

Educational Innovation through Integrated Quality Management

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Abstract: *This scientific study aims to study more deeply related to the innovation of Islamic education by applying integrated quality management (TQM). This scientific research uses qualitative research methods with types of library research. The data used in this study are secondary in the form of accredited journals and books that correspond to the topic studied with 55 references. This paper has only 22 references directly related to the research the author studied. The analysis results indicate that integrated quality management (TQM) is the development and extension of quality assurance. In its urgency, Islamic educational institutions need to implement the TQM to survive and compete amid the rapid growth of education and technology. The steps that can be implemented can be PDCA (Plan, Do, Check, Act). In addition, innovation in Islamic education plays a vital role in integrated quality application (TQM), which requires efforts to optimally implement the basic concepts of quality management and sustain innovation.*

Keywords: Educational Innovation, Quality Management, Integrated School.

Introduction

In this century, humanity has entered an era of revolution in various fields, from social revolution to industrial revolution to information. The multiple revolutions affect the structure and process of education in schools. Where education is initially centred on the teacher, then shifts to the student or student activity-centred (Yuwono & Mirnawati, 2021). This situation is an attempt by educational institutions to produce graduates who are competent and able to compete in industry advancement. Here's an overview of the evolution of the revolution in society and education.

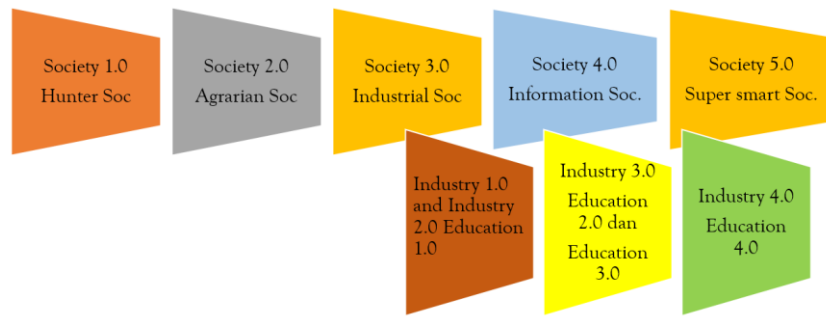


Figure 1. Societal, industrial and educational revolutions

From the above picture it is known that education today must respond in accepting and following the existing changes. This is done so that the quality of national education can survive and even compete with the world's education. In Indonesia, the primary purpose of national education is to enlighten the life of nation's life; citizen has the right to a quality education that fits their interests and talents (Muslimin & Mutakallim, 2019).

However, one of the problems Indonesian society is experiencing is the low quality of education at every level and unit of education. Even the quality of the teaching of graduates is different from the needs of the labour market and the development of the world (society 5.0) (Ishak et al., 2024). From this situation, educational innovation is essential in Indonesia, especially in improving the quality of education for national development (Ikhwan et al., 2019).

One of the forms of quality management that has been successfully applied in the industry and can be adapted by the Indonesian education world is integrated quality management or total quality management (TQM). The principle of TQM involves comprehensive supervision of all members of the activities of educational institutions, ensuring continuous improvement and a focus on customer satisfaction (Annisa & Gyfend, 2021). Referring to Subiyantoro et al. (2021), the application of TQM by an educational institution is expected to make the institutions more qualified by enhancing teaching methods, curriculum design, and student support services.

One of the educational institutions that should implement TQM in Indonesia is the Islamic educational institution. A study by Bakhtiar et al. (2024) reinforced the researchers' statement, stating that Islamic educational institutions' quality has yet to improve significantly. Especially in the era of the revolution in various fields, where the curriculum of formal education under the shadow of Kemendikbud has expanded into the realm of society 5.0, there are still many Islamic

educational institutions that have not been able to demonstrate their existence due to the rigidity of current developments and acceptance of existing general science and oriented to technological progress.

Based on the various backgrounds above, the author is interested in studying the innovation of Islamic education more deeply through the application of integrated quality management (TQM). Integrated quality management refers to a comprehensive approach that involves all stakeholders in the educational process, from students to teachers to administrators, in the pursuit of continuous improvement. This is done not only to know what is meant by the integrated concept of quality management but also its urgency and concrete application to Islamic educational institutions so that the results of this research can be used by various parties or other academic institutions to improve the quality of education, to become a reality of national development.

Method

This scientific study uses qualitative research methods. Cresswell states that qualitative research can produce discoveries that cannot be obtained using statistical procedures. This kind of research is used to discover and understand the things hidden in a phenomenon, which is sometimes difficult to understand correctly. The researchers chose qualitative research because it corresponds to the topics related to innovation in Islamic education through integrated quality management (Sugiyono, 2015).

