

Research Article

Implementation of Total Quality Management (TQM) in Improving School Quality

Wawan Ridwan ^{1*}, Adang Hambali ², Hasan Basri ³, Dadan Nurul Haq ⁴, Meenu Sharma ⁵

- ¹ Universitas Islam Negeri Sunan Gunung Djati, Bandung, Indonesia; cikajangridwan@gmail.com
² Universitas Islam Negeri Sunan Gunung Djati, Bandung, Indonesia; adanghambali07@gmail.com
³ Universitas Islam Negeri Sunan Gunung Djati, Bandung, Indonesia; hasanbasri@uinsgd.ac.id
⁴ Universitas Islam Negeri Sunan Gunung Djati, Bandung, Indonesia; dadannh@uinsgd.ac.id
⁵ Assistant Professor, History, Dewan Law College, India; Sharma.meenu498@gmail.com
* Corresponding Author: cikajangridwan@gmail.com

Abstract: The growing demand for integrated Islamic schools to deliver high-quality education that emphasizes both academic excellence and character development has encouraged the adoption of Total Quality Management (TQM) as a modern and relevant management approach. TQM is considered appropriate because it highlights continuous improvement, active involvement of all school members, and a strong focus on customer satisfaction within the educational context. This study aims to analyze the implementation of TQM in improving school quality at three integrated Islamic junior high schools: SMP IT Al-Khoiriyah, SMP IT Nurul Islam, and SMP IT Baitul Anshor. The research employed a qualitative method using a multi-case study design. Data were collected through in-depth interviews, direct observations, and document analysis involving principals, vice principals, teachers, educational staff, students, and parents. Data analysis followed the stages of reduction, presentation, and inductive conclusion drawing. The findings indicate that TQM implementation in all three schools followed four main stages: planning, organizing, implementation, and monitoring and evaluation. During planning, TQM principles were embedded in School Work Plans, the PDCA cycle was applied, and stakeholders were actively involved. Organizing focused on quality-based structures, clear task distribution, and teamwork. Implementation included quality-oriented learning, teacher development, extracurricular activities, and integrated Islamic programs, while monitoring involved supervision, internal audits, evaluation meetings, and feedback systems. Supporting factors included visionary leadership, Islamic work culture, and parental support, while challenges involved limited facilities, uneven teacher competencies, and heavy workloads.

Received: September 07, 2025

Revised: September 25, 2025

Accepted: October 28, 2025

Published: October 31, 2025

Curr. Ver.: October 31, 2025

Keywords: Character Building; Education Management; School Leadership; School Quality; Total Quality Management.

1. Introduction

Improving the quality of education is a prerequisite for entering the era of globalization. The existence of Integrated Islamic Junior High Schools as one of the Islamic educational institutions under the auspices of the Ministry of Education and Culture is inseparable from this prerequisite. Therefore, improving quality is a major agenda in improving the quality of schools so that they can survive in the era of globalization. Total quality management (TQM) or integrated quality management (MMT) is a concept of integrated quality improvement in management that has been applied in the world of education. According to Sallis (2015: 86-87), an educational institution that uses integrated quality procedures must take seriously issues related to learning styles and needs in order to create strategies for individualization and differentiation in learning.

The implementation of TQM in education, particularly in integrated Islamic schools, still faces challenges. This can be seen in the reality on the ground, for example at Alkhoiriyah Islamic Junior High School in Garut Regency, Nurul Islam Islamic Junior High School in



Copyright: © 2025 by the authors.

Submitted for possible open

access publication under the

terms and conditions of the

Creative Commons Attribution

(CC BY SA) license

(<https://creativecommons.org/licenses/by-sa/4.0/>)

Garut Regency, and Baitul Anshor Islamic Junior High School in Cimahi City. These three schools have attempted to implement quality management through various programs to improve learning quality, teacher training, extracurricular development, and strengthening Islamic values. However, there are still a number of problems, such as limited human resources, uneven infrastructure, and resistance from some educators to accept quality-based management changes. The existence of quality schools in the community is very much needed, including flagship schools. Flagship schools are schools that effectively use strategies to improve quality culture, develop learning opportunities, maintain quality control, and use power, knowledge, and information efficiently (Fattah, 2016).

