



# The Role of Quality Management in Strengthening Teacher Professionalism: A Multi-Case Study of High-Performing Islamic Schools in Indonesia

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## Abstract:

Quality management plays a crucial role in improving educational quality, particularly through enhancing teacher professionalism as a central determinant of effective teaching and learning outcomes. In the context of Islamic senior high schools, the implementation of quality management requires adaptive strategies aligned with institutional characteristics. This study aims to analyze the implementation of quality management in enhancing teacher professionalism in two leading Islamic senior high schools in Indonesia. This study employed a qualitative approach with a multi-case study design conducted at SMA Unggulan Badridduja and SMA Syekh Abdul Qodir Al-Jailani. Data were collected through in-depth interviews, participant observation, and document analysis involving school leaders, teachers, and administrative staff. Data analysis was conducted using cross-case analysis to identify patterns, similarities, and contextual differences in the implementation of quality management practices across both institutions. The findings indicate that both schools have systematically implemented quality management components, including strategic planning, continuous professional development, and structured performance evaluation. However, differences were identified in their implementation focus. SMA Unggulan Badridduja prioritizes curriculum innovation and academic excellence, while SMA Syekh Abdul Qodir Al-Jailani emphasizes strengthening organizational culture and enhancing parental engagement in educational processes. The study concludes that effective quality management implementation significantly contributes to improving teacher professionalism, which positively impacts instructional quality and student learning outcomes. These findings highlight the importance of contextualizing quality management practices to institutional needs to achieve sustainable educational improvement.

## INTRODUCTION

The issue of educational quality has become a central concern in the development of national education systems, particularly in the context of globalization and rapid technological advancement (Suhermanto, 2023). Schools

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are increasingly required to demonstrate accountability, effectiveness, and continuous improvement in order to remain competitive and relevant. One of the most critical determinants of educational quality is teacher professionalism, as teachers play a pivotal role in shaping students' academic achievement and character development. However, in many educational institutions, particularly in developing countries, the level of teacher professionalism remains uneven and often below expected standards (Alimni et al., 2022). This condition is influenced by multiple factors, including limited professional development opportunities, weak institutional management, and the absence of systematic quality assurance mechanisms. In response to these challenges, quality management has emerged as a strategic approach to improve institutional performance by integrating planning, implementation, evaluation, and continuous improvement processes. Within the context of Islamic education, particularly in Islamic senior high schools, the implementation of quality management is not only aimed at achieving academic excellence but also at fostering religious values and moral integrity. Therefore, examining how quality management is implemented to enhance teacher professionalism becomes an important academic inquiry, especially in schools that are considered leading or exemplary institutions (Norhana Abdullah et al., 2023).

Previous studies have extensively explored the relationship between quality management and educational improvement, highlighting its positive impact on institutional effectiveness and teacher performance. Research on Total Quality Management (TQM) in education has shown that systematic planning, stakeholder involvement, and continuous evaluation significantly contribute to improving teaching quality and learning outcomes. Furthermore, studies on teacher professionalism emphasize the importance of continuous professional development, reflective practice, and competency-based training as key factors in enhancing teachers' pedagogical, professional, and social competencies (Maimuna, 2024). In the context of Islamic education, several scholars have also examined how management practices can be aligned with religious values to create a holistic educational environment. These studies generally conclude that effective management practices, when implemented consistently, can foster a culture of professionalism among teachers. However, most of these studies tend to adopt a single-case approach or focus on general educational settings without deeply exploring the contextual dynamics of specific institutions. As a result, there is still limited understanding of how different schools implement quality management practices in diverse ways and how these variations influence teacher professionalism across institutional contexts (Handayani, N. B., Usman, N., & Mawardi, 2023).

Despite the growing body of literature, there remains a significant gap between theoretical frameworks of quality management and their practical implementation in schools. Many educational institutions claim to adopt quality management principles, yet their implementation often lacks consistency, sustainability, and contextual adaptation. In reality, some schools implement quality management only at the administrative level without integrating it into teaching practices, while others face challenges in aligning institutional policies with teachers' professional needs. This gap is particularly evident in Islamic senior high schools, where the integration of academic excellence and religious values

requires a more nuanced and context-sensitive approach. Additionally, differences in leadership styles, organizational culture, and stakeholder involvement further influence how quality management is implemented in each institution. The discrepancy between expected outcomes and actual practices raises important questions regarding the effectiveness of quality management in enhancing teacher professionalism. Therefore, there is a need for empirical studies that not only examine the implementation of quality management but also explore the contextual factors that shape its success or limitations in different educational settings.

