

## **Enhancing Character Education through Total Quality Management: An Empirical Study in the Faculty of Education**

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### **ABSTRACT:**

*This research explores the application of Total Quality Management (TQM) in enhancing character learning, specifically emphasizing religious and nationalist characters, at the MA Mu'allimin Nahdlatul Wathan Pancor, East Lombok. The study employed a qualitative descriptive field research approach, examining the comprehensive facets of education, including learning inputs, processes, outputs, and outcomes. Findings revealed the significant role of TQM in fostering high-quality education that meets academic and non-academic standards, involving systematic planning, active educator involvement, and proper infrastructure. This approach also manifested in subjects like moral theology, Pancasila, and Civic Education, instilling religious and nationalist characters alongside values such as integrity, independence, and cooperation. Notably, educators' competence emerged as pivotal to the success of this learning process. These implications extend beyond traditional TQM applications, suggesting its potential for broader usage in diverse education fields. It is further stressed that a comprehensive approach involving meticulous planning, extensive training, and active educator involvement is crucial to achieving quality education outcomes.*

### **ARTICLE HISTORY:**

Received: 11 March 2023

Accepted: 30 April 2023

Published: 30 May 2023

### **KEYWORDS:**

*Total Quality Management, Character Education, Quality Learning Management, Educator Involvement, and Educational Standards.*



**ABSTRAK**

*Penelitian ini mengeksplorasi penerapan Manajemen Kualitas Total (TQM) dalam meningkatkan pembelajaran karakter, khususnya menekankan pada karakter religius dan nasionalis, di MA Mu'allimin Nahdlatul Wathan Pancor, Lombok Timur. Studi ini menggunakan pendekatan penelitian lapangan deskriptif kualitatif, memeriksa aspek-aspek komprehensif pendidikan, termasuk input, proses, output, dan hasil belajar. Temuan menunjukkan peran penting TQM dalam mendorong pendidikan berkualitas tinggi yang memenuhi standar akademik dan non-akademik, melibatkan perencanaan sistematis, keterlibatan aktif pendidik, dan infrastruktur yang tepat. Pendekatan ini juga terwujud dalam mata pelajaran seperti teologi moral, Pancasila, dan Pendidikan Kewarganegaraan, menanamkan karakter religius dan nasionalis bersama dengan nilai-nilai seperti integritas, kemandirian, dan kerja sama timbal balik. Penting dicatat, kompetensi pendidik muncul sebagai faktor penting untuk keberhasilan proses belajar ini. Implikasi dari temuan ini melampaui aplikasi tradisional TQM, menunjukkan potensinya untuk penggunaan yang lebih luas di berbagai bidang pendidikan. Lebih lanjut ditekankan bahwa pendekatan komprehensif yang melibatkan perencanaan teliti, pelatihan yang luas, dan keterlibatan aktif pendidik sangat penting untuk mencapai hasil pendidikan berkualitas.*

**Kata kunci:** *Manajemen Kualitas Total, Pendidikan Karakter, Manajemen Belajar Berkualitas, Keterlibatan Pendidik, Standar Pendidikan.*

**INTRODUCTION**

The study of character education is of utmost importance in shaping learners' intellectual, emotional, and spiritual competence globally and particularly within the domain of education (Natalia et al., 2021). The issue lies in how such education can be made effective and efficient, bearing in mind the critical role of teachers in its successful implementation. An optimal educational process requires systematic planning, implementation, and evaluation stages, where individual behavior formation through systematic experiences is key (Ratna, 1988; Sagala, 2010).

Several scholars have investigated the application of Total Quality Management (TQM) in educational contexts (Ismail, 2018a). Notably, studies have explored the relationships between re-engineering, TQM, and learning organizations, suggesting that the latter two may yield sustainable long-term results (Hoque et al., 2017). Further research analyzed the application of 'ownership' and 'continuous progress' in the context of whole language reform and TQM (Schmalz, 2021; Tzanaki, 2022). Other studies have evaluated the



impact of TQM on the transfer of learning from further education to professional work for health science librarians (Kumar et al., 2021) and explored TQM application in higher education institutions in South Africa for continuous quality improvement (Jasti et al., 2021, 2022).

