

Implementation of Integrated Quality Management in the Learning Process in Madrasah Aliyah

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ABSTRACT. This study aims to determine the implementation of Total Quality Management (TQM) in the standard learning process at Madrasah Aliyah. The research used a descriptive qualitative approach at MAS KMI Diniyyah Puteri Padang Panjang. The application of TQM will be discussed using the Juran Trilogy concept, which consists of quality planning, quality control, and quality improvement—collecting data using interview techniques, observation, and documentation. The informants in this study were school principals, curriculum representatives, teachers, and students. Furthermore, they check the data's validity using the source triangulation method and triangulation. The results of the study found that: Quality planning in the learning process starts from setting learning process standards in the Madrasah work plan with the standards used, namely the 2013 curriculum and the QUBA curriculum; Quality control of the implementation of learning is carried out using project-based learning methods and learning evaluations that are not only educational values, but there are character assessment tools by the QUBA curriculum, and quality improvement in the form of monitoring, evaluation and follow-up activities of the learning process where schools carry out periodic evaluations through teacher meetings and evaluation of student learning outcomes, supervision activities, conducting training for teachers in competency improvement and training for students in forming character. This study concludes that MAS KMI Diniyyah Puteri Padang Panjang has implemented the characteristics of TQM, namely continuous improvement, education, and training conducted for students and teachers.

Keywords: *Total Quality Management, Process Standards, Trilogy Juran*



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INTRODUCTION

Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System, namely "*National education aims to develop the potential of students to become people of faith and devotion to God Almighty, have a noble character, healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens in order to educate the nation's life.*" In achieving educational goals requires good educational management (Farhurohman, 2017; Hasibuan *et al.*, 2018). Realizing the ideal educational goals as above, schools must strive to determine specific policies, namely optimizing the role of all components in the school, especially related to the quality of learning, which is one of the important elements in the implementation of the learning process, the success and failure of a learning goal depend on the quality that is optimally prepared and developed. Effective schools can empower every important component of the school, both internally and externally, and a good, transparent, and accountable management system to achieve the school's vision and mission effectively and efficiently (Nasution, 2005; Fadhli, 2016; Nur *et al.*, 2022).



The quality or quality of education will be influenced by the extent to which educational institutions can manage all potentials optimally, from education personnel, students, learning processes, infrastructure, educators, finances, and relations with the community (Apud, 2018; Suryana & Ismi, 2019; Adha *et al.*, 2019). One form of quality improvement that has been successfully utilized in the industrial world and can be adapted in the world of education is *Total Quality Management* (TQM). TQM is an approach to running a business that maximizes the organization's competitiveness through continuous improvement of products, services, labor, and the environment. A management approach that can be applied in education is TQM. TQM has a management system that can elevate quality as a business strategy oriented towards customer satisfaction by involving all members of the organization or institution (Sutarto, 2015). There are several main terms in TQM: continuous improvement, quality improvement, and continuous quality improvement (Rahmi, 2015; Djuhartono *et al.*, 2021). In improving quality or quality, a continuous improvement strategy is needed where improvements must be made continuously so educational goals can be realized. According to Nasution (2011), one of the characteristics of TQM is to improve processes continuously. Similarly, Salis (2015) defines quality as the continuous development of a stable system. So, TQM is understood as a philosophy of continuous improvement until the goals of an organization can be achieved by involving all components. Continuous improvement is expected to be an effort that can improve the quality of education. The quality of education must continue to be improved in a straight line with the wishes of customers here, namely parents, students, and the community.

