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Implementation of the Continuous Improvement Concept in Improving Integrated Quality Management

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Abstract: The purpose of this research is to find out how to implement the concept of continuous improvement in improving integrated quality management at MA Al-Huda Kelebuk and to find out the supporting and inhibiting factors in implementing the concept of continuous improvement in improving integrated quality management at MA Al-Huda Kelebuk . The type of research used is qualitative research with a descriptive approach. Data collection techniques used were observation, interviews and documentation. The data analysis technique used is data reduction, data presentation, and drawing conclusions. The research results show that the continuous improvements made by madrasas in improving integrated quality management in madrasas are quite good, but there needs to be an evaluation regarding continuous improvements in improving integrated quality management so that it runs effectively and efficiently. Supporting factors in improving integrated quality in madrasahs are, the vision and mission of the madrasah, evaluating curriculum changes, improving teacher performance, discipline, understanding IT, completeness of facilities and infrastructure in the madrasah. One way to overcome the problem of continuous improvement in improving integrated quality management is to carry out evaluations through supervision of madrasa programs, focus on customers, and provision of infrastructure.

Keywords : implementation, continuous improvement, integrated quality management

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INTRODUCTION

Management comes from the Latin Manus, which means hand, and Ageree, which means to do. These words are combined into Managere which means to handle. Management is translated into English to manage (verb), management (noun) and

manager for the person who does it. Management is translated into Indonesian as management, which means management. According to George R. Terry, Management is a clear process consisting of planning, organizing, activating and controlling actions carried out to determine and implement predetermined targets or objectives using resources and other resources. (Mustika Damai Yanti & Zahra unnisa Aulia, 2022).

Quality is a dynamic condition related to products, services, people, processes and the environment that meet or exceed customer expectations. As for the field of quality education, it relates to the process, school environment and educational outcomes that can meet the expectations of society and the world of work.

In general, quality is the overall description and characteristics of goods or services that demonstrate their ability to satisfy expected or implied needs. In the Big Indonesian Dictionary; "Quality is a measure of the good and bad of an object, condition, level or degree (smartness, intelligence, etc.)" (Tatang Ibrahim & Rusdiana, 2021)

Quality has a broad meaning, depending on who defines it. Many quality experts define it in different views. Their background and what they have done in terms of quality often determine their definition. Quality is often defined as "satisfying customers by fully meeting their desires and expectations." (Ibid.).

Quality has various meanings as a quality concept as well as the characteristics of good, beautiful and correct (Mustika Damai Yanti & Zahra 'unnisa Aulia). as stated by Nomi Preffer and Anna Coote in Edward Sallis, "Quality is a slippery concept." Quality implies different things for each individual. Quality in this view is used to convey superior status or position, and ownership of goods that have quality will make their ownership different from other people who cannot afford to own them.

In fact, quality in this sense is more quickly called being quality or top quality (high quality). Again, borrowing Pfeffer and Coote's term, "The majority of us praise it, want it, but a small number of us can have it." If related to the educational context, the concept of such quality is elite, because only a few institutions can provide high quality educational experiences to students. Because most students can't reach it, and most institutions don't dream of understanding it (Edward Sallis, 2021).

The quality/quality of academic learning in general education institutions/madrasahs is one that focuses on observing the problems of the academic learning process, which is integrated with the sciences of Islamic education, which is directly within the scope of learning activities carried out by teaching staff to help students while they are in the learning process. (Iswan, 2019).

The role of implementing integrated quality management in educational institutions through input, processes, products/outputs, and services in an organization in a systematic and sustainable manner. The critical issue regarding strategic selection in Islamic education is how to determine the strategic roles of integrated education management planning in achieving goals, with resources as effectively as possible.

The role of Integrated Quality Management Implementation is expected to be able to satisfy customers on an ongoing basis. The concept of improving the most dominant quality in an organization through an integrated quality management approach.

In implementing the Integrated Quality Management (MMT) system, one of the indicators is to improve the performance of teaching staff in schools/madrasahs. Efforts in this direction begin with the learning process as a culture in the school/madrasah

environment. Through these learning process activities, the role of teaching staff is very determining in terms of their relevance to quality learning in education (Ibid.)

