

IMPLEMENTATION OF INTEGRATED QUALITY MANAGEMENT IN IMPROVING THE QUALITY OF MTS GRADUATES IN PONDOK PESANTREN KHOLAFIYAH

Acep

STAI Kharisma Sukabumi
aceps3uninus24@gmail.com

Iim Wasliman

Nusantara Islamic University
iim_wasliman@yahoo.com

Hendi Suhendraya Muchtar

Nusantara Islamic University
hendisuhendraya @uninus.co.id

Abstract

The background of this research MTs inferior quality of graduates, allegedly because not terimplementasinya management mutu terpadu (MMT) so that the performance of education and learning is still weak. The research objective to describe the preparation, steps, processes, supervision, results, problems, solutions and innovative ideas in the implementation of management mutu terpadu in improving the quality of graduates MTs in Kholafiyah Pontren environment. The research foundation used is theological, philosophical, theoretical, and tual concepts, the six value systems, and relevant prior research. Using Edward Sallis' theory of integrated quality management (TQM) with a qualitative approach with descriptive methods. Teknik collecting data through interviews, observation, and documentation study. The research location is MTs Assalam Darul Faizah Warungkiara and MTs Al-Ma'tuq Cisaat Sukabumi Regency. The results of the research are as follows: (1) preparation for the implementation of MMT has been going well, starting with the preparation of programs and work plans for Islamic boarding schools in macro and micro MTs, (2) MMT steps begin with the formulation of the vision, mission, and objectives of the pesantren. holistically and integrated with the vision, mission and objectives of MTs, (3) the implementation process of MMT in general is related to quality learning services, (4) supervision in MMT implementation is carried out through four techniques, namely coaching, monitoring, guidance, and performance appraisal, (5) the results of the implementation of MMT produced a generation that is faithful, devoted, berakhlakul karimah, academic achievement and non-academic, (6) the problem that ditemu right in the implementation of MMT is partly HR and education Personnel not in accordance with educational qualifications and operational costs of education not yet balanced with the amount of madrasah income, (7) efforts made to overcome the problem d ith a regeneration program for teachers and education personnel through lectures in accordance with the needs of the institution. For educational operational costs, there is a movement to finance a cross-subsidized system from parents / guardians of students with advanced economic conditions (aghniya), and (8) innovative ideas in implementing MMT to improve the quality of MTs graduates in the Pontren Kholafiyah environment, namely the application of the "integrated quality management model. Islamic boarding schools integrated into madrasah education units. The implication of the research results is that the implementation of MMT can improve the quality of graduates, so every education unit must apply it. Recommendations to boarding school leaders who manage formal education units always give more authority to manage madrasah-based management.

Keywords: MTs, MMT, and Quality of Graduates.

A. INTRODUCTION

Based on the preamble of paragraph IV of the 1945 Constitution, one of the goals of the Indonesian state is to educate the nation's life. An intelligent nation was created through educational efforts. Education is basically aimed at preparing people for the future so that their lives will be more prosperous both as individuals and collectively as citizens of the community, nation and state. To carry out the function of educating the nation's life, the government has implemented a national education system. Law Number 20 of 2003 concerning the National Education System, Article 5 paragraph (1) defines "every citizen has the same right to obtain quality education".

In the course of the Indonesian nation, the quality of education has become a continuous discourse and has always been an interesting issue for debate. The quality of education in Indonesia is still considered low and has not yet reached optimal expectations. Experts say that the reason for the low quality of education in Indonesia is a variety of complex problems. Wasliman, I. (2007: 14) states "the low predicate of Indonesian education is due to five fundamental problems, namely education equity, quality, relevance, efficiency, and management". Sanusi, A. (2014: 51) assets:

There is a lot of data, until recently, which shows facts in many places about the low quality of the education system of our nation's people. In order for such a statement to be more than mere lip service and parody, it is necessary to add a description of the criteria and indicators which should be fully measurable or representative and legitimate and reliable.

The phenomenon of the low quality of education is indicated by the low quality of graduates. Even the Human Resources prepared through education are not fully satisfactory when viewed from the point of view of morals, morals and national identity. In addition, all parties continue to question the relevance of education to the needs of society in the dynamics of economic, political, social and cultural life. The quality of education graduates does not match the needs of the labor market and development.