The development of education in the last year can continue to change, and the improvement of the quality of education must be advanced again in a continuous manner (Priatmoko, 2018). The competition for Islamic schools, whether boarding schools or not, is increasing rapidly with the increasing desire of parents so that children have a good understanding of the Islamic religion (Roziqin & Rozaq, 2018; Kurniawan *et al.*, 2022; Maulana *et al.*, 2022). With this competition, Islamic schools are trying to create various excellent programs to fulfill parents' wishes. One of the Islamic schools that has an advantage is MAS. KMI Diniyyah Puteri Padang Panjang. Based on the data obtained in the pre-research excellence of this school, namely MAS KMI graduates are accepted at various state universities such as UI, UGM, ITB, UNPAD, and Sriwijaya University, and is also accepted at Foreign Universities such as Al-Azhar Cairo, Moroccan Rabat University, and Asian Pacific University Japan.

An example of special program owned by the school is super student training, *leadership camp training*, and Muslim training. Some of this training is required for students as one of the learning processes in shaping student character. The principal said that the training activities to shape the character of these students would be improved every year as an effort to improve continuously. The advantages possessed by MAS. KMI Diniyyah Puteri, both in graduates and excellent programs that are owned, have an impact on the interest of the community and parents to enroll their children in this school. The increasing interest can be seen in the number of prospective students who enroll in MAS KMI Diniyyah Puteri Padang Panjang as follows:

Table 1. MAS student admissions data KMI Diniyyah Puteri

Year	Registrar	Accepted Students
2017/2018	108 people	85 people
2018/2019	119 people	103 people
2019/2020	117 people	74 people
2020/2021	65 people	63 people
2021/2022	108 people	73 people

Source: MAS Document. KMI Diniyyah Puteri

In Table 1, the admission of students at the MA level is limited annually, with an average student admission of around 79 students based on the availability of study rooms. However, prospective students who want to join are increasing because they are interested in the quality of the educational program and the quality of graduates from MAS KMI Diniyyah Puteri Padang Panjang.

Quality education is shown by the quality of its graduates and how the institution can meet applicable quality standards (Ulum, 2017). The government has set quality standards on education called the National Education Standards, which are regulated in Government Regulation No. 57 of 2021. Likewise, the excellence of education at MAS KMI Diniyyah Puteri is not only seen in the special programs and competencies of graduates. However, it can also be seen from the achievement of MAS KMI Diniyyah Puteri's accreditation scores. MAS KMI Diniyyah Puteri obtained the A accreditation predicate obtained from the National Accreditation Board for Schools/Madrasah (BANSM) with the following grade details:

Table 2. MAS Accreditation Value. KMI Diniyyah Puteri in 2018

No	Material	Value
1	Content Standards	91
2	Process Standards	93
3	Graduate Competency Standards	96
4	Standards for Educators and Education Personnel	86
5	Standard Facilities and Infrastructure	90
6	Management Standards	90
7	Financing Standards	92
8	Educational Value Standards	95
Final Grade		92

Source: MAS Accreditation Report Card. KMI Diniyyah Puteri in 2018

The accreditation value obtained by MAS KMI Diniyyah Puteri with a final score of 92 is already eligible for a certificate A based on the National Accreditation Board for Schools/Madrasah. However, this achievement can still be improved to the maximum to achieve even better results. Based on the data in Table 2., it can be seen that the standard process of obtaining a value of 93. Based on the accreditation value on the process standards obtained, it is satisfactory, but there must be efforts in maintaining and improving these achievements where it is known that process standards are one of the important items in achieving a good quality of education.

Based on Permendikanbud Number 14 of 2022, the process standard is described as a criterion for implementing learning in the Education unit to achieve Graduate Competency Standards. Based on preliminary data obtained by researchers from the website page, *diniyyah puteri* has a QUBA curriculum. This curriculum is one of the important parts of implementing standard processes applied by schools. Process standards are an important part of efforts to improve the quality of a school because the better the process, the better the quality will be. According to Sanjaya (2012), the education process standard, as the minimum standard that must be carried out, functions as a controller of the educational process to obtain the quality of results and the learning process. Good quality management is needed to guide the standard quality improvement process. Joseph M Juran (2003) is one of the founders of integrated quality management. In his book *Juran on Leadership for Quality*, Juran conveyed the concept of quality management called the Juran Trilogy. The Trilogy Juran concept is one of the familiar concepts of quality management: quality planning, quality control, and quality improvement (Juran, 2005).



