



## Integrating Total Quality Management with Islamic Values in Modern Islamic Education

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DOI: <https://doi.org/10.52627/managere.v7i1.784>

### **Article History:**

*Received: January 2025*

*Accepted: February 2025*

*Published: April 2025*

### **Keywords:**

*Total Quality Management, Islamic Education, Islamic Leadership*

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### **Abstract :**

This study discusses the integration of Total Quality Management (TQM) and Islamic values in modern Islamic educational institutions, focusing on how the quality management approach can improve academic quality while building the character of students. The main problem is the lack of a TQM implementation model that holistically integrates Islamic values, so Islamic education often only emphasizes administrative aspects without strengthening the spiritual and moral dimensions. This research uses a qualitative method with a case study approach, involving in-depth interviews, documentation, and field findings on various stakeholders such as school leaders, teachers, students, and education supervisors. The study results show that implementing TQM based on Islamic values can create an education system that excels academically and in character, as long as it is supported by Islamic leadership, stakeholder involvement, and a structured and sustainable implementation strategy. These findings confirm that the quality of Islamic education is measured not only by the results of exams but also by the formation of the character and spirituality of students. The implications of this study reinforce the importance of cross-element collaboration and sustainable adaptation in the quality management of Islamic education and provide a practical model for the development of value-based education policies and practices in the future.

## INTRODUCTION

Islamic educational institutions have long been the main pillars in building the intellect and morality of the Muslim community (Essabane et al., 2022; Memon et al., 2024; Rohmatulloh et al., 2023). However, rapid social changes, technological advances, and ever-growing societal expectations demand that Islamic educational institutions provide quality education relevant to the development of the times without losing their Islamic identity. Total Quality Management (TQM), which was initially developed in the industrial sector, is now adapted in the world of education as a systematic approach to continuous improvement, stakeholder engagement, and the achievement of organizational excellence (Fonseca et al., 2021; Martusewicz et al., 2024; Taraza et al., 2023). In Islamic education, TQM is not just an administrative tool, but a framework that can unite academic achievement with character formation and spirituality (Gbobaniyi et al., 2023; Gorgenyi-Hegyes et al., 2021; Marques et al., 2021). Educational reforms in various Islamic schools in Indonesia and other Muslim countries show a greater focus on integrating quality management principles with religious values to respond to national demands and societal aspirations.

Various international studies have highlighted the implementation of Total Quality Management (TQM) in Islamic education and its impact on improving the quality of institutions. Ainul Wafa (2022) emphasized that the implementation of TQM in Islamic educational institutions not only improves the quality of graduates intellectually and skillfully but also balances the spiritual and emotional aspects of students. TQM emphasizes the importance of quality planning, quality control, and quality improvement in a sustainable manner, as well as the integration of all functions and participation of all elements of educational institutions to create integrated and sustainable quality. Ikhsan et al. (2023) in the study in *AL-WIJDÁN Journal of Islamic Education Studies* added that TQM's success in Islamic education is greatly influenced by leadership commitment, stakeholder involvement, and orientation to customer satisfaction, both students and parents. The research also highlights the importance of collaboration, data-driven approaches, and strengthening organizational culture to support the successful implementation of TQM36.

Febriani & Sesmiarni (2024). A case study at a Bukittinggi Islamic school found that implementing TQM improves customer satisfaction through teacher training, communication with parents, learning innovation, and management transparency. However, the obstacles faced are organizational cultural resistance, limited human resources, and communication systems that are not optimal. Hence, the suggested solution is continuous training and an integrated feedback system. The latest literature confirms that TQM in Islamic education contributes to creating a culture of continuous improvement, character building, and quality of educational services. However, implementation challenges still need to be addressed strategically.

Although various studies prove the positive impact of TQM on the quality of Islamic education, there are still many challenges in realizing the integration of quality management and Islamic values. Many Islamic educational institutions are still stuck in the administrative and formalities of TQM without being able to instill character and spiritual values consistently. In addition, previous research has generally focused on specific aspects or cases, so it has not provided a complete picture of how TQM can be systemically internalized at all levels of Islamic education. This research is here to answer the need for an integration model that improves academic standards and ensures the internalization of Islamic values in every educational process. By examining the experiences and perspectives of various stakeholders, this study seeks to identify barriers, supporting factors, and best practices in the sustainable and meaningful integration of TQM and Islamic values.

