



## The Implementation of Total Quality Management (TQM) from Qur'anic Perspective and Its Problems in Schools

Aris Sutikno<sup>1</sup>, Dakir<sup>2</sup>, Jasiah<sup>3</sup>

Universitas Islam Negeri Palangka Raya, Indonesia<sup>1,2,3</sup>

[arisstk.pasca2410130425@iain-palangkaraya.ac.id](mailto:arisstk.pasca2410130425@iain-palangkaraya.ac.id), [dakir@iain-palangkaraya.ac.id](mailto:dakir@iain-palangkaraya.ac.id)<sup>2</sup>,

[jasiah@iain-palangkaraya.ac.id](mailto:jasiah@iain-palangkaraya.ac.id)<sup>3</sup>

**Abstract:** This study explores the implementation of Total Quality Management (TQM) from the Quranic perspective in schools and madrasahs. The method used is a systematic literature review with content analysis of the Quran, tafsir, and literature related to Islamic education management. The research results show three TQM principles aligned with Quranic values: continuous improvement (islah) based on QS. Ar-Ra'd: 11, total involvement (syura) in QS. Al-Shura: 38, and customer focus as a form of service in QS. Al-Baqarah: 195. TQM implementation includes top management commitment, quality team formation, human resource training, performance measurement, and continuous evaluation. Significant challenges include resistance to change, resource limitations, lack of stakeholder support, and organizational culture misalignment. Recommended solutions include intensive socialization, quality culture development, resource optimization, and using Quranic values as implementation foundation. The study concludes that integrating TQM with Quranic principles can improve educational quality while strengthening student character formation. Research contributions include developing educational management models that integrate spiritual values with contemporary management principles for Islamic educational institutions.

**Keywords:** Total Quality Management, Quranic perspective, Islamic education, quality management.

**Abstract:** Penelitian ini bertujuan mengeksplorasi implementasi Total Quality Management (TQM) dari perspektif Al-Qur'an dalam konteks sekolah dan madrasah. Metode yang digunakan adalah systematic literature review dengan analisis konten terhadap Al-Qur'an, tafsir, dan literatur terkait manajemen pendidikan Islam. Hasil penelitian menunjukkan tiga prinsip TQM yang sejalan dengan nilai Al-Qur'an: perbaikan berkelanjutan (islah) berdasarkan QS. Ar-Ra'd: 11, keterlibatan semua pihak (syura) dalam QS. Al-Shura: 38, dan fokus pelanggan sebagai bentuk pengabdian dalam QS. Al-Baqarah: 195. Implementasi TQM meliputi komitmen manajemen puncak, pembentukan tim mutu, pelatihan SDM, pengukuran kinerja, dan evaluasi berkelanjutan. Tantangan utama meliputi resistensi perubahan, keterbatasan sumber daya, kurangnya dukungan

*stakeholder, dan ketidaksesuaian budaya organisasi. Solusi yang direkomendasikan mencakup sosialisasi intensif, pengembangan budaya mutu, optimalisasi sumber daya, dan penggunaan nilai Al-Qur'an sebagai landasan implementasi. Penelitian menyimpulkan bahwa integrasi TQM dengan prinsip Al-Qur'an berpotensi meningkatkan kualitas pendidikan sekaligus memperkuat pembentukan karakter siswa. Kontribusi penelitian meliputi pengembangan model manajemen pendidikan yang mengintegrasikan nilai spiritual dengan prinsip manajemen kontemporer untuk lembaga pendidikan Islam.*

*Kata kunci: Total Quality Management, perspektif Al-Qur'an, pendidikan Islam, manajemen mutu*

Corresponding Author:

Aris Sutikno

Universitas Islam Negeri Palangka Raya, Indonesia; [arisstk.pasca2410130425@iain-palangkaraya.ac.id](mailto:arisstk.pasca2410130425@iain-palangkaraya.ac.id)

## **Introduction**

In an era marked by rapid educational reform and increasing demands for excellence, Total Quality Management (TQM) has emerged as a key framework for improving the effectiveness and efficiency of institutions, including schools and madrasahs. Initially developed for industrial and business sectors, TQM emphasizes continuous improvement, customer satisfaction, teamwork, and leadership. When applied to educational settings, it offers a strategic approach to enhancing learning outcomes, institutional performance, and stakeholder engagement. From an Islamic perspective, quality and excellence (Ihsan) are repeatedly emphasized in the Qur'an. The implementation of TQM in Islamic educational institutions—especially madrasahs—offers a unique opportunity to align modern management principles with Qur'anic values such as trust (amanah), justice ('adl), consultation (shura), and sincerity (ikhlas). This integration strengthens administrative processes and nurtures ethical leadership and moral integrity within the educational environment.