On the other hand, each school has different strategies and experiences in implementing TQM. SMP IT Alkhoiriyyah, for example, focuses on strengthening academic quality through intensive learning programs. SMP IT Nurul Islam places more emphasis on character development and collaboration with parents, while SMP IT Baitul Anshor excels in technology-based service innovation and modern school management. These different approaches provide an opportunity to comprehensively examine how TQM is implemented, what factors support and hinder it, and its impact on school quality. According to Danim (2010: 61-62), the criteria for an effective school are as follows: a) having high and clear work standards regarding what each student should know and be able to do. b) Encourages activities, multicultural understanding, gender equality, and develops learning appropriately according to the potential of the students. c) Expects students to take responsibility for their learning and behavior.

Initial findings in three schools, namely SMP IT Alkhoiriyyah in Garut Regency, SMP IT Nurul Islam in Garut Regency, and SMP IT Baitul Anshor in Cimahi City, show that TQM in school management implemented by the principal and teachers as administrators in an educational institution has been realized but not optimally. Several stages of the program that have been implemented as a form of TQM implementation in schools are as follows: 1) Work meetings are held annually to formulate and review the school's vision and mission as well as semester and annual programs. 2) Each component (principal, teaching staff, and other staff) has standard operating procedures (SOP) in implementing clear and measurable work programs. 3) Conducting school self-evaluations (evadir) every semester. 4) Evaluating each component related to school management. 5) Establishing rewards for those who excel at the end of the academic year. 6) Imposing sanctions in accordance with the school self-evaluation on elements that have not achieved the targeted performance. Therefore, schools are institutions that play a role in preparing students or young people to enter the real world (Wahyudin, 2008).

Several of the above programs show that TQM in several schools, namely SMP IT Alkhoiriyyah, Nurul Islam, and Baitul Anshor, has been implemented based on the authority and instructions of the principal as the manager of the school. This has resulted in good order, continuity, standardization, and measurability. Dynamics and innovation continue to evolve as a consequence of all the components and resources available in order to achieve excellent service and mutual satisfaction. In its development, the TQM implemented by SMP IT Alkhoiriyyah, Nurul Islam, and Baitul Anshor has not been as smooth as imagined. There are several obstacles that have hindered the realization of TQM in these schools, including: 1) More time is needed to align perceptions about Total Quality Management (TQM). 2) More time is needed to change the mindset of each element from old habits to new habits and rules. 3) Not all elements understand the objectives of implementing TQM. Thus, the implementation of TQM in schools is very difficult if there is no synergy between the elements and related components in order to improve school quality. According to Sallis (2015: 86-87), "An educational institution that uses integrated quality procedures must take seriously issues related to learning styles and needs in order to create strategies for individualization and differentiation in learning."

The three Integrated Islamic Junior High Schools, namely SMP IT Alkhoiriyyah Garut, SMP IT Nurul Islam Garut, and SMP IT Baitul Anshor Kota Cimahi, are some of the exemplary Integrated Islamic Junior High Schools in West Java that have their own distinctive characteristics, making them very interesting to study. The distinctive characteristics of these three schools can be combined into a new and unique model that is expected to be a breakthrough in the world of education, especially in integrated Islamic junior high schools.

Based on the above description, research on the implementation of Total Quality Management (TQM) in improving school quality at SMP IT Alkhoiriyyah in Garut Regency, SMP IT Nurul Islam in Garut Regency, and SMP IT Baitul Anshor in Cimahi City is important to conduct. This research is expected to provide a clearer picture of TQM practices

in integrated Islamic schools, identify supporting and inhibiting factors, and formulate strategies that can be used as models for improving the quality of education in other IT schools.