To overcome graduates who are less qualified, various efforts to improve the quality of education are continuously carried out, including by empowering all components of society through participating in the implementation and control of the quality of education services. To create a quality educational institution is not only the responsibility of the school / madrasah, but it is the responsibility of all parties, including parents and the business world. Quality education will be obtained at quality schools / madrasahs, and quality schools /madrasahs will produce quality human resources as well. In connection with improving the quality of education, most of it lies in management, therefore, from an early age, management must be carried out as effectively and efficiently as possible.

One form of management that has been successfully utilized in the industrial world and can be adapted in the world of education is Integrated Quality Management (MMT) which is a translation of Total Quality Management (TQM). MMT is a modern management concept that seeks to respond appropriately to every company, including the world of education, whether driven by external or internal organizational forces. Sallis, E. (2012: 23) states:

TQM is a meaning and quality standard in education. It provides a philosophical set of tools for improving quality. It is achieved with a central idea which is manifested in the form of implementation. The basic principle in TQM is that customers and their interests must come first.

The basic principle of MMT is that customers and their interests must be prioritized through the performance and overall supervision of all members of educational institutions on organizational activities. The application of MMT means that all school / madrasah members are responsible for the quality of education. Before this is

achieved, all parties involved in the academic process in educational institutions, from school / madrasah committees, principals of schools / madrasahs, heads of administration, teachers, students to employees must fully understand the essence and purpose of this education. In other words, every individual involved must understand what the purpose of providing education is. Without a thorough understanding of the individuals involved it is impossible to apply MMT.

The results of the researcher's initial studies related to the quality of MTs graduates in general still need to be improved, even in some MTs the quality of graduates is still weak. In the field, many MTs are running as they are without many extraordinary breakthroughs. The weak management of education in MTs results in less qualified graduates. The cause of the lack of quality graduates is thought to be due to the absence of implementation of MMT in Madrasah Tsanawiyah so that education and learning performance is weak, with several indications including: (1) management and learning have not been oriented towards quality and customer satisfaction. S ISWA not get quality education services. Even though stakeholders in madrasah must understand that every educational product has a user (customer) who must get satisfaction from its educational services. Each member of the madrasa community is a supplier (supplier) and a user (customer). Students are of course the main customers, (2) educational products are not free from defects and complaints, (3) have not provided excellent service, (4) have not prioritized prevention over improvement, and (5) improvements have not been carried out continuously.

Based on the results of the above research, MMT which is implemented in educational institutions has a significant impact in increasing the quality of output on the aspects of student learning achievement, improving the quality of education, and MMT as a primary need in implementing educational quality management so that schools produce quality outputs.

MMT is implemented at MTs so that the quality of its graduates is highly competitive. This strategy must be carried out continuously to optimize the quality and productivity of MTs in the Pontren Kholafiyah environment while adhering to religious principles. MMT is a reference in the management of quality-oriented MTs in all components of education starting from the components of input, processes, services, the existence of human resources, and the results (output). MMT is believed to be a very effective system for combining the efforts of developing, maintaining and improving the quality or quality of MTs in the Pontren Kholafiyah environment. So, it can improve performance in productivity and educational services that lead to satisfaction of students, parents, and society.

Based on the identification of the above problems, the formulation of research problems on How to Implement Integrated Quality Management in Improving the Quality of Mts Graduates in the Kholafiyah Islamic Boarding School Environment. so that the author feels interested in exploring in depth about: 1) How to prepare for the implementation of MMT in improving the quality of MTs graduates in the Pontren Kholafiyah environment? 2) How do MMT take steps to formulate qualified MTs graduates in the Pontren Kholafiyah environment? 3) What is the process of implementing MMT in improving the quality of MTs graduates in Pontren Kholafiyah environment? 4) How to supervise the implementation of MMT in improving the quality of MTs graduates in the Kholafiyah Pontren environment? 5) What are the results of the implementation of MMT in improving the quality of MTs graduates in the Pontren Kholafiyah environment? 6) What problems were found in the implementation of MMT in improving the quality of MTs graduates in the Pontren Kholafiyah environment? 7) What efforts were made to overcome problems in the implementation of MMT in improving the quality of MTs graduates in the Kholafiyah Pontren environment? 8) What are the innovative ideas in the implementation of MMT in improving the quality of MTs graduates in the Pontren Kholafiyah environment?