The type of research used is library research. (library study). Library research can be understood as problem-solving by a critical and in-depth analysis of various relevant library materials (Sari & Asmendri, 2020). The data used in this research is secondary data obtained from other people's or figures' writings. The data is reliable data, where the researcher uses journals and accredited books that correspond to the subject to be studied, i.e. as many as 22 references that are directly related to the topic that the author studied out of a total of 55 references found by the author (Pringgar & Sujatmiko, 2020).

Result and Discussion

Integrated Quality Management

Integrated Quality Management also known as Total Quality Management (TQM) is a very popular term among business organizations, enterprises or industries. This form of management has

proven to sustain and enhance the existence of a range of highly competitive and uncertain conditions. Therefore, integrated quality management is widely applied today by various non-profit organizations, even in educational environments (Ikhwan, 2019).

According to Solihin in Bahri et al. (2023), management itself is understood as a series of processes covering the activities of planning, organization, implementation, monitoring, evaluation, and control to empower all resources (human, capital, materials, and technology) in an organization optimally, to the goals of the organization. According to Bakhtiar et al. (2024), management is the art of managing the utilization of existing resources effectively and efficiently for a specific purpose.

The quality is defined as the measure of the goodness of an object, object, degree, degree (intelligence, intelligence, etc.), and quality (Subiyantoro et al., 2021). According to the Oxford Dictionary (Asrohah, 2024), quality or "quality" is defined as the standard of something measured from something similar or can be interpreted as a degree of excellence of something. From both these terms it can be understood that quality is a characteristic of a good or service, indicating its ability to satisfy or meet an expected need. Referring to Sallis in Asrohah (2024), the following phase in the concept of quality is:

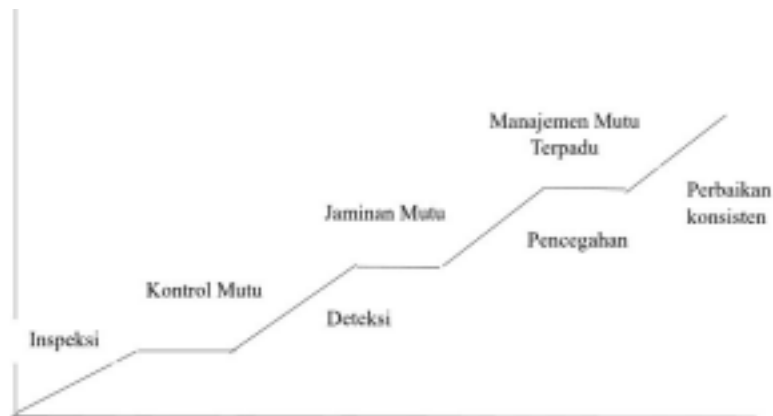


Figure 2. Stages in the quality concept

Based on the above understanding of management and quality, integrated quality management is a form of functional management carried out continuously that focuses on quality improvement so that products meet the quality standards of the community served in the public service and the development of society. According to Jailani et al. (2024), integrated quality management is an operational system to improve quality, strategy, organization objectives, and customer and

member satisfaction. From both definitions, integrated management is developing and expanding quality assurance, establishing standardization and quality control responsibilities from the outset and creating a quality culture that encourages the entire staff to strive for customer goals or public satisfaction.

In its implementation, some integrated quality management principles must be considered. The following are the principles of integrated quality management that the researchers refer to from Bakobat et al. (2021) among others: Customer Focus. These principles prioritize customer needs and customer satisfaction. Furthermore, the organization must ensure a balance between customers and others. Secondly, leadership. This principle explains that leaders at all levels of the organization must have a unified direction and purpose and create direct team member involvement in achieving quality goals.

Moreover, the leadership must build the organisation's clear and directed vision and mission. Thirdly, everyone's engagement. The principle states that every team member is competent, capable, and can be involved in running business processes in an organisation. This is done by applying the principle of team member engagement. Fourthly, process approach. This principle refers to understanding the relationship between process and system, which makes it easier to understand the various operational activities in which a system should operate. So we can reduce or even minimize the obstacles to achieving our common goals. Fifth is repair. This principle emphasizes the importance of organizations providing training to their employees. It is done to improve the quality of products, processes, systems and team member performance. Sixth, evidence-based decision-making. This principle explains that any organization's decisions must be based on data analysis and evaluation results. Such evidence can be obtained from observations, tests, measurements, or other means. Furthermore, data analysis requires appropriate and credible tools for analysis and assessment. Seventh, relational management. This principle explains that success, an organization must manage good relationships with various stakeholders for sustainable success.

From the various explanations above concerning the concept of integrated quality management or TQM and its principles, TqM is a quality control approach through increased participation of each organisation member. In addition, the researchers can also conclude that there is a fundamental difference between the concept of integrated quality management in general and the integrated management of quality in Islamic education. Generally, TQM or integrated quality

management aims to meet and serve the community's expectations to create customer satisfaction. In Islamic teaching, integrated quality management is an innovation or improvement in the maintenance of education, so it is expected to provide a better direction in line with society's development, demands and dynamics in treating it. Various problems in the management of Islamic education.