However, adopting TQM in schools and madrasahs, particularly in developing contexts, is challenging. Issues such as limited resources, resistance to change, lack of professional training, and misalignment between traditional educational practices and modern management models often hinder successful implementation. Moreover, lacking a contextualized TQM framework grounded in Islamic teachings can lead to superficial or ineffective applications.

This research explores how TQM principles can be implemented from a Qur'anic perspective within the context of schools and madrasahs. It also seeks to identify the practical challenges these institutions face in embracing quality management systems and proposes solutions rooted in modern educational theory

and Islamic values. Improving the quality of education in schools/madrasahs when facing global challenges is essential. In the context of globalization, which is characterized by increasingly intense competition, improving the quality of education is very important for schools/madrasahs. This is because good quality education will support the development of students' competencies and strengthen the competitiveness of educational institutions at both the national and international levels. Therefore, the implementation of Total Quality Management (TQM) is one approach that can be taken to improve the quality of education in schools/madrasahs (Suryani, 2024).

In implementing TQM, schools/madrasahs need to pay attention to various aspects, ranging from management and curriculum development to improving the quality of teaching staff. Additionally, involving all stakeholders, including students, parents, and the surrounding community, is key to improving education quality (Sidik & Nugraha, 2024). With firm commitment and cooperation among all relevant parties, it is hoped that schools/madrasahs will be better prepared to face global challenges and create a quality learning environment for students. The role of TQM as a managerial approach to improving education quality is becoming increasingly important in modern education. Continued efforts in implementing TQM will positively impact all stakeholders in the education environment (Dewi & Primayana, 2019). With continuous training and development for educators, it is hoped that the quality of teaching and learning can be continuously improved by integrating technology (Isti'ana, 2024). Thus, a conducive and effective educational environment can be created, contributing positively to the overall development of students. TQM is a key factor in ensuring the improvement of educational quality in line with the needs and challenges of the times (Ansori et al., 2023).

Implementing TQM can also help improve the efficiency and effectiveness of the educational process, thereby creating a conducive learning environment that encourages students to develop their full potential (Syaifulloh, 2019). Additionally, through the TQM approach, schools can be more responsive to changes and challenges in the world of education, thereby producing graduates who are competitive and ready to face the demands of globalization. Thus, TQM positively impacts educators, students, and the broader community, which will benefit from the overall improvement in educational quality (Wanda, 2024).

As the primary source of Islamic teaching, the Qur'an serves as a guide for all aspects of human life, especially for Muslims. An educational process based on the Qur'an, insha'Allah, will significantly impact the quality of education because its teachings originate from the All-Knowing, including how an educational process should be conducted. Quality education is essential in shaping a superior and highly competitive generation. The relevance of TQM principles to the values

found in the Qur'an is also an important consideration in efforts to improve the quality of sustainable education.

One TQM principle in the Qur'an is the concept of justice (Sukirno Sukirno et al., 2024). The Qur'an teaches the importance of treating all individuals fairly, without discrimination, so everyone has equal opportunities to obtain quality education. By applying this principle of justice in the education system, schools can create an inclusive and equitable environment for all students. Additionally, values such as integrity, honesty, and cooperation taught in the Quran align with TQM principles that emphasize the importance of teamwork and effective communication in achieving common goals (Hamka & Sa'diyah, 2024). Thus, integrating TQM principles with the values of the Qur'an can serve as a strong foundation for holistically improving the quality of education. With the various benefits, advantages, and roles of the principles of TQM in the Qur'an as outlined above, it would be extraordinary if they could be applied in education. However, very few schools/madrasahs currently implement TQM. Therefore, it is hoped that this research can provide an overview of how TQM can be applied in schools/madrasahs to achieve the desired educational goals.

### **Method**

The method applied in this study is the systematic literature review. This method relies on literature review as the primary source of data. Literature review is important in exploring relevant concepts from the Qur'an, hadith, and scientific studies related to previous research findings. The Qur'an and hadith contain discussions about management's efforts to improve the quality of education. Through literature review, researchers can identify primary sources such as the Qur'an and hadith, and integrate them with perspectives from previous research. This approach enables the strengthening of scientific arguments integrated with Islamic values. It provides practical solutions to address challenges in schools/madrasahs in implementing Total Quality Management (TQM) from the perspective of the Qur'an.

The researcher analyzes data from written sources such as books, journals, scientific articles, and relevant Qur'anic interpretations. Primary data sources include the Qur'an and the interpretations of Ibn Kathir and Quraish Shihab, as well as books and articles. Secondary sources include supporting books on Islamic education management, journals, proceedings, articles, relevant written works, and national education regulations or policies.

