International Conference on Information Technology and Education (ICITE 2020)*, 501. <https://doi.org/10.2991/assehr.k.201214.285>

Tulung, Jane Marie (2022). Teacher's difficulties in implementing classroom action research: Experiences of elementary school teachers. *CJES: Cypriot Journal of Educational Sciences*, 17(6), 1957. <https://doi.org/10.18844/cjes.v17i6.7486>