From a social perspective, the issue of teacher professionalism is closely linked to broader challenges in the education system, such as disparities in educational quality, limited access to professional development, and the increasing demands of 21st-century learning (Sauri et al., 2022). Teachers are expected to adapt to technological advancements, implement student-centered learning approaches, and integrate character education into their teaching practices. However, many teachers still struggle to meet these expectations due to inadequate institutional support and lack of structured management systems. In Islamic educational institutions, these challenges are further compounded by the need to balance religious instruction with modern pedagogical approaches. As a result, the effectiveness of quality management becomes crucial in addressing these issues by providing a structured framework for continuous improvement. Schools that successfully implement quality management are more likely to create a supportive environment for teacher development, foster collaboration among stakeholders, and ensure the alignment of educational goals with institutional values. Therefore, understanding how quality management is implemented in successful schools can provide valuable insights for addressing the broader challenges of teacher professionalism in similar contexts (Salsabila, 2024).

This study seeks to address these gaps by adopting a multi-case study approach to examine the implementation of quality management in two leading Islamic senior high schools. Unlike previous studies that focus on single cases or general trends, this research emphasizes comparative analysis to identify similarities and differences in management practices across institutions (Suman, 2022). By analyzing multiple cases, this study aims to provide a more comprehensive understanding of how quality management is implemented in different contexts and how it influences teacher professionalism. The selection of leading schools as research sites is based on the assumption that these institutions have established effective management systems and can serve as models of best practice. Furthermore, this study explores not only the formal aspects of quality management, such as planning and evaluation, but also informal elements, including organizational culture, leadership dynamics, and stakeholder engagement. This holistic approach is expected to generate deeper insights into the complexities of implementing quality management in educational settings.

The novelty of this research lies in its integrative and contextual approach to examining quality management and teacher professionalism in Islamic education. First, this study contributes to the existing literature by providing empirical evidence from a multi-case perspective, which allows for a more

nuanced understanding of institutional diversity. Second, it highlights the importance of contextual factors, such as organizational culture and stakeholder involvement, in shaping the effectiveness of quality management practices. Third, this research bridges the gap between theoretical concepts and practical implementation by analyzing how quality management is operationalized in real educational settings. Finally, the findings of this study are expected to offer practical implications for policymakers, school leaders, and educators in designing and implementing effective quality management strategies to enhance teacher professionalism (Das et al., 2022). By focusing on leading Islamic senior high schools, this study not only enriches academic discourse but also provides a relevant model for improving educational quality in similar institutional contexts.

## RESEARCH METHOD

This study employed a qualitative approach using a multi-case study design to analyze the implementation of quality management in enhancing teacher professionalism across two leading Islamic senior high schools, namely SMA Unggulan Badridduja and SMA Syekh Abdul Qodir Al-Jailani. The multi-case study approach was selected to enable in-depth exploration and comparison of quality management practices within different institutional contexts, thereby providing a more comprehensive understanding of similarities, differences, and contextual influences (Sugiyono, 2018). A descriptive qualitative design was utilized to capture and interpret naturally occurring phenomena without manipulating research variables.

The research was conducted at the two selected schools, both recognized for their commitment to educational quality and teacher professional development. The participants consisted of school principals, teachers, and administrative staff who were directly involved in the implementation of quality management practices. Informants were selected using purposive sampling based on specific criteria, including their roles in institutional management, experience in implementing quality management policies, and active involvement in professional development programs. The total number of participants was determined based on data saturation, ensuring the adequacy and richness of the collected data (Risnita, 2024).

Data were collected through three primary techniques. First, in-depth semi-structured interviews were conducted to explore participants' perspectives on quality management policies and their impact on teacher professionalism. Second, non-participant observations were carried out to examine the actual implementation of quality management practices in daily school activities, including training sessions, classroom instruction, and performance evaluation processes. Third, document analysis was conducted by reviewing relevant institutional documents, such as strategic plans, policy guidelines, teacher performance reports, and professional development records (Harahap, 2020).