Therefore, in the context of management to improve the quality of Islamic education, something is said to be of quality if it provides goodness, both to itself (the educational institution itself), to other people (stakeholders and customers). The purpose of providing this kindness is to satisfy customers (Rahmad Hidayat & H. Candra Wijaya).

Hadari Nawari added that integrated quality management is functional management with an approach that is continuously focused on improving quality, so that products comply with the quality standards of the communities served in carrying out public service and community development tasks. The concept starts from management as a process or series of activities that integrate existing resources, which must also be integrated with the stages of implementation of management functions, so that work can be realized as a quality production activity.

From the definitions mentioned above, integrated quality management can be defined as a management system that involves all staff elements in the madrasah environment, both in the goods sector and in the service sector, which aims to improve the quality, efficiency and effectiveness of production both in the madrasah environment and other institutions. Integrated quality management is a practical and strategic approach in running an organization that focuses on meeting customer expectations by making continuous improvements and involving all existing resources effectively and efficiently. (Tatang Ibrahim & Rusdiana).

Integrated quality management is a method used in continuous improvement to ensure that the school's vision, mission and goals are achieved through the involvement of school stakeholders. The first step in making continuous improvements involves involving teachers, staff, parents and the community in formulating the school's vision, mission and goals.

Here the researcher chose MA Al-Huda Kelebuk to be the research location which aims to determine the implementation of the concept of continuous improvement in improving integrated quality management at MA Al-Huda Kelebuk. The thing that made MA Al-Huda Kelebuk a research location was because based on the results of pre-research before the research was held, some information was found from the school, namely from the madrasa head and teachers. That there is still a lack of teacher motivation in implementing integrated quality management programs in Madrasas and there is still not optimal implementation of integrated quality management at MA Al-Huda Kelebuk.

Based on the description of the problem above, the researcher is interested in conducting research with the title Implementation of the Concept of Continuous Improvement in Improving Integrated Quality Management at MA Al-Huda Kelebuk.

METHOD

This research is a type of qualitative research by collecting descriptive data in the form of words, images and not in the form of numbers. The approach used in this research is descriptive analysis which describes and describes a phenomenon according to the reality that occurs in the field so that a complete and comprehensive picture is obtained through the interview process, observation at the research location and documentation. Research location indicates the place where the research was conducted.

This research is located at MA Al-Huda Kelebuk. One of the Madrasah Aliyah located on Jl. Main Kelebuk Village, Bengkalis Regency. The research object is the problem that is the main focus of a study. The object of this research is the implementation of the concept of continuous improvement in improving integrated quality management at MA Al-Huda Kelebuk. Meanwhile, the research subject is the source of research data. The subjects of this research were the head of the madrasah, head of curriculum, and head of MA student affairs at MA Al-Huda Kelebuk.

In data collection, researchers collect data sources in the form of primary and secondary data.

An important point that must be considered in this research is the population. Population is the entire research object consisting of humans, objects, animals, plants, symptoms, test scores, or events that occur as primary data that have special characteristics in research. The population in this study is based on the results of interviews conducted by researchers, there are 2 people, namely, 1 school principal, 1 head of curriculum.

Data collection techniques are an important process and careful preparation needs to be carried out in carrying out data collection, because data collection techniques are a strategy or method that will be used by researchers to collect the data/information needed according to the research problem, as well as for the process of carrying out analysis. and drawing conclusions in conducting research.

Data analysis techniques are the process of systematically searching and compiling data obtained from interviews, field notes and documentation, by organizing the data into categories, breaking it down into units, choosing what is important and what will be studied and making conclusions so that it is easy understood by oneself and others. Miles and Huberman stated that qualitative data management methods or techniques can be carried out in three stages, namely data reduction, data display, and conclusion drawing/verification.

