



Quality Management of Islamic Education

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ARTICLE INFO

Keywords: Management,
Quality Management,
Islamic Education

Received : 5, April

Revised : 14, May

Accepted: 28, June

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ABSTRACT

The education quality assurance system in Indonesia, which is regulated in Minister of National Education Regulation Number 63 of 2009, covers many things, including quality limits, quality assurance objectives and quality level references, among others the oldest in several articles. The ultimate goal of ensuring the quality of education is the high intelligence of human life and the nation as envisioned in the Preamble to the Constitution. This study was carried out using a library study method which focused on searching for sources through books, journals and available literature. The approach used in this writing uses a qualitative approach. The aim of this study is to find out how to manage or manage quality in Islamic educational institutions as well as tips for creating and maintaining quality Islamic educational institutions. The research results show that it is in accordance with the concept of quality in education which includes input-process-output elements. So education quality control is also directed at input, process and output aspects. The quality of educational institutions will be realized if all existing systems in educational institutions are oriented towards improving the quality of educational institutions, one way is through the implementation of Total Quality Management (TQM). Through the application of TQM, efforts to build a quality-oriented organizational culture structure can be realized in accordance with the expected competency targets.

INTRODUCTION

Entering the XXI century, the big challenges are faced by all over nation on era which by Lots person called as era current globalization This is strict competition in various fields. Competition This will enter all dimensions of life and touch geographical areas in various cleavage world. Various kinds of products and services (goods and even human resources) from One country will invaded entered into countries other. If want to can *survive* or even become a winner in this competitive era, then having competitiveness is an absolute prerequisite that cannot be negotiated anymore.

Reality shows that institutions education Which quality people are increasingly interested in, even to be able to access it public have to incur greater costs. In various cities, many quality private schools are currently emerging with various names and programs on offer. There are superior schools , integrated schools, and so on all of which are increasingly in demand by the public. All of this actually shows that the quality of education in Indonesia is quite impressive. However, the strategic significance of quality for increasing power competitive the apparently not yet can realized in a way maximum and evenly distributed in the implementation of educational institutions in Indonesia.

THEORETICAL REVIEW

For the quality of Islamic education management, several theories that can be applied include:

1. Value-Based Management Theory : This theory emphasizes the importance of Islamic values in every aspect of educational management. Values such as honesty, justice and trust can be the main basis for decision making and implementing educational programs.
2. Transformational Leadership Theory : Transformational leadership focuses on inspiration and motivation, where leaders act as role models who can influence and change the behavior of staff and students for the better. This is very compatible with the principles of Islamic education which emphasize good role models.
3. Integrated Quality Management Theory (Total Quality Management): This theory emphasizes continuous quality improvement in all aspects of educational management. TQM principles such as customer focus (in this case students and parents), continuous improvement, and teamwork, can be integrated with Islamic principles to achieve high quality education.
4. Holistic Education Theory: Holistic education focuses on developing all aspects of students, be they intellectual, emotional, spiritual and social. In the context of Islamic education, this theory is in line with the concept of *tarbiyah* which emphasizes total and balanced development.
5. Strategic Management Theory: This theory emphasizes the importance of a clear vision, mission and long-term goals. In Islamic education, the school's vision and mission can be integrated with the ultimate goal of Islamic education, namely to form people who have faith, knowledge and good deeds.

Applying these theories in Islamic education management not only helps in improving the quality of education but also ensures that Islamic values and principles are effectively integrated in every aspect of school management.

METHODOLOGY

This study was carried out using the library study method. All data was obtained from literature discussing Islamic Education and a summary of quality management, both according to experts and educational figures. Based on these data, it can be summarized into a complete discussion.

RESULTS AND DISCUSSION

Basic Concepts of Quality

Quality is currently an important issue discussed in almost every sector of life, in business, government, the education system and other sectors. In the Big Indonesian Dictionary, quality is "a measure of the good and bad of an object; level; level or degree (smartness, intelligence, etc.), quality." (Bahasa 1996) In English, quality is termed: " *quality* " , (Salim 1987) while in language Arab called with " *That's it* ." (Attabik Ali 2003)

By terminology, term quality have understanding Which Enough diverse, contains many interpretations and contradictory. This is due to Because No There is size Which standard about quality That Alone. So that difficult perhaps for get A answer Which the same, whether something is quality or not.

