



## Implementation of Total Quality Management (TQM) to Improve Education Quality at MAS Darul Aitami South Aceh

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### Abstract

The concept of Quality Management is very developed and widely applied, especially in the world of education, an educational management approach has developed, namely Total Quality Management (TQM). The aims of this study were to determine: (1) the implementation of the TQM program at MAS Darul Aitami Aceh Selatan to improve the quality of education; (2) efforts made by madrasah principals in implementing TQM; and (3) inhibiting factors in TQM implementation. Data collection techniques through: observation, interviews, and documentation studies. The research subjects included madrasah principals, educators, and education staff. Data analysis using data reduction, data presentation, and drawing conclusions. The results showed: (1) TQM implementation in improving the quality of education includes the implementation of curriculum management, teacher and staff management, student management, madrasah relationship management with the community, and madrasah climate management. (2) Efforts made include: having a strong commitment and will and continuing to strive for quality improvement and working based on quality, increasing teacher professionalism and competence, compiling and planning madrasah programs, empowering madrasah resources to the maximum, providing educational facilities and infrastructure, improve teacher welfare, conduct guidance and enrichment programs for student learning, develop religious culture in madrasah, establish cooperation with madrasah committees.

**Keywords:** Implementation, Total Quality Management (TQM), Education Quality

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### Abstrak

Konsep Manajemen Mutu sangat berkembang dan banyak diterapkan, khusus dalam dunia pendidikan telah berkembang pendekatan manajemen pendidikan yaitu *Total Quality Management* (TQM). Tujuan penelitian ini untuk mengetahui: (1) Implementasi program TQM pada MAS Darul Aitami Aceh Selatan untuk meningkatkan mutu pendidikan; (2)

Upaya yang dilakukan oleh kepala madrasah dalam mengimplementasikan TQM; dan (3) Faktor penghambat dalam implementasi TQM. Teknik pengumpulan data melalui: observasi, wawancara, dan studi dokumentasi. Subjek penelitian meliputi kepala madrasah, pendidik, dan tenaga kependidikan. Analisis data dengan menggunakan reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan: (1) Implementasi TQM dalam meningkatkan mutu pendidikan meliputi implementasi pengelolaan kurikulum, pengelolaan tenaga kerja, pengelolaan siswa, pengelolaan hubungan madrasah dengan masyarakat, dan pengelolaan iklim madrasah. (2) Upaya yang dilakukan meliputi: memiliki komitmen dan kemauan yang kuat dan terus berusaha dalam upaya peningkatan mutu dan bekerja berdasarkan mutu, peningkatan profesionalisme dan kompetensi guru, menyusun dan merencanakan program madrasah, memberdayakan sumber daya madrasah dengan maksimal, menyediakan sarana dan prasarana pendidikan, meningkatkan kesejahteraan guru, mengadakan program bimbingan dan pengayaan belajar siswa, mengembangkan *religious culture* di madrasah, menjalin kerja sama dengan komite madrasah.

**Kata Kunci:** Implementasi, *Total Quality Management* (TQM), Mutu Pendidikan

## A. INTRODUCTION

The role of education in the development of human resources and the development of national character for the progress of society and the nation is something important. The dignity of a nation is largely determined by the quality of its education (Indana, 2017). Instrumentally, the mandate of the opening of the 1945 Constitution is translated into Article 31 of the 1945 Constitution which stipulates that education is the right of every citizen. The implication is that the government is obliged to seek and organize a national education system which is regulated by statutory law.

Aceh is one of the provinces that has been given privileges by the Central Government to organize education with a national education system that is adapted to the characteristics, potential and needs of the local community. The mandate of the Law of the Republic of Indonesia Number 11 of 2006 concerning the Government of Aceh, in article 216 paragraph 1 stipulates that every Acehnese has the right to receive quality and Islamic education in line with developments in science and technology (UUPA, 2006). Quality education as referred to in the law must have a management concept that is planned and carried out with full responsibility by educational institutions. The quality of education is not only determined by a teacher, but requires the cooperation of all citizens of educational institutions and including the community, in this case the parents of students.