Therefore, the authors are very interested in researching empirically as a qualitative descriptive study regarding the implementation of integrated quality management in improving the quality of MTs graduates in the Kholafiyah Islamic Boarding School environment by taking the research locus at MTs Pontren Modern Assalam Darul Faizah Warungkiara and MTs Pontren Al-Ma'tuq. Cisaat of Sukabumi Regency. The three MTs were chosen based on the results of the researcher's initial study, had advantages in the form of academic

and non-academic achievements, the status of students as well as santri, the public interest in attending these MTs was very high even though the costs were relatively high, and the institution was managed by the Kholafiyah Islamic Boarding School.

Based on the research results that have been conducted before, the researchers did not find the same research focus. However, the researchers found that several studies had been conducted that were similar to what the researcher was investigating. First, Mutaqin, I. and Zaki, M. (2018), with the research title *Implementation of Integrated Quality Management to Improve High School Graduates' Competence*, with the results of the research showing that SMA Darul Ulum 2 Unggulan BPPT Jombang has implemented integrated quality management in the field of sources, human resources, curriculum and educational infrastructure. This management implementation has had a significant impact in improving the quality of education with an indicator that more than 70% of its graduates have been accepted at well-known universities in Indonesia with a accreditation status for the last three years. These achievements also increase student and student satisfaction as internal and external consumers.

Meanwhile, Marmoah, S., Suryanjani, S., and Fauziah, M. (2019) conducted a study entitled *Implementation of Total Quality Management (TQM) in Primary Education* with the results showing that the implementation of TQM has been carried out very well. The average calculation of the questionnaire for the principal was 97.00 in the very good category, while the calculation of the questionnaire for the teacher was 94.00 in the very good category. The overall average obtained is 95.50 in the very good category. When viewed from the overall average obtained, it can be concluded that the application of TQM in basic education is very good. Thus, the school and government officials better understand the primary needs in the implementation of education quality management, especially so that schools produce quality output.

While the theories that underlie this research are: 1) The theory of Quality Management. Edward Sallis (2012: 73) in his theory states that quality can be realized if integrated quality management is always oriented towards quality achievement and customer satisfaction, zero defects and complaints, excellent service, prevention is better than treatment, and continuous improvement (kaizen). 2) Learning Theory. According to Gagne in Wandini in Armaludin et al. (2021: 72) states that: Learning can be defined as a process in which an organism changes its behavior as a result of experience and teaching are two concepts that cannot be separated from one another. These two concepts become integrated in one activity where there is interaction between the teacher and students, as well as students and students during the learning process.

B. METHOD

This study uses a qualitative approach with descriptive methods, making systematic, factual and accurate descriptions of the phenomena or relationships between the phenomena being studied. The basic principle of using the qualitative descriptive method is based on the opinion of Bog and Biklen in Hidarya et al. (2020: 229): "Qualitative research is descriptive". Moleong (2007: 11) emphasizes that in descriptive qualitative research the data collected is in the form of words, pictures, and not numbers. Researchers Moleong (2007: 11) will continue to use questions with question words why, what reasons and how they occur, emphasizing that in descriptive qualitative research the data collected is in the form of words, pictures, and not numbers. Then according to Creswell (2016: 4): "Qualitative research is methods to explore and understand the meaning - a number of individuals or groups that - are thought to come from social or human problems".

Data mining was carried out through observation, interviews, photoshoots, written snippets from documents at the research location which were arranged in a narrative manner, through the preparation, implementation and data collection stages. Data collection and observation activities were carried out in the Kholafiyah Islamic Boarding School environment by taking the research locus at MTs Pontren Modern Assalam Darul Faizah Warungkiara and MTs Pontren Al-Ma'tuq Cisaat Sukabumi Regency m i spanning from September 2020 to January 2021. Sedangkan the research subjects are: Chief boarding schools,

Madrasah Supervisors, Principals, Teachers, Madrasah Committee, and Student MTs. Furthermore, data analysis was carried out in the form of a series of activities to manage data from the start and throughout the research process. As stated by Bogdan and Biklen in Moleong (2007: 248) that: Qualitative Data Analysis is an effort made by working with data, organizing data, sorting it into manageable units, synthesizing it, looking for and finding patterns, finding what is important and what is learned, and deciding what to share with other people.