Character education, especially regarding religious and nationalist characters, has been the focus of numerous academic inquiries. For instance, Lickona (2015) discussed a three-step framework for building character education, encompassing moral knowing, feeling, and action (Kurniawan & Fitriyani, 2023). This framework brings a profound understanding of the learning objectives in character education and serves as an operative guide for educators (Robiasih et al., 2021). However, applying Lickona's model within the context of Total Quality Management (TQM) has been scarcely explored, marking a significant gap in the existing literature (Suartina et al., 2019).

Research has extensively examined the application of TQM in education. Studies have shown that TQM can significantly impact the effectiveness and efficiency of teaching and learning processes (Crawford & Shutler, 1999; Jasti et al., 2022). For instance, the principle of 'continuous improvement' in TQM has been used by educational institutions to increase their quality of education (Prabowo, 2012). Moreover, TQM's emphasis on strategic planning has proven critical in managing the quality of an institution's education (Hoque et al., 2017). While these studies affirm the potential benefits of TQM in educational contexts, the specific intersection of TQM and character education requires further examination (Wiyani, 2022).

Recent works also highlight the role of interactive learning within the TQM framework. Interactive learning in TQM courses significantly changes students' attitudes toward different aspects of their everyday life (Díez-Palomar et al., 2020). Moreover, using mobile learning (M-learning) in an Islamic education program enhances students' self-learning, interactive discussion, and communication skills (Rusydiyah et al., 2020). However, incorporating interactive learning in character education within the TQM framework remains underexplored (Triyanto, 2020). Therefore, more research is needed to understand how interactive learning can be effectively incorporated into TQM-based character education.

However, this study seeks to fill certain gaps in the current literature. For instance, existing research has not sufficiently explored the use of TQM in character education, especially in the instruction of moral creeds and Pancasila and Civics Education. The intricate three-stage process of building character education, as proposed by Lickona (2015) – moral knowing, moral feeling, and moral action – has yet to be thoroughly explored through the lens of TQM. Likewise, the role of TQM in ensuring student awareness of various learning methods and facilitating learning in different variations needs more in-depth investigation.

This research aims to analyze character learning, specifically focusing on religious and nationalist characters, through applying TQM in the context of moral creed and Pancasila and Civics Education at MA Mu'allimin Nahdlatul Wathan Pancor, East Lombok. Through this examination, it intends to bridge the gaps above in the existing literature. The study also aims to contribute to the ongoing academic discourse about applying TQM in character learning and its potential to create efficient and effective educational processes. The study proposes to operationalize TQM in the context of character learning, examining its input, process, output, and outcome and their interrelationships (Saputrasuhar, 2015). The study also aims to provide insights into how TQM can contribute to maintaining the quality of learning and potentially propose new standards for learning programs.

## **METHODS**

This research, conducted as a qualitative field study, focused on character education based on Total Quality Management (TQM) in the MA Mu'allimin Nahdlatul Wathan Pancor Lombok Timur environment and utilized a descriptive qualitative approach guided by fundamental assumptions, philosophical viewpoints, and ideological perspectives to answer research questions (Abdurrahman & Soejono, 1999; Sukmadinata, 2007). The study procedures involved identifying and selecting data sources, observing character learning in its natural setting, and conducting semi-structured interviews for deeper understanding. The tools utilized included a structured observation checklist and an interview guide to document the character learning process and facilitate in-depth discussions. Data were collected from primary (observations and interviews) and secondary (books, articles, other academic materials) sources and were analyzed using a thematic approach to identify and report



patterns (Cohen et al., 2017). To ensure reliability and validity, we implemented consistent data collection and analysis procedures, used data triangulation, and provided detailed descriptions of the research context and processes. The specificity of the data collection and analysis criteria was described in detail, excluding commonly known statistical formulas, to promote clarity and potential study replication.