The concept of quality management is very developed and widely applied in the world of education, one of which is the concept of Total Quality Management (TQM) or what is known as integrated quality management. TQM is a philosophy of continuous improvement, which can provide educational institutions with a set of practical tools in meeting the needs, wants, and expectations of their customers, now and in the future. TQM is a desire to always try to do things "always good from the start". The word total (integrated) emphasizes that everyone in the organization must



be involved in efforts to make continuous improvement. The word management applies to everyone, because everyone in an institution, regardless of status, has a role as a manager for their respective responsibilities (Saril, 2019).

There are four main reasons why TQM is a good quality management concept applied to educational institutions. First, educators are responsible for their business because educators are the main factor for school improvement. Second, education requires a problem-solving process that is sensitive and focuses on identifying and solving the main causes that cause these problems. Third, the school organization must be a model of learning organization for all organizations. Fourth, it is very possible that through TQM, education residents can discover why the current education system is not running well. The application of TQM is possible to provide a better system (Septiadi, 2019). MAS Darul Aitami Aceh Selatan is one of the madrasahs under the foundation belonging to the Regional Government of South Aceh District. Based on operational permit number 32/PP/AS/2015, this madrasah has been operating for six years. MAS Darul Aitami South Aceh has several special programs to improve the quality of education, namely: the Arabic and English language institute programs, the science institute programs, the tahfiz institute programs, and the yellow book institute programs. From funding, all students studying at this madrasah receive subsidies from the Regional Government of South Aceh District. These subsidies are given for living expenses, housing, and teacher incentives, so that hopes for improving quality fall heavily on the madrasah.

Tismat et al. have conducted research on the application of total quality management and the operational implementation of Islamic education in madrasah aliyah in improving the quality of education, they have succeeded in revealing the success of improving the quality of education through TQM and supported by the leadership style of the head (Tismat et al., 2018). Then research conducted by Afghor regarding the implementation of TQM in improving the quality of education resulted that MA Mamba'ul Hisan Sidayu Gresik had implemented four concepts in TQM to improve the quality of education: first, quality in the student admissions process; second, customer satisfaction, namely meeting the needs of students; third, continuous improvement in the recruitment of teachers who are qualified and have other expertise and at the end of each semester evaluate the results of teacher performance, improving the quality of learning; fourth, involving all components in educational institutions (Afghor, 2020).

From the two studies mentioned above, it can be seen that the researchers have not discussed the implementation of TQM to improve the quality of education in madrasahs that impose subsidies by foundations belonging to the district government and madrasahs that have special programs, namely language institute programs, science institute programs, tahfiz institute programs, and the yellow book institute program. Therefore it requires a concept that is neatly arranged starting from planning, implementing, to supervising education carried out by the foundation to the madrasah together. So in this case the researcher considers that TQM is a management paradigm

that can be used as a basis for quality assurance of education providers at MAS Darul Aitami Aceh Selatan. The scope of this research study is related to the implementation of the TQM program, the efforts made by madrasa heads in implementing TQM to improve the quality of education at MAS Darul Aitami South Aceh.

## **B. DISCUSSIONS**

This study uses a qualitative method that is descriptive analysis, meaning that the data on the implementation of TQM are based on the reality that occurred in MAS Darul Aitami, Aceh Selatan. To obtain data, the technique used is observation, researchers make observations of the phenomena that occur, carried out by related parties regarding the implementation of TQM implementation. The observation method is not only a process of observing and recording activities, but more than that, observation makes it easier for us to get information about the world around us (Hasanah, 2016). In addition, researchers also use interview techniques, operationally this technique is used by interacting freely with informants who are determined by snowball. Researchers also use documentation techniques, namely analyzing documents related to the research theme. The data obtained through observation, interviews and documentation were then analyzed comprehensively to get a complete understanding of the implementation of TQM implementation. Data analysis is carried out by organizing the data obtained into a category, breaking down the data into units, analyzing important data, compiling or presenting data that are in accordance with the research problem and making conclusions so that they are easy to understand. To obtain the validity of the data, the researcher used a triangulation technique of sources, methods, and time.

