

Beyond Traditional Models: Exploring the Synergy of Total Quality Management and Educational Excellence in Madrasah

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Abstract:

This study aims to analyze the implementation of transformative leadership in madrasahs, focusing on four main components: idealized influence, inspirational motivation, intellectual stimulation, and individual consideration. The approach used in this study is a qualitative method with a case study design. Data collection techniques were carried out through in-depth interviews with the madrasah principal, teachers, and several students, as well as direct observation. The data obtained were analyzed using thematic analysis techniques. The results of the study indicate that the madrasah principal has succeeded in acting as a role model who inspires, motivates, and supports innovation among teachers and students. The implementation of this leadership contributes to achieving better quality education, with a balance between academic achievement and student character development. This study provides implications that transformative leadership in madrasahs can improve the quality of education through the inspiration and innovation of the madrasah principal. However, limitations in decision-making participation and intellectual stimulation indicate the need for improvement in these aspects so that transformative leadership can optimally support the development of madrasahs.

Keywords: *Transformational Leadership, Idealized Influence, Intellectual Stimulation*

Abstrak:

Penelitian ini bertujuan untuk menganalisis implementasi kepemimpinan transformatif di madrasah, dengan fokus pada empat komponen utama: pengaruh ideal, motivasi inspiratif, stimulasi intelektual, dan pertimbangan individu. Pendekatan yang digunakan dalam penelitian ini adalah metode kualitatif dengan desain studi kasus. Teknik pengumpulan data dilakukan melalui wawancara mendalam dengan kepala madrasah, guru, dan beberapa siswa, serta observasi langsung. Data yang diperoleh dianalisis menggunakan teknik analisis tematik. Hasil penelitian menunjukkan bahwa kepala madrasah berhasil berperan sebagai teladan yang menginspirasi, memotivasi, dan mendukung inovasi di kalangan guru dan siswa. Implementasi kepemimpinan ini berkontribusi pada pencapaian pendidikan yang berkualitas lebih baik, dengan keseimbangan antara prestasi akademik dan pengembangan karakter siswa. Penelitian ini memberikan implikasi bahwa kepemimpinan transformatif di madrasah dapat meningkatkan kualitas pendidikan melalui inspirasi dan inovasi kepala madrasah. Namun, keterbatasan dalam partisipasi pengambilan keputusan dan stimulasi intelektual menunjukkan perlunya peningkatan dalam aspek tersebut agar kepemimpinan transformatif dapat optimal mendukung perkembangan madrasah.

Kata Kunci: *Kepemimpinan Transformatif, Pengaruh Ideal, Stimulasi Intelektual*

INTRODUCTION

Education is a significant pillar in the nation's progress (AlDaa'jeh et al., 2022; Archambault et al., 2022; Greenland et al., 2022). In Indonesia, the quality of education in various educational institutions, including madrasahs, is often the primary focus (Widdah, 2022). Although madrasahs have advantages in teaching important religious values, many challenges remain, such as a lack of resources, weak management, and limited facilities (Rohman et al., 2024; Suban & Nursita, 2024). One potential solution adopted in various educational institutions is Total Quality Management (TQM), which focuses on continuous improvement, collaboration of all stakeholders, and quality-based management.

Madrasahs, as educational institutions that integrate religious and general education, face various challenges in improving the quality of education (Rohman & Muhtamiroh, 2022). One of the primary issues is the disparity between the quality of education in madrasahs and public schools (Moeis, 2022). Although many madrasahs have the potential to produce quality graduates, implementing a traditional and suboptimal managerial system causes many madrasahs to struggle with competing at the national level, both in academic and non-academic achievements (Rohman et al., 2023; Alawag et al., 2023). In addition, society also often views madrasahs as a second choice of education for various factual reasons (Noor, 2024; Purwanto & Wafa, 2023). On the other hand, despite many improvement efforts made by the Government and madrasah managers, most of these efforts have not been able to create significant changes (Sood & Ghoniem, 2022; Toke & Kalpande, 2022; Farihah et al., 2024). Thus, TQM becomes the central relevance that can help overcome these problems by providing a systematic framework to improve the overall quality of education in madrasahs.

