



Education Quality Development through Education-Based Total Quality Management (TQM) Approach Model: Conflict Analysis and Islamic Management Development

¹Aris Rohmanto, ²Hendra Purwanto, ³Nur mahmudi ismail

UIN Sunan Kalijaga Yogyakarta: Arisrohanto8@gmail.com

UIN Sunan Kalijaga Yogyakarta: hendra09scots@gmail.com

UIN Sunan Kalijaga Yogyakarta: nurmahmudi0212@gmail.com

* Corresponding Author. E-mail: ¹ Arisrohanto8@gmail.com

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Abstrak

Penelitian ini berangkat dari kegelisahan akademik. Karena pendidikan belakangan ini menjadi sorotan tersendiri dikalangan akademisi, seiring konflik pendidikan di Indonesia dinamika perubahan harus di ikhtiarkan agar pendidikan secara terus menerus dikembangkan. Penelitian ini menggunakan kualitatif deskriptif dengan menggunakan metode studi kepustakaan atau literatur review. Fokus penelitian ini ingin mengetahui bagaimana model pengembangan mutu pendidikan melalui Total Quality Manajemen (TQM) sebagai konsep pengembangan Pendidikan? dan analisis konflik pendidikan sebagai implementasi pengembangan pendidikan melalui pendekatan Total Quality Manajemen (TQM). Hasil penelitian ini model pendekatan Total Quality menekankan pada aspek keterlibatan aktif dan penuh komitmen serta konsistensi tinggi dari seluruh anggota organisasi terutama pada aspek pendidikan. *Total Quality Management* (TQM) dalam pendidikan sebagai alat untuk digunakan sebagai tawaran untuk melakukan upaya pengemabangan pendidikan melalui berbagai struktur yang termuat dalam lembaga tersebut.

Kata Kunci: Pengembangan, Mutu, Pendidikan, TQM

Abstract

This research departs from academic anxiety. Because education has recently become a special focus among academics, in line with the educational conflict in Indonesia, the dynamics of change must be made so that education is continuously developed. This research uses descriptive qualitative research using the literature study or literature review method. The focus of this research is to find out what is the model for developing educational quality through Total Quality Management (TQM) as an educational development concept? and analysis of educational conflict as an implementation of educational development through the Total Quality Management (TQM) approach. The results of this research, the Total Quality approach model emphasizes aspects of active and committed involvement as well as

high consistency from all members of the organization, especially in the educational aspect. Total Quality Management (TQM) in education is a tool to be used as an offer to make efforts to develop education through various structures contained in the institution.

Keywords: *Development, Quality, Education, TQM.*

Introduction

Theoretically, Islamic education is a series or process of empowerment to improve the competence and quality of individuals and human life.(Barsihannor et al., 2023) To improve the skills needed by himself, maysarakat, nation and state. Education is the fulcrum of hope for improving the quality of human resources, education is a means for the formation of intellectuality, ethics, ahlakul karimah and the ability of students to renew and improve the quality of education from time to time.(Supriyoko, 2007) In order to apply *modeling* and exemplary approaches in the context of directing students to the process of change and familiarizing students to uphold *exemplary-based* ethical values so that an intellectual internalization process occurs for students. This effort is made in realizing Islamic education.(Zuriah, 2007)

However, the Islamic education system is very important to improve quality both in the context of quality and quantity in each of these institutions. Development of education quality as an orientation to develop education as a place to change all aspects of educational institutions. Quality issues are not targeted against educators and students. More especially in each institution in order to be able to improve *control* over learning and the implementation of education. *Quality output* is graduates who have the required competencies. And quality *outcomes* are graduates who are able to continue to a higher level of education.(Tunggal, 1985)