This research offers a new contribution by systematically analyzing the integration process of TQM and Islamic values at various levels and stakeholder groups in Islamic educational institutions. In contrast to previous studies that tended to separate academic outcomes from managerial practice, this study used a holistic perspective to examine the interactions between leadership, curriculum, stakeholder engagement, and the experiences of teachers, students, and parents. Through a multi-informant qualitative approach, this study explores in depth how Islamic values can be operationalized within the framework of TQM to encourage academic excellence and character building. The study also introduces a model of continuous improvement tailored to the cultural and spiritual context of Islamic schools and provides practical recommendations for policymakers and education actors. Thus, this research enriches Islamic education quality management discourse and becomes a new reference in value-based education reform.

This qualitative research explores and elaborates on the processes, challenges, and results of integrating Total Quality Management (TQM) with Islamic values in Islamic educational institutions. Through the involvement of various stakeholders, ranging from school leaders, teachers, students, parents, and education supervisors, this research seeks to build a comprehensive understanding of how the principles of TQM can be harmonized with Islamic teachings to improve academic quality and character formation. This research also aims to identify best practices and systemic barriers, and offer a sustainable and contextual model of quality improvement through the culture and spirituality of Islamic schools. Thus, this research is expected to contribute new knowledge in Islamic education management and become a reference for developing future policies, practices, and research in value-based education.

## RESEARCH METHOD

This study uses a qualitative case study design to integrate quality management (Total Quality Management / TQM) and Islamic values in Islamic educational institutions. The case study was chosen because it allows researchers to understand the phenomenon contextually and comprehensively in a real setting, namely Islamic educational institutions that apply the principles of Islamic value-based TQM. The qualitative approach is used because it is suitable for exploring complex meanings, experiences, and social processes that cannot be quantitatively measured (Doyle et al., 2020; Nassaji, 2020; Song et al., 2024). The theoretical foundation of this approach is based on Gill (2020), which emphasizes the importance of contextual understanding and the construction of meaning through direct interaction with the research subject. Thus, this design and approach are relevant to answering research problems related to the process, challenges, and impact of integrating TQM and Islamic values in education quality management.

This study's primary data collection method was in-depth interviews, supported by documentation and findings in the field. In-depth interviews were chosen because they could explore informants' experiences, perceptions, and practices in detail, according to the needs of qualitative research. Researchers play an active role as the main instruments, engaging directly with key informants purposively selected based on their relevance and knowledge of the research topic (Morgan, 2022; Mulisa, 2022; Saldaña, 2020). The research subjects include teachers, principals, students, and education supervisors in Islamic educational institutions where the research is located. The research was conducted in an Islamic school environment for three months, allowing researchers to observe the occurring dynamics and changes. To ensure the credibility of the data, sources and methods are triangulated techniques, as well as member checking by involving informants in verifying interview results (Borgstede & Scholz, 2021; Chai et al., 2021; Mezmir, 2020). Here is a table of research informants:

**Table 1. Research Informant**

Informant	Interview Code	Specifications
Teacher	W1_2024	Provide insights into teaching and policy implementation in the classroom
Principal	W2_2024	Provide views on education management and school policy
Student	W3_2024	Provide perspectives related to learning experiences and interactions with teachers.
Education Supervisor	W4_2024	Provide views related to the supervision and evaluation of education in schools.

The data analysis technique used in this study is the interactive analysis of the Miles and Huberman model, which includes data reduction, data presentation, and conclusion/verification. Thematic analysis is applied to identify, classify, and abstract key themes from interview data, documentation, and field findings (Karimi-Ghartemani et al., 2022; Priya, 2021; Younas et al., 2023). The reason for choosing this technique is its ability to organize data systematically and in-depth, so that the main patterns in integrating TQM and Islamic values can be comprehensively revealed. To increase the credibility of data interpretation, the researcher applies triangulation of sources and methods, as well as member checking, so that the analysis results can be accounted for and reflect the reality in the field. These measures ensure that the study results are descriptive, analytical, and reflective of the complexity of the phenomenon being studied.

## RESULT AND DISCUSSION

### Result

#### **Integration of Integrated Quality Management (TQM) and Islamic Values in Education**

Integrating Total Quality Management (TQM) and Islamic values in modern Islamic education is important to create an education system that excels academically and develops students' character. TQM is a systematic approach that focuses on continuous quality improvement through the participation of all elements in the organization. In Islamic education, TQM not only focuses on the academic aspect but also integrates Islamic values such as justice, trust, and honesty, encompassing the entire educational process. Implementing TQM based on Islamic values ensures that the education provided produces intelligent graduates with noble character and high spiritual awareness.