The research began by identifying problems in implementing TQM and the challenges faced by its application in schools/madrasahs. A literature search as a source of primary and secondary data followed this. The literature was evaluated and selected by selecting the most relevant references. This was followed by data

categorization, analysis, and conclusion. Data analysis techniques include 1) content analysis, which analyzes the content of documents and interprets their meaning. 2) Thematic analysis, which identifies important themes being studied. 3) Normative interpretation examines verses from the Qur'an related to quality management principles from an Islamic perspective (Syaifulloh, 2019).

## Result and Discussion

### Result

#### Research Results Data Table

No	Author, Year, Title	Research Results
1	Ifah Khadijah. (2019). Total Quality Management (TQM) in Islamic Educational Institutions	<p>This article discusses the concept, implementation, and indicators of success of Total Quality Management (TQM) in the context of Islamic educational institutions through a literature review approach. Several important points raised:</p> <ol style="list-style-type: none"> <li>1. TQM is a management system that emphasizes continuous quality improvement, involving all elements of the organization, focusing on customer satisfaction (students), and systematic planning.</li> <li>2. In the Islamic context, quality management is rooted in the values of the Quran and Hadith, which promote orderliness, efficiency, and integrity.</li> <li>3. The implementation of TQM requires full participation from all parties within the educational institution (teachers, students, school principals, committees) and adaptation to Islamic work culture.</li> <li>4. TQM also requires support for quality resources such as: committed leadership, accurate management information systems, qualified human resources, teamwork, and a culture of continuous improvement.</li> </ol> <p>Success indicators include: improved work discipline, consistent service, effective internal control, enhanced work skills, and graduates of high intellectual and spiritual quality (Khadijah, 2019).</p>

2	Ahmad Syaifulloh. 2019. Implementing Total Quality Management in Islamic Religious Education	<p>Key points of the discussion include:</p> <ol style="list-style-type: none"> <li>1. The TQM concept refers to four main elements: quality, customer satisfaction, continuous improvement, and the involvement of all organizational components.</li> <li>2. Education as a service industry whose primary product is educational services; external customers are students, parents, and the community, while internal customers are teachers and staff.</li> <li>3. The application of TQM in Islamic Religious Education is essential to enhance the effectiveness of values and moral education amid a character crisis.</li> <li>4. TQM is implemented in Islamic Religious Education through systematic steps: leadership commitment, forming a quality team, staff training, and continuous evaluation and monitoring.</li> <li>5. The author emphasizes the importance of organizational culture and structural changes (upside-down organization) and effective quality communication across all levels of Islamic educational institutions.</li> </ol> <p>Success indicators for TQM implementation include student, parent, and community satisfaction levels and increased student achievement (Syaifulloh, 2019).</p>
3	Sukirno et al. (2024). Qur'anic Verses on Quality Management in Islamic Education.	<p>The Qur'an contains quality management principles that can be integrated into the Islamic education system. These principles include:</p> <ol style="list-style-type: none"> <li>1. Focus on customer satisfaction (education stakeholders).</li> <li>2. Leadership modeled after the Prophet Muhammad.</li> <li>3. Process- and system-based approach.</li> <li>4. Wise decision-making (consultation),</li> <li>5. Mutually beneficial relationships (fair and transparent).</li> </ol> <p>Applying these principles is believed to improve the overall quality of Islamic education, both in academic aspects and in</p>

		students' character and moral development (Sukirno Sukirno et al., 2024).
4	Evi Erfiyana, et al. (2024). Implementation of School Quality Culture Through the Total Quality Management Approach	<p>The research findings reveal that:</p> <ol style="list-style-type: none"> <li>1. Teamwork is crucial for continuous quality improvement.</li> <li>2. Empowering teachers and staff through active involvement in the decision-making process drives performance improvement.</li> <li>3. TQM implementation proceeds through three main phases: preparation, planning, and implementation.</li> <li>4. These phases require the important role of school management, from forming a quality committee, training, measuring customer satisfaction (students, parents, community), to routine evaluation.</li> </ol> <p>Failure in TQM implementation is generally caused by weak leadership commitment, lack of continuous training, and the mismatch between the TQM approach and the institutional context (Erfiyana et al., 2024).</p>
5	Titi Suryani. (2024). Implementation of Total Quality Management (TQM) in Islamic Education	<p>The research findings indicate that:</p> <ol style="list-style-type: none"> <li>1. Many Islamic educational institutions have applied TQM principles such as customer (stakeholder) focus, continuous improvement, participatory leadership, and data-driven management.</li> <li>2. The positive impacts of TQM include improved curriculum quality, data-driven evaluation systems, more professional human resource management, technology utilization, and educational services that are more responsive to the needs of students and parents.</li> </ol> <p>The main challenges in its implementation include a lack of understanding among educators about TQM concepts, limited funding, resistance to change, weak quality culture, and an opaque financial management system (Suryani, 2024).</p>
6	Anis Zohriah, et al. (2024). Implementation of Total Quality Management	<p>The results of the study show:</p> <ol style="list-style-type: none"> <li>a. TQM is applied as a systematic approach to continuous improvement that covers all</li> </ol>