Figure 1. Juran Trilogy cycle image

According to Fitria's research (2021), it is necessary to apply the Juran Trilogy concept to improve the quality of school facilities and infrastructure. Even so, it still needs to improve the quality of facilities and infrastructure at the maintenance stage. Similarly, with the research conducted by Mardhiyah *et al* (2021) on the application of Joseph Juran's quality management concept in controlling the performance of educators and education staff, it was found that the application of quality management is still lacking, and there needs to be an improvement at the stage

of improving the quality of education personnel performance. The Juran trilogy can be applied in education management to improve the quality of education (Apud, 2018).

Based on the explanation above, 1. Excellence in graduate competencies and achievement of accreditation scores achieved by MAS KMI Diniyyah Puteri, 2. The importance of integrated Quality Management in improving quality, and 3. The importance of applying standards the learning process in achieving educational objectives. Researchers are interested in discussing more the Application of TQM or integrated quality management to learning process standards at MAS KMI Diniyyah Puteri Padang Panjang. This study aims to determine: 1. application of quality planning, 2. application of quality control, 3. application of quality improvement to the standard learning process at MAS KMI Diniyyah Puteri.

METHOD

This research includes field research and a study that objectively takes accurate data. The approach in this study is a qualitative approach, which describes the state of the object under study as it should be. This research was carried out at MAS. KMI Diniyyah Puteri Padang Panjang will be held from July to November 2022. The data collection techniques used in this study consist of 1. Documentation, such as learning process strategy plan, learning implementation plan, learning process results, evaluation of learning process results, and supervision documents. 2. Interviews are conducted to respond by selecting based on purposive samples. Where the respondents in this study were the principal, vice principal for curriculum, and teachers. 3. Observation, the type of observation carried out, is frankly observation where the object of research knows the implementation of the research.

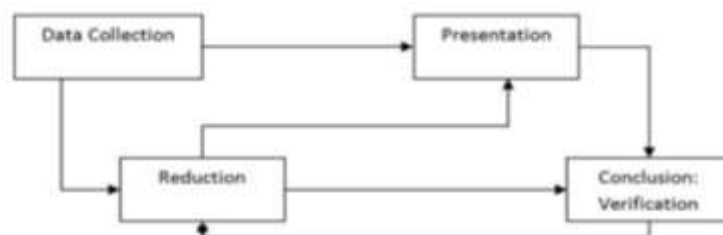


Figure 2. Research Data Analysis

As for data analysis techniques, it uses several stages, namely data reduction, data presentation, and drawing data conclusions. Checking the validity of the data used is triangulated. The triangulation used is, first, source triangulation, namely the step of re-checking the data obtained from the informant by asking about the truth of the data with other informants. Second, the triangulation method is a method that checks research results with different data collection techniques, namely documentation, interviews, and observations. the results of this study will be discussed using the juran trilogy frame consisting of quality planning, quality control, and quality improvement.

RESULT AND DISCUSSION

Result

Documentation Results

Documentation is carried out to obtain and collect data on the implementation of quality planning, quality control, and quality improvement on the standards of the learning process in mas kmi diniyyah puteri. Documentation techniques to obtain information related to the application of TQM to the standard learning process in mas kmi diniyyah puteri in the form of:

Table 3. Documentation Data

No	Documentation	Exist	None	Source
1.	Madrasah Work Plan (RKM)	✓		Principal of MAS KMI
2.	Learning Implementation Plan (RPP)	✓		MAS KMI Teacher
3.	Student Learning Outcomes	✓		MAS KMI Teacher
4.	Supervision Documents	✓		Principal
5.	Learning Process Evaluation Document	✓		Administrative Staff
6.	Documentation of Teacher Competency Improvement Activities	✓		Instagram Diniyyah Puteri