The Urgency of Implementing Integrated Quality in Islamic Education Institutions

In recent decades, Islamic education has undergone significant development and transformation. The increase in the number of schools, universities, and other Islamic educational institutions has raised the need to guarantee the quality and sustainability of Islamic education (Edy et al., 2023). Not only that, Islamic education is one of the national education systems. Yet the predicate of lagging and regression remains inherent in it; even Islamic education is often “denied” only for the benefit of the poor or needy, thus producing people who are exclusive, passionate, and even at a very high level of behaviour. Unfortunately, “terrorism-even” is thought to have originated from Islamic educational institutions because some Islamic education institutions are “considered” as the place of origin of the group (Ilham, 2020). This condition of course requires integrating quality management especially in Islamic education (Ikhwan & Yuniana, 2022).

The quality of education refers to the input, process, product (output), and impact or influence on society (Yuliana et al., 2023). Therefore, an Islamic educational institution can be considered qualified by society when its schools are good, the means of its promotion are reasonable, the teachers are good, the graduates are good, etc. and so on (Bahri et al., 2023).

In an educational institution, the role of teachers is decisive in improving the quality of education. Therefore, the teacher as an agent of learning must organize the learning process as best as possible to develop education. The teacher has a very strategic function and role in education development. Therefore, it needs to be developed as a dignified profession. Section 4 of Law No. 14 of 2005 on Teachers and Lecturers affirms that teachers as agents of learning serve to improve the quality of national education. To perform his functions properly, the teacher must have certain conditions, one of which is competence (Saihu, 2020).

And do not hasten to recite the Qur'an before it is revealed to you, and say, "My Lord, add to me knowledge." (QS. Thaha: 114) (Tafsir Web, 2024b).

From the above verse we can see that quality education must be managed consciously to meet the needs and demands of society. At the same time, Quality management of education itself is an attempt to achieve the goal of education that is reflected in how to organize education to improve its excellence, where such policies must be implemented with proper planning and supervision.

Integrated Quality Management, or TQM, is a management system developed in various international countries to cope with rapid and uncertain world developments, thus creating efficiency and customer or community satisfaction (Bahri et al., 2023). TQM in the context of education can pursue the competitiveness of educational institutions through the continuous improvement and development of input, processes, outputs, services, humans, even the environment that influences pupils, quality of education, and team cooperation (organization).

Based on the explanation above, it cannot be denied that Islamic educational institutions must implement the TQM to survive and compete in the midst of the rapid development of the world of education and technology. Especially for the Islamic educational institutions in Indonesia that refer to the traditional academic values adopted by the nursery cottage (Rahmawati, 2022). Therefore, applying the TQM can be an effort made by the relevant Islamic educational institutions to form a centre or student who is superior, able to compete with the development of the times, and have the faith, fear, and morality of Islam.

Concrete Application of Integrated Management in Islamic Educational Institutions

The quality of educational institutions can be realized when the entire system in the academic institution is oriented to quality, thus forming a culture of the organization oriented on quality, which then affects the application of the TQM. In addition, the quality culture will be formed and built from a system that runs consistently. Referring to Bahri et al. (2023), there are concrete steps that can be taken in the implementation of the TQM, namely Plan (planning), Do (implementing the plan), Check (checking outcomes), and Act (taking action).

Referring to Subiyantoro et al. (2021), the concrete application of integrated quality management (TQM) in education can be an assessment that is highly integrated with the teaching-learning process. Whereas according to (Edy, 2023), there is a concrete implementation of the basic concepts of quality management in the Institute of Islamic Education, among others such as: *First*, Islamic education planning, i.e. Islamic educational management, requires educational planning that is in line with the objectives of Islamic education, which should include religious education, morality, and relevant general knowledge.

Secondly, a clear and efficient organization and structure of Islamic educational institutions is crucial for achieving educational goals. This involves the organization of various components of education, including education resources, facilities, and time. However, implementing such a system can be challenging, especially in large institutions with diverse student populations. Overcoming these challenges is essential to ensure that every element of Islamic education works in a structured and optimal way to achieve educational goals.

Thirdly, the maintenance of education or in this case the teacher has the primary role as a supplier of materials that correspond to the Islamic Shariah and innovative teaching methods. *Fourthly*, monitoring and evaluation are essential to ensure that Islamic education runs by applicable standards. Where it concerns teacher performance, curriculum evaluation, and student learning evaluation. Proper supervision coupled with continuous evaluation is a crucial tool to ensure that the Islamic education process continues to improve according to the standards that have been established. *Fifth*, the SDM and educators where the success of Islamic education depends heavily on the quality of the human resources involved. Therefore, the training of teachers and teachers, as well as sustainable development, is essential to maintain the quality of teaching in Islamic educational institutions.