In this study, data analysis was used according to the interactive model of the Data Analysis Components of Miles and Huberman, in Hidarya et al. (2020: 230) that qualitative data analysis is carried out interactively and continuously (until the data is saturated) which includes: (1) data reduction; (2) display data ; and (3) conclusion: drawing / verifying (drawing conclusions and verification).

C. RESULTS AND DISCUSSION

Preparation for the implementation of integrated quality management (MMT)

The preparation stage as part of planning has been carried out according to the first stage in management. According to Sallis, E. (2012: 211) quality doesn't just happen. It must be planned. Quality must be an important part of institutional strategy, and must be approached systematically using a strategic planning process. MTs Assalam Darul Faizah and MTs Al-Matuq have prepared competent educators and education staff, adequate facilities and infrastructure, a supportive funding system, and always disseminate policies and programs to all parties. The quality of graduates has been formulated in relation to faith, noble character, academic competences and non-academic competencies that must be achieved. These are all prepared by MTs Assalam Darul Faizah and MTs Al-Matuq so that students feel satisfied following education and they become qualified graduates. The integrated quality management governance system (MMT) in improving the quality of graduates emphasizes quality and is oriented towards customer satisfaction.

Preparation for the implementation of integrated quality management (MMT) in improving the quality of MTs graduates in Pontren Kholafiyah environment, namely MTs Assalam Darul Faizah and MTs Al-Matuq has been implemented .

Integrated quality management measures (MMT)

Sallis, E. (2012: 215) states that most organizations differentiate their vision, mission, values, and goals. They differentiate between these things in order to clarify what kind of institution they hope to find in the future and to clarify which direction they want to go. The board of the boarding school always conferences regularly attended by all elements of the board of all education units to formulate regulations that will be applied to each educational unit in order to build a generation that is stable in faith, excels in science and technology, is independent, and has noble character. After the formulation of the vision, mission, and objectives of the institution, further compiling programs and work plans for Islamic boarding schools at macro and micro MTs, recruitment of teachers and educational personnel through selection of academic qualifications according to educational background, provision of supporting facilities and infrastructure for improving the quality of graduates, preparing madrasah activity plans and budgets to improve the quality of graduates, policies and programs for improving the quality of graduates are disseminated to all madrasah citizens and education stakeholders.

Integrated quality management measures (MMT) formulate the quality of MTs graduates in the Pontren Kholafiyah environment, namely MTs Assalam Darul Faizah and MTs Al-Matuq have started with the formulation of the vision, mission and objectives of the pesantren in a holistic and integrated manner with the vision, mission and objectives of MTs.

The process of implementing integrated quality management (MMT)

The teacher manages the learning process that has been designed in the lesson plan, which begins with preliminary activities, core activities, and closing learning activities. According to Sallis, E. (2012: 90-91) strategic planning can help all staff understand the mission of the institution. It can also bridge gaps in communication. There is a demand for staff to know the goals of the institution and how they will change and differ in the future. The quality of education and learning at MTs Assalam Darul Faizah and MTs Al-Matuq is getting better. The leadership of the boarding school always protects, the head of the Madrasah becomes a good top management, the teacher has good and professional performance, the students are competent, have high achievement, and are quality graduates. All education stakeholders, starting from Bina supervisors, boarding school leaders, teachers, students, parents, government and the community began to feel the positive impact of education outcomes in the two madrasah.

The process of implementing integrated quality management (MMT) in improving the quality of MTs graduates in the Kholafiyah Pontren environment, namely MTs Assalam Darul Faizah and MTs Al-Matuq in general is related to quality learning services.