Data analysis was performed using thematic analysis combined with cross-case analysis. The process involved data reduction, data display, and conclusion drawing. Initially, data were coded to identify emerging themes related to quality management and teacher professionalism. Subsequently, themes were compared across cases to identify patterns, convergences, and divergences between the two schools. This cross-case synthesis allowed for a deeper interpretation of how

contextual factors influence the effectiveness of quality management implementation (Winarni, 2021).

To ensure the trustworthiness of the findings, this study applied several validation strategies. Credibility was established through data triangulation, including triangulation of sources (principals, teachers, and staff) and methods (interviews, observations, and document analysis). Member checking was conducted by returning the findings to participants for verification and confirmation. Transferability was addressed by providing thick descriptions of the research context, while dependability and confirmability were ensured through an audit trail documenting all research processes and decisions.

This research was conducted over a period of approximately [insert duration, e.g., four to six months], allowing sufficient time for data collection, verification, and analysis. Ethical considerations were strictly observed, including obtaining informed consent from all participants, ensuring confidentiality, and maintaining anonymity in reporting the findings

## RESULTS AND DISCUSSION

### RESULTS

The results of this study indicate that the implementation of quality management at Badridduja Senior High School and Syekh Abdul Qodir Al-Jailani Senior High School has a significant impact on improving teacher professionalism, although there are differences in the approach and focus of implementation in the two schools.

### Implementation of Quality Management Practices in Islamic Senior High Schools

The findings indicate that the implementation of quality management in both SMA Unggulan Badridduja and SMA Syekh Abdul Qodir Al-Jailani is carried out through a structured and systematic approach that integrates planning, implementation, and evaluation processes. Both schools have established clear strategic plans that serve as a foundation for improving institutional performance, particularly in enhancing teacher professionalism. These plans are reflected in various programs, including curriculum development, teacher competency mapping, and structured supervision systems. The strategic planning process involves multiple stakeholders, such as school leaders, teachers, and administrative staff, ensuring that the policies are not only top-down but also participatory (Handayani, N. B., Usman, N., & Mawardi, 2023). This collaborative approach strengthens institutional commitment and facilitates the alignment between organizational goals and individual performance. Moreover, both schools have demonstrated the ability to translate abstract quality management principles into concrete actions, making them operational and measurable. This indicates that quality management is not merely a formal requirement but has been internalized as part of the institutional culture, contributing to sustainable educational improvement (Armadan et al., 2023).

In addition to strategic planning, continuous improvement emerges as a key component in the implementation of quality management practices in both schools. Regular evaluation meetings are conducted to assess program effectiveness, identify challenges, and formulate follow-up actions. These

evaluations are supported by feedback mechanisms that allow teachers to reflect on their performance and identify areas for improvement (Dan & Pelanggan, 2024). At SMA Unggulan Badridduja, continuous improvement is strongly linked to academic quality enhancement, particularly through curriculum innovation and instructional development. Teachers are encouraged to update their teaching methods in line with current educational trends, ensuring that learning remains relevant and effective. Meanwhile, SMA Syekh Abdul Qodir Al-Jailani emphasizes continuous improvement through strengthening institutional values and fostering a positive work culture. Activities such as religious gatherings, character-building programs, and collaborative discussions are regularly conducted to reinforce shared values among teachers. These findings highlight that continuous improvement is implemented in different ways depending on institutional priorities, yet both approaches contribute significantly to the overall effectiveness of quality management.

Furthermore, performance evaluation plays a crucial role in ensuring the effectiveness of quality management implementation in both schools. Evaluation systems are designed to assess not only administrative compliance but also instructional quality and teacher performance. In both institutions, evaluation is conducted through classroom supervision, peer review, and periodic performance assessments. These processes provide valuable insights into teachers' strengths and areas that require improvement. At SMA Unggulan Badridduja, performance evaluation is closely linked to academic outcomes, with a strong emphasis on student achievement and curriculum implementation. Conversely, SMA Syekh Abdul Qodir Al-Jailani adopts a more holistic evaluation approach that includes behavioral aspects, work ethics, and teachers' contributions to institutional culture. The integration of these evaluation mechanisms fosters accountability and encourages teachers to continuously improve their performance. Overall, the findings demonstrate that effective implementation of quality management requires a balanced integration of planning, continuous improvement, and evaluation processes that are adapted to the specific context of each institution.