According to (E. Sallis 2012) There is a number of draft about quality, including:

1. Quality as draft absolute. In draft This quality or quality is achievement of the highest standards in work, products and services impossible to surpass.
2. Quality as a relative concept. In this concept quality or qualities there are still opportunities for improvement. Quality or qualities is something Which Still can improved. Will but If in stage of improvement That implementation A work has reach standard certain previously determined, then the work is quality.
3. Quality or quality according to customer. Regulation Government (PP) No 19 Year 2005 challenge Standard National Education (SNP), Which is minimum criteria regarding the education system in all regions in Indonesia (article 1 Number 17 Law 20/2003 concerning National Education System and article 3 PP.19/2005 about SNP), Where SNP works as base from planning, implementation, And supervision education on every level education For realize education national Which quality, And aim guarantee the quality of national education in order to educate life Country And form civilization nation Which dignified.

As for component Standard National Education (SNP) includes:

1. Competency standards graduate of
2. Standard fill

3. Standard educator And educational staff
4. Process standards
5. Facilities and infrastructure standards
6. Standard financing
7. Standard management
8. Standard evaluation.

With In other words, if these eight standards exist in Islamic educational institutions, then institution education the called with institution education Which quality (A. Said 2018) .

Jerome S. Arcaro said that there are five The characteristics of a quality school or educational institution are:

- 1) Focus to customers,
- 2) Total involvement,
- 3) Measurement,
- 4) Commitment,
- 5) Continuous improvement,

Both internal and external customers must can be satisfied through the creative interval of leadership of Islamic education institutions (R. Hidayat & C. Wijaya 2017)

Quality Management of Islamic Education

Quality is draft Which complex which has become Wrong one power pull in all certain designations, for example superior schools, school example, school pilot and other etc. According to Pleffer And Coote as quoted by Aan Komariah, essentially the term quality refers to a measure of assessment or appreciation given or imposed on goods (*products*) and/or their performance. (Aan Komariyah and Cepi Triatna 2008) . According to B. Suryobroto, the concept of "quality" contains meaning meaning degrees (level) superiority of one product (the result of work/effort) in the form of goods nor service, Good the *tangible* as well as *intangibles* . (B. Suryobroto 2004)

Quality education is education Which can produce output, both services and graduates that meet the needs or expectations of customers (market). (Muhammad Fathurrohman and Sulistyorini 2012) . Conceptually, quality is always related with customer, buyer, users of products or services produced by an institution or individual.

Quality is a structured process to improve the output produced. (Arcaro 2007) . The quality of education referred to here is ability institution education in utilizing educational resources to improve learning abilities as optimally as possible. (Ace Suryadi and HAR Tilaar 1993)

In the business world, quality will always be related to the process of creating a product, goods or services throughout the chain process, ie How goods or services are produced and presented to *customers*, from start *input* material standard Which will be processed, then the process makes raw materials become goods So, until on *output of* goods/services produced. Quality, in the context of education, is related to efforts to provide complete and satisfying services for para user service education. In the education delivery system, aspects quality (*quality*) Also will always associated with How *input* participant educate, process

providing education with a service focus participant educate, until how *to output* graduate of Which generated. (Bedjo Sujanto 2007) .

Sagala stated that the quality of education is description and overall characteristics service service education internally, nor external which demonstrate ability, satisfy expected needs, or Which implied covers educational *input*, process and *output* . (Syaiful Sagala 2009) . Quality of education No just determined by schools as teaching institutions, but also adapted to the views and expectations of society which tend to always develop along with the progress of the times. Starting from tendencies This, evaluation public regarding the quality of school graduates continues to develop. Therefore, schools must continuously improve the quality of their graduates, by adapt development societal demands , going to on quality education which is based yardstick measuring norm Which ideal. Therefore, quality in education can be said to prioritize students or program repair school Which perhaps done more creatively and constructively. (Syafaruddin 2002) . According to Edward Sallis, a quality school is characterized by the following:

1. The school focuses on customers, both internal and external customers
2. Schools focus on efforts to prevent problems from emerging, within meaning There is commitment For worked correctly from the start.
3. The school has an investment in its resources.
4. School own strategy For achieve quality, both at the leadership level, academic staff, nor power administrative.
5. Schools manage or treat complaints as feedback to achieve quality and position errors as instruments For do the right thing at the next event or event .
6. Schools have policies in planning For reach quality, good in planning period short, medium term and long term.
7. The school strives for an improvement process by involving everyone in accordance with task tree, function, And his responsibility .
8. School push person Which seen to have creativity, capable creating quality, And stimulate Which other in order to Work in a way quality.
9. The school makes it clear roles and responsibilities every person, including clarity work direction in a way vertical And horizontally.
10. Schools have strategies and evaluation criteria Which clear.
11. The school views or places the quality achieved as a way to improve quality service more carry on.
12. School looking quality as integral part from culture Work. School put enhancement overall quality Keep going continuously as must. (Sudarmawan Danim 2006)