2. Literature Review

The definition of Total Quality Management (TQM) also varies. TQM is defined as the integration of all company functions into a holistic philosophy based on the concepts of quality, teamwork, productivity, and customer understanding and satisfaction according to Ishikawa (in Pawitra, 1993). Another definition states that TQM is a management system that elevates quality as a business strategy and is oriented towards customer satisfaction by involving all members of the organization (Santosa in Ahmad, Muchtar, 2008). According to Tjiptono and Diana (2009), TQM is an approach to running a business that attempts to maximize the competitiveness of the organization through continuous improvement of products, services, people, processes, and the environment. Meanwhile, according to Gaspersz (2006), TQM is defined as a way of continuously improving performance at every level of operation or process, in every functional area of an organization, using all available human and capital resources.

TQM is a structured system with a series of tools, techniques, and philosophies designed to create a corporate culture that focuses on consumers, involves active employee participation, and continuous quality improvement with the aim of meeting consumer expectations. According to Hitt, Michael A, and Ireland, R. Duanne, Hoskisson., (2001), "TQM is a managerial innovation that emphasizes the organization's total commitment to customers and to continuously improve every process through the use of a problem-solving approach, driven by data, based on the empowerment of groups and teams of employees."

From an educational perspective, total quality management (TQM) is a concept and method that requires commitment and involvement from management and all company administrators to consistently meet customer desires or satisfaction. In TQM, it is not only management that is responsible for meeting customer desires, but all members play an active role in improving the quality of services produced. TQM encompasses all management functions that determine quality policies, objectives, and responsibilities and implement them using tools such as quality planning, quality control, quality assurance, and quality improvement in the quality system (Vethzal Rivai, 2009). Basically, Quality Management or Total Quality Management (TQM) is defined as a way of continuously improving performance at every level of operation or process, in every functional era of an organization, using all available human and capital resources.

According to Hardjosoedarmo (2004), TQM is defined as the application of quantitative methods and human knowledge to: 1) improve the materials and services that are inputs to the organization, 2) improve all important processes within the organization, and 3) improve efforts to meet the needs of product and service users now and in the future. Meanwhile, Veitzhal Rifai (2009) explains that TQM is a collection of principles, tools, and procedures that provide guidance in the practice/implementation of organizational management. TQM involves all members of the organization in controlling and continuously improving how work needs to be done in an effort to meet user or customer expectations regarding the quality of products or services produced by the organization (Rouf, 2017).

In the context of education, the application of the TQM concept to improving the quality of education needs to consider the following three principles: 1) Focus on customers, which is the management principle that everyone has customers and that customer needs and expectations must be met at all times if the organization/company as a whole has the goal of meeting the needs of external customers (buyers). 2) Process improvement, which is the concept of continuous improvement based on a series (sequence) of steps related to producing outputs such as goods and services, so that users are satisfied with every service. 3) Social involvement, which is the concept of involving all elements in the leadership organization to actively participate and strive to work well together in order to meet the expectations of service users.

Several dimensions that can be used as measurement standards in the application of TQM to improve school quality in this study are: First, leadership, namely the type, style, and model of leadership in educational institutions must fully understand the impact of educational management in accordance with user needs, must be able to develop participatively, both in terms of vision and mission as well as management and evaluation. Leadership is very important in pursuing the desired quality in every school or educational

institution. Without leadership, other components will be meaningless and goals will not be achieved. According to Kotler (1994), improving school education quality must at least cover five dimensions summarized in the C-TARF principle (credibility, transparency, accountability, reasonable, and fairness). These principles are currently widely used as quality standards in various corporate or educational institutions, including: 1) credibility, which is the dimension of quality that describes the services provided by an organization or institution that can be recognized by all users. 2) Transparency, which is: a dimension of quality that describes the management and governance of an organization/institution that is carried out openly and transparently to all users. 3) Accountability, which is a quality dimension that describes the management and governance of an organization/institution in a manner that is accountable to all users. 4) Reasonable, which is a dimension of quality that describes the management and governance of an organization/institution in a reasonable manner in accordance with the needs of all users. 5) Fairness, which is a dimension of quality that describes the management and governance of an organization/institution in a manner that is fair and not manipulative, in accordance with the wishes of all users.