### **1. Implementation of the TQM Program at MAS Darul Aitami Aceh Selatan to Improve Education Quality**

Madrasas that implement TQM in education must make a madrasa development plan that includes the vision, mission, objectives of the madrasa and its implementation strategy. In its implementation, MAS Darul Aitami prepares programs based on the formulation of the predetermined vision and mission. Based on the results of the documentation study it was found that the vision of MAS Darul Aitami South Aceh is to Create Humans with Islamic Personalities and Insights. The mission has been described as follows (a). Preparing Moderate and Qualified Cadres of Ahlus Sunnah Wal Jamaah Ulama, (b). Forming a Cadre of Imams who Master the Al-Quran and Hadith, (c). Creating Da'wah Cadres who are Wise and Wise, (d). Forming the Character of an Honest, Just and Civilized Leader, (e). Creating Geberasai Capable of Actively Mastering Arabic and English, (f). Developing the Ability and Application of Islamic Art in Society, (g). Preparing Islamic Generations who Master Science and Technology. The quality target to be achieved by MAS Darul Aitami Aceh Selatan is also inseparable from the vision and mission plans that have been prepared previously. As the results of the interview with the head of the madrasa who explained that the quality target of MAS Darul Aitami Aceh Selatan is that every graduate must be able to master one



of the quality areas of the mission, for example the field of tahfidz Al-Qur'an, Arabic, English, Science, and or the field of Islamic boarding school (the yellow book). We can see this quality target from the graduates (output) every year. The data shows that every year graduates of MAS Darul Aitami Aceh Selatan have mastered one area of excellence of quality institutions. The deputy head of the curriculum department said that the requirement for graduation at MAS Darul Aitami Aceh Selatan is that students must master one of the quality target areas. At the end of each year we make a final evaluation which we call the final exams for pesantren and madrasas. If there are students who do not pass one of the quality fields, we will not pass that student.

The program compiled by the head of the madrasa and involving all teachers, pesantren leaders, foundations and madrasah committees to achieve the expected quality is:

a. Al-Qur'an Tahfidz Institute

This Al-Qur'an tahfidz institution was formed to achieve the target of graduates being able to memorize the Al-Qur'an during a three-year education period at MAS Darul Aitami, South Aceh. This institution is equipped with administrators, namely teachers who are also in the dormitory 24 hours along with the students. The results of an interview with one of the memorization teachers conveyed that the steps taken by the rote teacher were to begin with an explanation to students for tenth grade that they were required to complete 3 chapters of memorization, 6 chapters for eleventh grade, and 9 chapters for twelfth. Furthermore, each student may deposit his memorization every day after Fajr, Maghrib, and Isha prayers. The hours used in memorizing are at night which are called muraja'ah or repeating existing memorization. Then every teacher who takes care of the field of tahfidz Al-Qur'an has a score book and notes on students' memorization progress. The book is also a report given by the teacher to the pesantren and madrasah. This institution is subject to the rules imposed by the pesantren and madrasas. Cooperation between the teacher in the field of memorization and the boarding teacher is very much needed. Because every student lives in a dormitory that is guarded by a boarding teacher, both male and female. The head of the madrasa said that team work is a culture that has long been applied in this complex. It is impossible for educational goals to be achieved by one teacher or only by the head of the madrasa. So we as leaders emphasize to all teachers to be able to help and complement each other to achieve the goals that have been set.

b. Language Institute

This language institute was formed on the basis of improving students' ability to master Arabic and English. This institution is structured complete with administrators from teachers to administrators from students. The results of interviews with language teachers stated that student administrators were recruited through the Organisasi Santri Intra Ma'had (OSIM) and formed one field, namely the language

section. The learning system that is run is different from the system that is run by the tahfidz institution, in this institution students and students form a foster brother and sister system to provide vocabulary to their underclassmen. This foster brother was chosen from the twelfth grade and took care of the tenth and eleventh graders. Foster brothers and sisters are given vocabulary by the language institute teacher every afternoon at 17.00 then write the vocabulary on the board of the dormitory and then it will be memorized and deposited by tenth and eleventh grade students to their foster brothers and sisters. One foster brother can take care of two to three younger siblings. Then the foster brothers and sisters will memorize the vocabulary from the language institution builder teacher directly. Learning a foreign language cannot be separated from the element of mastering a broad vocabulary. Activities that master vocabulary require activities to memorize the meaning of words continuously, without stopping little by little. Memorizing for low grade students is very effective because low grade students have little memory and it is very easy to memorize vocabulary (Warohma et al., 2020).