This research is important because it provides new insights into how implementing TQM can improve the quality of education in madrasahs as a whole, not only in academic aspects but also in ineffective management and the formation of superior student character. By exploring the synergy between TQM and educational excellence, this research will provide a model to implement in madrasahs throughout Indonesia, creating high-quality and sustainable education.

The phenomenon reveals that, despite Madrasah Aliyah Negeri (MAN) 2 Kota Bogor's efforts to enhance the quality of education through various programs and policies, numerous challenges remain. One of the main issues faced is the low level of student success in selecting a state university through the National Selection Based on Achievement, National Selection Based on Tests, and independent routes. Although some students excel, many struggle to pass the university selection exam. This highlights the urgent need to enhance the quality of teaching and learning evaluation. In addition, although the community has begun to view madrasahs as an alternative to public schools, there is a tendency to prefer public schools due to the perception that the quality of education in madrasahs is still less competitive.

Applying TQM principles can improve the quality of management, learning, and the relationship between schools and the community (Busahdiar et al., 2023; Noor, 2024; Khotimah et al., 2024). However, research related to the application of TQM in madrasahs is still limited, although some studies indicate that madrasahs face unique challenges that public schools do not. Several studies found that the success of TQM implementation is highly dependent on the involvement of all parties in education management, including teachers, students, madrasah principals, parents, and the surrounding community (Karimah & Tamin, 2023; Jasti et al., 2022; Glaveli et al., 2022). However, little research examines how applying TQM can improve educational excellence in madrasahs in terms of academic achievement and student character formation. Therefore, this study makes an important contribution by exploring the potential synergy between TQM and achieving educational excellence in madrasahs.

The main weakness in previous studies is the lack of emphasis on madrasah-specific factors, such as religious-based character building and community involvement. Existing studies overlook the application of TQM by considering religious aspects and social contexts in managing madrasah education. This research gap is important because madrasahs, as educational institutions with a strategic role in forming national character, require a more innovative and effective managerial approach.

The novelty of this study lies in the TQM approach applied in madrasahs, especially MAN 2 Bogor City. This approach differs from previous research models that tend to be limited to public schools or only assess academic aspects. This study will examine the synergy between quality management and achieving educational excellence holistically in madrasahs, encompassing improvements in academic achievement, the development of student character, and increased community involvement. In addition, this study will develop a TQM implementation model that focuses more on the unique characteristics of madrasahs, such as integrating religious values in the teaching and learning process. Therefore, it is important to complete this study because it will provide deeper insight into how TQM can contribute to achieving educational excellence in madrasahs and become a model that can be applied in other madrasahs in Indonesia.

This study aims to investigate how the implementation of Total Quality Management in MAN 2 Bogor City can create synergy in achieving educational excellence. This study will investigate whether implementing TQM principles in madrasahs can enhance the quality of teaching, improve student achievement, and promote a more positive educational environment. The main argument in this study is that the synergy between TQM and quality education can strengthen educational management in madrasahs, improve student academic outcomes, and shape better student characters. Thus, this study contributes to the introduction of a more comprehensive and relevant quality-based educational management model for madrasahs in Indonesia.

RESEARCH METHOD

This study employs a qualitative approach with a case study design to investigate the implementation of Total Quality Management (TQM) in enhancing educational excellence at State Islamic Senior High School (MAN) 2 in Bogor City. Case studies were chosen because they allow researchers to understand complex phenomena realistically and explore schools' challenges and successes in implementing TQM principles (Welch et al., 2022). This approach also provides deeper insight into the influence of TQM on the quality of education in schools that integrate religious and general education.