3. Materials and Method

The method used was qualitative research with a multi-case study approach. Data were collected through in-depth interviews, direct observation, and analysis of school documents. Research informants included school principals, vice principals, teachers, educational staff, students, and parents. Case studies were chosen because this research focused on three schools, namely SMP IT Alkhoiriyyah in Garut Regency, SMP IT Nurul Islam in Garut Regency, and SMP IT Baitul Anshor in Cimahi City, each of which had different characteristics in the implementation of TQM. Through case studies, researchers were able to explore the context, strategies, obstacles, and impacts of TQM implementation in each school for comparison and analysis.

The data collection technique used in this study was purposive sampling, which is a technique of selecting data sources based on specific considerations. According to Arikunto (2009: 58), purposive sampling is a technique of deliberately determining the location of research based on specific considerations. Data analysis was conducted qualitatively through the following stages: data reduction, data presentation, and inductive conclusion drawing. The subjects of this study were Islamic junior high schools in West Java, namely: SMP IT Alkhoiriyyah and SMP IT Nurul Islam in Garut Regency and SMP IT Baitul Anshor in Cimahi City. These three schools are located in West Java and are easily accessible, strategically located, and have the feasibility to obtain information according to the research needs.

4. Results and Discussion

The results of the study show that the implementation of TQM in the three schools took place in four main stages: planning, organizing, implementation, and monitoring and evaluation. In the planning stage, the three schools integrated TQM principles into their School Work Plans (RKS), applied the Plan–Do–Check–Action (PDCA) model, and involved all stakeholders. In the organizing stage, the schools established a quality-based organizational structure, clarified the division of tasks, and optimized teamwork. In the implementation stage, the schools developed quality learning programs, teacher training, extracurricular activities, and integrated Islamic programs. Supervision was carried out through classroom supervision, internal quality audits, routine evaluation meetings, and internal and external feedback systems. This study also found supporting factors such as visionary leadership, Islamic work culture, and parental support; as well as obstacles in the form of limited facilities, varying teacher competencies, and high workloads. The impact of TQM implementation shows significant improvements in academic aspects, student character, service management, and customer satisfaction in education. Overall, this study confirms that TQM can be effectively implemented in the context of integrated Islamic schools and is capable of producing comprehensive education quality, covering academic, spiritual, and managerial aspects. These findings contribute to the development of an Islamic Total Quality Management (ITQM) model that is in line with Islamic values and modern management principles. More specifically, the implementation of TQM in improving quality in three schools, namely SMP IT AlKhoiriyyah, Nurul Islam, and Baitul Ansor, can be seen in Table 1 below:

Table 1. Implementation of TQM in Improving School Quality at AlKhoiriyah, Nurul Islam, and Baitul Ansor Islamic Junior High Schools.

No	Aspect	SMP IT AlKhoiriyah	SMP IT Nurul Islam	SMP IT Baitul Anshor
1	Planning	<ul style="list-style-type: none"> Develop a Quality Strategic Plan based on the vision of an excellent school with Qur'anic character. Involve the principal, teachers, and committee in setting annual quality targets. Integrate the national curriculum, Islamic curriculum, and tahfidz program. 	<ul style="list-style-type: none"> The quality plan is developed through Management Review Meetings and adjusted based on the results of the previous year's evaluation. Focus on the balance between academics, character, and Islam. Activity plans are outlined in the School Work Plan (RKS) based on quality data. 	<ul style="list-style-type: none"> Using a data-driven planning approach involving all units (academic, Islamic, boarding). Prioritizing teacher quality improvement and boarding system effectiveness. Each program has measurable quality performance indicators.
2	TQM Implementation	<ul style="list-style-type: none"> Quality-oriented learning with an active, integrative, and contextual approach. Improving teacher competence through training, internal teacher working groups, and regular supervision. Strengthening character and extracurricular activities based on Islamic values. 	<ul style="list-style-type: none"> Implementation of collaborative and student-centered learning. Teacher competency improvement programs based on coaching and peer mentoring. Innovative services such as Parent School and Student Self Reflection. 	<ul style="list-style-type: none"> Implementation of project-based learning and integrated Islamic learning. - Teacher training programs focus on digital learning and character guidance. Service innovations: Boarding & Tahfidz Monitoring System and One Student One Project.
3	Monitoring and Evaluation	<ul style="list-style-type: none"> Monthly classroom supervision by the principal and curriculum deputy. Quarterly internal quality audits by TPMI. Daily monitoring of boarding and religious activities. Feedback through evaluation meetings and parent surveys. 	<ul style="list-style-type: none"> Academic evaluation through exams, national assessments, and learning reflections. Non-academic evaluation through observation of Islamic values, discipline, and social activities. Internal feedback: 	<ul style="list-style-type: none"> Quality monitoring is carried out regularly by the principal and the quality assurance team. Quality audits cover academic, tahfidz, and discipline areas. Achievement evaluations are reported quarterly.

