

# ANALYSIS THE EFFECT OF IMPLEMENTATION TOTAL QUALITY MANAGEMENT TOWARDS PERFORMANCE ON ISLAMIC INTEGRATED SCHOOL OF ULIL ALBAB

Muhammad Izudin Irfan <sup>1</sup>, Amie Kusumawardhani <sup>2</sup> [mizudinirfan@gmail.com](mailto:mizudinirfan@gmail.com)  
[amiekusumawardhani@gmail.com](mailto:amiekusumawardhani@gmail.com)

Departemen Manajemen Fakultas Ekonomika dan Bisnis Universitas Diponegoro  
Jl. Prof. Soedharto SH Tembalang, Semarang 50239, Phone: +622476486851

## ABSTRACT

This study aims to analyze the effect of total quality management implementation towards performance on Islamic Integrated School Ulil Albab. Qualitative methods were used to collect and analyze data. In-depth interviews, observations, and collecting documents were used to collect data. Data validity checks were conducted with techniques of increasing persistence and member check. The results showed that the Ulil Albab adopted Integrated Quality Management which seeks to meet internal as well as external customers' needs. In achieving the quality of its system, the Ulil Albab is enhancing the quality of its internal customers that consisting of teachers, technicians, laboratory assistants, and administrative staff. Students are also the focus of quality improvement by encouraging them to be more enthusiastic, are able to face the challenges of the times, become cautious, and be able to compete and practice after completing education at Ulil Albab.

*Keywords: Integrated Quality Management, Islamic school, Customer, School*

## INTRODUCTION

Education is an absolute and important need for every nation, this is because it involves the future of a nation in the national development process. In addition, education has a strategic role in harnessing the potential of human resources to become better and more mature. Through education, the ability of human resources is continuously sharpened so that they have skills and abilities in solving various problems in life. In other words, human resources who are expected to be able to face the future are people who have broad thinking horizons, have appropriate skills, have an independent and responsible personality, and have an understanding and appreciation of others (Engkoswara and Komariah, 2014). An educational institution is expected to participate in building the nation's intelligence by providing training and teaching to its students to produce quality output. School as an organization functions to foster creative and innovative human resources (HR) in order to meet the demands of the ever-changing times. The world of education plays a key role in developing and improving quality human resources so that they are able to participate in global competition. Every education provider institution is required to be able to produce high-quality and high-quality graduates according to the needs of the times so that they have the competence to master, apply, and develop science and technology that continues to develop (Salamah, 2010). School management is one of the factors that affect the quality of education, because school management will directly influence and determine the effectiveness of the curriculum, various learning tools, teaching time, and the learning process. Thus, efforts to improve the quality of education must begin with reforming school management, in addition to improving the quality of teachers and developing learning resources. These efforts aim to provide assurance to

---

interested parties, namely quality assurance in accordance with what should be and in accordance with community expectations. Various government efforts to improve the quality of education ranging from elementary, middle, and upper levels. Improving the quality of education that the government has been striving for so far through School-Based Quality Improvement must also be accompanied by quality improvements and improvement in school management. In addition to efforts to improve the quality of education in schools related to curriculum development and improving the quality of teachers, efforts to fulfill infrastructure needs and education empowerment will continue to be made. This effort is one of the government's agendas (Abdul Rachman Saleh, 2004).

## LITERATURE REVIEW

### Total Quality Management

Total Quality Management is defined as a way to continuously improve performance at every level of operations or processes, in every functional area of an organization, by using all human resources and available capital (Gaspersz, 2005). According to Tjiptono (2003), Total Quality Management is an approach in running a business that tries to maximize the competitiveness of an organization through continuous improvement of its products, services, people, processes, and environment.

In short, Total Quality Management is a management system that elevates quality as a business strategy and is oriented to customer satisfaction by involving all members of the organization. The aim is to ensure that customers are satisfied with the goods and services provided, and to ensure that no party is harmed.

Total Quality Management is a concept that seeks to implement a quality system. This requires major changes in culture and value systems in organizations. According to Hensler and Burnell there are four main principles in Total Quality Management namely:

a) Customer satisfaction

In TQM the concept of quality and customers is broadened. Quality does not only mean compliance with certain specifications, but also determined by the customer. The customer itself includes internal customers and external customers. Needs are sought to be satisfied in all aspects. Therefore, all the activities of the organization or company must be coordinated to satisfy the customers.

b) Respect for everyone

In an organization that is classified as international, every individual is considered to have unique talents and creativity. Thus, each individual is the organization's most valuable resource. Therefore, they are treated well and given the opportunity to be involved and participate in decision makers.

c) Fact based management

In TQM, a fact-oriented decision. It means that every decision is always based on data, not feeling. In this regard there are two main concepts. First, priority (prioritization), namely the concept that improvements cannot be made in all aspects simultaneously given the limitations of existing resources. Therefore, by using the data, the management and the team in the organization can focus their efforts on certain situations that are considered very vital. Second, variations in human performance. Statistical data can provide an overview of the variability that is a significant part of each organizational system. Thus, management can predict the results of each decision and action taken.

d) Continual improvement

The success of the organization's efforts must be accompanied by a systematic process in carrying out continuous improvement. The concept related to this is

the PDCAA (Plan-do-check-act-analyze) cycle or carry out planning and corrective action on the results obtained.