This research was conducted at State Islamic Senior High School (MAN) 2 in Bogor City, which implemented TQM principles to improve the quality of education. This location was chosen because the school's existence has demonstrated concrete efforts in implementing quality management, despite facing challenges in achieving optimal results. The selection of the research location was also based on the characteristics of the school as an educational institution that integrates religious and academic values, as well as representing a school that strives to follow the quality education standards set by the Ministry of Education and Culture.

This study used in-depth interview techniques, participatory observation, and documentation to collect data. Interviews were conducted with various parties at the madrasah, including the head of the madrasah, teachers, education personnel, and parents of students, to gather their views on the implementation of TQM and its impact on the quality of education. Participatory observation was conducted by directly observing the learning and management process in the madrasah to see how TQM is implemented in the field. In addition, documentation was used to collect data related to annual reports, evaluations, and student academic achievement data, which provides a more comprehensive picture of the successes and challenges faced in implementing TQM.

The collected data will be analyzed through data condensation, reduction, display, and verification (Khoubnasabjafari et al., 2022; Pioli et al., 2022). Data condensation involves selecting relevant information and organizing it according to key themes. Data reduction aims to group the information obtained according to predetermined categories, such as TQM implementation, educational outcomes, and inhibiting factors. The reduced data is then presented as a matrix or diagram for further analysis. Verification is done by comparing field findings with existing theories and triangulating sources to ensure data validity. This triangulation technique involves various sources of information and methods to validate findings and ensure the validity of the data obtained.

RESULT AND DISCUSSION

Result

Continuous Improvement

Continuous evaluation and improvement are Total Quality Management (TQM) principles implemented at MAN 2 Bogor City. In practice, continuous evaluation is conducted through the Madrasah Self-Evaluation (MSE), which is carried out routinely to measure the progress of educational programs and identify areas that require improvement. This evaluation process includes periodic

assessments of learning management, human resource (HR) management, and educational facilities. The evaluation data obtained is used to design improvement steps, which are then implemented in supervision activities carried out daily, weekly, and monthly.

The Madrasah Self-Evaluation (EDM) is a crucial instrument in maintaining and enhancing the quality of education through a sustainable approach. Every semester, evaluations are conducted to assess various aspects of education, including learning management, quality of human resources (HR), and facilities that support the teaching and learning process. The data obtained from this evaluation is analyzed and compiled in a report containing findings and recommendations for improvement.

The results of this evaluation serve as the basis for designing improvement steps, including daily supervision by the Head of Madrasah, weekly evaluation meetings among teachers, and monthly evaluations. This process ensures that any identified deficiencies are responded to immediately, such as through training or facility updates. With a routine and structured evaluation system, EDM not only functions to assess performance but also fosters a culture of continuous improvement, strengthens the madrasah's commitment to the principles of Total Quality Management (TQM), and promotes ongoing improvement in the quality of education.

The Head of Madrasah revealed that EDM is one of the most important instruments in ensuring that the quality of education is maintained. The Head of Madrasah stated, "Madrasah Self-Evaluation is one of the important instruments for us in ensuring that the quality of education is maintained. The results of the evaluations that we conduct every semester produce feedback that is very useful for making improvements at the teaching and management levels." On the other hand, the Religious Education Teacher added that after the evaluation is carried out, they usually get feedback that is directly applied in Coaching programs or in-house training to improve the quality of teaching. He explained, "With this system, we always try to improve shortcomings and strengthen strengths." The evaluation process carried out at the Institution is very systematic and structured.

The time spent on supervision demonstrates a high level of commitment, with evaluations conducted by the principal and other relevant parties to identify areas that require improvement. Feedback obtained from the evaluation is directly applied in weekly and monthly meetings, which monitor progress and ensure that improvements are running according to plan. The continuous evaluation implemented at the madrasah reflects a strong commitment to maintaining and improving the quality of education. The structured supervision process and the application of evaluation results directly in improvement programs enable this madrasah to create a culture of continuous improvement. Thus, continuous evaluation and improvement can create a continuous cycle of improvement, strengthening the madrasah's commitment to the principles of TQM.