Therefore, integrated quality management or quality improvement must be carried out continuously so that an organization can develop in accordance with the era of globalization and be able to compete with other organizations, especially in the world of education, so that educational institutions can produce outstanding customers and improve in the world of education.(Tunggal, 1985) In addition, the context of education in Indonesia is almost education, especially experiencing various problems, obstacles, and challenges both to educational institutions, teachers, students covering all related aspects. So lately, education has experienced various conflicts, of course, there are various physical differences, perceptions, religions, customs, organizations, parties, knowledge, values, and interests.(Risqi & Tanjung, 2023)

Therefore, an important role in education as quality development and overcoming conflict resolution is to develop a consistent Total Quality Management approach model. The approach is in integrated quality management (TQM).(Risqi & Tanjung, 2023). The success of the School is measured by the level of customer satisfaction, both internal and external. A school is said to be successful if it is able to provide services equal to or exceed customer expectations. Solutions that can help in facing adversity in the world of education, one of which needs to apply Total Quality Management or Integrated Quality Management consistently. (Maimun, 2014)

Based on the above studies and problems, this paper aims to analyze quality

development and Total Quality Management in the context of Islamic education education. Therefore, integrated quality management or quality improvement must be carried out continuously so that an organization can develop in accordance with the era of globalization and be able to compete with other organizations, especially in the world of education, so that educational institutions can produce outstanding customers and increase graduates who are able to continue to higher education levels.(Tunggal, 1985) There are several basic assumptions in this study are broadly to see the development of education quality and conflict resolution through the TQM model as steps and objects in this study.

Research Methods

This research is a descriptive qualitative research, using the literature review method, literature review is a comprehensive overview of research that has been done on a specific topic to show readers, what is already known about the topic and what is not yet known, to find rational from the research that has been done. Literature studies can be obtained by authors using primary data sources and secondary data such as books, journals, and articles. Data collection with the reading and record technique is the technique used by the author. In data analysis, the author uses Miles and Huberman's perspective analysis technique, namely with data reduction steps in the form of summarizing data and selecting data relevant to the topic of discussion, presenting data in the form of presenting data that has been reduced and drawing conclusions.

Results and Discussion

When viewed in a theoretical perspective, the Total Quality Management (TQM) approach model has several important aspects, namely, quality, management, art, stumping, directing and so on. The Total Quality Management approach model to education aims to improve and develop the quality of an institution education.(Yamit, 2001) If examined more specifically based on some educational thoughts. For example in the perspective of educational thinking as follows:

Marimin defines Total Quality Management (TQM) is developing a management system covering all members of the organization in an institution to get customer satisfaction and the people who work on it.(Marimin, 2004) Baharun explained the concept of TQM, which is an approach model that emphasizes aspects of education quality to maximize the work process that includes an organization to be developed continuously and improve a quality related to the world of education.(Margono, 1994) Mulyasa summarized the theoretical concept of the TQM approach model into several important aspects, namely, First, teachers as educators have the main responsibility in improving the quality of learning for students with various learning styles in order to be able to control and master the classroom. Second, education as an effort to solve problems in life that must be solved. Third, quality in the context of education as the main means that must be developed by improving two institutions and ranks of an institution by implementing TQM in educational institutions.(E. Mulyasa, 2007). Total Quality Management has several concepts, namely *quality*, customer satisfaction, continuous and

comprehensive improvement in all components of the organization that cover all aspects, including the following:

1. Quality

Quality or quality, according to Mansyur quoted in his book Fathurrohman & Sulistyorini that the quality of education can be seen in terms of processes and products. *First*, an education called quality in terms of process, is also greatly influenced by the quality of input or called *Input*. The teaching and learning process is said to be effective, if during the learning process, students experience a meaningful learning process. In this case, the educational process not only runs smoothly and well, but positions students as subjects who get treatment *Humanistic*. Second, education is called quality in terms of products, if students show characteristics including mastery of their learning tasks and educational results in accordance with the needs in life and the world of work. (Sulistyorini, 2012)