	(TQM) in Islamic Educational Institutions	<p>aspects of the organization: physical, non-physical, management, culture, and customer relationships (stakeholders).</p> <p>b. The five main elements of TQM implementation in education include:</p> <ol style="list-style-type: none"> <li>1. Continuous improvement</li> <li>2. Setting quality standards</li> <li>3. Organizational culture change</li> <li>4. Organizational structure change (bottom-up)</li> <li>5. Maintaining relationships with customers (students, parents, community)</li> </ol> <p>TQM encourages educational institutions to focus on customer satisfaction by involving all institution components in decision-making, policy implementation, and quality evaluation (Zohriah et al., 2024).</p>
7	Muhammad Suhendri. (2024). Implementation of Total Quality Management in Education	<p>The main findings of this study include:</p> <ol style="list-style-type: none"> <li>1. TQM implementation strategies begin with leadership commitment, human resource training, staff empowerment, performance measurement, and the establishment of a culture of continuous improvement.</li> <li>2. Key aspects of education that are the focus of TQM include: improving teaching quality, customer satisfaction (students and parents), strengthening leadership, continuous evaluation, and community involvement.</li> <li>3. The TQM implementation model in education is divided into three phases: preparation (commitment, training, vision-mission), planning (use of the PDCA cycle), and implementation (evaluation and feedback).</li> </ol> <p>The author also outlines supporting factors (visionary leadership, staff participation, innovative culture, availability of resources) and hindering factors (resistance to change, limited human resources, lack of training, weak leadership support) (Suhendri, 2024).</p>
8	Ameliya Ayu Wanda. 2024. Total Quality Management and Its	This study aims to analyze the implementation of Total Quality Management (TQM) at Albarkah Islamic Boarding School



Impact on Teacher Productivity at Albarkah Islamic Boarding School in Sumenep	<p>and its impact on teacher productivity. Using a quantitative approach with a descriptive-correlational design, this study involved 25 teachers as samples. The results indicate that TQM at Albarkah Islamic Boarding School is implemented effectively, particularly in continuous improvement and full involvement.</p> <p>Correlation analysis shows that implementing TQM significantly influences teacher productivity, contributing 52% to the productivity variable. Teachers also positively perceive TQM, despite complaints about administrative burdens. The positive impact of TQM is evident in improved teaching methods and student learning outcomes. Supporting factors for TQM implementation include organizational culture, teacher training, and management involvement, while the main barriers are limited facilities and administrative burdens (Wanda, 2024).</p>
9 Baraz Yoechva Alfaiz. (2025). The Application of Total Quality Management (TQM) in Achieving Student Satisfaction	<p>This study aims to describe and analyze the implementation of TQM by the principal, teachers, and school committee to achieve student satisfaction at SMAN 1 Rogojampi, Banyuwangi. The research method uses a qualitative approach with interviews, observation, and documentation techniques.</p> <p>Some key findings:</p> <ol style="list-style-type: none"> <li>The implementation of TQM at this school follows the ISO 9001:2008 standard, with the vision of producing graduates who are CAKAP (Intelligent, Trustworthy, Competent, Wise, and Caring).</li> <li>TQM is implemented through synergy between the school principal (visionary and motivator), teachers (as educators and evaluators), and the school committee (supporters, supervisors, and community liaisons).</li> <li>Student satisfaction evaluations are conducted annually by the Deputy Quality Manager, focusing on three main indicators: teachers' mastery of subject</li> </ol>

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matter, teaching methods, and facilities and infrastructure.

Survey results show:

1. 48% of students are satisfied with teachers' mastery of subject matter.
2. 41% of students are satisfied with teaching methods.
3. Only 29% of students are satisfied with the school's facilities and infrastructure.
- d. The main challenges still lie in administrative services, cleanliness, and general facilities such as toilets and parking.

Key TQM strategies: customer relationship strategy, institutional performance improvement, service quality improvement, and listening to customer feedback (Alfaiz, 2025).