Determining Clear and Measurable Quality Standards

Determining clear and measurable quality standards is an important step in ensuring that the education provided meets the needs of students and aligns with the madrasah's vision. At MAN 2 Kota Bogor, these quality standards are

determined based on national education standards, supplemented with specific criteria that reflect the identity of the madrasah, such as the target of memorizing the Qur'an. These quality standards are then implemented in every element of educational activities, from the curriculum to student management.

Table 1. Determining Clear and Measurable Quality Standards

Informant	Interview Excerpt	Indicators
Head of Madrasah	"We always try to ensure that the quality standards set can be clearly measured, through routine evaluations involving all components of the madrasah."	Measurable quality standards, routine evaluations, involvement of all components.
Deputy Head	"Our teaching quality standards are set through student competency achievements that must be clear and measurable, and using systematic and objective evaluation methods."	Student competency achievement, systematic and objective evaluation methods.
Teacher	"We have measurable teaching guidelines, which are based on the results of previous learning evaluations to improve the quality of our teaching."	Measurable teaching guidelines, learning evaluation results as a basis for improvement.
Administrative Staff	"To ensure that the madrasah administration runs according to standards, we establish clear procedures, including the time for completing documents and reporting."	Clear administrative procedures, document completion times and reporting.
Teacher	"Every learning activity must have clear objectives, as well as assessment criteria that can be understood by students and parents."	Clear learning objectives, assessment criteria understood by students and parents.
Students	"We are given a clear understanding of what is expected of us in every exam and assignment, and how we can achieve the standards set."	Student understanding of expectations, clear exam and assignment criteria.

Table 1 provides a clear picture of how clear and measurable quality standards are determined. Based on interviews with various informants who have important roles in the educational and managerial processes of the madrasah. Each informant's position conveyed their views regarding the methods they apply to ensure that educational quality standards are achieved and how they measure and evaluate this quality. The results of this interview provide a strong basis for analysis of the implementation of Total Quality Management (TQM) in the context of education in the madrasah.

Clear and measurable quality standards are set with input from all madrasah stakeholders. The head of the madrasah emphasized the importance of conducting routine, systematic evaluations to assess the progress of the education program, encompassing areas such as learning management and facilities. The Deputy Head added that teaching standards are based on measurable student competency achievements through objective evaluations. Teachers use teaching guidelines informed by past evaluations to ensure continuous improvement through constructive feedback.

All elements of the madrasah are actively involved in ensuring a measurable level of educational quality. The planned evaluation process is conducted continuously, with daily supervision, weekly meetings, and monthly

evaluations to monitor progress and identify areas for improvement. Administrative staff also play a crucial role in establishing clear administrative procedures, including managing document completion times and implementing structured reporting. This creates efficiency in resource management and supports the achievement of better quality standards. With planned and transparent evaluations, any identified deficiencies or problems can be immediately corrected, creating a culture of continuous improvement that enables the madrasah to maintain and continually improve the quality of education. This process ensures that education is always relevant to students' times and needs.

The determination of clear and measurable quality standards in the madrasah focuses on classroom teaching and the entire madrasah managerial system. Evaluations are conducted routinely, involving all relevant parties, including leaders, administrative staff, and teachers. This continuous evaluation system allows the madrasah to make improvements and adjustments as needed, creating a continuous improvement cycle. By setting clear and measurable standards, the madrasah can maintain the quality of its education and adapt to the changing dynamics of the educational environment.

Changes in Madrasah Culture Based on Quality

Changes in the quality-based culture at MAN 2 Bogor City represent an effort to transform the mindset and attitudes of all madrasah members, thereby enhancing the quality of education. This change involves enhancing the competence of teachers and education personnel, as well as adjustments to the pattern of cooperation among madrasah members. A conducive work system and an atmosphere that supports the quality of education are the main factors that form this culture.