Integrated Quality Management in the Islamic Education Concept is realization of the teachings of *ihsan*, namely doing good to all parties caused because God has done Good to humans with His various blessings, and it is prohibited to cause damage in any form. (Muhammad Fadhli, Mansur Hidayat Pasaribu 2020) . *Ihsan* comes from the word *Husn* , Which It means pointing on quality something Which Good And beautiful. Dictionary state

that say husn, in understanding Which general, meaningful every quality which positive virtue, honesty, beautiful, friendly, pleasant, aligned.

In QS Al- Qashash verse 77 which reads:

وَابْتَغِ فِيمَا آتَاكَ اللَّهُ الدَّارَ الْآخِرَةَ وَلَا تَنْسَ لَكَ لَكَ وَالْأَرْضِ إِنَّ اللَّهَ لَا يُحِبُّ الْمُفْسِدِينَ ﴿٧٧﴾

Meaning: " And, seek what Allah has bestowed upon you (rewards) in the land of the afterlife, but do not forget your share in this world. Do good (to others) as Allah has done good to you and do not cause harm on earth. Indeed, Allah does not like those who do damage. ”

Therefore, in the context of management to improve the quality of education Islam, something said quality If give kind, Good to himself Alone (institution education That Alone), to person other (stakeholders And customer). Meaning from give kind the is able to satisfy customers like on draft . (Nur 2016)

1. *Management Commitment* ; Can form vision together (*shared vision*) Which communicated And always refreshed so that become commitment together.
2. *Quality Improvements Team* ; is team Which own task determine and organize the program that will be implemented on all over organization. Team This Also works as controller, repairer, And enhancer quality.
3. *Quality Measurement* ; Measuring quality is very important, then various techniques and precise measurement methods are required through monitoring And evaluation.
4. *Cost of Quality* ; cost quality consists from things Which related with costs of errors, rework, cancellations, monitoring and evaluation. Very important do identification to cost quality.
5. *Quality Awareness* ; important For grow awareness on every person in organization about need program enhancement quality. This activity can be carried out through regular meetings between management and employees to discuss problems special And the solution.
6. *Corrective Actions* ; supervision Which incentive can find a number of error And correct it in a way Correct.
7. *Zero Defect Planning* ; made by team management quality And introduced to all member organization.
8. *Supervisors Training* ; training supervisor important so that He can rolein process enhancement quality.
9. *Zero Defect Day* ; an idea to establish that “every day is day without error in Work”.
10. *Goals Settings* ; related with *Zero Defect Day* , need perhaps set objective Which Specific And can be measured.
11. *Error-cause Removal* ; important perhaps There is something

communication between employee with management about situation Which difficult in implementation enhancement quality. Method best For achieve it is to set standards so that communication can arrive on line manager Which appropriate.

12. *Recognition* ; It is very important to reward participation And iprestation member. Because confession is Wrong one thing Which important beside wages.
13. *Do it Over Again* ; program quality always No Once end. One objective achieved so need achieved program other so next, do it in a way Keep going continuously

Total Quality Management (TQM)

According to Edward Sallis, "Total Quality Management is a philosophy and a methodology which assists institutions to manage change and set their own agendas for dealing with the plethora of new external pressures". The above opinion can be understood to mean that TQM is a paradigm and methodology that can be used to help various institutions manage change and develop their respective agendas to respond to pressures from external factors. One of the main focuses of TQM in an institution is the emphasis on process stages and achieving predetermined goals. Starting with quality improvement to the overall application of TQM, TQM is expected to be able to correct errors in producing a product to meet customer satisfaction.

TQM is an effort to provide the best quality service to customers in an organization or institution, by involving active participation and total work of all existing members of the organization.