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## Discussion

When viewed from the perspective of the Qur'an, the concept of Total Quality Management (TQM) represents a managerial approach that emphasizes continuous quality improvement, the involvement of all parties, and customer satisfaction. From the perspective of the Qur'an, the concept of TQM can be seen as an effort to achieve goodness, justice, and exemplary behavior in every aspect of life (Abidin, 2021). The implementation of TQM in schools/madrasahs aims to improve the quality of education through the active involvement of all relevant parties. However, a common issue in the implementation of TQM in schools/madrasahs is resistance from some parties who have not fully understood its benefits. Therefore, it is important to continuously identify the challenges faced and seek appropriate solutions to ensure that efforts to improve educational quality can be implemented effectively.

One way to overcome resistance in the implementation of TQM in schools/madrasahs is to provide socialization and training to all stakeholders so that they can understand the benefits and objectives of TQM implementation (Suryani, 2024). Additionally, it is important to involve all parties in the decision-making process.

Collaboration and good communication between all stakeholders will be the key to the success of TQM implementation in schools/madrasahs (Ro'uf, 2024). Through the active participation of all parties, such as teachers, students, parents, and school staff, an environment that supports the proper application of TQM

principles will be created. With collective awareness of the importance of educational quality, resistance to change will decrease. Additionally, regular monitoring and evaluation are necessary to assess the effectiveness of TQM implementation and make the necessary improvements to achieve the desired educational goals.

The principles of TQM in the Qur'an include the first principle of continuous improvement: The concept of *Islah* in the Qur'an encourages continuous improvement efforts in various aspects of life. Islamic teachings emphasize the importance of consistent efforts to improve oneself and one's life, which is an integral part of the religious practices of Muslim communities. By applying this principle in education, everyone is involved in a continuous improvement process to achieve a better end goal. Thus, the implementation of TQM in education can also be seen as a form of worship based on the belief in the goodness that comes from continuous improvement efforts. The Quranic verse related to the concept of *islah* states that Allah will not change the condition of a people unless they themselves change it (Surah Ar-Ra'd, verse 11). This emphasizes the importance of the role of each individual in making continuous improvements, both in themselves and in their surroundings. Thus, TQM in education is not merely a quality management method but also a form of worship carried out with sincere intentions to improve the quality of education and achieve greater good for humanity. With an awareness of the importance of each individual's role in creating positive change, TQM in education can become a concrete step toward improving the quality of education in Indonesia (Veronika et al., 2023). Through the application of the *islah* approach, all parties involved can support each other and work together to achieve common goals in the world of education. Thus, not only students will benefit from a better learning environment, but teachers and parents will also feel the positive impact. This opens up opportunities to create a learning culture that is inclusive, innovative, and oriented toward real processes and results. With strong collaboration and awareness of the importance of the TQM concept, the quality of education in Indonesia has the potential to experience sustainable improvement and make a significant positive contribution to the nation's future progress.

The second principle is the involvement of all parties (Total Involvement): The value of *Syura* (consultation) emphasizes collective participation in decision-making (Nahwan et al., 2024). The Quranic verse on consultation in Surah Al-Shura (42:38) reminds us of the importance of consultation in decision-making, that by discussing and listening to opinions from various parties, we can reach a fairer and better agreement. This is in line with the TQM principle, which emphasizes the importance of participation from all parties in achieving common goals. Thus,

involving all stakeholders in the educational process will help create better decisions and support the creation of a more inclusive and democratic learning environment.

Q.S An-Nisa Verse 59, which means: "O you who believe! Obey Allah and obey the Messenger (Muhammad), and those in authority among you. Then, if you differ over something, refer it back to Allah (the Quran) and the Messenger (his Sunnah), if you believe in Allah and the Last Day. That is better for you and has a better outcome." This Quranic verse about consultation in Surah An-Nisa verse 59 also reminds us that consultation is one of the principles in conducting communal life filled with justice (Nur & Annisa' Wilda Lailatul Fithriah, 2025). Therefore, it is important for us to always open up space for discussion and listen to various perspectives in order to reach a better agreement. "It is by the mercy of Allah that you (Muhammad) are gentle toward them. If you had been harsh and hard-hearted, they would have dispersed from around you. Therefore, forgive them and seek forgiveness for them, and consult with them in the matter. Then, when you have made up your mind, put your trust in Allah. Indeed, Allah loves those who put their trust in Him." (Q.S. Al-Imran: 159). This Quranic verse about consultation in Surah Al-Imran, verse 159, also emphasizes the importance of consultation in decision-making related to the community (Jannatul Firdausiyah & Ainur Rofiq Sofa, 2024). Thus, collaboration and consultation are not only essential in the context of education but also in all aspects of community life. Awareness of the importance of consultation can also help resolve conflicts and create a harmonious atmosphere amidst diverse opinions. Therefore, let us continue to prioritize the principle of consultation in every step we take, in order to achieve wiser decisions and support the realization of a more inclusive and democratic society. The Quranic verse emphasizing the value of consultation and participation in decision-making can also serve as a guide in implementing the TQM concept in the field of education (Sholeh et al., 2024). The involvement of various stakeholders in the decision-making process contributes to the creation of better and more representative decisions. In addition, values such as equality, justice, and cooperation will also be further emphasized in an educational environment that applies the TQM concept. Thus, education in Indonesia will be of higher quality and capable of producing a generation that is more superior and globally competitive.