Changing the madrasah culture based on quality is achieved through a holistic approach that involves all components of the madrasah. Based on interviews with the madrasah principal, vice principal, teachers, and administrative staff, it was found that evaluation and continuous improvement are the primary basis for setting education quality standards. The madrasah principal stated that madrasah self-evaluation (EDM) is an important instrument in monitoring the quality of education. This process involves periodic evaluations of learning management, facilities, and human resources by leadership and other relevant parties. The evaluation results serve as the basis for planning improvement programs that involve all stakeholders of the madrasah.

The vice principal emphasized that student competency achievement serves as a key indicator for setting standards of teaching quality. Objective and measurable evaluations ensure alignment between madrasah expectations and student outcomes. The feedback from these evaluations is used to enhance teacher coaching and training, ultimately improving the quality of teaching and learning. Teachers highlighted that routine evaluations provide constructive feedback for refining teaching methods. Additionally, administrative staff play a crucial role in developing clear and structured procedures that support the efficient management of education in the madrasah.

Evaluation is systematic and transparent, with each part of the education program receiving special attention. The evaluation process involves all

components of the madrasah, including leaders, teachers, administrative staff, and students. This evaluation focuses not only on the quality of teaching but also on the effective management of facilities and other resources. Regular meetings are held to discuss evaluation results and the steps needed to improve, fostering a culture of continuous improvement that ensures ongoing quality improvement in education. This planned, transparent evaluation serves as a practical measuring tool for maintaining and improving the quality standards in madrasah education.

Table 2. Changes in Madrasah Culture Based on Quality

Aspects	Indicators
Leadership Commitment	The madrasah leadership is actively involved in data-based decision-making and evaluation of educational outcomes.
Involvement of All Madrasah Components	All elements of the madrasah, from the madrasah principal, teachers, staff, to students, participate in the process of continuous improvement and quality improvement.
Evaluation and Reflection Process	The self-evaluation process (EDM) is carried out routinely and the results are used to design relevant improvement steps. This evaluation includes learning, facilities, and madrasah management.
Teaching Quality	The quality of teaching is improved through periodic training and coaching programs based on the results of previous teaching evaluations.
Transparency and Accountability	The entire evaluation process, managerial decisions, and learning achievements can be accessed by all related parties clearly and openly.
Student Participation	Students are given the opportunity to provide feedback on the learning process and are involved in evaluating the quality of education.
Educational Facilities Management	Educational facilities are managed systematically and evaluated to ensure their sustainability and compliance with the established quality standards.
Increasing Human Resources Competence	Professional development of teachers and administrative staff is routinely carried out through training, workshops, and in-house training based on needs and evaluation.
Stakeholder Involvement	External stakeholders (madrasah committee, parents, alumni) are involved in determining policies and evaluating madrasah performance.
Management Information System	Use of information systems to monitor and evaluate educational achievements and developments in real-time.

Table 2 illustrates key indicators in determining quality-based changes in madrasa culture. These indicators cover various important aspects, ranging from madrasa leaders' commitment to making decisions based on data and evaluation to the involvement of all components of the madrasa—teachers, staff, and students—in every continuous improvement process. A systematic evaluation process, including teaching and educational facilities, is key to achieving quality standards. In addition, transparency and accountability in the management of each decision, as well as the active participation of students in providing feedback on the quality of education, also play a role in forming a sustainable quality culture.

Other indicators show the importance of implementing the principles of Total Quality Management in all aspects of madrasa operations. This includes improving the competence of human resources, both teachers and administrative staff, which is carried out through routine training and Coaching. Additionally, utilizing an efficient management information system is crucial for monitoring

and evaluating educational developments in real-time, enabling prompt and accurate improvements. The involvement of external stakeholders, such as parents and alums, in the evaluation process and madrasa policy planning adds a collaborative dimension to maintaining and improving the existing quality of education.

Customer Relationship Maintenance

Customer relationship maintenance at MAN 2 Kota Bogor refers to the efforts made by the school to maintain active and effective communication with its customers, specifically students and parents. This good relationship aims to foster trust, meet the needs and aspirations of parents regarding their children's education, and enhance collaboration in achieving educational goals. This relationship maintenance is carried out through various channels, such as regular meetings, meetings with the committee, and other activities that involve parents in the educational process.