The application of TQM in Islamic educational institutions is about administrative efficiency and the cultivation of Islamic values in every aspect of education. One of the informants explained that this integration is critical because Islamic values guide achieving more holistic educational goals. This is expressed by one of the informants who said, "In our institution, TQM is applied not only to improve academic quality, but also to form the character of students with noble character. We incorporate Islamic values such as trust and justice in all managerial aspects, from curriculum to student interaction." (W1\_2024). This confirms that the success of implementing TQM in Islamic education depends not only on the managerial system but also on strengthening Islamic values that direct education management to a deeper goal, namely, noble morals and spirituality. One of the other informants also explained that education based on Islamic values balances intellectual intelligence and noble morals. The informant said, "We instill that the quality of education is not only measured by test scores, but also by the morals of students who develop in accordance with Islamic values." (W1\_2024).

This proves that implementing TQM based on Islamic values improves the academic aspect and prioritizes the formation of students' morals in accordance with Islamic teachings. Thus, Islamic educational institutions strive to create a holistic education, which develops students' academic potential and spiritual character. Through a series of interviews conducted with research informants, it was previously known that the quotes showed that TQM based on Islamic values allows educational institutions to create a quality education system. TQM not only improves academic results but also pays attention to students' character, who must be in line with Islamic values. Applying the TQM principle in Islamic education strengthens the idea that the quality of education is measured not only by the results of exams but also by the moral quality and character formed through teaching religious values.

Through this, research also shows that applying Islamic values-based TQM in Islamic education can create an education system that is superior in the academic field and in the formation of students' character. Through the integration of values such as justice, trust, and simplicity, Islamic educational institutions can ensure that students are intellectually intelligent and have noble morals through Islamic teachings. Thus, TQM is not only a tool for improving academic quality, but also serves to form a spiritually superior generation.

### **Leadership in the Implementation of TQM in Islamic Education Institutions**

Leadership in implementing Total Quality Management (TQM) in Islamic educational institutions is the central role of leaders, principals, directors, and managers in moving, directing, and ensuring that the entire quality management process runs effectively and in accordance with Islamic values. This concept emphasizes that leaders are not only in charge of managing administration, but also being role models in integrity, justice, trust, and innovation. Visionary and transformative leadership is needed to build a quality culture, communicate the institution's vision and mission, and involve all institution components in continuous improvement. In the context of Islamic education, leaders are also responsible for ensuring that every policy and action is always based on Sharia principles and Islamic values, so that the quality of education is not only measured from the academic aspect, but also from the formation of the character and spirituality of students.

The quality of leadership greatly influences the success of TQM implementation. Leaders who integrate Islamic values into leadership will create a fair, harmonious, and innovative work environment. Participatory, communicative, and continuous improvement-oriented leadership is the primary key to achieving optimal quality of education. One of the research informants expressed this: "Leadership is the main key in quality management. Islamic education leaders must possess Islamic leadership traits such as *siddiq* (honest), *amanah* (trustworthy), *tabligh* (communicative), and *fathanah* (intelligent)." (W3\_2024). From what was conveyed by the informant, it indicates that leadership based on Islamic values is critical in building a culture of quality and improving the quality of Islamic educational institutions.

In addition, the reality on the ground shows that Islamic educational institutions led by visionary leaders with Islamic character, such as the Gontor Modern Islamic Boarding School, have succeeded in building a culture of discipline, responsibility, and innovation. Collective leadership and internal evaluation based on *muhasabah* are real practices that encourage continuous quality improvement. In addition, the involvement of leaders in various institutional activities, both formal and informal, strengthens the relationship between leaders, teachers, students, and the community. Listening to the findings of this study, it is clear that leadership plays a central role in determining the success of implementing Total Quality Management (TQM) in Islamic educational institutions. From the informant's point of view, a leader who consistently internalizes Islamic values into every policy and strategic step can instill a sustainable culture of quality and significantly increase the work motivation of the entire academic community.

In addition, effective leadership with Islamic character has been proven to create an inclusive and competitive educational atmosphere, thereby encouraging the creation of a learning environment conducive to developing students' potential. Based on the results of observations and interviews, this kind of leadership practice can move all elements of the institution to be actively involved in improving the quality of education as a whole. Thus, the quality of Islamic leadership is the primary key to building a solid and sustainable foundation of quality management in Islamic educational institutions.

