



Implementing Total Quality Management (TQM) to Enhance the Quality of Islamic Education: A Library Research Study

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ABSTRACT

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Total Quality Management, Islamic Education, Teacher Professionalism, Classroom Management

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This study aims to analyze the implementation of Total Quality Management (TQM) to enhance the quality of Islamic Education using a library research approach. By reviewing accredited journals, books, proceedings, and relevant documents, TQM is explored as a strategic approach to improving Islamic Education effectiveness through principles of continuous improvement, customer focus (students), process strengthening, and human resource empowerment. The findings indicate that TQM implementation positively impacts the quality of Islamic Education, teacher professionalism, classroom management, and the development of students' religious character. The study also identifies supporting factors such as Leadership commitment, a quality culture, and data-driven evaluation systems. At the same time, challenges include a limited understanding of TQM concepts and the lack of measurable quality standards for Islamic Education. Literature synthesis emphasizes that integrating TQM into Islamic Education has significant potential to comprehensively enhance Islamic education when applied consistently, collaboratively, and contextually. This research is expected to serve as a conceptual reference for educational institutions in developing TQM-based quality strategies for Islamic Education.

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INTRODUCTION

The quality of Islamic Education has become a significant concern in today's rapidly changing world (Khomairotusshiyamah, 2025; Mujiburrohman, 2025). As global education standards evolve, Islamic educational institutions are challenged to maintain their religious values while meeting the academic and competency expectations of modern society (Hajar, 2024; Sain et al., 2024). The increasing demand for better educational accountability, service quality, and graduate relevance underscores the importance of adopting systematic, sustainable management approaches in Islamic Education (Faizin, 2024; Elihami

et al., 2024). Total Quality Management (TQM) offers a promising solution, as it emphasizes continuous improvement, stakeholder involvement, and customer satisfaction (Bahia et al., 2023; Kurniawan, 2020; Udhma & Minarti, 2025). By integrating TQM principles into Islamic Education, institutions can enhance educational outcomes and prepare students for a competitive global environment (Alzoubi et al., 2022; Saihu, 2020; Sonia, 2021). This research aims to explore how TQM can be applied to improve Islamic Education quality and address the pressing demands of modern education.

Despite the growing importance of quality education, many Islamic educational institutions face difficulties in balancing religious teachings with academic excellence (Imran et al., 2024; Moslimany et al., 2024). The lack of a structured approach to quality management in education results in inconsistencies in teaching, assessment, and overall educational outcomes. Institutions struggle with defining and implementing measurable quality standards, leading to inefficiencies in classroom management and student performance (Najiah, 2025; Putri et al., 2024). This problem highlights the need for a strategic framework, like TQM, which can help Islamic educational institutions improve their processes, deliver quality education, and meet the evolving needs of students and society at large.

In practice, Islamic educational institutions encounter various challenges in implementing quality management systems (Kumala & Nadya, 2024; Najiah, 2025). Teachers are often undertrained in modern pedagogical techniques, while management lacks the expertise to drive systemic changes. Furthermore, the absence of well-defined quality metrics and evaluation mechanisms complicates efforts to monitor and improve educational outcomes. These issues contribute to a lack of standardized performance and hinder the overall quality of Islamic Education. However, some institutions have started integrating TQM, showing positive results in teacher development, classroom management, and student satisfaction. The question remains, how can TQM be applied comprehensively to Islamic education to ensure sustainable improvements?

Several studies have explored the application of TQM in Islamic educational institutions, providing valuable insights into its potential benefits. For instance, Nawawi and Abd. (2020) highlighted the importance of using TQM to improve educational quality in Islamic institutions in the millennial era. Deming (2021) emphasized the role of leadership and customer-focused processes in enhancing Islamic Education. Rusmayani, Yanto, and Utanto (2023) examined the positive impact of TQM on quality improvement in Madrasah Aliyah Swasta in Grobogan Regency. Furthermore, Mira Febrina and Sesmiarni (2024) demonstrated how the implementation of quality management practices

in Islamic schools led to higher levels of student satisfaction and academic achievement.

However, existing research has focused primarily on isolated case studies and lacks a comprehensive, evidence-based framework for applying TQM to Islamic education. There is also a gap in understanding how TQM can be fully integrated with Islamic values and principles, which would make its application more contextually relevant. Addressing these gaps is crucial to understanding the full potential of TQM in Islamic educational settings.

While previous studies have offered valuable insights, they have not thoroughly explored how to adapt TQM principles to the specific needs and cultural contexts of Islamic educational institutions. The majority of the research has concentrated on technical aspects of TQM implementation, such as leadership and process management, but few studies have investigated how these principles align with Islamic teachings. Additionally, research on the challenges of integrating TQM into Islamic education is limited. The existing literature lacks a detailed analysis of the barriers, such as organizational resistance and the absence of standardized quality metrics, that prevent widespread TQM adoption in Islamic schools. This research seeks to bridge this gap by providing a conceptual model for the effective application of TQM in Islamic education.