RESULTS AND DISCUSSION

Implementation of the Continuous Improvement Concept

Implementation is the process of implementing policies in policy actions from policy to management. Policy development is an important step in improving any program. It helps to define the goals of the program and establish the rules and procedures that will achieve these goals (Mustaqim Hasan dkk, 2022). The word implementation has the meaning of application, application, execution, realization until the goal is achieved (Elya Umi Hanik dkk, 2022).

According to previous research, implementation is simply defined as execution or implementation. Implementation is an activity that adapts to each other. Implementation is an engineering system. These definitions show that the word implementation leads to activities, actions, actions or mechanisms of a system. The phrase mechanism means that implementation is not just an activity but an activity that is planned and carried out seriously based on certain norm references to achieve the activity. (Ina Magdalena dkk).

There are several components of the Total Quality Management Implementation model/integrated educational quality management in education, namely as follows:

1. Leadership
2. Customer focused approach

3. Organizational climate
4. Problem solving team
5. Meaningful data is available
6. Scientific methods and tools
7. Education and tools (Ibid.)

Continuous Improvement Concept

Carrying out continuous improvement is not an easy thing, a manager must be able to create a culture of continuous improvement. This takes a long time, TQM requires changes in attitudes and methods. Teachers and staff in educational institutions are required to understand and implement TQM morals so that they can have an impact. (Habib & Dwi, 2024)

For this reason, a madrasah manager/head must trust his teachers and staff and delegate decisions to the appropriate levels. In this case, the aim is that teachers and staff have responsibility for delivering quality to their environment. Teachers and staff need freedom within a clear framework and known agency goals (Ahmad Afghor Fahrudin, 2020).

Total Quality Management is a practical, yet strategic approach to running an agency that focuses on the needs of its customers and clients. The goal is to seek better results. Total Quality Management is not a collection of slogans, but is a systematic and careful approach to achieving the right level of quality in a way that consistently meets customer needs and desires. Total Quality Management can be understood as a philosophy of continuous improvement until the agency's goals can be achieved and by involving all components in the agency.

As an approach, Total Quality Management seeks a permanent change in an agency's goals, from short-term feasibility goals to long-term quality improvement goals. Agencies that innovate constantly, make targeted improvements and changes, and practice Total Quality Management, will experience a cycle of continuous improvement. This enthusiasm will create a conscious effort to analyze what is being done and plan improvements. To create a culture of continuous improvement, madrasah principals must trust their staff and delegate decisions to the appropriate levels. This aims to give staff a responsibility to deliver quality within them. Staff need freedom to work within a clear framework and known agency goals.

Integrated Quality Management

According to Slamet, Integrated Quality Management is a procedure where everyone tries hard to continuously improve the path to success. Integrated Quality Management is not a set of rigid rules and regulations, but rather processes and procedures to improve performance. Integrated quality management also harmonizes the efforts of many people as best as possible so that these people face their tasks with enthusiasm and participate in improving work implementation. (Edward Sallis, Total Quality Management In Education Manajemen Mutu Pendidikan,).

Integrated Quality Management (MMT), which is translated from Total Quality Management (TQM) is a meaning and standard of quality in education. Philosophy of tools to continuously improve quality. Another definition of Integrated Quality Management is the application of qualitative methods and human knowledge to:

1. Improve the materials and services that are input to the organization
2. Improve all important processes in the organization
3. Improve efforts to meet the needs of product and service users now and in the future.

Integrated Quality Management in education has received serious attention in the national quality survey (Iswan).

In general, the role of Integrated Quality Management (MMT), in the educational context, is a methodological philosophy of continuous improvement, which can provide a set of practical tools to every educational institution in meeting the needs, desires and expectations of customers, now and in the future. . Creativity and innovation of the educational institution concerned, in the learning process in the classroom. It is a demand for society, the better the quality of learning in educational institutions, the more people will entrust their children to study in madrasas. In connection with the achievement of quality Islamic education, the general basis for further education (Ibid.) Allah SWT says in the Al-Quran surah al-Qashash/28:77:

وَابْتَغِ فِيمَا آتَاكَ اللَّهُ الدَّارَ الْآخِرَةَ وَلَا تَنْسَ نَصِيبَكَ مِنَ الدُّنْيَا وَأَحْسِنْ كَمَا أَحْسَنَ اللَّهُ إِلَيْكَ
وَلَا تَبْغِ الْفُسَادَ فِي الْأَرْضِ إِنَّ اللَّهَ لَا يُحِبُّ الْمُفْسِدِينَ

Its means: *“And seek what Allah has bestowed upon you (happiness) in the land of the hereafter, and do not forget your happiness from worldly (pleasures) and do good (to others) as Allah has done good to you, and do not cause damage to (your face).) earth. Indeed, Allah does not like those who do damage.”*

Therefore, in the context of management to improve the quality of Islamic education, something is said to be of quality if it provides goodness, both to itself (the educational institution itself), to other people (stakeholders and customers). The purpose of providing this kindness is to satisfy customers.

Integrated quality management (MMT) focuses on the customer. The customer is the person being served. Attention is focused on the needs and expectations of customers. For this, anyone who will implement MMT must know the characteristics of their customers, and therefore must identify and analyze the needs and expectations of these customers in order to satisfy them. The products/services created or provided must be based on customers.

Systematic process improvement refers to conditions where each activity should be well planned, carried out carefully, and the results evaluated compared to previously determined quality standards.(Habib et al., n.d.) Apart from that, every work procedure that is being implemented also needs to be reviewed to see whether it has produced the expected results. If not, then the procedure needs to be changed and replaced with a better and more appropriate one. So here, there must be openness and a willingness to change and replace old things with new things if necessary. This applies to multilevels, from the leadership level to the lowest staff. (Tatang Ibrahim & Rusdiana,).

In more detail, the implementation of Total Quality Management in the world of education can be done by paying attention to the following things:

1. Instilling a quality philosophy

In this case, managers and employees must fully understand and be confident that the organization they run will achieve total quality (TQ), namely to ensure the survival of the organization in a competitive climate. Every member in the organization needs to have the same understanding of TQ terms, such as quality, defects, good service, detrimental service, customer and others. Every organization must be able to appreciate, anticipate and, if necessary, accept a number of sacrifices in the initial stages of implementing Total Quality Management.

2. Educational leadership

Leadership is one of the determinants of an organization's success in realizing its goals. The quality of leadership possessed by an organization will greatly influence the success of the organization in its work to achieve the goals that have been set, and have a future vision for the progress of the institution. Based on the quality philosophy accepted in the first step, top management, especially the CEO (Chief Executive Officer) must take the initiative in showing firm leadership in the quality movement. Top management must set an example in terms of attitude patterns, thought patterns and action patterns that reflect the quality philosophy that has been instilled. In other words, top management must behave, think and act about quality in all its decisions and activities. This means that top management must be willing to accept anyone in the organization who will contribute to improving the quality of the organization's products and services.

3. Upward, side-down organization

The key to the success of a Total Quality Management culture is the existence of an effective relationship, both internally and externally, between customers and suppliers. All networks and communications both vertically and horizontally need to be optimized. This is very necessary to form a conducive climate for the creation of the expected quality culture. Therefore, leaders need to create a culture of communication by utilizing all media in a multi-directional manner in harmony at all times to implement Total Quality Management in the field of education. If this can be done and is welcomed well, it means that this organization is ready to enter the communication and information age.

4. Cultural changes

Total Quality Management requires a culture change. This is notoriously difficult to implement and takes quite a long time. Total Quality Management requires changes in attitudes and methods. Staff in institutions must understand and implement the moral message of Total Quality Management in order to have an impact. However, culture change does not only mean changing staff behavior, but also requires changes in the method of directing an institution.

5. Improving the quality of teachers and employees

By creating a conducive work environment as a result of cultural change, all members of the organization, including managers, must be ready to take part in education and training programs regarding Total Quality. This training program is a preparatory step for empowering all teachers and employees. In this empowerment, all teachers and employees are given the trust, duties, authority and responsibility to organize themselves into self-managing teams to improve the process of achieving product and service quality.