## RESEARCH METHODS

This research uses a case study approach that intends to describe the results of the study and try to find a comprehensive picture of a situation. The choice of this methodology is because the phenomenon to be studied is a case that requires in-depth descriptive study. The case here is in the total quality management implemented by Ulil-Albab in Palembang.

## RESEARCH RESULTS AND DISCUSSION

Ulil Albab Integrated Islamic School, Sako District, Palembang Regency is an educational institution consisting of kindergarten, elementary and junior high schools under the auspices of the CM Nusantara foundation. This school is located on Jalan Sematang Borang, Lumban Meranti alley, Sako District, Palembang Regency. Located just behind Sekta Sako Palembang City and  $\pm$  11 km northeast of Ampera Bridge.

The beginning of the establishment of the Ulil Albab integrated Islamic school in 2000 and began with tutoring in collaboration with schools and educational institutions in the vicinity.

When observing the large number of children who did not attend school during school hours in Palembang, the head of the foundation asked why this happened. After doing a little investigation, it turns out that most kindergarten children do not go to school because kindergarten fees are indeed more expensive than elementary schools. This has resulted in many economically disadvantaged parents who think it is better to send their children directly to primary school. In fact, many children find it difficult to catch up on elementary school materials because elementary school officials expect their students to be able to read and write as taught in kindergarten.

### Research result

Findings of the data collection conducted in August 20 - until December 2020 will be discussed in this chapter.

### The Concept of TQM in Ulil Albab Islamic School

Ulil Albab Islamic school considers that total quality management is able to improve the progress of schools and is able to improve the quality of education in Ulil Albab. The first understanding of school about total quality management is related to the existence of quality. Ulil Albab considers that the quality in school must be improved so that it can improve the quality of education in schools.

Because Ulil Albab follows the specifications provided by the National Education Ministry, it can be said that Ulil Albab can be considered good if it complies with the standards given by the National Education Office.

*Table 1. Ulil Albab score based on the National Accreditation Board for Schools/Madrasah*

NO	COMPONENT	SCORE
1	Content Standards	95
2	Process Standards	92
3	Graduation Competency Standards	93

4	Educators and Education Personnel Standards	79
5	Facilities and Infrastructure Standards	93
6	Management Standards	93
7	Financing Standards	93
8	Educational Assessment Standards	92
	Final score	91

Table 2. School assessment rating based on the National Accreditation Board for Schools/Madrasah

CLASSIFICATION	RANK	PREDICATE
$91 \leq \text{final score} \leq 100$	A	SUPERIOR
$81 \leq \text{final score} \leq 90$	B	GOOD
$71 \leq \text{final score} \leq 80$	C	PRETTY GOOD
$0 \leq \text{final score} \leq 70$	TT	NOT ACCREDITED

Of the total existing assessments, Ulil Albab managed to get a total score of 91 which made the school an A accreditation.

As a private school, Ulil Albab really needs good quality to be able to compete with many other schools in Palembang, especially after the implementation of cross subsidies and many students have to pay normal school prices. However, Ulil Albab will continue to use the cross-subsidy system to prioritize underprivileged children to get an education starting from 0 rupiah for orphans with proof of underprivileged statement from the local head district.

The quality applied at Ulil Albab is trying to meet customer satisfaction. The customer in question are:

1. Internal customers

Internal customers consist of teachers, librarians, laboratory assistants, technicians and administrative personnel.

2. External customers

External customers consist of primary customers consisting of students and secondary customers consisting of parents, government and society, and tertiary customers consisting of graduate recipients and also the business world.

Ulil Albab's understanding of quality that must be met for customer satisfaction, namely internal and external customers, is in accordance with the functions and objectives that must be fulfilled in implementing total quality management, namely providing satisfaction to customer needs as efficiently as possible.

Ulil Albab clearly strives to realize administration that is in accordance with quality standards in accordance with the National Education Ministry and also customer expectations and also realizes quality as the main thing in the development of education in Ulil Albab.

And these efforts aim to provide satisfaction to customers, namely:

- a. Improving the quality of internal customers consisting of teachers, technicians, laboratory assistants and administrative staff. This is done so that internal customers are always ready to serve external customers, namely students.
- b. Forming quality students, namely having high enthusiasm, being able to face the challenges of the times, being religious and able to compete and practice after completing education at Ulil Albab.