## The Role of Stakeholders in Improving the Quality of Islamic Education

The role of stakeholders in improving the quality of Islamic education is the active involvement of various parties who have interests and influences on the educational process, such as the government, teachers, parents, the community, and the private sector, in planning, implementing, supervising, and evaluating Islamic education programs. This concept emphasizes that the success of Islamic education is not only determined by the internal school or madrasah, but also depends heavily on collaboration and synergy between all stakeholders. Their involvement includes providing resources, curriculum development, improving the competence of educators, and strengthening Islamic values in school life. With optimal stakeholder participation, Islamic educational institutions can create a learning environment that is responsive, innovative, and relevant to the needs of society and the times. This theme is significant because strong collaboration between madrasas and stakeholders is the key to achieving sustainable, holistic, and highly competitive quality education.

The involvement of stakeholders has a real impact on improving the quality of Islamic education. Collaboration between the government, the community, teachers, and parents can provide adequate facilities, strengthen student character development, and ensure that excellent programs run effectively. In addition, the active participation of stakeholders in strategic decision-making and evaluation of educational programs ensures that the needs and aspirations of the community are well accommodated. This is expressed by the following informants who said, "Stakeholders have a vital role in the development of madrasas, because they can provide the support, resources, and expertise needed to create an optimal learning environment." (W1\_2024). "Collaboration between the government and the community has a significant impact on the provision of adequate facilities, improving the competence of educators, and strengthening Islamic values in education." (W2\_2024).

**Table 2. The Role of Stakeholders in Improving the Quality of Islamic Education**

Stakeholder	Main Role	Impacts/Benefits
Government	Provision of facilities and resources	Adequate facilities
	Policy and curriculum development	Flagship programs run effectively.
	Coaching	Educator competence increases
Teacher	Implementation of learning	Effective learning
	Curriculum development	Student character is formed.
	Student character development	The quality of education is improving
Parents	Moral and material support	Students' motivation to learn increases
	Supervision of learning at home	Character formation
	Collaboration with teachers	Learning outside the classroom is strong
Community	Participation in school programs	Conducive learning environment
	Provision of local resources	Islamic values strengthened
	Strengthening of values	The aspirations of the community are accommodated
Private Sector/Alumni	Funding and facility assistance	Educational facilities and services are increasing
	HR training and development	Teacher competence increases
	Featured program support	Innovative programs

From the interview results above, a common thread can be drawn that the role of stakeholders in the context of Islamic educational institutions is not limited to material support alone, such as the provision of facilities or infrastructure. Stakeholder involvement is also manifested in curriculum development, educator capacity building, and student character formation, which is an important foundation in the educational process. The active involvement of parents and the community, for example, significantly strengthens the learning process outside the classroom and instills character values in students. Meanwhile, synergy with the government and the private sector contributes significantly to meeting education infrastructure needs. This cross-stakeholder collaboration creates a sense of shared responsibility and strengthens the quality culture that is the hallmark of Islamic educational institutions. In addition, stakeholder participation in the monitoring and evaluation mechanism of education programs plays an important role in keeping the institution's vision, mission, and goals relevant and in line with the needs of the ever-evolving community. The role of stakeholders in improving the quality of Islamic education is shown in Table 2.

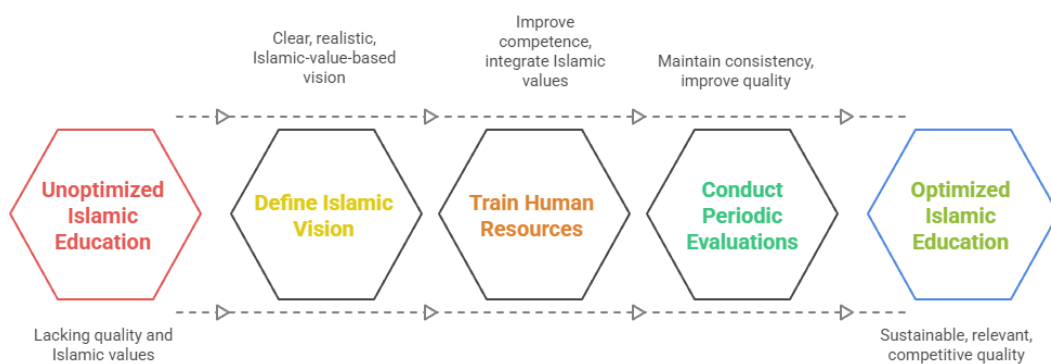
Based on the research findings above, the stakeholders' role is significant in improving the quality of Islamic education. The collaboration between the government, teachers, parents, the community, and the private sector not only contributes to the provision of adequate educational facilities but also plays an active role in strengthening the competence of educators and internalizing Islamic values in every aspect of learning. The involvement of stakeholders at every stage of education management, from planning, implementation, to evaluation, creates a learning ecosystem that is adaptive and responsive to the dynamics of community needs. In addition, the synergy built can strengthen students' character and ensure that the educational process runs sustainably and is relevant to the times. Thus, cross-stakeholder collaboration is an important foundation in building a quality, inclusive, and holistic Islamic education environment oriented to developing students' potential.