### **Strategies for Enhancing Teacher Professionalism**

The study reveals that both schools employ comprehensive strategies to enhance teacher professionalism, with a strong emphasis on continuous professional development (Mulyana et al., 2023). Training programs are designed to improve teachers' pedagogical, professional, and social competencies, ensuring that they are equipped to meet the demands of modern education. These programs include workshops, seminars, mentoring sessions, and participation in external professional development activities. Teachers are encouraged to actively engage in lifelong learning, which not only enhances their knowledge and skills but also fosters a mindset of continuous improvement. At SMA Unggulan Badridduja, professional development is closely aligned with curriculum innovation, focusing on improving instructional strategies and academic performance. Teachers are trained to design engaging learning activities, utilize technology in the classroom, and implement student-centered approaches. This indicates that professional development is not conducted in isolation but is integrated into the broader framework of quality management, ensuring its relevance and effectiveness (Tambak et al., 2023).

Another key strategy identified in this study is the implementation of systematic performance evaluation mechanisms that support teacher development. Evaluation is not merely used as a tool for assessment but also as a means of providing constructive feedback and guidance for improvement. Teachers receive regular feedback from school leaders, peers, and students, enabling them to reflect on their teaching practices and identify areas for growth. At SMA Syekh Abdul Qodir Al-Jailani, performance evaluation is closely linked to character development and work ethics, emphasizing the importance of discipline, responsibility, and commitment. This approach reflects the integration of professional and moral dimensions in teacher development, which is particularly relevant in Islamic educational settings. The use of reflective practices, such as self-assessment and peer discussions, further strengthens teachers' ability to critically evaluate their performance and take proactive steps toward improvement. These findings suggest that effective evaluation systems can significantly enhance teacher professionalism when implemented as part of a supportive and developmental framework.

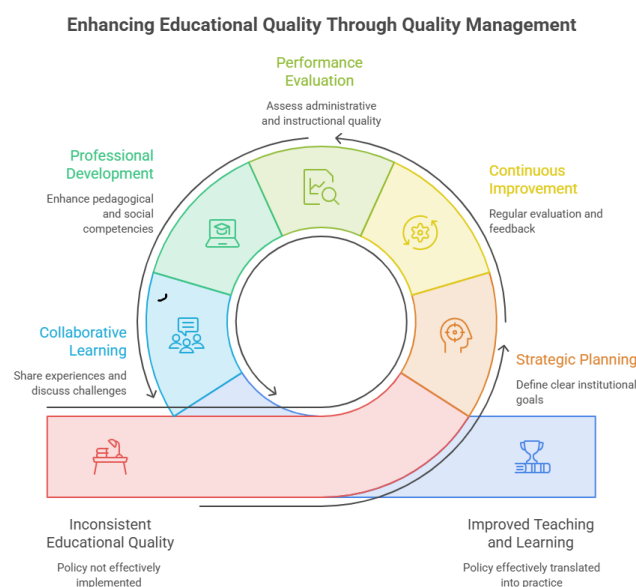
In addition to training and evaluation, collaborative learning practices play a significant role in enhancing teacher professionalism in both schools. Teachers are encouraged to work together, share experiences, and discuss instructional challenges in a collegial environment. This collaborative culture fosters mutual support and facilitates the exchange of ideas, enabling teachers to learn from one another. At SMA Unggulan Badridduja, collaboration is often focused on academic discussions, lesson planning, and curriculum development, while SMA Syekh Abdul Qodir Al-Jailani emphasizes collaboration through value-based activities and community engagement. The involvement of parents and the broader community also contributes to the development of teacher professionalism by creating a supportive environment for teaching and learning. These collaborative practices not only enhance teachers' competencies but also strengthen their sense of belonging and commitment to the institution (Tambak & Sukenti, 2024). Overall, the findings highlight that teacher professionalism is shaped by a combination of individual efforts and collective practices supported by effective quality management systems.