The efforts made by Ulil Albab in addition to providing satisfaction to customers also make continuous improvements or in quality management is a total effort. In practice, Ulil Albab's quality improvement is always making continuous improvements as an effort to develop quality and there is also evaluation as a form of reflection and also the construction of a re-plan.

### **TQM implementation at Ulil Albab Palembang**

There are three steps in implementing Total Quality Management at Ulil Albab, namely:

- **Planning**  
Quality planning in Ulil Albab is based on an agreement that has been discussed by the foundation, school, and the surrounding community to create good school quality and also to provide satisfaction to customers, namely the community.
- **Implementation**  
Ulil Albab has implemented total quality management since its beginning, and it became more effective when the school building is built. Ulil Albab emphasizes quality over the number of students, so development will always exist as long as it can be done.
- **Evaluation**  
Evaluation is a reflection step to review existing results. The evaluation carried out by Ulil Albab is aimed at continuous improvement to improve student achievement and the quality of school educators. Like trying to identify the needs of students and educators repetitively.



### TQM Obstacles in the implementation of Integrated Quality Management at Ulil Albab

Obstacles faced by Ulil Albab in implementing Total Quality Management. In an interview conducted with the chairman of the foundation, the obstacles were:

#### Human Resources

The human resources which are the constraints in Ulil Albab are related to the teaching staff and students.

- Educators
  - The quality of educators is the main reason for providing the best service to consumers. There are several problems that occur in education personnel, namely:
    - a. Preparing the administration without innovation or creativity

In making administration such as lesson plans, educators often still use the old lesson plans, causing boredom from students and also underdeveloped teaching staff. And often the educators don't want to know when reminded by the quality development team.

b. Responsive

In the TQM that has been implemented, not all of them can be enthusiastic in its implementation so as to cause an obstacle in its implementation.

The weaknesses that occur in Ulil Albab are related to the lack of innovation and responsiveness, which actually does not only occur in Ulil Albab, but in other schools or madrasas, it is actually the same, because educators are not prepared to face much better changes.

• Student

Students are a target in the success of a quality, because students are the most important part in providing satisfaction to customers. External customers, one of which is the community, will give appreciation and state that the school is good when students are able to provide good performance and also have good results towards parents and society.

Technological problems do not only occur in other schools as well, but also in Ulil Albab's environment. The role of learning using technology makes students more aware and easier in learning. In addition to technology being a pillar in the success of a quality in Ulil Albab, technology also provides an increasing delinquency from students as well. This delinquency is not only delinquency which tends to lead to fights or physical fights, but it has entered into the problems of commercial sex, theft and dating which are strictly prohibited in Islam

### Resource

The resource here in question is a funding issue. Funding is a major problem in implementing total quality management. Because in the concept of total quality management requires sufficient costs in implementing it.

Funding for implementing total quality management cannot be fulfilled if it only uses direct funds from schools, moreover Ulil Albab is a school that is not profit-oriented so it will be more difficult to manage and find resources to continue to improve the existing quality.

### Continuous improvement

In Ulil albab this becomes an obstacle, because often the desire of the community always increases every year and the desire to always improve the quality sometimes feels difficult. This is because there are also some teachers who are not responsive to total quality management. Sometimes teachers think that their job is only to teach and carry out school administration, so they are not too interested in improving quality.

### Solution to Problem

Findings related to school efforts to overcome obstacles in implementing TQM, especially in improving the quality of teaching staff at Ulil Albab, are as follows:

- 1) Creating peer tutors among educators
- 2) Provide direct coaching or face-to-face direction to educators
- 3) Conduct evaluation and supervision of learning.
- 4) Providing scholarship offers for outstanding teachers
- 5) Conduct routine training for teachers online

The efforts made by the school are to form teachers who are professional and able to support the school so that it continues to develop in a better direction.

with regard to students who are dealing with ever increasing technology. This results The school's way of overcoming these student delinquency constraints is the

anticipation of the school with a filter for improving the Counseling Guidance service, homeroom teachers and teachers. Also, the filter in overcoming the delinquency of students is religion. The ones responsible here are not only religious teachers but also everyone in the school environment by trying to liven up the school atmosphere with religious nuances.

The effort to deal with delinquency of students at Ulil Albab is to form morals, this can be done in the form of an activity and can also be done with the existence of religious education through subject matter.

With regard to funding issues. Funding is to provide resources, usually in the form of money to establish or operate companies, institutions, and foundations. Here those responsible for funding issues are not only from the foundation as the main channeler of funds and the principal. But in the implementation of total quality management, there is a team that does manage a fund so that the implementation can run smoothly.

Because Ulil Albab is a non-profit oriented school, the main funding comes from the foundation. The existence of cross subsidies has indeed helped reduce the expenses that have to be borne by the foundation. However, after running for a long time, Ulil Albab formed a team that was tasked with seeking additional funds outside of school income and moving directly under the foundation.