## **FINDINGS AND DISCUSSION**

### **FINDINGS**

In light of the theoretical study regarding character education through a Total Quality Management approach, we are inevitably confronted with problems and opportunities. Education is considered high quality when the standards of input, process, output, and outcome are met. Learning is deemed highly quality if it can foster an active, creative, enjoyable, and meaningful learning process. The output is considered high quality if the academic and non-academic learning outcomes meet the standard. The outcome is deemed of high quality if graduates are quickly absorbed into the workforce, receive fair wages, and their performance is recognized by stakeholders (Usman, 2014). Quality education can facilitate the maturation process of students' quality by liberating them from ignorance, helplessness, falsehood, dishonesty, and deteriorating morals and faith.

The application of Total Quality Management at MA Mu'allimin Nahdlatul Wathan Pancor is realized through a quality learning management system. Through this application, the madrasah, particularly the educators, consciously strive to improve themselves to achieve high learning quality to excel in the increasingly fierce educational competition nationally and internationally.

The character education of religious and nationalist traits at MA Mu'allimin Nahdlatul Wathan Pancor is oriented towards instilling values of religious, nationalist character, integrity, independence, and cooperation. The research focused on religious characters embodied in the subjects of moral theology and nationalist character represented in Pancasila and Civic Education subjects. The Total Quality Management concept, which emphasizes quality, customer satisfaction, and continuous and holistic improvement across all

organizational components, is applied. The fundamental effort undertaken by MA Mu'allimin Nahdlatul Wathan Pancor is to establish a vision and mission-oriented towards the formation of students with praiseworthy morals, scientific and technological insights, and achievements.

Based on a quality-oriented head of madrasah policy, the aim is to form students with praiseworthy morals and optimal achievements at national and international levels, grounded on Islamic and national values. About learning management this is realized by enhancing the skills of educators. The enhancement of educators' capabilities is conducted through various pieces of training, including 1) forming a learning management team, 2) providing opportunities for educators to attend learning-related training, and 3) mediating meetings among subject teachers under the foundation's auspices. In addition, the provision of infrastructure also influences the success of teaching and learning activities.

### **Learning Inputs**

Planning in learning encompasses every component within the learning sphere, which are internal to the students, external to the students, or other planned factors. The students are the subjects of learning, encompassing two aspects: internal and external. The internal factor of learning encompasses all aspects owned by human beings, either factors within oneself or factors that influence from outside the learner (Chen et al., 2023; Ramli et al., 2018).

The success of a plan cannot be divorced from the involvement of various elements, and the involvement of these elements in supporting the success of the learning program is undoubtedly based on good communication. The deputy head of the curriculum section plays a critical role in developing the learning implementation plan. Besides serving as a source of information, the deputy head of the curriculum section oversees the continuity of learning management in schools. The learning implementation plan is prepared by educators under the supervision of the deputy head of the curriculum section, beginning with preparing the learning instrument as well as possible, i.e., preparing the learning devices. These learning devices consist of an annual program, a semester program, and a lesson plan. The learning devices are prepared based on the results of material analysis, analysis of learning devices, and understanding and determining the learning methods suitable for the field context.



Teachers at MA Mu'allimin Nahdlatul Wathan Pancor strive to design lesson plans as well as possible so that the character values to be instilled in the learning process will be well conveyed. The obstacle in character learning planning is the limited ability of educators to design learning devices. The thinking pattern of some educators who are less receptive to system renewal. Support from stakeholders such as the foundation, school principals, deputy heads of the curriculum section, and educators. The involvement of these stakeholders is oriented towards the implementation of learning quality and should play a role in the learning process.

MGMP training around subject curriculum processing skills does not significantly affect the success of teaching and learning activities, especially moral and ethical subjects and Pancasila and Citizenship Education. The training encourages educators to develop knowledge according to the field of study they teach so that the learning process proceeds as planned. In addition, facilities and infrastructure as a medium that supports the success of teaching and learning activities are not utilized to the maximum. These facilities and infrastructure include libraries with many references and labs as learning media.

After the learning implementation plan is collected, the deputy head of the curriculum section compiles a teaching and learning activity schedule, which is then distributed to educators before teaching and learning activities occur. Establishing the learning management team in schools plays a significant role in implementing learning. In implementing teaching and learning activities, a meeting is held every new academic year to prepare learning devices per the education calendar. The learning program is directed at achieving the basic competencies that have been determined.