### **Strategies for Implementing Quality Management in Islamic Education Institutions**

The implementation strategy of quality management in Islamic educational institutions is a series of systematic and planned steps to integrate the principles of Total Quality Management (TQM) with Islamic values into all aspects of education management. This strategy includes the formulation of a vision and mission based on Islamic values, the development of professional and moral human resources, the optimization of infrastructure, the implementation of continuous evaluation, and the use of technology and innovation in the learning and management process. In the context of Islamic education, the implementation strategy not only aims to improve academic quality but also shapes the character and spirituality of students. The leadership's commitment greatly influences the success of this strategy, the involvement of all elements of the institution, and adaptation to internal and external challenges, such as human resource limitations, resistance to change, and technological developments. With the proper implementation strategy, Islamic educational institutions can realize the quality of education that is sustainable, relevant, and highly competitive in the era of globalization.

The quality management implementation strategy in Islamic educational institutions requires cross-sectoral cooperation, careful planning, and continuous evaluation. Every strategic step, from establishing visions and missions to HR training and stakeholder involvement, must be based on Islamic values to create a comprehensive and sustainable quality culture. Several research informants below say, "The first step in implementing quality management is the preparation of a clear, realistic, and Islamic values-based vision and mission of the institution" (W1\_2024). "Regular training for teachers and education personnel is essential to improve competence and integration of Islamic values in the learning process" (W2\_2024). "Periodic evaluations and internal quality audits are key to maintaining consistency and improving the quality of education in our institutions" (W3\_2024).

From the interview results, it can be understood that the strategy for implementing quality management in Islamic education focuses on administrative aspects and emphasizes the importance of establishing a sustainable quality culture within educational institutions. Preparing a vision and mission based on Islamic values is the primary foundation that directs the institution's policies and work programs. Furthermore, regular human resource training and the implementation of routine evaluations are important instruments to ensure that the quality improvement process takes place effectively and can adapt to the dynamics of change. This strategy also prioritizes the active involvement of all stakeholders, ranging from leaders and educators to parents and the community, to create a solid synergy that supports the achievement of quality education relevant to the times' needs and challenges. Thus, implementing quality management in the Islamic education environment requires a holistic and collaborative approach to realize the goal of quality improvement optimally. In addition, the strategy for implementing quality management in Islamic educational institutions is illustrated in Figure 1.



**Figure 1. Strategies for Implementing Quality Management in Islamic Education Institutions**

As illustrated in Figure 1, the quality management process within Islamic educational institutions is depicted as a sequential progression through five distinct stages. The figure highlights a transformation from an initial "Unoptimized Islamic Education," characterized by a lack of quality and Islamic values, to an "Optimized Islamic Education," marked by sustainable, relevant, and competitive quality. Notably, the intermediate steps defining a clear, Islamic-value-based vision, training human resources, and conducting periodic evaluations are essential interventions that may incrementally enhance competence and institutional alignment with Islamic principles.

Notably, the model implies a cyclical or iterative dimension, as suggested by the directional arrows, which could indicate that continuous reassessment is necessary for sustained improvement. These stages might not be universally linear in practice, but the framework arguably provides a structured roadmap for institutions aiming to systematically elevate educational quality in line with Islamic values.

Based on the study's findings, the implementation strategy of quality management in Islamic educational institutions requires comprehensive and structured planning, sustainable human resource development, and evaluation and improvement mechanisms carried out regularly. From the informant's point of view, this strategy's success is primarily determined by the extent to which Islamic values are integrated at every stage, from policy formulation to implementation in the field. In addition, the active involvement of all stakeholders, including leaders, teachers, parents, and the community, is a key factor that strengthens the effectiveness of the strategy implementation. Adaptation to internal challenges, such as limited resources and dynamic external challenges, is also an integral part of this process. With the implementation of the right strategy and responsive to change, Islamic educational institutions have an excellent opportunity to realize the quality of education that is superior, sustainable, and relevant to the needs of society and the development of the times that continue to move forward.