			teacher-student mentoring. - External feedback: parent satisfaction surveys.	<ul style="list-style-type: none"> • A digital feedback system and monthly evaluation forums are implemented consistently.
4	Reward & Punishment System	<ul style="list-style-type: none"> • Rewards: Inspirational teachers, exemplary students, and the best units are recognized each semester. • Punishments: Coaching, reflection, and educational administrative reprimands. 	<ul style="list-style-type: none"> • Rewards: academic, tahfidz, and social awards. • Punishments: individual coaching and character building. • All systems are integrated into the school's SPMI. 	<ul style="list-style-type: none"> • Reward: recognition for teachers, students, and teams based on performance quality. • Punishment: educational approach through guidance, social tasks, and reflective coaching.
5	Supporting Factors	<ul style="list-style-type: none"> • Commitment from leaders and senior teachers. • Collaborative work culture and effective communication. • Strong support from the community and parents. 	<ul style="list-style-type: none"> • Visionary leadership and data-driven management systems. • Adequate facilities and active participation of parents. • Strong religious spirit and conducive organizational culture. 	<ul style="list-style-type: none"> • Participatory leadership and a boarding system that supports discipline. • Solid collaboration between teachers and dormitory supervisors. • Strong support from parents and the boarding school community.
6	Inhibiting Factors	<ul style="list-style-type: none"> • The administrative burden on teachers is quite high. • Limited IT facilities at the beginning of implementation. • Quality awareness is not yet evenly distributed across all units. 	<ul style="list-style-type: none"> • Variations in teacher competence in implementing TQM. • Adaptation to digital learning is still ongoing. • Some students find it difficult to maintain consistency in worship and learning. 	<ul style="list-style-type: none"> • The complexity of the boarding system causes additional workload. • Differences in student backgrounds cause different character adaptations. • Limited internal

quality experts.

<p>7 Problem Solving Strategies</p>	<ul style="list-style-type: none"> • Simplification of administration and digitization of the evaluation system. • Continuous teacher training and peer review teaching. • Strengthening a culture of quality through internalization activities. 	<ul style="list-style-type: none"> • Regular coaching and mentoring for teachers. • Optimization of technology and digital training. • Strengthening communication with parents and students. 	<ul style="list-style-type: none"> • Establishment of a cross-disciplinary quality team. • Improved coordination between dormitories and academics. • Development of an integrated digital monitoring system.
-------------------------------------	--	--	--

(Source: Research Results, 2025)

Based on Table 1 above, it can be seen that the implementation of Total Quality Management (TQM) in improving the quality of the three schools places learning quality as the top priority in the implementation of TQM. Learning is developed in a student-centered manner, oriented towards mastery of academic, character, and spiritual competencies. At Al-Khoiriyyah Islamic Junior High School, learning is carried out using an integrative approach, combining modern science with Islamic values through Project-Based Learning (PBL) and Inquiry Learning models. Teachers act as facilitators who guide students in discovering knowledge through scientific exploration with religious values. Meanwhile, at SMP IT Nurul Islam, learning quality is realized through lesson study and peer observation, where teachers assess and provide feedback on each other's teaching processes. This approach creates a reflective and collaborative culture in line with the principle of continuous improvement in TQM. At SMP IT Baitul Anshor, learning is combined with a boarding school system, which makes all student activities, both academic and Islamic, part of a total learning environment. According to Deming's theory (1986) in the concept of 14 Points of Quality, quality improvement must focus on continuous process improvement. This is evident in all three schools, where the learning process is designed as a continuous system that not only pursues academic results but also shapes character and a culture of independent learning. Furthermore, these findings reinforce Feigenbaum's (1991) view that total quality control in educational institutions can only be achieved if all members of the organization have a sense of responsibility for quality and work within a mutually supportive system.