Supervision of the implementation of integrated quality management (MMT)

According to Sallis, E. (2012: 221-222), SWOT analysis has become a commonly used tool in educational strategic planning, but it is still an effective tool in placing institutional potential. SWOT activity can be strengthened by ensuring the analysis focuses on customer needs and the competitive context in which the institution operates. Supervision techniques are carried out through four techniques, namely teacher competency development, monitoring of 4 national standards for academic-related education, teacher professional guidance and training, and regular teacher performance assessments carried out by the principal of madrasah, public boarding school caregivers, and madrasah supervisors from the Ministry of Religion. Furthermore, Sallis, E. (2012: 236) states that the quality system always needs feedback. The feedback mechanism must be in place in the quality system. It is intended that the end result of a service can be analyzed in a planned manner. Monitoring and evaluation is a key element in strategic planning. If an institution is willing to learn from experience and is not static, then the process of monitoring, evaluation, and feedback must be an essential element in its culture.

Supervision of the implementation of integrated quality management (MMT) in improving the quality of MTs graduates in the Kholafiyah Pontren environment, namely MTs Assalam Darul Faizah and MTs Al-Matuq is carried out aimed at realizing the success of graduate quality, knowing the strengths and weaknesses of learning, and ensuring that madrasah graduates have the ability according to competency standards graduates

The results of the implementation of MMT

Each semester the student's academic score increases and is able to exceed the KKM. Meanwhile, the non-academic competency score shows evidence of having produced outstanding students with extraordinary achievements, both at the district, provincial and national levels. In accordance with the theory of Salis, E. (2012: 224-225) MTs Assalam Darul Faizah and MTs Al-Matuq have started to achieve internal and external success. Internal success is (a) an easy admission system, (b) a form of learning that meets the needs of students, (c) the team functions appropriately, (d) the average test score increases, (e) the development of social, personal values, cultural, and ethical in students, (f) improved learning and teaching strategies, (g) involvement of the majority of staff in the improvement team, and (h) increased levels of progress, for example in preparing for further education. The external successes are (a) increased access to institutions, (b) increased customer satisfaction as evidenced by surveys, and (c) increased public and government trust.

The results of the implementation of MMT in improving the quality of MTs graduates in the Pontren Kholafiyah environment, namely MTs Assalam Darul Faizah and MTs Al-Matuq in general, began to achieve the vision, mission, and goals of the madrasahs that had been set, namely to produce a generation that was faithful, pious, and had good character.

Problems that right on the implementation of MMT

Problems found in the implementation of MMT in improving the quality of MTs graduates in the Kholafiyah Pontren environment, the quality of MTs graduates in the Pontren Kholafiyah environment, namely MTs Assalam Darul Faizah and MTs Al-Matuq , including human resources for teachers and education personnel who are not yet in accordance with qualifications or are not linear with their eyes subject or field being handled. There are arrears in payment of obligations in the form of monthly infaq from the parents of the santri. Costs for improving the quality of graduates are hampered because the amount of financial income has not been balanced with the amount of expenditure for madrasahs. According to Sallis, E. (2012: 232) that quality financing is an accurate measure of the benefits of quality improvement. MMT must be approached from a point of view that will provide measurable and evaluated advantage.

Efforts were made to overcome problems in the implementation of MMT

Efforts were made to overcome problems in the implementation of MMT in improving the quality of MTs graduates in the Kholafiyah Pontren environment by implementing a regeneration program for teachers and education personnel through lectures in accordance with the needs of the institution and training for teachers both internally and externally, especially those held by the Ministry of Religion. Costs for improving the quality of graduates are hampered because the amount of financial income has not been balanced with the amount of expenditure of the madrasah, the boarding school and madrasah have held a subsidence system financing movement from parents / guardians of santri whose economic conditions are advanced through the choice of sincerity of the amount of incomes in education costs according to income levels and abilities. Sallis, E. (2012: 234) states that there are many ways to measure the cost of quality, but there is something that must be emphasized

Innovative ideas in the implementation of MMT

Innovative ideas in the implementation of MMT in improving the quality of MTs graduates in the Kholafiyah Pontren environment, namely MTs Assalam Darul Faizah and MTs Al-Matuq, will apply the model of "Integrated Quality Management of Islamic Boarding School Integrated Madrasah Education Unit, through (1) integrated management management between pesantren management. with madrasah units, (2) clear learning service arrangements between Islamic boarding school learning and madrasah, (3) separating the teaching force between teachers in madrasah and ustad at pesantren, (4) jointly issuing policies that are oriented towards improving the quality of education, and (5)) complete the MTs facilities and infrastructure according to the standards that are separate from the Islamic boarding school infrastructure and other educational units. This model is in line with the opinion of Sallis, E. (2012: 243 and 262) that effective institutions need strategies that are purposeful and strong in order to be able to achieve competitive results. Educational institutions need to create a logical and integral approach to quality management.