### **Impact of Quality Management on Teaching and Learning Outcomes**

The implementation of quality management in both schools has a significant impact on improving teacher professionalism, which in turn enhances the quality of teaching and learning processes (Aisyah et al., 2024). Teachers demonstrate improved competencies in lesson planning, classroom management, and instructional delivery. They are better able to design structured and engaging learning activities that meet students' needs and promote active participation. At SMA Unggulan Badridduja, the emphasis on curriculum innovation has led to the development of more systematic and academically rigorous learning experiences. Teachers are able to integrate various teaching methods and technologies to create dynamic classroom environments (Abdullah & Lala, 2024). This improvement in instructional quality contributes to higher levels of student achievement, indicating a strong link between quality management and educational outcomes. These findings confirm that teacher professionalism is a key factor in determining the effectiveness of teaching and learning processes.

In contrast, the impact of quality management at SMA Syekh Abdul Qodir Al-Jailani is more evident in the development of a positive learning environment that supports students' character and motivation. The emphasis on organizational culture and value-based education creates a supportive atmosphere where students feel encouraged to learn and develop holistically. Teachers play a crucial role in fostering this environment by modeling positive behaviors and maintaining strong relationships with students. The involvement of parents further strengthens this supportive ecosystem, ensuring that students receive consistent guidance both at school and at home. This holistic approach highlights that educational quality is not solely determined by academic achievement but also by the development of students' character and well-being. The findings suggest that quality management can have diverse impacts depending on how it is implemented and aligned with institutional values (Diponegoro et al., 2024).

Moreover, the integration of evaluation and feedback systems has fostered a culture of accountability and continuous improvement among teachers in both schools. Teachers are more aware of their responsibilities and are motivated to improve their performance through reflective practices and ongoing professional development. This culture of accountability ensures that quality management is not a one-time initiative but a continuous process that evolves over time. The differences observed between the two schools indicate that there is no single model of quality management that fits all contexts. Instead, successful implementation requires flexibility and adaptation to institutional needs and priorities (Sanjakdar, 2022). Overall, the findings demonstrate that quality management plays a crucial role in bridging the gap between policy and practice, ensuring that institutional goals are effectively translated into improved teaching and learning outcomes. This reinforces the importance of adopting context-sensitive approaches in implementing quality management to achieve sustainable educational improvement.



Picture 1. Quality Management Cycle in Islamic Schools

## DISCUSSION

### The Effect of Teacher Competence on Teachers' Organizational Citizenship Behavior

The descriptive analysis of the teacher competence variable indicates that personality competence is the primary indicator measuring teacher competence. Personality competence is reflected in teachers' consistent efforts to serve as role models for their students. This finding is consistent with the study conducted by Singerin (2021), which states that personality competence refers to personal abilities characterized by a stable, mature, wise, and authoritative personality, enabling teachers to become role models for students and demonstrate noble character.

The findings of this study reveal that Teacher competence significantly affects organizational citizenship behavior (OCB). This result contradicts the findings of Rusmayanti et al. (2022) and Rahmawati (2022) but supports the studies conducted by Suhardi (2022) and Sumarsi and Rizal (2021), which similarly concluded that work competence does not significantly influence organizational citizenship behavior.

### The Effect of Teacher Competence on Teachers' Subjective Well-Being

The primary indicator measuring subjective well-being is reflected in teachers' enthusiasm in carrying out their daily activities. This finding is in line with the theory proposed by Larsen (2013), which suggests that individuals with high levels of subjective well-being tend to be more self-confident, establish better social relationships, and demonstrate superior job performance.

The findings indicate that teacher competence positively affects teachers' subjective well-being, with an effect coefficient of 78.9%. This means that higher levels of teacher competence, demonstrated through teachers' efforts to serve as role models for students, contribute to higher levels of subjective well-being, as reflected in teachers' enthusiasm for their daily activities. This finding supports previous studies by Pratama and Giovanni (2021) and Tahrir (2021), which found that higher competence is associated with higher subjective well-being.