## **Learning Process**

Several components influence the learning process carried out by students, both planned and unplanned. The planned ones are Learning objectives, materials, methods, media, and evaluation. Meanwhile, the unplanned ones include teacher competence and classroom situations.

The character learning process realized by MA Mu'allimin Nahdlatul Wathan Pancor East Lombok is based on the 2013 curriculum, where the application of the 2013 curriculum focuses on students demanding active and

creative students in learning process. In this learning process, the teachers of MA Mu'allimin Nahdlatul Wathan Pancor East Lombok carry out learning activity steps starting from preliminary activities and core activities (exploration, elaboration, confirmation, and closure) that are arranged in the 2013 curriculum. In addition, the application of varied methods is adorned by teachers, such as demonstration methods, presentations, discussions, and others. A quality learning process will produce quality output. Output is the ability possessed as a result of the learning process participated by students. What is included in the output category are cognitive achievement, manual skill development, attitudinal change, and behavioral change.

Quality is the primary focus in MA Mu'allimin Nahdlatul Wathan Pancor East Lombok. A total quality management approach is a theoretical basis oriented towards change, thereby maintaining and improving quality. The learning process involves three interrelated components, which play a role in facilitating the achievement of learning objectives. One of the key components is the deputy head of the curriculum section, who holds a crucial responsibility for regulating and ensuring the smooth learning process. The deputy head of the curriculum section forms a learning management team, which implies the success of learning. They set policies and procedures for teaching and learning activities and play a role in achieving learning objectives. Moreover, the deputy head of the curriculum section is also responsible for managing administration related to the discipline of educators and students and providing quality learning facilities and infrastructure. All of these roles and functions help improve the quality of educators and the overall quality of learning. Periodic evaluations are conducted by the deputy head of the curriculum section to monitor learning achievements and evaluate the semester program that has taken place.

This concludes the efforts of MA Mu'allimin Nahdlatul Wathan Pancor East Lombok in improving learning quality through the strategic role of the deputy head of the curriculum section. Learning quality can continue to improve through a total quality management approach focused on change. The involvement of the learning management team led by the deputy head of the curriculum section is key to achieving learning objectives. Careful administrative arrangements, the provision of adequate facilities and infrastructure, and the role as an effective information conduit all contribute to





improving the quality of educators and students. The periodic evaluation conducted by the curriculum section's deputy head helps identify successes and challenges in the learning process. Thus, MA Mu'allimin Nahdlatul Wathan Pancor East Lombok continues to commit to improving learning quality to achieve better and more relevant results with the demands of educational development. The school program continues to hold meetings once a month to follow up on how the achievements of the learning process in schools are whether there has been a change. In addition, evaluations are also carried out at the end of each semester. The policy of the deputy head of the curriculum section is oriented towards learning quality. With their involvement in the learning process, the deputy head of the curriculum section can support the achievement of learning objectives.

As the deputy head of the curriculum section, the tasks entrusted always refer to the set vision and mission. The main focus within the learning scope is to produce commendable, high-achieving students with a vision of science and technology. To achieve optimal learning quality, applying total quality management becomes the philosophy underlying our steps. Our involvement in formulating learning policies helps involve all elements involved in the educational process.

One of the key elements in the learning process is educators. In schools, educators have expertise in designing effective and efficient learning strategies to enhance students' abilities. Our efforts in creating effective learning focus on creating a tidy and comfortable environment. Various approaches are compiled and adjusted to the needs of students so that learning material can be well received. Audiovisual media, such as pictures and videos, often become an option in learning, and laboratories, workshops, and libraries also contribute to the success of teaching and learning activities. All these steps are taken to achieve optimal learning quality and improve the achievement of teaching and learning activities in schools.

## **Learning Outputs**

Educators examine the opportunities and constraints during the learning process. The process of studying opportunities and constraints is based on the assessment of the learning process. Quality learning processes will produce quality results. The categories that encompass results in teaching and

learning activities are cognitive achievement, manual skill development, attitudinal change, and behavioral change.