D. CONCLUSIONS

In general, the implementations of integrated quality management (MMT) in improving the quality of MTs graduates in the Pontren Kholafiyah environment has been empirically carried out well. The MMT implementation mechanism starting from preparation, steps, processes, supervision, results achieved, problems and efforts made to overcome problems, as well as innovative ideas in the implementation of MMT in improving the quality of graduates have gone well. Through the implementation of MMT, the quality of

graduates who are faithful and cautious, have noble character, healthy, knowledgeable, competent, creative, independent, and become democratic and responsible citizens has been achieved.

Among them is the preparation for the implementation of MMT in improving the quality of MTs graduates in the Kholafiyah Pontren environment that has gone well, MMT steps to formulate quality MTs graduates in the Kholafiyah Pontren environment, starting with the formulation of the vision, mission, and objectives of the pesantren holistically. The process of implementing MMT in improving the quality of MTs graduates in the Pontren Kholafiyah environment has generally been running. The supervision of the implementation of MMT in improving the quality of MTs graduates in the Kholafiyah Pontren is carried out in an integrated manner. The results of the implementation of MMT in improving the quality of MTs graduates in the Pontren Kholafiyah environment have generally been applied. Problems that ditemu right on the implementation of MMT in u marsh right through g agasan innovative in the implementation of MMT in improving the quality of graduates MTs in Kholafiyah Pontren environment that MTs Darul Assalam Faizah and MTs Al-Matuq .

References

- Armaludin, U., Wasliman, I., & Rostini, D. (2021). Learning Management in Improving the Quality of Graduates Madrasah Diniyah Takmiliah Awaliyah (MDTA) in Sukabumi District. *International Journal of Nusantara Islam*, 9(1), 70-79. doi:<https://doi.org/10.15575/ijni.v9i1.11918>
- Creswell, J.W. (2017). *Research Design (Pendekatan Kualitatif, Kuantitatif, Dan Campuran)*. Edisi Ke: 4. Cetakan Ke: 2. Diterjemahkan Oleh: Achmad Fawaid Dan Rianayati Kusmini Pancasari. Yogyakarta : Pustaka Pelajar.
- Hidaya, I., Mudrikah, A., & Sauri, R. (2020). Implementation of Regulation of The Minister of Religion Number 2 of 2012 for Islamic Education Supervisors at Schools in The Department of Education in Sukabumi Regency. *International Journal of Nusantara Islam*, 8(2), 226-239. doi:<https://doi.org/10.15575/ijni.v8i2.11082>
- Marmoah, S.-. (2019). Implementasi Total Quality Management (TQM) Di Pendidikan Dasar. *Perspektif Ilmu Pendidikan*, 33(1), 41 - 50.
- Moleong, L.J. (2007). *Metodologi Penelitian Kualitatif (Edisi Revisi)*. Cetakan Ke: 24. Bandung: Pt. Remaja Rosdakarya.
- Mutaqin, I., & Zaki, M. (2018). Implementasi Manajemen Mutu Terpadu untuk Meningkatkan Kompetensi Lulusan Sekolah Menengah Atas. *Dirasat: Jurnal Manajemen dan Pendidikan Islam*, 4(2), 135-152.
- Sallis, E. (2012). *Total Quality Management In Education. Manajemen Mutu Terpadu Pendidikan*. Alih Bahasa: Ahmad Ali Riyadi, Fahrurrozi. Cet. Ke-5. Yogyakarta: Ircisod.
- Sanusi, A. (2017). *Sistem Nilai. Alternatif Wajah-wajah Pendidikan*. Editor: Yosol Iriantara. Bandung: Nuansa.
- Undang-Undang Dasar Negara Republik Indonesia Tahun 1945.
- Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional.
- Wasliman, I. (2007). *Modul Problematika Pendidikan Dasar*. Bandung: Program Magister Pendidikan Dasar Sekolah Pasca Sarjana UP

I.