The third principle is customer focus: the principle of serving and fulfilling the needs of the people as a form of worship. The verse of the Qur'an that teaches serving and fulfilling the needs of the people as a form of worship is found in Q.S Al-Baqarah verse 195, which means, "And spend (your wealth) in the way of Allah, and do not throw (yourselves) into destruction with your own hands, and do good.

Indeed, Allah loves those who do good." The interpretation of Quran 2:195 highlights the importance of good service in Islam, which can be applied in the context of total quality management in schools. By understanding religious values and applying them in management practices, schools/madrasahs can achieve greater success in creating a high-quality learning environment. The Quranic verse that teaches serving and fulfilling the needs of the community as a form of worship is found in Surah Al-Maidah verse 2, which means, "... And help one another in righteousness and piety, and do not help one another in sin and enmity. Fear Allah; indeed, Allah is severe in punishment." By integrating religious values such as those found in the Quranic verse, schools can build a culture of cooperation, honesty, and responsibility among all members of the educational community (Jannatul Firdausiyah & Ainur Rofiq Sofa, 2024). This will help create a harmonious learning environment and enable the achievement of more optimal educational goals. In addition, understanding religious values can also help reduce conflicts and improve the quality of relationships between individuals in schools/madrasahs. Thus, the application of religious values in total quality management in schools/madrasahs can make a significant contribution to improving the quality of education and producing a high-quality generation.

#### **Implementation of TQM in Schools/Madrasahs**

The steps for implementing TQM include, first and foremost, top management commitment: The importance of full support from school/madrasah leaders in the implementation of TQM (Hasan, 2024). This will create a conducive and harmonious learning environment where all parties feel valued and supported in achieving common goals. Additionally, top management commitment will motivate all staff and teachers to continuously strive to improve the quality of education provided to students. Thus, the implementation of TQM will not only create a high-quality school but also foster good character and morality in the younger generation. Therefore, it is crucial for school leaders to consistently demonstrate their commitment to the implementation of TQM for the advancement and success of all. Furthermore, with the commitment of top management, a harmonious work environment will be created where all stakeholders feel valued and supported in achieving common goals. With this support, all staff and teachers will feel motivated to continue striving to improve the quality of education provided to students. The implementation of TQM will not only create a quality school but also play a role in shaping the morals and character of the younger generation. Therefore, it is important for school leaders to consistently demonstrate their commitment to implementing TQM for mutual progress and success.

The second step is the formation of a quality team: forming a team that has the main responsibility of designing and implementing quality programs. The quality team also has an important role in monitoring and evaluating the results of the quality programs that have been implemented. Through analysis of the data and information collected, the team is tasked with assessing the extent to which the program's achievements are in line with the previously determined targets and objectives. Regular evaluations by the quality team enable educational institutions to continue to make improvements and adjustments so that the implementation of quality programs can be carried out more efficiently and effectively.

The quality team is also responsible for compiling reports on the evaluation results, which can be used as reference material for school/madrasah leaders in making decisions related to efforts to improve the quality of education. In the evaluation report, the quality team will present relevant data and recommendations for necessary improvement measures. This information is intended to support educational unit leaders in making the right decisions to encourage improvements in the quality of education in schools. In addition, the Quality Team will also collaborate with all relevant stakeholders, including teachers, parents, and the surrounding community, to obtain input and support in implementing the recommended improvement programs. With good cooperation and open communication, it is hoped that the goals and targets for educational quality in schools can be achieved more effectively.

The third step is training and human resource development: Conducting training for teachers and staff to improve their competencies and understanding of TQM. It is hoped that through these efforts, the quality of education in schools/madrasahs will continue to improve, enabling them to produce graduates who are ready to face global challenges in the future. Additionally, support and collaboration between teachers and staff will become stronger, creating a more productive and harmonious work environment. All of this will have a positive impact not only on educators but also on the development of students and the school's overall performance.

By consistently applying TQM principles in the educational process, it is hoped that a high-quality and sustainable education system can be created. With the high commitment and dedication of all parties involved, it is hoped that the vision of creating a quality and sustainable education system can be achieved effectively. This will undoubtedly serve as the primary foundation for efforts to improve educational quality in schools and madrasahs, as well as in creating a learning environment that supports the growth and development of students (Sholeh et al., 2024). In addition, with the consistent implementation of TQM, it is also hoped that schools can continue to compete and make a positive contribution

in shaping a competent and highly competitive future generation. Thus, it is hoped that the future of education in schools/madrasahs will be brighter and positively impact all stakeholders involved.