2. Customer satisfaction

Education is service and merit. So the school must provide the best service to its customers. School customers include the school's internal and external customers. The school's internal customers are parents, the government and the community including the school committee. While the external customers of the school are students, teachers and administrative staff. (Usman, 2013)

3. Continuous Improvement

Every educational institution or school needs to carry out a systematic process in implementing continuous improvement. The prevailing concept is the PDCA cycle, which consists of planning steps, implementing plans, checking the results of

plan implementation and taking corrective actions on the results obtained. (Usman, 2013)

4. Total

All functions in the organization as a source of quality are as important as one another, that is, as an inseparable whole. For all functions must be involved optimally so as to support one another. (Gojali, 2011)

So Comprehensive in this case is continuous improvement not limited to the learning process, but rather from all components of the organization or educational institution.

A. Study of Conflict Resolution Theory and Problems of Islamic Education

In etymological terms conflict is quarrel, fight, dispute about argumentation, or desire, and opposition. Conflict can also mean the overt struggle between individuals (or groups within a society, or between nation states), which is a conflict carried out openly both individuals and groups in society or nation. (Ala, 2002)

Conflict occurs impossible by itself, therefore there are many factors that cause the birth of conflict. In the view of sociologists, conflicts usually occur due to actions on uneven sources of ownership, social status, and limited power in society. Conflict is not. (Jamaludin, 2015)

In addition, conflicts can be caused by many conflicts between interests and social shifts conflicts are also centered on various differences, both from physical differences, assumptions, religion, customs, organizations, parties, knowledge, values and interests. (Yahya et al., 2022) Humans basically have basic needs that must be met, namely in the form of physical, psychological, and social. If these basic needs are not met, it will lead to conflict. The abundance of human interests can provoke conflicts. Not infrequently

conflicts that are not managed properly can lead to acts of violence.

Conflict is difficult to eliminate, because it has become part of human life. Efforts that can be made are to resolve the conflict, transformation and conflict management towards peace or other positive things. Specifically, there are several aspects that become conflicts in the context of education, which include universal structures in the form of mediation, negotiation, arbitration, and others. In this context, education and quality are very important to be implemented in education. Education management is very important because good education management will produce visionary education, meaning that education has a clear vision so that it can produce quality *output*. (Wahidmurni, 2017)

B. Analysis of the Implementation of Total Quality Management (TQM) Based on Islamic Education

As the beginning of the elaboration, education is a process of transformation and assistance to students who are taught with the aim of delivering childhood in a better direction, both individual children and group children. (Yahya et al., 2022)

Abdurrahman Albani in Abdurrahman An Nahlawy explained that education in the word *Tarbiyah* is interpreted as (1) maintaining the nature of developing children, (2) developing various children's talents and human readiness as a whole, (3) directing the child's nature and talents as a whole to be good and perfect, and (4) the process is carried out gradually. (An-Nahlawy, 2010) It is followed in the theoretical explanation above that, Total Quality Management (TQM) can be implemented with several theoretical phases

as the classification conveyed by Goetsch and Davis (1994), namely the preparation phase, planning phase, and implementation phase. (Tjiptono & Diana, 2003)

1. Preparatory Phase

This phase consists of several steps, which must be fulfilled is the full commitment of top management to the time and resources needed. The steps include the following:

- a. Forming a team and cooperation in formulating the concept of Islamic education means that the management system in educational institutions is more discussed without disturbing the KBM (Teaching and Learning Activities) process.
- b. Prepare a Vision and Principle Statement as a Guideline. The first effort in TQM is the preparation of organizational vision and organizational operating guidelines.
- c. TQM training. The SC (Steering Committee) requires training related to TQM philosophy, techniques and tools before starting TQM activities. In this training, it is also necessary to bring in a consultant. Then in the long run, a similar training was also held as a follow-up to the first training.
- d. Develop general goals and organization, planning, in an educational institution.
- e. Communication and Publication. Top leaders and SCs need to communicate every information regarding the vision and mission,

principles as guidelines, goals and concepts of TQM.