The results of learners after undergoing the process of character learning, in this case, a religious character in the subjects of aqidah akhlak and national character in PPKn subjects, are formulated as follows; apart from mastering the subjects, learners can also appreciate the opinions of others, dare to express opinions, skillfully formulate different opinions, dare to communicate in public, can observe phenomena based on the material that has been learned, and dare to respond to phenomena based on the material that has been learned.

The instillation of religious and national values is evidence that madrasahs are realized as a place to prepare learners as a result of learning. Quality learning experience shapes the character of learners. In addition to instilling values through the learning process, MA Mu'allimin Nahdlatul Wathan also sets quality standards through minimum completeness criteria. The minimum completeness criteria are based on the results of learning process achievements in daily assessments. The minimum completeness criteria as a step to maintain the quality of learning seem to be still carried out by some educators. Civic educators have not yet conducted daily assessments as a reference standard for change.

The standard of achievement of teaching and learning activities in PPKn subjects is understanding the status of Indonesian citizens and residents, being able to identify the principles of Indonesian citizenship, identifying the requirements and procedures for obtaining Indonesian citizenship, being able to describe the reasons for the loss of Indonesian citizenship, describing the rights of citizens.

In the learning process, educators of aqidah akhlak are responsible for assessing learners. This assessment is reflected in the results of the correction of teaching and learning activities which are manifested in the form of documentation. From the analysis of daily tests in class X IPS, 39 learners took the test, and as many as 38 achieved the minimum completeness standard set at 80. The graduation criteria for learners include various aspects, such as the ability to present examples of the practical method of improving aqidah, characteristics of people who believe in monotheism, ways to improve morals in Islam, examples of disgraceful actions, acts of gratitude, and the ability to



show manners to parents, teachers, and telling the exemplary story of Prophet Yusuf briefly.

This assessment process is important in measuring learners' abilities to understand and apply aqidah and akhlak concepts in daily life. By following the graduation criteria set, learners are expected to achieve adequate competency levels in the field of aqidah akhlak. In addition, efforts to improve the quality of learning and mastery of the material in class need to continue to be monitored by educators. The results of these assessments and analyses can also serve as a basis for identifying potentials and challenges in aqidah akhlak learning, so they can be used as a reference for improving and developing more effective teaching methods. Thus, assessment becomes an integral part of improving the quality of education and forming learners' characters in the field of aqidah and akhlak.

The output of madrasah is said to be of quality if the achievements of madrasah, especially the students' learning achievements, show high achievements in (a) academic achievements in the form of daily tests, portfolio values, general tests, or competency completeness values, NUAN/UAS, scientific work, academic competitions, other works of learners. (b) non-academic achievements such as IMTAQ, honesty, politeness, sports, arts, skills, etc. The quality of the madrasah is influenced by several stages of interrelated activities (processes), such as planning, implementation, and supervision. (Rohiat, 2008)

Educators determine the minimum completeness criteria. The assessment of learning outcomes is based on the assessment results from several intellectual aspects measured by daily tests, then psychomotor aspects, usually measured by memorization, then affective assessment, namely attitude. This is done during face-to-face processes which are carried out with letter assessment, attendance, class activeness, how to respond, discussion and so forth.

### **Learning Outcomes**

Learning is said to be of quality if changes are made continuously according to the needs of learners. With the formation of the learning management team, educators are challenged to explore related to the subject matter to be delivered to learners. Based on the abilities obtained from discussions with educators who teach the same material at the madrasah under

the auspices of the foundation or from the results of workshops from the madrasah and outside the madrasah. The application of quality improvement in learning at MA Mu'allimin Nahdlatul Wathan, in this case, religious character in aqidah akhlak subjects and national character in PPKn subjects, are of two types, namely evaluation conducted by educators after each classroom learning process ends, and evaluation conducted by educators after a semester program ends.