This language institution program has been prepared since the beginning of the semester and will be evaluated by the madrasa leadership at the end of the semester. All students must be able to memorize the vocabulary that has been given and written in their language notebook, the book will be collected at the end of the semester and a test will be conducted. These language institutes work together between coaches, students, and dormitory teachers.

c. Science Institute

This science institution is an important institution for madrasas, because this institution will prepare students to take part in competitions in science such as the Madrasa Science Competition which is conducted by the Ministry of Religion from the district to the national level. The supervising teacher of the science institute said that this institution was formed for the first reason, first to provide special guidance to students and students who have not fully mastered the material in class or students who want to do assignments outside the classroom can also come to the mentor teacher in the field of science which includes subjects in Biology, Physics, Chemistry, and Mathematics. Second, as a place for additional learning for students and students who want to take part in competitions outside the madrasah. The process of recruiting contest participants is carried out after selection at the madrasah level, materials and materials for the competition will be presented through the science institute then all students are entitled to take part in the selection to determine who has the right to represent the madrasa to the district level.

This institution as an additional institution carried out by the new head of madrasah, previously carried out program evaluations in the year before the current head of madrasah served as head of madrasa. The results of the evaluation carried out resulted in a recommendation from teachers and



students that it was necessary to form a special institution in charge of the subject of Biology, Physics, Chemistry, and Mathematics.

d. Kitab Kuning Institute

This Kitab Kuning institution is an institution that fosters students and students of MAS Darul Aitami South Aceh specifically about Islamic boarding school lessons that use the bare book or known as the kitab kuning. This was conveyed by the head of the madrasa when the researcher conducted an interview with him. This institution also has special rules and ways of nurturing students. This institution is led by a teacher who comes from a salafiyah Islamic boarding school and has three members who understand the methods and ways of learning nahwu and sharaf easily. The method used in learning at this institution is by dividing students and students into several groups, and these groups are also used as study groups in class. Then this group will go to the yellow book advisory teacher to repeat the book lessons taught by the teacher in class. This method is considered very appropriate because the study of the kitab kuning consists of three stages, namely reading us, translating the book, then explaining the meaning of the book. This kitab kuning institute fosters students in learning the subjects of Nahwu, Sharaf, Fiqh, Usul Fiqh, Tafsir Al-Qur'an, and Hadith.

2. Efforts made by the Head of Madrasah in the Implementation of TQM

The implementation of Total Quality Management (TQM) for madrasa heads has a broader and more significant role in efforts to develop madrasas, especially in the field of improving the quality of madrasas. Strategic efforts from the head of the madrasa are urgently needed, so as to improve the quality of the madrasa he leads. Several steps have been taken by the previous head of MAS Darul Aitami, however, from the several efforts made by the previous head of the madrasa, an evaluation has been carried out by the current head of the madrasa. From the results of the evaluation, updates and additions to programs and work steps must be carried out by all madrasah stakeholders. The head of the MAS Darul Aitami Aceh Selatan explained that the TQM concept had been applied by the previous head of the madrasa, but for now, after the program evaluation and learning evaluation was carried out, to produce the desired quality, improvements had to be made in several areas of the quality improvement program including:

a. Improvement of Teacher Professionalism and Competence

Increasing the professionalism and competence of teachers is absolutely carried out by a madrasa who wants to improve the quality of education. The quality of madrasas will depend on the quality of the educators in one madrasa (Umar, Ismail, 2017). The efforts made by the head of this madrasa are closely related to the implementation of TQM in the madrasa. Several steps that have been taken by the head of MAS Darul Aitami Aceh Selatan in improving the professionalism and competence of teachers are the program of sending educators and education staff to attend training, workshops, and seminars. The commitment of the madrasa head to improve the quality of teachers and education personnel has been carried out. But that does not mean enough to

follow the training. The head of the madrasa also often conveys to teachers that teachers must be able to develop themselves to be better and continue to learn even outside of training. Today's technology really helps teachers to develop and mature themselves in preparing learning in the classroom.

b. Preparation of Madrasah Program Plans

The preparation of the program plan at MAS Darul Aitami Aceh Selatan was carried out simultaneously with the distribution of the final semester assignments, at that time, all teachers were required to attend including the madrasa committee. Based on the results of interviews with the head of the madrasa, it was stated that this madrasa always carried out the preparation of madrasa program plans, the preparation of this program was carried out every year before the new school year began and involved the madrasa committee, the teacher council and education staff. The activities of preparing work programs are usually packaged in the form of work meetings by focusing on improving the quality and quality of the madrasa and guided by the vision, mission and goals of the madrasa. The steps we took before compiling this work program were to evaluate all the previous year's programs. Then we prepared an agenda to sit down to prepare the program for the following year. The program that has been prepared will be reviewed by the foundation.