Observation Results

Based on the results of observations of learning activities at MAS KMI Diniyyah Puteri carried out by researchers on November 7 – 9, 2022, learning activities began to be carried out at 7.15 WIB. Learning activities begin with the homeroom teacher, and activities with the homeroom teacher are initiated with learning evaluations, making summaries in journals, duha prayers, *Qur'an* recitations, and memorization deposits of the *Qur'an*. Moreover, at 7:30 a.m., the learning activities begin with each subject teacher. Implementing this learning is supported by a learning schedule set by the vice principal for curriculum. Learning activities are supported by the availability of textbooks or learning resources owned by teachers and students. Likewise, with learning facilities, each class has a book storage locker, a whiteboard, a television, and a mini library used as a learning aid or medium. Before carrying out the learning process, teachers make planning in the form of planning implementation of learning, which includes a lesson implementation plan up to the assessment of the learning process. The findings in the observations are summarized in Table 4.

Table 4. Observation Sheet

No	Indicators	Exist	None	Information
1.	Academic Calendar	V		Academic Calendar used for learning process planning guides
2.	Learning Schedule	V		Used for guidelines for the implementation of the learning process.
3.	Subject Textbooks	V		Used as the main learning resource, and coupled with other learning resources such as news, and internet sources.
4.	Learning Media	V		Learning media is used as a tool in the learning process. Existing media such as, television, libraries, whiteboards and others
5.	Learning Process Assessment Instruments	V		Used as a guideline for assessing students' understanding of the learning delivered.

Source: Research Data 2022

Interview Results

Quality Planning

Based on the results of an interview with the principal, vice principal curriculum and teachers of MAS KMI Diniyyah Puteri can be concluded that the planning standards have been set by the Foundation and follow the curriculum set by the government. Supported by the results of the interview with the principal: "... *planning is carried out based on the provisions of the Ministry of Religion and the Head of Diniyyah Puteri University. That is to use the 2013 Curriculum and the QUBA Curriculum. This planning is outlined in the RKM earlier.*" The result of an interview with the vice principal curriculum is: "... *we use the 2013 curriculum and the QUBA Curriculum. Which is implemented by the teachers*".

Quality Control

Mrs. Desi, a biology teacher, stated, "*The implementation of learning will be tried to follow the planning implementation of learning made. But it can change by looking at the condition of students when learning*". Moreover, in the implementation of learning, teachers try to use the project-based learning method by the statement of Mrs. Dartini as an english teacher "*Learning English is mostly mam using the project-*

based learning method. Later, students are asked to make cards, posters, or letters according to the studied theme. Moreover, they are smarter than teachers in using technology applications". Meanwhile, in the implementation of the learning carried out, students have their responses and opinions. As Jaudah said by Jaudah, a class XII science student, said, "some subjects are fun, and some lessons are boring. Like learning science more to questions, formulas and answering yes is just that, while science is more about applications or practices". The statement above differs from the one delivered by Nisrina, a student of XI social studies, saying, "the teacher conveyed no textbook, like me, who majored in social studies. The teacher will discuss case studies in the field. For example, like sociology about deviation, we first discuss a case study. Just looking at the theory, it will only be adjusted to the case discussed. Learning like this is more fun".

Quality Improvement

Efforts to improve the quality of the learning process have been carried out at MAS KMI diniyyah Puteri by the TQM criteria, namely making continuous improvements. It is evidenced by the results of an interview with the principal, namely "... supervision should ideally be done two times in 1 year, but at least mom does one time a year for each teacher... and for the evaluation of the learning process there is, it is carried out one time a week, in the form of meetings with teachers". This is also supported by the results of an interview with Mrs. Yusneli as a teacher of Pancasila education stating "new mothers last week in supervise, usually once every one year." Efforts to improve the quality of the learning process are also carried out in the form of training provided at least once a year. This statement is evidenced by the results of an interview with the principal "training for teachers is carried out one time a year at the beginning of the semester. Like teachers got training on the independent curriculum".