Teachers are the main determining factor for the success of TQM in schools. Therefore, all three schools have systematic programs for developing teacher competencies, both professionally and spiritually. At Al-Khoiriyyah IT Junior High School, teachers attend In-House Training (IHT) every semester on active learning methods, authentic assessment, and educational technology. In addition, halaqah tarbawiyah is held to foster the sincerity and integrity of teachers as Qur'anic educators. Meanwhile, SMP IT Nurul Islam implements a Teacher Performance Evaluation (TPE) system based on quality rubrics that measure pedagogical, disciplinary, and innovation aspects. Teachers who achieve the "excellent" category receive awards, while those who do not meet the standards receive personal

coaching. Furthermore, SMP IT Baitul Anshor emphasizes spiritual teaching competence, which is a combination of professional skills and the ability to guide students' spirituality. Teachers are trained to become murobbi who instill Islamic values in every teaching material. This approach is in line with Juran's (1992) concept of "Total Quality People," which emphasizes that institutional quality can only be achieved if its human resources have comprehensive qualities—competence, integrity, and commitment. These findings also reinforce Sallis' (2002) theory that the successful implementation of TQM in schools depends on three main factors: strong leadership, quality-based strategic planning, and the involvement of all members of the organization¹. Furthermore, these results are in line with Mulyasa's (2013) research, which states that quality-oriented Islamic educational institutions must combine spiritual values with modern management principles. Thus, the three schools not only develop intelligent teachers, but also teachers with character who are oriented towards continuous self-improvement (self-improvement cycle).

The implementation of TQM in non-academic development is also prominent. All three schools implement Islamic character development programs as a form of spiritual and social quality. At Al-Khoiriyyah Islamic Junior High School, flagship activities such as Tahfidz Camp, Islamic Leadership Training, and Project Humanity provide a forum for students to learn leadership, social empathy, and religious discipline. Meanwhile, SMP IT Nurul Islam focuses on Islamic Personal Development and Student Leadership Camp as a means of character building and social responsibility. At SMP IT Baitul Anshor, activities such as Mukhoyyam, Qiyamul Lail Bersama, and Community Service Program are part of a boarding system that integrates academic and spiritual education. Extracurricular activities are not seen as complementary, but as instruments of holistic quality, in line with Sallis' (2002) theory which states that quality education must touch on cognitive, affective, and psychomotor aspects in an integrated manner. In addition, the feedback system and reward and punishment concepts applied in these schools reflect the principle of employee involvement proposed by Crosby (1995), which is to involve all individuals in the collective process of quality improvement.

The three schools also demonstrated creativity in innovating educational services to support the implementation of TQM. At Al-Khoiriyyah IT Junior High School, they developed a School Quality Information System (SIMUTU) that serves to monitor students' academic achievements, Islamic activities, and discipline online. At Nurul Islam IT Junior High School, they implemented a digital-based Parent-School Partnership System to strengthen communication and feedback from parents. Meanwhile, SMP IT Baitul Anshor integrated a digital boarding logbook system, which records students' daily academic and worship activities in real-time, as a form of quality transparency to parents. This service innovation reinforces the principle of customer focus in TQM, where stakeholder satisfaction—especially students and parents—is a key indicator of educational quality. The implementation of TQM in these three schools demonstrates the practical application of the principles of "continuous quality improvement" and "total involvement," as described by Feigenbaum (1991). Each school has developed a quality system that is adaptive to internal needs and external community expectations. This approach shows that the implementation of TQM in the context of integrated Islamic schools not only emphasizes managerial efficiency but also the integration of academic quality and spiritual values. As emphasized, the application of TQM in Islamic educational institutions must prioritize the value of *ihсан*, which is sincerity in providing the best service as a form of worship.