The Head of the School says, "We always try to maintain open and responsive communication with parents. We try to provide quick and satisfactory answers whenever parents have questions or feedback. We hold regular meetings to ensure that no problems are left unattended." The Head of the school's statement indicates that this relationship maintenance is based on fast and responsive communication, which is one of the key aspects in creating a sense of satisfaction and trust among parents. Quickly responding to parents' questions or complaints ensures no problems are overlooked and strengthens positive relations between the school and parents.

A Homeroom Teacher said, "We always try to provide consistent and quality services to parents, whether in regular meetings or sending reports. In addition, we ensure that every activity and program carried out meets the promised standards and is on time. We also involve parents in the evaluation process to ensure our services meet their expectations." The Homeroom Teacher emphasized the importance of consistency of service and meeting the standards that have been set. This demonstrates that the madrasah is not only focused on providing a prompt response but also strives to maintain consistently high-quality service, ensuring that parents' experiences remain consistent in every interaction. This is illustrated in Figure 1.

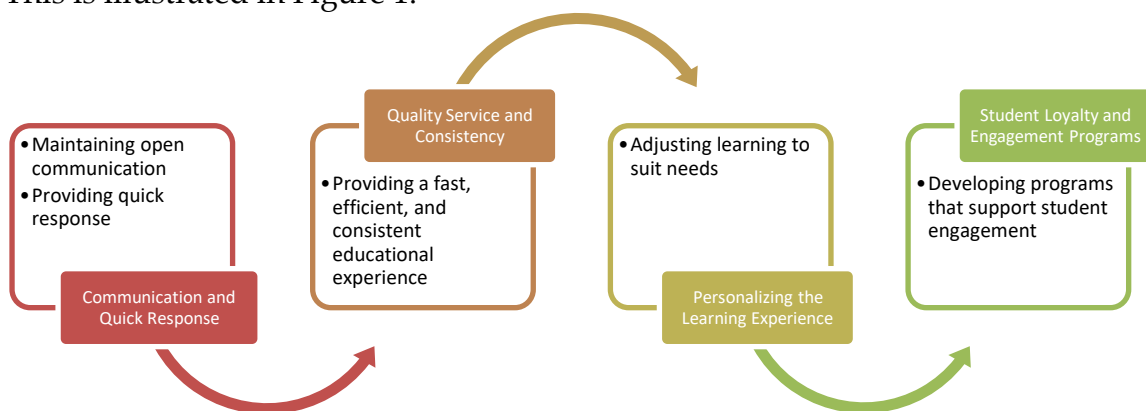


Figure 1. Customer Relationship Maintenance in Madrasah

Customer relationship management is organized into four main interrelated areas, creating a sustainable pattern that focuses on positive and personalized customer experiences. First, open communication and quick responses are key to ensuring customers feel valued and cared for. Quick responses to inquiries and complaints demonstrate the company's commitment to listening to and meeting customer needs, thereby increasing satisfaction and loyalty. Second, consistency in providing quality service, along with timely delivery of products that meet promised standards, helps strengthen customer trust in the company. By maintaining quality and timeliness, companies establish a reliable reputation, which is crucial for fostering long-term relationships.

On the other hand, personalizing customer experiences is increasingly becoming an important aspect of relationship maintenance strategies. Customizing services or products based on customers' specific preferences and needs increases satisfaction and fosters closer, more valuable relationships. Finally, loyalty programs and customer engagement drive sustainable relationships, where rewards for loyal customers, such as incentives or special events, strengthen emotional bonds and encourage them to continue choosing the company in the future. This pattern creates a mutually supportive cycle of effective communication, quality service, personalization, and customer loyalty.

The data above reveals a clear pattern in maintaining relationships with parents through open communication and prompt responses, delivering high-quality services, and fostering parental involvement in education. Programs such as regular meetings, feedback, and other events help create more personal and trustworthy relationships, supporting better educational goals. This pattern suggests that madrasahs have successfully established strong relationships with parents through an approach that prioritizes satisfaction and involvement.