6. Professionalism and customer focus

There is another dimension to the workforce of professionals in education who have traditionally seen themselves as guardians of institutional quality and standards. Total Quality Management's emphasis on customer sovereignty can cause conflict with traditional professional concepts. This is a complex issue, and is something that educational institutions using integrated quality procedures need to consider. Training teachers in quality concepts is an important element in efforts to change culture. Staff must understand how they and their students can benefit from a customer focus. Integrated quality is not just about making customers happy and smiling. Integrated quality is listening and dialogue about customer concerns and aspirations. The best aspects of the professional role are the attention and high academic and vocational standards. Combining the best aspects of professionalism with integrated quality is essential for achieving success.

7. Curriculum management

The curriculum is one of the components of education that plays an important role in determining the direction in which students' goals and objectives will be taken as well as what minimum abilities and skills students must have after completing the education program. On that basis, changes that require certain adjustments in the field of education are something that must be done, as an effort to improve and develop the quality of education, towards creating an intelligent, peaceful, open, democratic and competitive life, both at the national level, as well as internationally. In the context of madrasa education, so that graduates have competitive and comparative advantages, the curriculum is developed using a competency-based approach. This is done so that institutional education can respond proactively to various developments in information, science, technology and arts, as well as demands for decentralization.

8. Maintain relationships with customers

The main mission of Total Quality Management in an institution is to meet customer needs. A superior institution will always maintain closeness to customers and have an interest (obsession) in quality. Therefore, leaders of educational institutions need to develop a new paradigm that previously tended to be indifferent to customers, in the future they must prioritize and satisfy customers. This is based on the main characteristic of determining quality according to Total Quality Management, namely that it is the customer who ultimately determines quality. In order for the transformation of Total Quality Management in the world of education to be achieved, educational institutions and teachers must work together, in other words, everyone related to educational institutions must work together and really make efforts to improve the quality of education. If the implementation of Total Quality Management is not accompanied by efforts to maximize the efforts of all education management parties (school principals, teachers, employees, students and the community), then the Total Quality Management transformation efforts will not be realized well. By referring to industrial organizations, the Total Quality Management instruments in education include products, customers, quality models, learning quality, quality standards and educational leadership. (Septuri.).

Total Quality Management (TQM) is a systematic and coordinated effort to continuously improve the quality of agency services and products. The focus is increasingly directed towards customers. In TQM, the strategic key that focuses on

customers is the question "what is quality?" The answer is "quality means providing consistent products and services in a single effort".

The circle describes the processes that always occur in every quality activity or performance.

1. Planning Planning means understanding what you want to achieve, understanding how to do a job, focusing on problems, finding the root of the problem, creating solutions, planning structured implementation.
2. Doing is creative and Doing is not as easy as it seems. It contains training and activity management. Usually big and easy problems often change at the last minute. If a condition like this occurs then it cannot continue but must start from the beginning again.
3. Checking Checking means checking the results and comparing them according to what is desired. If everything goes bad and good results are not found, in this part courage, honesty, intelligence are needed to control the process. The key word when results worsen is "why". With good process documentation we can return to the point where the wrong decision was made.
4. Acting Acting means following up on what was found during the checking stage. Another meaning is achieving goals and standardizing processes or learning from experience to start again under the right conditions (Sutarno,).

Five Pillars of Integrated Quality Management

In education, especially schools, MMT has five main pillars: customer focus, community involvement, measurement and analysis of product/service quality, commitment, and continuous improvement.

1. Customer Focus: Customer-focused schools meet the expectations of customers/clients, including students, parents, the community, and the government. The government can provide this personal curriculum. They can hold community meetings or interviews to determine the expectations of students, parents, and the school community. or conduct interviews land involvement) is the total involvement of all school members in being jointly involved, responsible, and focused on quality improvement programs.
2. Measurement, namely measuring the programmed quality achievements, followed by analysis and evaluation of quality achievements. If the quality designed by the school has been achieved, then it needs to be designed to improve the quality of the program in the next cycle, but if the quality designed has yet to be achieved, then the school needs to revise its program design. This measurement and evaluation cycle needs to be carried out by the School Development Plan (RPS) annual cycle.
3. Commitment, namely the commitment of top and middle leadership (school principals and their deputies, division heads) to facilitate the needs of teachers, staff, students, and other school residents to manage change and improve school quality. Commitments here include commitments for policy support, funding, and time for the madrasa head to be directly involved in activities.