This study aims to offer a fresh perspective by integrating the core principles of TQM with Islamic values, such as Amanah (trust), Istiqamah (steadfastness), and Ihsan (excellence). By synthesizing TQM's technical concepts with the moral and ethical foundations of Islam, this research proposes a more holistic, culturally relevant approach to quality management in Islamic education. The novel aspect of this research lies in its adaptation of classical TQM theories (e.g., Deming, Juran, Crosby) to the Islamic educational context, ensuring that TQM implementation aligns with both modern educational demands and Islamic principles. This work is essential to creating a comprehensive, contextually grounded model of quality management that Islamic educational institutions can adopt with confidence.

The main research problem addressed by this study is how to effectively apply TQM principles to enhance the quality of Islamic Religious Education. This research will answer three key questions: (1) How can TQM principles be applied to improve Islamic Education quality? (2) What are the practical challenges and barriers to implementing TQM in Islamic Education? (3) What factors support successful TQM implementation in Islamic educational institutions? The contribution of this study lies in its development of a contextually relevant, evidence-based model for TQM in Islamic Education, providing a roadmap for educational leaders and policymakers to enhance educational quality in Islamic

institutions systematically. By identifying the key principles, practices, and strategies for TQM implementation, this research aims to promote continuous improvement in Islamic education and help institutions meet both academic and religious expectations.

RESEARCH METHOD

This research employs a library research approach, which is a qualitative research method that involves collecting and analyzing scholarly literature, including books, journal articles, proceedings, documents, and other relevant publications related to the research theme. This method was chosen because it allows for an in-depth understanding of the theoretical foundations, best practices, and research gaps concerning Total Quality Management (TQM) and Islamic Education. Since data is gathered from previous works discussing concepts, theories, and practices rather than from field observation or interviews, the approach is appropriate for building a robust conceptual framework based on established knowledge.

The data collection process begins with formulating relevant keywords such as "Total Quality Management & education," "TQM in schools/madrasahs," "quality in Islamic Religious Education," "quality management in Islamic education," and "Islamic education and quality." Using these keywords, the researcher searches and filters literature from physical and digital libraries, journal databases, university repositories, and related document collections. The selected literature includes both theoretical and empirical works, such as research findings, case articles, and conceptual studies, ensuring that the analysis encompasses both theory and practice, with relevance to the current context.

Once the literature is collected, content analysis is employed to explore, categorize, and synthesize the selected materials. This process involves defining key terms like TQM, core principles, implementation models, and their application within Islamic education. Through content analysis, the researcher identifies major themes, patterns, similarities, and differences between various studies or theories. Additionally, it helps pinpoint research gaps. This method is appropriate as it is non-reactive, allowing the researcher to analyze written documents systematically without direct interaction with research subjects.

The library research method enables the researcher to construct a conceptual framework grounded in established theory and tested literature evidence. It helps identify areas of extensive research as well as those requiring further investigation, and formulates conceptual recommendations for applying TQM in improving the quality of Islamic Education. This method offers flexibility for evaluating various theoretical, empirical, and contextual perspectives without

the limitation of physical location. It is widely recognized in educational research as a valid way to conduct literature reviews or library-based studies.

RESULT AND DISCUSSION

Relevance of TQM for Improving Islamic Education Quality

Total Quality Management (TQM) is highly relevant for enhancing the quality of Islamic Education as it provides a systematic framework for improving the quality of learning processes and educational outcomes. TQM aligns with the core values of Islamic education, which emphasize continuous improvement, responsible leadership, stakeholder orientation (students, parents, and society), and teacher empowerment (Gumus, 2020; Khoiriyah et al., 2022; Othman, 2020; Yuliyati, 2020). By adopting TQM mechanisms such as quality planning, standard operating procedures (SOPs) for learning, monitoring and evaluation based on indicators, and professional development programs for teachers, Islamic Education institutions can improve consistency in delivering content, increase teacher pedagogical competence, and enhance student satisfaction and outcomes, both academically and in terms of character development. Studies and case analyses in educational institutions, including Islamic schools, demonstrate that implementing TQM principles positively impacts service quality and school management effectiveness when supported by leadership commitment and resource allocation.

Furthermore, TQM facilitates the integration of academic dimensions and religious character development, which are central to Islamic Education, by emphasizing holistic quality measurements (input-process-output) and community participation (Karimah & Tamin, 2023; Muhith et al., 2022). This approach allows schools or madrasahs to formulate Islamic Education quality indicators that encompass cognitive (religious knowledge), affective (internalization of values and morals), and psychomotor (worship skills/practice) achievements, and to implement a continuous improvement cycle (e.g., PDCA) based on data. However, literature also stresses that the success of adapting TQM to Islamic Education depends on context: adjustments to institutional Islamic values, investment in teacher training, and strengthening the monitoring system are necessary to ensure TQM functions not only as an administrative tool but as a quality culture that reinforces the mission of religious education.