## Discussion

This research reveals that the quality management implementation strategy in Islamic educational institutions requires a systematic approach and is integrated with Islamic values. The main findings show that the success of improving the quality of education is highly dependent on the formulation of visions and missions based on Islamic values, the development of professional and moral human resources, the implementation of regular training, and continuous evaluation. In addition, the active involvement of all stakeholders, ranging from leaders, teachers, parents, to the community, is a key factor in supporting the creation of a sustainable quality culture. Implementation strategies also demand adaptation to internal and external challenges, such as limited resources, resistance to change, and technological developments. Thus, Islamic educational institutions that can consistently integrate the principles of Total Quality Management (TQM) with Islamic values can realize superior, relevant, and highly competitive quality education in the era of globalization.

The findings of this study reinforce the previous literature that affirms the importance of integrating Islamic values in education quality management strategies (Al-Zoubi et al., 2023; Rohmatulloh et al., 2023; Zabidi et al., 2021). Previous studies have focused on administrative aspects and the fulfillment of quality documents. However, this study highlights the need to establish a culture of quality rooted in religious values and the collective participation of all components of the Institution (Guriță & Scortescu, 2023; Nasyiah et al., 2024; Wright et al., 2022). The main contribution of this research is to expand the understanding of implementation strategies that are not only oriented towards operational efficiency, but also towards strengthening the character and spirituality of students through the development of vision-mission, human resource training, and continuous evaluation. This research also fills gaps in the literature related to the importance of stakeholder involvement and adaptation to the challenges of the times, which previously received less attention. Thus, this research supports, develops, and enriches the discourse on contemporary Islamic education quality management.

The theoretical framework used in this study is Total Quality Management (TQM), which is contextually adapted in Islamic education. The study's findings show that TQM principles such as continuous improvement, involvement of all organization members, and data-driven decision-making can be effectively implemented if integrated with Islamic values such as trust, justice, and *ihsan*. In practice, the implementation strategy of quality management in Islamic educational institutions focuses not only on achieving quality standards but also on establishing a work culture based on spiritual values (Alawag et al., 2024; Arar & Orucu, 2022; Rohmatulloh et al., 2023). Several aspects of the findings show that there are challenges in the comprehensive application of TQM principles, especially related to change resistance and limited human resources (Aichouni et al., 2024; Alawag et al., 2023; Fonseca et al., 2021). However, this study makes a theoretical contribution by emphasizing that the success of TQM implementation in Islamic education is greatly influenced by the internalization of religious values in each stage of quality management, resulting in a more holistic and contextual implementation model.

This study emphasizes the importance of implementing quality management strategies integrated with Islamic values as the primary foundation for realizing superior, relevant, and sustainable Islamic education. The findings of this study enrich the literature by highlighting that the success of the implementation of Total Quality Management (TQM) is not only determined by technical and administrative aspects, but also greatly influenced by the internalization of religious values and the active involvement of all stakeholders, ranging from leaders, teachers, parents, to the community and the private sector. The resulting theoretical contribution is a contextual model of TQM implementation based on Islamic values, where principles such as justice, trust, and deliberation are the main pillars in managing education quality. In addition, this research makes a practical contribution by offering policy recommendations that Islamic educational institutions can adopt to build a holistic, adaptive, and inclusive quality management system. Empirically, this study emphasizes that the integration of Islamic values in TQM can produce graduates who are not only academically superior, but also have character and noble character, thus providing a strong foundation for the development of Islamic education policies and practices that are oriented towards the formation of character and spirituality of students in the era of globalization.

## CONCLUSION

The main problem raised in this study is how Islamic educational institutions can integrate the principles of Total Quality Management (TQM) with Islamic values to create an education system that excels academically and in character. The study's findings show that the success of TQM implementation depends on visionary Islamic leadership, active stakeholder engagement, and a structured and sustainable implementation strategy ranging from formulating Islamic values-based visions and missions, human resource training, to routine evaluation. The integration of TQM and Islamic values has been proven to improve academic quality and strengthen the formation of students' morals and spirituality. The implications of these findings underscore the importance of cross-element synergy within educational institutions and the need for continuous adaptation to internal and external challenges. This research enriches the discourse on Islamic education quality management by offering a holistic implementation model, while providing an empirical basis for developing more relevant and competitive educational policies and practices.

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