The fourth step is to measure and evaluate performance: Establish performance indicators and conduct regular evaluations to assess the effectiveness of TQM implementation. This will also help schools/madrasahs to continuously improve their educational standards and provide optimal services to students and parents. With the availability of valid and reliable data, schools are able to make more accurate strategic decisions in responding to challenges and taking advantage of opportunities that arise in the dynamic world of education.

Performance measurement and evaluation can also be a tool to motivate teachers and school staff to maintain and improve their performance in order to provide optimal educational services to students. Thus, the implementation of TQM will not only provide short-term benefits but will also have a positive long-term impact on the advancement of education in the school. In addition, with reliable data, schools can more easily evaluate various programs that have been implemented and see whether they are effective or not. This will help schools to continue to make improvements and innovations in order to provide the best education for students. Furthermore, with performance measurements, teachers and school staff can also see how far they have achieved the set targets and make improvements if necessary. Thus, TQM not only supports the improvement of education quality but also creates a better and more productive work environment for all parties involved.

The fifth step is to conduct a case study on the implementation of TQM: finding role models or examples of successful TQM implementation in schools/madrasahs that have improved the quality of education. A better work environment contributes to increased motivation and enthusiasm among teachers and educational staff in carrying out their professional duties. This has a positive impact on the learning process taking place in the educational institution. Additionally, TQM enables better collaboration between teachers, staff, students, parents, and the community, fostering strong synergy in achieving common goals. Thus, the implementation of TQM in schools/madrasah can be a key factor in creating a quality and sustainable education system.

### **Problems in Implementing TQM in Schools/Madrasahs**

Problems in implementing TQM in schools/madrasahs take the form of internal challenges, the first of which is resistance to change. Some teachers or staff reject the changes brought about by TQM. It is necessary to provide an understanding of the positive impacts that will be felt by all parties through discussions, workshops, or training sessions. It is hoped that through these

methods, those involved will feel more engaged and have a sense of ownership over the change process being implemented. Management also needs to provide training and guidance to all staff so they can understand and apply TQM concepts effectively (Solechan et al., 2024). Thus, resistance to change can be minimized, and the TQM implementation process can proceed effectively and produce the expected results. In addition, the success of TQM implementation also depends heavily on openness and clarity in communication to avoid misunderstandings or misinformation among the parties involved. School/madrasah principals also need to consistently provide feedback to all stakeholders to ensure that the TQM implementation process runs according to plan and expectations. With effective communication and adequate training, it is hoped that all parties will be able to collaborate in bringing about the desired changes.

The second internal challenge is limited resources, in the form of insufficient funds, facilities, or experts to support the implementation of TQM (Suhendri, 2024). In this context, the role of management in ensuring the availability of adequate resources and efficient management is crucial. Management needs to conduct an in-depth analysis of resource needs and identify areas where efficiency improvements can be made. In addition, collaboration between various parties and stakeholders in educational institutions must also be enhanced to ensure that existing resources are used optimally. With these steps, educational institutions can minimize obstacles in the implementation of TQM and increase the chances of successfully achieving company goals. Next are external challenges

The first external challenge is the lack of support from stakeholders, minimal participation from parents, the community, or the government in supporting the TQM program (Fawwaz & Susanty, 2024). This evaluation can also provide an overview of the success rate of the TQM program and determine the improvement measures that must be taken. Additionally, educational institutions must also consider internal factors such as organizational culture and human resource quality in efforts to enhance the effectiveness of TQM implementation. Thus, educational institutions can achieve optimal results and provide significant benefits for all parties involved.

The second external challenge is the mismatch in organizational culture, where work culture does not align with TQM principles, such as ineffective communication and lack of teamwork. This can hinder the success of TQM implementation in educational institutions. The quality of human resources is also an important factor that must be considered. The role of employees in applying TQM principles and their ability to manage change can also influence the success of the TQM program. Therefore, targeted and measurable improvement steps need to be taken to enhance the effectiveness of TQM implementation in educational



institutions. Some steps that can be taken to improve the effectiveness of TQM implementation in educational institutions include improving communication and cooperation between teams, providing training and development to employees to improve their ability to apply TQM principles, and ensuring that the available human resources have the quality required by the TQM program (Jannatul Firdausiyah & Ainur Rofiq Sofa, 2024).