c. Maximum Empowerment of Madrasah Resources

The maximum use of madrasah resources is intended to mean that teachers, students and all human elements in the educational institution are able to use all the facilities and media that have been provided in the madrasa. This was conveyed by the deputy head of the field of facilities and infrastructure who stated that the head of the madrasa really emphasized all teachers and students to be able to use all facilities, both libraries, laboratories, language studios and other facilities such as projectors and others. Madrasah resources must be utilized optimally in order to make a positive contribution to achieving educational goals. Educators need to be mobilized through the creation of a conducive work climate, namely a work climate that encourages educators to work more actively and creatively. This will direct educational staff to activities that are positive, exciting and will significantly increase work productivity (Amelia & Hayat, 2020). The findings in the field show that the leadership of the madrasa head in empowering teachers at MAS Darul Aitami Aceh Selatan has been carried out effectively. The head of the madrasa maximally utilizes existing resources in order to improve quality, especially in empowering teachers.

d. Provision of Educational Facilities and Infrastructure

The availability of educational facilities and infrastructure is a very important requirement for the implementation of the educational process in educational institutions properly. In the context of TQM implementation in educational institutions. Educational facilities and infrastructure play an important role in improving the quality of education both in terms of input, process and output of education as a whole. An indication of an advanced





madrassa is a madrassa that has complete facilities and infrastructure and meets educational standards. The teaching and learning process will be more effective and of better quality if it is supported by adequate facilities and infrastructure. The teaching and learning process is a series of activities carried out by teachers and students by utilizing the available facilities and infrastructure to obtain optimal learning outcomes (Nurbaiti, 2015).

The results of the study indicate that the procurement of educational facilities and infrastructure at this madrasah has been carried out properly and improvements are being made to provide these educational facilities. The interview with the principal explained that the madrasah facilities and infrastructure were quite complete, prayer rooms for female and male students, computer laboratories, Physics, Biology, and Chemistry laboratories, libraries, conducive study rooms, UKS rooms, language studios Usaha Milik Ma'had (UMM) for female students' dormitories, male student dormitory, teacher dormitory, public kitchen, teacher's room, headmaster's office, sports facilities and other facilities. These facilities were provided by the district government and also from the Ministry of Religion of South Aceh District. This language study is used to improve students' language skills, both Arabic and English. The description of the results of interviews and documentation studies explains that the principal and all teachers at MAS Darul Aitami South Aceh are basically trying to procure various madrasah facilities and infrastructure. And also able to manage these facilities even though there are still deficiencies. This is very important in improving the quality of education in these madrasahs. Thus the head of MAS Darul Aitami Aceh Selatan has tried to improve the quality of education by providing adequate facilities and infrastructure as well as learning facilities so that the learning atmosphere looks more conducive.

e. Improving Teacher Welfare

Since the enactment of Law on the National Education System No. 20 of 2003, and Law on Teachers and Lecturers No. 14 of 2005, improving teacher welfare has become the focus of attention from the government and also the madrasah side, as a form of implementation of these laws. Teacher welfare must be improved in an effort to increase the professionalism and competence of teachers in schools and madrasahs. The low welfare of teachers will certainly affect teacher motivation in teaching and working. Improving teacher welfare can also erase public perceptions of teachers being looked down upon, because people often compare a teacher's salary to that of a doctor or an engineer (Mansir, 2020). Therefore a madrasah head has an obligation to seek to improve teacher welfare, especially in the context of implementing TQM in education. MAS Darul Aitami Aceh Selatan has a number of teachers who not only teach madrasah subjects but also teach Islamic boarding schools. According to information from the head of the madrasah that all teachers within the Darul Aitami environment, both madrasah and Islamic boarding schools, teaching incentives are funded directly by the South Aceh District Revenue Expenditure Budget (APBK) through the Darul Aitami