Discussion

The results of this study identified four main findings related to improving the quality of education in madrasahs, namely Continuous Improvement, determining clear and measurable quality standards, changing the culture of madrasahs based on quality, and maintaining relationships with customers (in this context, students and parents). The first finding related to continuous improvement indicates that madrasahs implementing a continuous improvement system exhibit better educational quality and stakeholder satisfaction. This aligns with Deming's (1986) theory on the PDCA cycle (Plan, Do, Check, Act), which emphasizes the importance of evaluation and continuous improvement in enhancing the organization's quality (Khoubnasabjafari et al., 2022; Mahnashi et al., 2023). However, this study found that, despite continuous improvement efforts, some madrasahs still encounter obstacles to effective implementation, particularly regarding limited resources and a lack of training for educators.

Related to determining clear and measurable quality standards. This study found that madrasahs that successfully developed and implemented clear, measurable, and integrated quality standards in the learning process showed more satisfactory results regarding teaching quality and student academic achievement. This finding supports the notion that clear standards can help measure success

and set realistic educational goals (Alauddin & Yamada, 2022; Fernandes & Singh, 2022; Juharyanto et al., 2023; Xin et al., 2022). However, differences were found in madrasahs that did not yet have systematically measurable quality standards. In some madrasahs, the existing standards were still general and less specific, which caused ambiguity in measuring results and evaluating the quality of education.

The changes in madrasa culture based on quality emphasize that madrasahs with a culture that supports continuous quality improvement tend to be more successful in achieving both academic and non-academic goals. This study found that a quality-oriented culture forms a proactive mindset among educators and students, strengthening overall educational quality. This is consistent with the notion that cultural change within educational organizations is key to creating a sustainable education system (Assoratgoon & Kantabutra, 2023; McCarthy et al., 2023; Waham et al., 2023; Wang et al., 2023). However, there are differences in its implementation, where some madrasahs struggle to change the mindset and work culture that has been established previously, especially in madrasahs with strong traditions.

The fourth finding, regarding the maintenance of relationships with customers—students, and parents in the educational context—highlights the importance of ongoing communication between the madrasah and external stakeholders. This study shows that madrasahs that actively maintain relationships with students' parents and strive to meet their expectations tend to be more successful in building a good reputation and increasing community satisfaction. This finding supports research by Epstein (2011), which revealed that parental involvement in their children's education is directly related to increased academic achievement among students. However, the results of this study also show that, although many madrasahs are aware of the importance of relationships with parents, there are still challenges in maintaining effective communication, especially in conveying information related to academic development and school activities in a transparent manner.

The results of this study provide significant theoretical and practical implications. Theoretically, these findings enhance the understanding of factors that influence the quality of education in madrasahs, particularly in the context of continuous improvement, establishing quality standards, transforming organizational culture, and fostering relationships with stakeholders. Practically, the results of this study guide madrasah management in developing more effective strategies for improving the quality of education, such as setting clear quality standards, facilitating cultural change, and enhancing communication with parents and students. Implementing these findings will enable madrasahs to create a more effective educational environment, enhance student achievement, and strengthen their societal presence.

CONCLUSION

Continuous improvement, setting clear quality standards, quality-based cultural change, and maintaining close relationships with parents are key factors in improving the quality of education in madrasahs. These findings support educational management theory, which emphasizes the importance of continuous

evaluation and improvement, as well as the development of measurable standards and a work culture that supports quality achievement. In addition, close relationships between madrasahs and parents also strengthen the quality of education provided, contributing to student satisfaction and achievement. However, this study has limitations in scope and generalizability of findings because it only covers madrasahs in one region and does not involve various types of madrasahs with different characteristics. Therefore, further research is recommended to expand its scope to madrasahs in other regions and consider external factors that may affect the quality of education, such as Government policies or the role of technology in education.

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