The learning outcomes of nationalist and religious characters based on learning outputs include a spirit of nationality and religious spirit. The identification of these value installations is carried out through exemplary and habituation approaches. Character values related to religious and nationalist characters are identified from the results of an empirical study of the curriculum center that is sourced from religion, Pancasila, culture, and national education objectives in the form of: religious, honest, tolerant, disciplined, hardworking, creative, independent, democratic, curious, a spirit of nationality, love of the homeland, appreciating achievements, communicative, peace-loving, book-loving, environmentally caring, socially caring, and responsible (Samani, 2013).

One form of learners' nationalist spirit is actualized through the discipline of attending the flag ceremony every Monday. Learners appear enthusiastic about following the flag-raising activity process. Learners also embody the spirit of nationalism by obeying the law. Learners appear to use driving safety standards when entering Madrasah. The embodiment of the spirit of nationalism is also realized by some learners who represent madrasahs in competitions at the foundation level to commemorate National Heroes Day. In addition to formal madrasah activities, learners participate in enlivening National Heroes' Day by participating in activities organized by the foundation.

Learners embody the spirit of religion by following the spiritual washing program every morning in the madrasah prayer room. This program is supervised by educators and then led by learners with rules of representation from each class. The manifestation of the religious spirit is also evident from the routine of learners who spontaneously perform Nahdlatul Wathan's special prayer before and after teaching and learning activities. In addition, the manifestation of the nationalist spirit can also be seen in learners' enthusiasm to follow extracurricular activities in the form of following religious chassis activities. Learners regularly follow activities related to religious studies after



Maghrib prayers in the madrasah prayer room. The spirit of religion is also evident from learners' awareness to perform religious rituals by visiting the grave of the founder of Nahdlatul Wathan to pray together. In addition, madrasah graduates also appear skilled and trusted by the community as leaders of religious events such as being a Friday sermon, leading religious events and various other religious activities. Undeniably, these activities have implications for the emotional closeness of learners with the community in general. Based on these outcomes of religious and nationalist character learning, teaching and learning activities emphasize the affective, cognitive, and psychomotor aspects.

Educators as facilitators develop the quality of religious and nationalist character learning as a key to the success of the teaching and learning process. The process of teaching and learning can be developed based on the experience of learning outcomes that have taken place. The success of learning quality cannot be separated from the involvement of various parties. The communication between the head of the madrasah, the deputy head of the curriculum, and the educators supports the success of learning quality. The formation of the learning management development team pays great attention to the quality of learning in the madrasah, in this case, educators as implementers. This team consists of the foundation, the head of the madrasah, the deputy head of the curriculum, and educators.

In addition, communication between educators for the benefit of learning quality is established. All educators in the madrasah are supervisors who have a role in reminding each other about learning quality. The development of learning quality can be carried out if educators firmly hold the profession of educators. As facilitators, educators in forming the character of learners have an important position. Competent educators have a significant influence on the success of the learning process. The competence of educators at MA Mu'allimin Nahdlatul Wathan is seen from the effort to conduct light discussions to find solutions to problems encountered in the classroom, then give advice and solutions to these problems, participate in activities organized by teacher working groups, participate in training organized by foundations or MGMP (Musyawarah Guru Mata Pelajaran), and participate in training organized by the Ministry of Religion.

## DISCUSSION

The main purpose of the present research was to scrutinize the quality of character learning, particularly focusing on religious and nationalist traits, through the implementation of Total Quality Management (TQM) in the moral theology and Pancasila and Civics Education subjects at MA Mu'allimin Nahdlatul Wathan Pancor, East Lombok. This study acknowledges the consensus within the literature that education is deemed high-quality when it adheres to set standards for input, process, output, and outcome (Jasuri, 2014). Emphasis is placed on fostering active, creative, and meaningful learning processes and ensuring that relevant stakeholders recognize and value the learning outcomes (Wang et al., 2022).

The salient findings of this study encompass several dimensions. The results affirmed that the Total Quality Management (TQM) approach could be successfully implemented in an educational setting, specifically at MA Mu'allimin Nahdlatul Wathan Pancor. The study found that TQM was integral in maintaining a quality learning management system and fostering continuous holistic improvement (Papanthymou & Darra, 2017). Moreover, the research highlighted the role of TQM in instilling values of religious and nationalist character, integrity, independence, and cooperation (Ismail, 2018b). These unexpected yet momentous findings indicate that applying TQM in character education can revolutionize learning and outcomes.