Application of TQM Principles in Islamic Education Learning

The core principles of TQM, such as customer focus (education stakeholders), leadership committed to quality, teacher empowerment, data-driven process management, and continuous improvement, can be directly

applied in Islamic Education learning through several practical steps. For instance, students, parents, and the community can be considered “customers” in the design of the Islamic Education curriculum, making learning objectives (cognitive, affective, psychomotor) more responsive to local needs. Strengthening the leadership role of school or madrasah heads in communicating the vision of Islamic Education quality and allocating resources for teacher development is also essential. Empowering Islamic Education teachers through pedagogical training and value-based learning, as well as designing SOPs for Islamic Education learning that regulate teaching processes, character assessment, and documentation of learning outcomes, can ensure a more systematic and consistent approach to quality education.

Operationally, implementing TQM in Islamic Education learning utilizes widely recognized quality management tools, such as the PDCA cycle (Plan-Do-Check-Act) to plan, evaluate, and improve Islamic Education interventions. Benchmarking successful Islamic Education learning practices across madrasahs or schools, conducting stakeholder satisfaction surveys, and organizing parent-school forums to capture feedback are essential tools for continuous quality improvement. Additionally, employing holistic quality indicators (e.g., mastery of religious knowledge, internalization of moral values, participation in worship, and parent satisfaction) helps monitor progress effectively. To ensure sustainability, schools need to foster a quality culture by providing rewards and recognition for innovative teaching, holding regular data-driven meetings to review learning outcomes, and documenting systematic improvements. Case studies and literature reviews from Islamic educational institutions indicate that when these tools are adopted, with strong leadership and resource support, the quality of Islamic Education processes and outcomes significantly improves.

Supporting Factors and Barriers to Implementation

The success of TQM implementation in Islamic Education is influenced by several interrelated supporting factors. First, clear and sustained leadership commitment from school or madrasah heads is a driving force for change. Leaders who articulate the vision of quality education, allocate resources, and establish a quality team help institutionalize TQM practices. Second, teacher capacity and professional development (pedagogical training, authentic assessment, classroom management) enhance the quality of the learning process, making it easier to achieve quality standards. Third, data-driven monitoring and evaluation systems (performance indicators, PDCA, quality dashboards) and feedback mechanisms from stakeholders (parent/student surveys, school committees) facilitate continuous improvement. Fourth, the availability of infrastructure and institutional policies (budget for quality programs, SOPs for

learning, documentation) accelerates operational changes. Evidence from madrasahs and Islamic schools shows that when these factors are present simultaneously, the quality of educational services and stakeholder satisfaction improves significantly.

On the other hand, there are several practical barriers that hinder the adaptation of TQM in the context of Islamic Education. First, the uneven understanding of TQM concepts among leaders, teachers, and staff makes it difficult to translate TQM principles into everyday teaching practices. Second, limited resources, including funding for training and infrastructure, as well as the availability of reliable data for monitoring and evidence-based interventions, restricts progress. Third, organizational culture resistance and established work habits can slow down the necessary changes for a quality culture; this often occurs when incentives and recognition mechanisms are not clearly defined. Fourth, the lack of standardized quality indicators for Islamic Education, covering cognitive, affective, psychomotor, and religious character dimensions, complicates the setting of targets and evaluation of results. Literature reviews and case studies suggest solutions such as tiered training programs, implementation support, phased pilot projects, and strengthening school committees to bridge these barriers.

CONCLUSION

This study demonstrates that the application of Total Quality Management (TQM) in Islamic Education offers a promising framework for enhancing both the academic and religious quality of educational institutions. By integrating TQM principles such as continuous improvement, leadership commitment, stakeholder orientation, and teacher empowerment, Islamic Education institutions can significantly improve learning processes, teacher professionalism, and student outcomes, both academically and in character development. The application of holistic quality indicators—encompassing cognitive, affective, and psychomotor dimensions—further ensures that TQM adapts to the unique needs of Islamic Education, aligning modern educational demands with Islamic values. However, successful implementation depends heavily on context-specific adjustments, including the alignment of TQM with Islamic institutional values, adequate teacher training, and robust monitoring systems.

Despite its potential, the implementation of TQM in Islamic Education faces challenges, including a lack of widespread understanding of TQM concepts among educators and leaders, limited resources for training and infrastructure, and resistance to organizational change. To address these challenges, it is crucial for institutions to invest in leadership development, professional training for

teachers, and the establishment of standardized quality indicators. Moreover, fostering a culture of quality through data-driven evaluations and continuous feedback mechanisms will be essential for sustaining improvements. This research highlights the importance of adapting TQM to the specific context of Islamic education and provides a conceptual framework that can serve as a guide for educational policymakers and practitioners seeking to enhance the quality of Islamic Education.

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