Continuous improvement, enthusiasm, and the ability to carry out this improvement require the commitment of all parties, especially the Head of the madrasah, to carry out

training or capacity development of the school community to improve quality outcomes in line with the program formulated in the RPS.

Principles and Benefits of Quality Management

The term quality management in education is often referred to as Total Quality Management (TQM). The application of the concept of quality management in education was emphasized by Sallis, namely Total Quality Management is a philosophy of continuous improvement that can provide a set of practical tools to every educational institution in meeting the needs, desires and expectations of its customers, now and for the future. This definition explains that TQM-quality management emphasizes two main concepts. First, as a philosophy of continuous improvement and second, related to tools and techniques such as "brainstorming" and "force field analysis", which are used for quality improvement in management actions to achieve requirements. and customer expectations (Rahmat Hidayat & Candra Wijaya,).

Quality education management is based on customer satisfaction as the main target. There are two aspects to educational customers, namely, internal customers and external customers. Quality education is:

1. Internal customers (school principals, teachers and employees) develop both physically and psychologically. Physically, among other things, you get financial rewards. Meanwhile, psychologically, it is if they are given the opportunity to continue learning to develop their abilities, talents and creativity.
2. External customers are divided into three, namely:
 - a. Primary external (students): Become lifelong learners, good communicators, have skills in daily life, high integrity, problem solvers and knowledge creators as well as being responsible citizens.
 - b. Secondary external (parents, government and companies): Graduates can meet the expectations of parents, government and companies in carrying out the tasks given to them.
 - c. Tertiary external (labor market and wider society): Graduates have competence in the world of work and community development, thereby influencing economic growth, people's welfare and social justice (Ibid.).

Therefore, to position Islamic educational institutions as a service industry, they must meet quality standards. An institution can be called quality, it must meet the specified specifications. Operationally, quality is determined by two factors, namely the fulfillment of predetermined specifications and the fulfillment of specifications expected according to the demands and service users. The first quality is called actual quality, the second quality is called perceived quality.

Regarding integrated quality management, such as Edward Sallis's concept, states that integrated quality management is a philosophy of continuous improvement which can provide a set of practical tools to every educational institution in meeting the needs, desires, and expectations of its customers, now and for the future.

CONCLUSION

Based on data and analysis of the Implementation of Continuous Improvement in Improving Integrated Quality Management at MA Al-Huda Kelebuk, it can be concluded as follows:

1. Continuous improvements carried out by madrasas in improving integrated quality management in madrasas are good. However, continuous improvements in integrated quality management need to be evaluated so that it runs effectively and efficiently. The head of the madrasa can communicate well with teachers and students, evaluate the quality of the madrasa, evaluate the curriculum, and conduct training for teachers to increase their potential in teaching to achieve good quality. The strategy used by the head of the madrasa and the head of the curriculum is to focus on customers: full involvement, measurement, commitment, and continuous and continuous improvement.
2. Supporting factors in improving integrated quality in madrasas are madrasah vision and mission, evaluating curriculum changes, improving teacher performance and discipline, understanding IT, and completeness of facilities and infrastructure because improving quality is something essential to improve the quality of madrasas so that customers (students) are interested in the madrasa itself. Meanwhile, the factors inhibiting the implementation of the concept of continuous improvement in improving integrated quality management at MA Al-Huda Kelebuk are the opposite of the supporting factors, such as a lack of understanding of IT, the quality of educators (teachers) not optimal in the teaching and learning process, lack of discipline of teachers and students, and changes to the curriculum. So, it becomes an inhibiting factor in improving integrated quality management in madrasa.

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