The implementation of TQM at Al-Khoiriyyah Islamic Junior High School, Nurul Islam Islamic Junior High School, and Baitul Anshor Islamic Junior High School shows that school quality is not the result of a single policy, but rather the fruit of a continuous, collaborative, and spiritually valuable process. Through a quality learning system, professional teacher development, Islamic character building, and educational service innovation, the three schools have successfully implemented TQM in a contextual and effective manner—combining modern quality management with Islamic educational values as a whole. From the perspective of Peter Senge's (1990) theory of Learning Organizations, the organization at SMP IT Nurul Islam demonstrates the characteristics of a learning organization, where each individual is encouraged to learn, innovate, and share experiences in improving the quality of education. Thus, it can be said that in these three schools, strong managerial factors can create quality based on the principle of continuous improvement. This supports the findings of Goetsch & Davis (2014) that strong TQM managerial factors will create a quality culture that encourages all members of the organization to work based on the principle of continuous improvement.

5. Comparison

The comparative aspects we found in these three schools include leadership, quality culture, key supporting factors, key obstacles, and problem-solving strategies. At SMP IT Alkhoiriyyah, leadership is formed in a transformative and structured manner, while at SMP IT Nurul Islam, leadership is formed in a visionary and participatory manner. Furthermore, at SMP IT Baitul Anshor, leadership is formed in a spiritual and collaborative manner. The quality culture environment at SMP IT Alkhoiriyyah is disciplined and SOP-based, while at SMP IT Nurul Islam, the quality culture is innovative and digitized. Finally, at SMP IT Baitul Anshor, the quality culture is family-based and religious. The main supporting factors in improving quality at SMP IT Alkhoiriyyah come from the commitment of teachers and the foundation. At SMP IT Nurul Islam, quality improvement is supported by a digital system and parent collaboration. Furthermore, at SMP IT Baitul Anshor, quality improvement is supported by a boarding system and leadership role models. Meanwhile, the main obstacles for these three schools in improving quality are: human resources and resistance to change, variations in digital competence and funding, boarding facilities, and teachers' workloads. Therefore, the problem-solving strategy at SMP IT Alkhoiriyyah involves regular training and reflection for all school elements, while at SMP IT Nurul Islam, it involves partnerships and a reward system. At SMP IT Baitul Anshor, it involves a collaboration team and boarding school-based training.

All three schools have their own strengths and challenges, but they are all oriented towards the implementation of TQM based on Islamic values, participation, and continuous improvement. The managerial factors found in this study are consistent with Deming's (1993) theory, which emphasizes the importance of leadership for quality and employee involvement. The three schools demonstrate the role of the principal as a quality leader who guides, inspires, and empowers teachers. In addition, the concept of continuous improvement, which is implemented through training, quality audits, and reflection, demonstrates the practical application of TQM principles according to Juran (1989). Obstacles such as limited human resources and facilities highlight the importance of continuous system support, as stated by Crosby (1995) regarding doing it right the first time. Thus, the success of TQM implementation is not only determined by formal management systems, but also by leadership strength, collective commitment, and organizational cultural adaptation.

6. Conclusion

Based on the results of research and discussions conducted on the implementation of Total Quality Management (TQM) in improving school quality at SMP IT Al-Khoiriyyah, SMP IT Nurul Islam, and SMP IT Baitul Anshor, the following conclusions can be drawn:

TQM Implementation Planning: All three schools have placed quality planning as the main foundation of all educational programs. Planning is carried out through a participatory approach that involves all elements of the school, from the principal, teachers, educational staff, students, to parents. Each school integrates the Plan–Do–Check–Action (PDCA) principle in the preparation of annual work programs and makes it an operational guideline in the implementation of academic and non-academic activities. Planning is also based on an integrated Islamic vision that emphasizes a balance between academic, spiritual, and character quality.

School Organization in TQM Implementation: The organizational structure in all three schools is designed to be collaborative and functional, rather than purely hierarchical. The principal acts as a quality leader who drives a culture of quality. Teachers, staff, and educational personnel play their respective roles through a clear and accountable division of tasks. In addition, the involvement of parents, school committees, and foundations is part of the quality system, creating a solid and synergistic working mechanism. Teamwork culture, regular coordination, and open communication are key strengths in maintaining school quality.