Discussion

Application of Quality Planning

Quality planning based on the Juran trilogy is to identify the needs of students either in the form of educational products or the education system needed. The learning process planning process, learning process planning begins with standard planning of the learning process. Planning for learning process standards based on data obtained by learning process standards is listed in the *madrasah* work plan, which can be seen in Table 5. Quality planning in the standard process is also carried out by looking at the strengths and weaknesses of an institution so that a new strategy will be created to achieve education goals; this is in line with the results of the research carried out by Apud (2018) stated that education quality planning starts from the preparation of a strategic plan as a guide for education providers.

Table 5. Planning of Learning Process Standards

Strategy Objectives	Program	Work Indicators	Person in Charge	Implementation Time
Madrasah Has a revised Quba Curriculum Syllabus	Learning Process Development	All syllabuses revised at the beginning of the year	Vice Curriculum	1st Month
Madrasah Has RPP for All Subjects and All Grade Levels	Learning Process Development	Preparing RPP QUBA Qurriculum All subjects and all grade levels	Vice Curriculum	1st Month
All Teachers Apply Quba Curriculum-Based Learning	Learning Process Development	100% of teachers apply QUBA Curriculum-Based Learning	Vice Curriculum	Months 1-12
All teachers develop rpp independently according to QUBA Curriculum	Learning Process Development	all education develops rpp independently at the beginning of the semester	Vice Curriculum	1st Month
Students are already able to use learning resources to the fullest.	Learning Process Development	All students make the most of all learning resources	Vice Curriculum	Months 1-12
Teachers Can Already Create Modules For learning that has an ISBN	Learning Process Development	Accustom the teacher to writing, at least 1 time 3 months	Vice Curriculum	1st, 4th, 7th and 10th month

Teachers provide opportunities for students to explore and elaborate	Learning Process Development	All teachers carry out learning that contains elaboration and confirmation	Vice Curriculum	Months 1-12
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Source: Madrasah Work Plan MAS KMI Diniyyah Puteri 2018-2022

In Table 5. explained about planning the standard learning process at MAS KMI Diniyyah Puteri. Learning process standards are based on the development of learning process standards set by the National Education Standards combined with the QUBA Curriculum. The QUBA Curriculum is a curriculum developed by the head of the Diniyyah Puteri Padang Panjang University. QUBA curriculum itself has the meaning of *Qur'an Hadith Brain Attitude*, which means the *Qur'an* and *Hadith* leads the work of the human brain, which will be seen in the attitude/morals. It is one of the strategies used by MAS KMI in achieving the mission of MAS KMI Diniyyah Puteri. Based on the results of interviews with the principal, information was obtained that QUBA curriculum itself is a method applied by the Diniyyah Puteri College in achieving the first mission, namely Implementing the Aliyah madrasah curriculum based on the *Qur'an* and *Hadith* (QUBA curriculum) which produces students who have three characters, 18 attitudes, and seven skills.

National Education Standards serve as the basis for planning, implementing, and supervising education to realize quality national education (Abdi & Muri'ah, 2017; Rahman, 2018; Hidarya *et al.*, 2020; Lydia *et al.*, 2021; Helda & Syahrani, 2022). So, in its planning, MAS KMI makes SNP a reference in improving the quality of the learning process. By the National Education Standards, the learning process standards are discussed in detail in permendikbudristek No. 16 of 2022, which contains planning, implementing, and assessing the learning process. In the planning stage, the learning process is carried out by teachers who are made in the Learning Implementation Plan, which contains, among others, the syllabus, core competencies, time allocation, learning materials, learning methods, learning media, and student worksheets. Learning planning is very important because it becomes a guideline and standard in efforts to achieve goals (Rayuni, 2010).