Integrated Islamic Boarding School Foundation. Teaching incentives are one of the efforts to improve the welfare of teachers at MAS Darul Aitami South Aceh. The description of the results of the interview above explains that the head of MAS Darul Aitami Aceh Selatan has basically tried to improve the welfare of teachers and education personnel in his madrasa. He has also sought various assistance to improve their welfare, including with the Ministry of Religion. This is certainly very influential in carrying out the process of learning activities and can improve the quality of education at MAS Darul Aitami Aceh Selatan. So that all teachers and education staff are more motivated in carrying out their duties and obligations in order to improve the quality of learning and the quality of education in the madrasah.

f. Organizing Student Guidance Programs and Developing Religious Culture in Madrasah

The tutoring program is a routine activity carried out by madrasa education institutions whose students are in dormitories. Because every life in the hostel must be very easy to guide students in learning. Where students can learn from each other with other students. Dormitory teachers are also easy to control student learning. At MAS Darul Aitami Aceh Selatan itself has done this, namely tutoring that is directly cared for by the chair of the science institution, language institution, yellow book institution, and tahfidz institution. The process of student tutoring is carried out outside of class hours by looking at student learning outcomes in class. Students who have not completed the lesson in class will be called upon by the guidance teacher to be given additional material so that all students strive to understand the material that has been taught. In daily life, learning culture is applied in accordance with Islamic rules, namely prioritizing noble morals, both in speech and in action. The leadership of the pesantren explained that the meaning of religious culture is that all educational processes must apply Islamic religious values which can make the manners and morals of students as a result of the educational process. Students who have noble character will be seen from their daily attitude. Madrasahs and Islamic boarding schools shape them to always speaking badly, even the use of language in speech must also be polite. We highly uphold Islamic culture in educating.

What was explained by the leadership of the pesantren is very clear that the results of education are very much determined by the input, process, and output of education. The educational process that is carried out is to achieve educational goals, namely to form human beings who have good morals in accordance with the vision and mission of the institution. Quality does not only speak with numbers or grades, good morals are also an element of the quality of a madrasah. MAS Darul Aitami Aceh Selatan has carried out all the learning processes to achieve superior quality and can be used by the public (consumers) who are users of the educational outcomes.

g. Cooperate with the Madrasah Committee



In the concept of implementing TQM in educational institutions, partnership cooperation with madrasah boards and committees (parents/guardians of students) is a must and absolutely carried out by a madrasah. Because this is a form of collaboration with a madrasa, so it is easy to carry out all the learning processes in the madrasa. In an effort to improve the quality of madrasas, madrasa heads must be able to seek cooperation with all stake holders and partnerships. In the Regulation of the Minister of Religion of the Republic of Indonesia Number 16 of 2020 states that the madrasah committee is an independent institution whose members are parents/guardians of students, community leaders who care about education, and education experts (Kementerian Agama Republik Indonesia, 2020). Therefore, the madrasah and the committee should work together in carrying out the educational process in order to realize better quality education. Darul Aitami's MAS Committee explained that when asked about how to convey input and opinions to the madrasah, it said that in giving consideration to the head of the madrasa we convey it in writing or through a meeting forum. The madrasah committee carries out the provision of financial, thinking and/or manpower support in the implementation of education in accordance with the needs of the madrasah, as a form of support function. In carrying out supervision of madrasas, the Madrasah Committee can follow up on its own or convey the results of clarifications to the head of the madrasa or other stakeholders so that problems found can be followed up.

From the explanation above it is clear that the madrasah's commitment to collaborating with parents/guardians of students through the madrasah committee is clear. This is done not only to ensure that the education process can run properly so that it can improve the quality of education at MAS Darul Aitami Aceh Selatan. This is of course in line with what is desired in the implementation of TQM to improve quality in madrasah.

### **C. CONCLUSION**

The implementation of the TQM program carried out by the head of the madrasa is to make good teamwork so that all plans that are prepared based on the vision and mission can be implemented. From the planning process carried out by madrasa residents, it resulted in quality development institutions in the fields of Tahfidz Al-Qur'an, language, science, and the yellow book. The efforts made by the head of madrasah in implementing TQM to improve the quality of education at MAS Darul Aitami South Aceh are increasing the professionalism and competence of teachers, preparing madrasa program plans, empowering madrasa resources to the maximum, providing educational facilities and infrastructure, improving teacher welfare, conducting student tutoring programs as well as developing a religious culture in madrasas, collaborating with madrasa committees. The implementation of Total Quality Management (TQM) in education requires a head figure who has the ability, willingness and high partnership to progress and improve the quality of education in madrasah.

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