School Program Implementation in TQM Implementation, Quality program implementation covers three main areas, namely academic, non-academic, and Islamic studies. The three schools implement quality-based learning through routine supervision, lesson study activities, teacher training, and digital and character learning innovations. In addition, various extracurricular activities such as tahfidz camp, mukhoyyam, leadership camp, and religious social activities are part of student character building. The implementation

of TQM is also evident through an efficient administrative and academic service system, based on information technology and oriented towards the satisfaction of all stakeholders.

Monitoring and Evaluation of TQM Implementation. Monitoring is carried out systematically through academic supervision, internal quality audits, and monthly coordination meetings. Evaluation covers academic achievement, character, and extracurricular activities. All three schools have implemented effective feedback systems, both internal and external, through parent satisfaction surveys and internal teacher quality reflections. A reward and punishment system is applied in an educational manner to motivate the performance and discipline of the entire school community. This evaluation process demonstrates a commitment to continuous improvement as the core of TQM.

Supporting and Hindering Factors in TQM Implementation The main supporting factors include: visionary leadership, commitment from teachers and staff, support from parents and foundations, and a work culture based on Islamic values. Meanwhile, the inhibiting factors include limited resources, differences in teacher competency levels, and suboptimal time management and infrastructure. To overcome these obstacles, the school implements coaching and mentoring strategies, continuous training, and increased cross-unit collaboration through internal quality forums.

References

- Ahmad, M. (2008). Analisis manajemen mutu terpadu (TQM) dalam pelayanan rumah sakit. *Jurnal Ekobis*, 4(1), 33–43.
- Arikunto, S. (2010). *Prosedur penelitian: Suatu pendekatan praktik* (Edisi revisi ke-15). Rineka Cipta.
- Crosby, P. B. (1995). *Quality is free*. McGraw-Hill.
- Danim, S. (2010). *Pengembangan profesi*. Remaja Rosdakarya.
- Deming, W. E. (1986). *Out of the crisis*. MIT Press.
- Fattah. (2016). *Penelitian kualitatif untuk ilmu psikologi*. Raja Grafindo Persada.
- Feigenbaum, A. V. (1991). *Total quality control*. McGraw-Hill.
- Gaspersz, V. (2006). *Continuous cost reduction through lean-sigma approach*. PT Gramedia Pustaka Utama.
- Goetsch, D. L., & Davis, S. (2014). *Quality management for organizational excellence: Introduction to total quality* (12th ed.). Pearson Education.
- Hardjosoedarmo, S. (2004). *Total quality management* (Edisi revisi). Andi Offset.
- Hitt, M. A., Ireland, R. D., & Hoskisson, R. E. (2001). *Manajemen strategis: Konsep daya saing dan globalisasi* (Buku 1). Salemba Empat.
- Juran, J. M. (1993). *Juran on quality by design*. Free Press.
- Kotler, P. (1994). *Manajemen pemasaran: Analisis, perencanaan, implementasi, dan pengendalian* (A. A. Hermawan, Penerj.). Salemba Empat.
- Mulyasa, E. (2013). *Manajemen berbasis sekolah*. Remaja Rosdakarya.
- Pawitra. (1993). Kepuasan pelanggan sebagai keunggulan daya saing: Konsep, pengukuran, dan implikasi strategik. *Jurnal Manajemen Prasetya Mulya*, 1(1), 1–9.
- Rivai, V. (2009). *Manajemen sumber daya manusia*. Raja Grafindo Persada.
- Rouf, M. P. (2017). *Model komunikasi masyarakat adat dalam resolusi konflik*. Universitas Pendidikan Indonesia.
- Sallis, E. (2002). *Total quality management in education*. Kogan Page.
- Senge, P. M. (1990). *The fifth discipline: The art and practice of the learning organization*. Doubleday Currency.
- Tjiptono, F., & Diana, A. (2009). *TQM: Total quality management*. Andi Press.
- Wahyudin. (2008). *Manajemen pendidikan*. Remaja Rosdakarya.