- f. School based on a predefined vision statement.
- g. Identify Strengths and Weaknesses. The SC must objectively identify the strengths and weaknesses of the organization. It is very important to find the best approach in implementing TQM and to highlight deficiencies that must be corrected. Then make strategic improvements in the future.
- h. Identify Supporters and Repellents. This step can be done in conjunction with the step of identifying weaknesses and strengths or afterwards.
- i. Estimating employee attitudes. With the help of outside personnel or consultants, the SC needs to try to estimate the employee's current attitude. Leader
- j. Measuring Customer Satisfaction is an evaluation that seeks to get objective feedback from customers to determine their level of satisfaction. Surveys to customers should be done randomly

2. Planning Phase

In this phase there are four (4) steps that must be taken systematically. Because everything forms a system that affects each other. The steps are:

- a. Planning an implementation approach to Islamic education. Especially all related institutions include, administrative development, KBM processes, teaching and learning activities, motivation for students,

mastering learning concepts, and so on.

- b. Project identification is responsible for selecting the initial project or programme of activities of TQM, which is based on the strengths and weaknesses of the company, the personnel involved, its vision and objectives, and its likelihood of success.
- c. Team Composition. The Steering Committee forms the composition of the teams that will implement the TQM program.
- d. Training i.e. The training provided must cover the basics of TQM and the appropriate instruments to carry out the program of activities they will carry out.

3. Implementation Phase

- a. Team Activation. The Steering Committee provides guidance to each team and activates them. Each team uses the TQM techniques they have learned. They use the Plan-DO-Check-Action cycle as a TQM process model.
- b. Feedback to the Steering Committee. Each team provides feedback information from customers, both internal and external customers. Formal customer surveys need to be done every year. Data obtained regarding customer satisfaction is collected and processed on an ongoing basis.
- c. Feedback from Employees. Each team under SC control periodically monitors the attitudes and

satisfaction of employees under it. Then held intensive communication with the steering committee.

- d. Modifying Infrastructure. The feedback obtained from the above steps (from the project team, customers and employees) will be used as the basis by steering

C. Obstacle Factors and Conflict Resolution TQM Approach

Education has an important role in all aspects life human. With education, basic human potentials can develop as long as education continues. In addition, education also plays a role in changing human personality. There are several factors that can cause failure in the implementation of TQM, which are as follows: First, the lack of a planning system in an educational institution. Second, the organization needs to form several organizations that involve all employees. To support and foster teamwork, there are at least two things that need to be considered.

First, both leaders, teachers and employees must have a good understanding of their respective roles. Education that every year changes and develops along with the times requires all parties in various fields including teachers to always improve their competence. Because "teachers are the most important and decisive component of the education system as a whole, which must receive central, first and foremost attention".(E. M. Mulyasa, 2012) Second, school organizations must make cultural changes so that teamwork can succeed. If these two things are not done before the

formation of the team, then problems will only arise, not problem solving.

Third, the deployment process. In the context of education, both institutions, media, and so on can be developed in Islamic education so that educational institutions as a place and development both in several aspects contained in an institution. Fourth, Use a limited and dogmatic approach. There are also school organizations that use only Deming's approach, Juran's approach, or Crosby's approach and apply only the principles specified therein. Yet none of the approaches suggested by the three experts or other quality experts is one approach that fits all situations. Even quality experts encourage school organizations to tailor quality programs to their individual needs.

Conclusion

Based on the analysis study above, problometika and educational conflict resolution are common things that occur in the development of Islamic education. However, education is as an alternative as improving the quality of education more specifically, namely the development of an educational institution through Total Quality Management (TQM) which regulates an educational institution both in relation to the context of quality, quality, planning, organization, evaluation which includes various aspects of planning in Islamic education. This is one of the ways to realize education and overcome conflict resolution and problems with Islamic education.

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