Sobarningsih *et al* (2019) and Suwardi (2016) states, "learning planning includes a formulation of what will be taught, how to teach, and the level of student mastery of the material being taught." The teacher's planning of the learning process also collaborates with the learning process standards listed in the Permendikbudristek No.16 of 2022 and the QUBA Curriculum. The findings of this study are also supported by the results of an interview with Mrs. Yusneli, a teacher of Pancasila Education stated, "so lesson plan it has been concocted there are elements that must be met, which by the provisions of the national standards remain so there is an addition to the QUBA curriculum because of the approach of the *Qur'an* and *hadith* then attitude...". The combination of these two curricula can be seen in the lesson plan applied by MAS KMI Diniyyah Puteri, where there are several additional items, such as 1. Learning references add verses of the *Qur'an* and *Hadith* related to the subject matter. 2. There is a plan to achieve mission 1, MAS KMI Diniyyah Puteri, to produce students with three characters, 18 attitudes, and seven essential life skills. By carrying out planning activities, teachers can make various preparations for learning outcomes, learning approaches & methods, the assessment used, and the learning experience students will get. So that by planning the learning process, it will ensure the implementation of learning by the objectives of the learning. Planning is one of the important stages in the learning process. The learning planning implemented by teachers at MAS KMI is by the SNP, which is set as a standard or benchmark for implementing process standards.

Implementation of Quality Control

Quality control is implementing and evaluating a product or activity that has been planned, then comparing the implementation with the planning that has been set. In the learning process, quality control will be seen from the implementation of the learning process and evaluation of the learning process. The implementation of learning that has been regulated in the Permendikbudristek No. 16 of 2022 article 12 explains that the implementation of learning is held in an interactive, inspiring, fun, challenging learning atmosphere, motivating students to participate actively and

providing space for students to develop creativity, develop interests, talents and physical development of students.

The implementation of learning at MAS KMI Diniyyah Puteri has followed the standards contained in the Permendikbudristek No. 16 of 2022; the results of observations in the field support this. Where the implementation of the learning process is carried out based on the learning schedule that has been made, where learning begins to be carried out at 7 o'clock. 30. Each learning comes with textbooks that students and teachers have. Each class has media used in the learning process, such as televisions, projectors, whiteboards, and mini-libraries. The findings of this study meet the requirements for the implementation of the learning process; namely, there is an allocation of time, textbooks, and learning media that have been regulated in the SNP, which is used as a standard in the learning process at MAS KMI Diniyyah Puteri.

Based on the results of interviews with teachers, it says, "... We use the project-based learning method. Students will be interested and participate when learning using generating projects. So far, students are active in the implementation of learning." It is supported by the delivery from Mrs. Dartini as an English teacher, namely "... students are excited When assignments or learning to challenge them to create works such as letters, posters, and templates, especially if using applications such as Canva and others" The above statement is supported by the results of an interview with Nisrina student XI social studies said "teachers convey no textbooks, like me who is a social study major. The teacher will discuss case studies in the field. For example, like sociology about deviation, we first discuss a case study. Just looking at the theory, it will only be adjusted to the case discussed. Learning like this is more fun".

However, the above statement is different from that of the students majoring in science. Jaudah said, "some subjects are fun, and some lessons are boring. Like learning science more about questions, formulas and answering yes just that." Planning that is structured in such a way as to create a pleasant, participatory and effective learning state. However, this must be supported by the teacher's ability to manage the state of the classroom. Creating a conducive learning atmosphere requires good classroom management skills (Rahayu, 2015). In a 2018 study, Nugraha stated that the strategy is to condition students to be ready to learn in class, concentrate, use appropriate and varied methods, interact educationally and communicatively, and use media in accordance with the material presented.

Research findings can be obtained from information that there still needs to be more competence possessed by teachers in managing the learning process, thus affecting the implementation of the learning process. Some teachers have stimulated student participation, and some learning needs to be more exciting. It can be caused by the teacher's competence that has yet to be maximized. Because the mastery of teacher competencies, media, methods, and learning strategies greatly affects the running of a learning process (Djamarah, 2013). Teachers are the dominant element in learning, where learning will only be of high quality with the role of the teacher, so the abilities that must be possessed and developed by teachers are not limited to delivering material but developing other competencies.