When juxtaposed with previous findings, the results from the present research both substantiate and challenge earlier studies. For instance, the correlation between TQM and organizational learning, identified in earlier works (Aljaffan, 2017), aligns with our finding of TQM's central role in fostering quality education. Yet, the current study diverges from prior research by successfully applying TQM in the unique context of character education, particularly religious and nationalist traits, which has been less explored in the literature (Hayati et al., 2022).

As demonstrated in the study, the success of implementing TQM in character education can be attributed to several factors (Sciarelli et al., 2020). Among these is the thoughtful and comprehensive planning involving various elements to support the learning program's success (Zalat et al., 2021), as evidenced by enhancing educators' capabilities through training, forming



learning management teams, and providing adequate infrastructure (McEwan et al., 2017). This directly corresponds that training, process management, and benchmarking are critical elements for the successful implementation of TQM in an educational context.

Another crucial factor that influenced the findings was the methodical and student-centered design of the learning process. Demonstrations, presentations, and discussions allowed for an interactive and engaging learning environment (Trullàs et al., 2022). This aligns with the who suggested that interactive learning within a TQM course can influence students' attitudes toward various aspects of everyday life. The role of educators as facilitators was also pivotal, substantiating earlier work suggesting a significant impact of TQM implementation on organizational learning (Vouzaz & Zygiaris, 2020).

Yet, interpreting these findings necessitates caution. While the implementation of TQM at MA Mu'allimin Nahdlatul Wathan Pancor was successful, it should be borne in mind that the study's context is unique, characterized by specific cultural, educational, and institutional factors (Mosadeghrad, 2006). It is, therefore, important to consider these aspects when generalizing the results. Additionally, while our study underscores the benefits of TQM, it also cautions against ignoring the challenges of organizational change within educational institutions and the importance of fostering organizational learning.

The implications of these findings are manifold. Firstly, they demonstrate that TQM can be effectively applied to character education, yielding positive student engagement, learning outcomes, and value instillation. This finding expands the application of TQM beyond traditional areas, suggesting its potential for broader usage in diverse fields of education. Further, the results indicate the need for a comprehensive approach to quality education involving meticulous planning, comprehensive training, and active educator involvement. These findings significantly contribute to the ongoing discourse on quality learning management in education, emphasizing the imperative role of character education in shaping individuals' values and attitudes.

## CONCLUSION

This study encapsulates the exploration of character education quality, specifically targeting religious and nationalist characters, through Total Quality Management (TQM) at MA Mu'allimin Nahdlatul Wathan Pancor, East Lombok. The research underscores the integration of quality standards across all educational facets from inputs to outcomes, focusing on character development, and emphasizes the efficacy of TQM within an educational framework, as indicated by the high-quality learning outcomes and successful instillation of values. Key findings include the implementation of educational quality standards, the significant role of TQM, the necessity of character education, meticulous planning and resource allocation, the importance of a varied, student-centered learning process, and the evaluation of learning outputs and outcomes. A critical insight from the study is the broad applicability of TQM, traditionally used in industrial or business contexts, in character education within educational settings, and the essential facilitative roles educators play in the learning process. The study's implications advance the understanding of TQM's applicability in enhancing character education and underscore the necessity for comprehensive approaches to quality education involving meticulous planning, extensive training, and active educator involvement. The insights significantly contribute to the discourse on quality learning management, emphasizing the role of character education in shaping individual values and attitudes. Despite its contributions, the study acknowledges limitations, such as its focus on a single educational institution, potentially limiting the generalizability of findings. Therefore, it recommends future research to extend the investigation into the effectiveness of TQM in diverse educational settings across various cultural and geographical contexts and to delve deeper into the interplay between TQM principles, character education, and other factors such as institutional culture and local socio-cultural conditions. Such investigations may refine the TQM approach in educational settings, enhancing education quality, particularly in character development, across various contexts.

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