The quality of education in a broad sense is determined by the level of success of all factors involved in achieving educational goals. Apart from that, the quality of education is not only determined by the school as an educational institution, but must also be adjusted to the views and expectations of society. In line with this trend, society's assessment of the quality of school graduates continues to grow. The quality of education is multidimensional, including aspects of input, process and output (output and outcome). Therefore, education quality indicators and standards are developed holistically starting from input, process and output. Thus, what is meant by the quality of educational institutions is the quality of the various services provided by educational institutions to students and teaching staff so that the learning process can take place.

Element Input, Process, And Outputs Education Based on Quality

No	Quality Education	Understanding	Element
1	Inputs	Everything that must be available because it is needed For ongoing process	1. Human resources, head school, educators, educational staff, counselors, employee And participant educate. 2. Resource Other: Equipment gear, etc 3. Device Institution: Structure

			organization school, regulation legislation, description task, plan or program, etc 4. Hopes: Vision, mission, objective- objective Which want to achieve by school
2	Process	Change something become something Which other	Process Which intended is process Taking decision, process management institutions, program management processes, process Study teach, and process monitoring and evaluation.

CONCLUSIONS

The education quality assurance system in Indonesia is regulated in the Minister of National Education Regulation No. 63 of 2009, covers many things, including regarding quality limits, quality assurance objectives and quality level references, the oldest in several articles, among others. The ultimate goal of guaranteeing the quality of education is the high intelligence of human life and the nation envisioned by the Preamble to the Constitution. Republic of Indonesia in 1945 which was achieved through the implementation of SPMP. (Art.2 paragraph 1). Efforts that need to be made to improve the quality of education include: intensifying guidance and counseling activities, creating an interesting learning atmosphere and providing awards for students who excel such as prizes and scholarships, involving relevant employees in education and personnel training, collaborating with various parties/ related agencies and implement an electronic attendance system for teachers and employees.

In accordance with the concept of quality in education which includes input-process-output elements. So education quality control is also directed at input, process and output aspects. The quality of educational institutions will be realized if the entire system in educational institutions is oriented towards improving the quality of educational institutions, one way is through the implementation of Total Quality Management (TQM) where input, process and output are implemented well. Through the application of TQM, efforts to build a quality-oriented organizational culture structure can be realized in accordance with the expected competency targets.

RECOMMENDATION

Here are some recommendations for further research on the quality of Islamic education management:

1. Evaluation of the Islamic Education Curriculum:
 - a. Analysis of the relevance of the curriculum to modern-day needs.
 - b. Assessment of the effectiveness of the curriculum in shaping student character and competence.
2. Use of Technology in Islamic Education:
 - a. Study of the application of digital technology in Islamic learning.

- b. The impact of technology on teaching effectiveness and student engagement.
3. Leadership Role in Islamic Education Management:
- a. Analysis of effective leadership styles in Islamic educational institutions.
 - b. The influence of leadership on the quality of education and teacher motivation.
4. Improving Teacher Quality in Islamic Schools:
- a. Research on training and professional development programs for teachers.
 - b. Evaluation of teacher competencies and teaching methods in Islamic education.
5. The Influence of the School Environment on Learning:
- a. Study of the relationship between the physical and social environment of schools and student achievement.
 - b. Analysis of the role of the school environment in supporting Islamic values.
6. Parent Participation in Islamic Education:
- a. Research on partnership models between schools and parents.
 - b. The influence of parental involvement on students' academic and moral development.
7. Development of Islamic Education Quality Evaluation Model:
- a. Development of a comprehensive evaluation tool to assess the quality of education in Islamic schools.
 - b. Case studies of the application of this evaluation model in various Islamic educational institutions.
8. Integration of Character Education in the Islamic Education Curriculum:
- a. Analyze how Islamic character values are taught and integrated in the curriculum.
 - b. Evaluate the impact of character education on student behavior and ethics.
9. Comparison of Islamic Education Management in Various Countries:
- a. Comparative study between Islamic education management in different countries.
 - b. Learning from best practices applied in various Islamic education systems.
10. Inclusive Approach in Islamic Education:
- a. Research on how Islamic education accommodates students with special needs.
 - b. Study of effective inclusive strategies in the context of Islamic education. Each of these recommendations can be used as the focus of in-depth research and can make a significant contribution to improving the quality of Islamic education management.

FURTHER STUDY

Given their own limited experience and competence, it is not surprising that the researcher discovered numerous linguistic, writing, and presenting style flaws when composing this essay. The researcher consequently anticipates

shrewd criticism and recommendations from a range of sources to ensure the work is flawless.

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