Application of Quality Improvement

Quality improvement is the process of maintaining a system or a good way, making improvements when there are qualities that are not by planning and goals, and improving the quality of learning both from the system and the competence of teachers and students. Based on Government Regulation Number 57 of 2021 concerning National Education Standards states, the parties who conduct assessments and assessments of the learning process are school principals, stakeholders, and the government. Before determining the follow-up, it is necessary to carry out the monitoring, supervision, assessment, and follow-up stages at the quality improvement stage.

In its implementation, the monitoring stage at MAS KMI Diniyyah Puteri is carried out by the principal. The principle is one of the components of education that is very influential in

advancing the quality of education (Sebastian & Allensworth, 2012; Day *et al.*, 2016; Septiadi, 2019). So efforts to improve the quality of education must be carried out by the principal, starting with monitoring the learning activities that have been carried out. The principal carries out this monitoring through scheduled supervision activities for each teacher. It is supported by the supervision schedule prepared by the Vice Principal for Curriculum. Mrs. Yusneli also supports the implementation of supervision as a teacher of Pancasila Education, stating, *"new mothers last week in supervise, usually once every year."* This supervision is carried out to improve the implementation of the learning process. Suhardan (2010) expressed that academic supervision is an activity that deals with improving and improving learning processes and outcomes, so implementing supervision is necessary to improve the quality of the learning process standards.

Improvement and improvement of the learning process are also carried out by monitoring the learning process carried out by the principal every day through CCTV installed in each class and connected to a monitor in the principal's room. Supervision and evaluation are also carried out by meeting weekly meetings between MAS KMI leaders and teachers. Meetings are held to discuss teachers' problems in each learning process implementation. It can be proven from the meeting result documents documented in a meeting book. The problem of the learning process will be found with a solution with the teachers to continue improving the quality of the learning process. A comprehensive evaluation of educational processes and outcomes is a means to map the level of achievement of institutional performance and is used as a point of departure in improving and improving the quality of educational processes and the quality of educational outcomes on an ongoing basis (Apud, 2018). At the monitoring and supervision stage, MAS KMI carries out by the provisions of the SNP where monitoring and supervision are carried out. Meanwhile, in terms of follow-up, it is carried out by conducting training for teachers and students.

Training for teachers to develop teacher competencies in the learning process is carried out at least once a year. This statement is the statement made by Yusneli *"at the beginning of yesterday, because of the change in the curriculum we were given a seminar. Creative teachers usually attend seminars on their own. Kalua is facilitated by school at the beginning of the semester or the end of the semester"*. This statement is also supported by documentation of activities owned by MAS KMI Diniyyah Puteri. Pelatihan is one of the quality management efforts in improving quality delivered by Edward Deming and Joseph Juran, which is listed in Sallis (2014; 2015).

CONCLUSION

Based on the research results, the application of Total Quality Management to the standard process at MAS KMI Diniyyah Puteri Padang Panjang can be categorized quite well. This conclusion can be seen from the determination of the standard process used, namely 2013 curriculum compared to the findings in the field, such as from interviews, field observations, and MAS KMI Diniyyah Puteri has a fairly complete document in the application of quality management. MAS KMI Diniyyah Puteri carries out the stages of quality management, namely Quality planning, which is carried out by compiling the Madrasah Work Plan and the Learning Implementation Plan. Carry out quality control, although, in its implementation, the learning process is not all by the standards set by the National Education Standards. It is influenced by the need for maximum competence possessed by teachers. Quality improvement efforts carried out by MAS KMI Diniyyah Puteri are by carrying out monitoring, evaluation, follow-up, and training for teachers and students in improving competence. MAS KMI Diniyyah Puteri has continuously improved from applying Total Quality Management to the learning process standards.

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