This team forms and implements regulations and creates a business entity in the form of a store that sells necessities and snacks for students and parents of students in the school environment to support funds for implementing total quality management. The regulations prohibiting traders from selling around Ulil Albab make the store the only place for the school community to buy everything they need during school hours. In addition, the foundation also made Ulil Albab's own textbooks and uniforms with designs that were not on the market so all students had to buy all the books and uniforms from the foundation. The money generated from all of that does not go to the foundation's pockets, but will be fully used for development in Ulil Albab so that until now Ulil Albab can continue to operate and continue to improve its quality.

With problem regarding continuous improvement, the principal of school and head of foundation strives to always be a leader and strive to meet customer needs. In fulfilling the satisfaction and expectations of education customers at Ulil Albab, apart from identifying the needs of education customers both now and in the future, is trying to create a conducive and pleasant environment for education customers, preparing adequate facilities and infrastructure for education customers, determining clear procedures and mechanisms, and if there are educational customers, in this case students and educators who excel are still given recognition or rewards.

## CONCLUSIONS & SUGGESTIONS

### Conclusion

After discussing the research results, conclusions can be made, as follows:

1. Ulil Albab's implementation of integrated quality management consists of planning, implementation and evaluation. First, planning in the form of establishing a vision, mission, objectives, market analysis, SWOT analysis, quality planning policy, quality costs, monitoring and evaluation. Second, implementation in the form of meetings held regularly or when there are certain events, educational services oriented towards continuous improvement, improving the quality of teaching staff, improving the quality of students, and reducing wasted work and avoiding rework, and the third evaluation is by looking at program planning and implementation that has been carried out by reviewing developments over the last few years and evaluations carried out at work meetings at the beginning of each school year, then carried out in several



- stages, namely program planning, updating program implementation, finding solutions, compiling a continuous improvement program.
2. The constraints faced at Ulil Albab in interviews conducted with the chairman of the foundation indicated that these constraints were human resources, related to the increase in students and educators, both related to the development of technology and also less responsive to existing programs. Furthermore, related to funding and also continuous improvement is also the main problem in the implementation of total quality management.
  3. The efforts made by the school in overcoming the obstacles faced in implementing TQM, especially in order to improve the quality of educators at Ulil Albab, include: a) creating peer tutors among educators, b) providing direct face-to-face coaching or direction to educators, and c) evaluating and supervising existing learning materials.

### Suggestions

Based on the conclusions that have been presented, the following suggestions are made:

- 1) High officials need to establish closer cooperation and communication with the committee in implementing Total Quality Management (TQM) in Ulil Albab
- 2) Schools need to determine achievement targets quality that must be obtained through Total Quality Management at Ulil Albab
- 3) Total Quality Management requires the support of all high-ranking officials in its implementation. therefore, the head of the foundation and the principal needs to collaborate more and involve parties outside the school who can contribute to the development of educational quality and school quality.

### Limitations and Agenda for Future Research

This research is inseparable from other weaknesses that may occur beyond the ability and willingness of the author so that it can affect the results of this study. The author suggests that it is necessary to develop this research in order to obtain more feasible results or similar research results to be able to support further research such as:

- Expansion of research, such as using quantitative research. Because in this study the researchers only used data sources from schools and interviewed key informants such as school officials in conducting research so that further research could include a number of students and parents as data sources.
- Look at the impact of covid 19 on the sustainability of schools, because this research was conducted at the beginning of the covid 19 period and at that time the school had not yet entered the online period, so it is not known in detail how the effects of covid 19 on the sustainability of schools.
- Another suggestion is research with a longer period of time in order to clearly see and understand the effect of TQM on Ulil Albab schools.

### REFERENCES

- Aan Komariah, Engkoswara, *Administrasi Pendidikan*, Bandung: Alfabeta, 2010.
- Abdul, Rachman Saleh, *Madrasah dan Pendidikan Anak Bangsa. Visi, misi, aksi*, Jakarta: Raja Grafindo Persada, 2004.
- Azwar, Saifudin, *Metode Penelitian*, Yogyakarta: Pustaka Pelajaran, 2004.



Gaspersz, Vincent, *Total Quality Management*, Jakarta: PT. Gramedia Pustaka Utama, 2005.

Salamah, *Evaluasi kinerja dan pemeringkat reksadana syariah campuran berdasarkan metode time weighted rate of return, metode sharpe, metode treynor, dan metode jensen*. thesis, UIN Sunan Kalijaga Yogyakarta, 2010.(Unpublished).

Sugiyono, *Memahami Penelitian Kualitatif*, Bandung: CV. Alfabeta, 2005.

Tjiptono, Fandy dan Diana, Anastasia, *Total Quality Management*, Yogyakarta: Andi Offset, Tahun 2003.