Sixth, the development of the Islamic curriculum includes education or teaching related to religion, morality, and general knowledge. In the current development, the Muslim curricula must remain strong to create individuals who are noble, knowledgeable, and obedient to Islamic sharia, thus forming the quality and character of superior students to face the competition of life in the future. *Seventh*, the involvement of parents and the community is essential in implementing quality management. Where their involvement can support and strengthen the values taught in schools. It becomes a shared responsibility to form a generation of qualified and superior Muslims.

In addition, to be able to optimize the application of TQM in Islamic educational institutions, Edy (2023) also mentioned several approaches could be made among others, such as qualified leadership, relevant and integrated curriculum, the use of technology in education, evaluation and sustainable development, as well as empowerment of teachers and educational personnel.

Based on the explanation above, the concrete step of implementation of TQM in Islamic educational institutions can be PDCA (Plan, Do, Check, Act) or application of the basic concepts of quality management expressed by (Edy, 2023). So that integrated quality can be implemented concretely, structured and optimally.

The Role of Educational Innovation in Optimizing the Implementation of Quality Management

Generally, innovation is often understood as a change. Referring Wahdaniyah & Malli (2021), innovation is understood as an idea, method, or invention seen as something new to someone, of a relative nature. From this understanding, researchers can conclude that educational innovation, as a relatively new idea or method in the field of education, has the potential to be a transformative force, enhancing the quality of education.

Furthermore, the explanation of innovation is also in line with the Word of God in Al-Mukminun verse 68, which is:

Meaning: Have they listened to the word, or has something come to them that had yet to go to their fathers before? (QS. Al Mukminun : 68) (Tafsir Web, 2024a).

From the above verse, it is evident that in life, there is always something new that appears. This innovation can emerge because humans are creative and cultural beings. Therefore, in an era of revolution in various fields, there is an urgent and crucial need for a quick and proper response. This responsibility falls especially on the shoulders of stakeholders in the educational institutions, underlining the importance of their role in shaping the future of education.

In addition, with the current curriculum development, educational innovation is essential, especially by Islamic academic institutions, to keep up with the times' developments and society's needs. Even researchers can take the example of the development or innovation of Islamic educational institutions in Indonesia, namely the Pondok Pesantren Traditional (Salaf), which is currently starting to implement the TQM. In the end, does the innovation of the shape of the Pasantren

Salaf into modern Islam or the pesantren Khalafi. One reason for this innovation is to maintain its existence amid an ever-increasing battle of development and technology (Ishak et al., 2024).

In addition, Sallis stated that innovation in educational institutions is an attempt to develop the process of improving the quality of academic institutions to obtain adequate and efficient results (Subiyantoro et al., 2021). This makes educational institutions flexible and easy to advance because they are perfect when combined with religious sources of divine revelation.

Based on the explanation above it can be understood that innovation in Islamic education has an important role in the application of integrated quality (TQM). This makes Islamic educational institutions not only apply the basic concepts of quality management optimally, but also innovate continuously. The continuous nature of innovation ensures that Islamic education is always progressing and developing.

Furthermore, according to the author, one of the concrete efforts to highlight the quality of education is by strengthening public participation. This involves accommodating the views, aspirations, and digging the potential of society to guarantee democratisation, transparency, and accountability. Public participation is not just important, it is necessary. It is one of the realizations of the essence of a just democracy, then the institution is formed as a public container to participate in improving the quality of the school called the school committee. This means that in addition to the right of the public to quality education, it also involves the obligation to participate in the provision of funds for the procurement, development and/or maintenance of educational facilities and facilities. More importantly, it involves the expertise or expertise required in the preparation of programmes and their implementation. Your expertise is not just valued, it is necessary for the improvement of education.

Conclusion

Integrated quality management is a development and expansion of quality assurance. In its urgency, Islamic educational institutions must implement TQM to survive and compete amidst the rapid growth of education and technology. The steps that can be applied can be PDCA (Plan, Do, Check, Act). In addition, innovation in Islamic education plays a vital role in implementing integrated quality, which requires efforts to apply the basic concept of quality management optimally and

continuously innovate. With the current development of the curriculum, educational innovation is very much needed, especially by Islamic academic institutions, to keep up with the times and the needs of society. Researchers can even take an example of the development or innovation of Islamic educational institutions in Indonesia, namely the Traditional Islamic Boarding School (Salaf) which is currently starting to implement TQM which ultimately innovated the form of the Salaf Islamic Boarding School into modern Islam, namely the Islamic boarding school or Khalafi. One of the reasons for this innovation is to maintain its existence amidst increasingly tight competition for development and technology.

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