### The Effect of Subjective Well-Being on Teachers' Organizational Citizenship Behavior

The primary indicator measuring organizational citizenship behavior is the civic virtue dimension, which refers to employees' willingness to contribute beyond formal job expectations for the benefit of the organization. Among teachers, civic virtue is reflected in actions such as engaging in small initiatives that enhance the school's reputation, including demonstrating friendliness toward visitors.

This finding is consistent with the theory proposed by Organ (1988), which states that organizational citizenship behavior reflects discretionary individual behavior that is not directly recognized by the formal reward system but contributes to the effective functioning of the organization.

The findings demonstrate that teachers' subjective well-being positively influences their organizational citizenship behavior, with an effect coefficient of 61.7%. This indicates that teachers who experience higher levels of subjective well-being, as reflected in their enthusiasm for daily activities, are more likely to

exhibit civic virtue by making contributions beyond what is formally expected. Such contributions include engaging in behaviors that enhance the school's reputation, such as maintaining a friendly attitude toward visitors. These findings support the studies conducted by Risambessy, Handayani, and Heri (2023) and Santoso et al. (2022), which concluded that higher subjective well-being leads to higher organizational citizenship behavior.

### **The Effect of Teacher Competence on Organizational Citizenship Behavior Through Subjective Well-Being as a Mediating Variable**

The findings indicate that teacher competence has a positive indirect effect on organizational citizenship behavior through subjective well-being, with an indirect effect coefficient of 48.7%. This suggests that higher levels of teacher competence, reflected in teachers' efforts to serve as role models for students, contribute to higher levels of subjective well-being, characterized by enthusiasm in daily activities. Increased subjective well-being subsequently enhances teachers' organizational citizenship behavior, encouraging them to contribute beyond formal expectations through actions that support and improve the school's reputation, such as demonstrating friendliness toward visitors.

These findings support previous research conducted by Tentama and Yuliantin (2021) and Alshahrani and Iqbal (2021), which identified subjective well-being as an important mechanism linking individual competence to positive organizational behaviors. The findings are also consistent with the theory proposed by Singerin (2021), which explains that a stable and mature personality is characterized by behavior aligned with social norms, pride in the teaching profession, and consistency in acting according to established values. Furthermore, teachers with strong personality competence demonstrate behaviors that benefit students, schools, and the broader community while maintaining openness in thought and action (Bowne et al., 2017). Such teachers also exhibit behaviors that positively influence students and earn respect from others (Khuraisah, 2020). These characteristics contribute to enhanced subjective well-being and ultimately encourage the development of organizational citizenship behavior within educational institutions.

### **CONCLUSION**

The findings of this study indicate that: (1) teacher competence significantly affects teachers' organizational citizenship behavior (OCB); (2) teacher competence has a positive effect on teachers' subjective well-being, with an effect coefficient of 78.9%, indicating that higher teacher competence, reflected in teachers' efforts to serve as role models for students, contributes to higher levels of subjective well-being and enthusiasm in daily activities; (3) teachers' subjective well-being positively affects organizational citizenship behavior, with an effect coefficient of 61.7%, suggesting that teachers who experience higher levels of well-being are more likely to demonstrate civic virtue by contributing beyond formal job expectations, such as engaging in behaviors that enhance the school's reputation and maintaining a friendly attitude toward visitors; and (4) teacher competence has a positive indirect effect on organizational citizenship behavior through subjective well-being, with an effect coefficient of 48.7%. This finding indicates that higher teacher competence enhances subjective well-being,

which in turn promotes organizational citizenship behavior among teachers. Consequently, subjective well-being serves as an important mediating variable in the relationship between teacher competence and organizational citizenship behavior.

For private Islamic junior high schools (Madrasah Tsanawiyah Swasta) in Lumajang Regency, several recommendations can be proposed to improve teacher competence and well-being. First, schools should conduct periodic evaluations of teachers' performance in instructional activities and provide professional development programs aimed at enhancing personality and pedagogical competencies. Second, schools are encouraged to provide appropriate rewards, including financial incentives and recognition, for teachers' achievements and contributions in carrying out their duties. Such efforts are expected to improve teachers' subjective well-being, which has been shown to positively influence organizational citizenship behavior. By fostering both teacher competence and well-being, schools can encourage teachers to contribute beyond their formal responsibilities, thereby supporting organizational effectiveness and enhancing the overall quality of education.

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