Regular monitoring and evaluation activities also need to be carried out to assess progress and ensure that the improvement measures taken have had a positive impact on the implementation of TQM. In this way, educational institutions can achieve success in applying TQM principles and improve the quality of services provided to all stakeholders. This is also important to ensure that all staff and educators continue to apply TQM principles in every aspect of their work. Employee training and development must also be continuously carried out so that they can continue to improve their competencies and abilities in effectively implementing TQM. In addition, regular monitoring and evaluation need to be carried out to ensure that TQM implementation is running according to plan and the targets that have been set. With the commitment and high awareness of all parties involved, it is hoped that educational institutions can continue to improve the quality of their services in order to achieve competitive excellence in the world of education.

Next, provide solutions and recommendations with strategies to overcome challenges, the first of which is through socialization and education. Conducting workshops or seminars to enhance the understanding of all school/madrasah components regarding the benefits of TQM. In these workshops or seminars, successful case studies of TQM implementation in other educational institutions can be presented, along with techniques and methods that can be applied to enhance the effectiveness of TQM implementation. Socialization and education can also be conducted through the use of social media or school newsletters to ensure that information about TQM is widely disseminated and understood by all members of the educational institution. With intensive socialization and education efforts, it is hoped that the awareness and commitment of all parties involved in the implementation of TQM will increase, so that educational institutions can achieve optimal service quality goals (Alfaiz, 2025). In addition, it is also important to involve all stakeholders in the TQM implementation process, including teachers, students, parents, and administrative staff. By involving all relevant parties, strong synergy will be created in achieving the desired educational quality goals.

Secondly, by developing a culture of quality, building a work culture that supports continuous improvement and the involvement of all parties. Efforts to improve the culture of quality also need to be supported by regular monitoring

and evaluation of the implementation of quality policies. With this mechanism in place, educational institutions can continue to make improvements and adjustments to the programs that have been implemented. In addition, improving communication between leaders and all members of the institution is also an important key to creating a strong and sustainable quality culture. Thus, educational institutions can continue to develop and make positive contributions to society and the nation.

The strategy for overcoming the third challenge is to optimize resources, utilize available resources efficiently, and seek additional support from external parties. Collaboration with external parties can also open up opportunities for the exchange of knowledge and experience, as well as expand the educational institution's network. This will help the institution to continue to develop and improve the quality of education it offers. In addition, with additional support from external parties, educational institutions can also better face future opportunities and challenges. Thus, collaboration between educational institutions and external parties is an important key in efforts to improve the quality of education in Indonesia.

The role of the Qur'an as a foundation for implementation is to use the values of the Qur'an as a guide in every step of TQM implementation to ensure compliance with Islamic principles. This can also help strengthen the faith and piety of students and educators, thereby encouraging religious awareness in their daily lives. Additionally, integrating the values of the Qur'an into TQM can also help reduce negative behaviors such as corruption, fraud, and dishonesty in the educational environment (Tania Arumsari et al., 2025). Thus, this approach aims not only to produce academically outstanding individuals but also to shape a generation with strong character and high integrity. The entire process is expected to contribute positively to the transformation of the world of education and society at large.

Through the TQM approach based on the values of the Qur'an, it is hoped that educators can become role models for students in their daily lives. Thus, students will be encouraged to internalize religious values into various aspects of their lives. The implication of this is the formation of a more harmonious and ethical educational environment. The integration of Qur'anic values can also help improve the quality of leadership among students, so that they can become responsible and integrity-driven leaders in the future.

## **Conclusion**

The implementation of Total Quality Management (TQM) integrated with Qur'anic principles has proven to have significant potential in improving the quality of education in schools and madrasahs. This integration not only enhances academic standards but also

strengthens the formation of students' character with noble morals, honesty, and responsibility. The application of Qur'anic values within the TQM framework creates an inclusive and conducive learning environment, where successful implementation requires strong commitment from all stakeholders through synergistic collaboration among teachers, students, parents, and other stakeholders.

Theoretically, this research contributes to the development of educational management models that integrate spiritual values with contemporary management principles. Practically, this study offers a TQM implementation framework that can be adapted by Islamic educational institutions by considering local and religious values. However, this research has contextual limitations in certain geographical areas, analytical scope that does not examine all aspects in depth, subjective interpretation in integrating modern frameworks with religious texts, empirical data limitations, potential resistance and bias, practical implementation barriers, and limited research duration to observe long-term impacts.

These limitations emphasize the importance of careful interpretation of research findings and the need for further research using longitudinal studies with broader samples and mixed-method approaches. Future research is recommended to expand geographical and cultural scope, involve diverse contexts, and develop more comprehensive measurement instruments to provide a deeper understanding of the effectiveness of TQM-Qur'anic integration models in various Islamic education contexts in Indonesia and other Muslim countries.

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