How the Implementation of Total Quality Management (TQM) in Islamic Boarding Schools

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Abstract. The development of pesantren should be followed by professional management, both academic, operational and financial. The community phenomenon about boarding schools is that they are traditional institutions, so they pay less attention to management aspects in carrying out their operational activities. This situation shows that boarding schools need good management so that the quality of boarding schools becomes better and more professional. Total Quality Management (TQM) is a pattern for organizing quality boarding schools and is also supported by financial management through a correct reporting system. The purpose of this study was to analyze the pesantren management model through TQM. The methods used were interviews and questionnaires. The results show that the application of TQM foundation boarding school which includes planning, organizing, charismatic leadership, motivation and controlling is not optimal. The TQM indicators are carried out only to the extent of the capabilities and limitations of the pesantren, there are no complete documents that support these elements. The implication of this research is that the concept of TQM can be a benchmark for foundation boarding school management in organizing and developing better governance success..

Keywords: Total Quality Management, boarding school foundation, governance.

1. Introduction

Pesantren have an important role in the world of education in Indonesia, especially Islamic religious education. The magnitude of this role is indicated by the development of a fairly large number of pesantren in Indonesia, namely 27,1218 Islamic boarding schools with the types of salafiah, khalafiah and combination pesantren. The typology of boarding schools in 2019 shows that salafiyah is 13,446 (49.4%) kahafiyah is 3,064 (11.3%) and a combination of 10,708 (39.3%) [1].

Currently, the number of pesantren in Indonesia reaches 14,067, with a typology of Salafiyah as many as 8,905 (63.30%); Khalafiyah pesantren as many as 878 (6.24%) and combination pesantren as many as 4,284 (30.45%). Based on this information, it can be seen that most of the boarding schools in Indonesia (including Magelang) are dominated by the Salafiyah type. Salafiyah boarding school is a boarding school whose core education is still classical. The madrasa system is used to facilitate the sorogan system, which is an old-fashioned form of recitation, by not introducing general education. The Khalafiyah type of boarding school, which in its teaching has included general subjects in the madrasa it developed or public schools in the boarding school environment, but students are still required to be able to understand the contents of the classical books using the methods of Arabic that have been learned. And the combination type is a kind of mixture of the two types, namely pesantren that use the yellow book learning pattern and use the classical system or not in the teaching-learning process. Usually in it, santri are also required to speak Arabic and English actively in their daily interactions [2]. Based on Badan Pusat Statistik (BPS) in 2021, the number of Islamic boarding schools in Magelang Regency is 297.

Then, qualitatively, it shows that the development of pesantren can be seen from various aspects, including institutional status, governance, implementation of educational programs, expansion of the field of work, specificity of scientific fields, diversification of economic enterprises, cooperation networks, and others. The diversity of development resulted in different expressions of pesantren in the life of the nation and state [3]. The development of this pesantren should be followed by professional management, both academic, operational and financial management. Because the phenomenon of the community about boarding schools is a traditional institution, so it pays less attention to management aspects in carrying out its operational activities. The role of pesantren is not only to produce kiai, da'i, mufassir and hadith experts. But more than that, the existence of pesantren must be able to produce human resources who are knowledgeable, mastering the field of science [4]. Pesantren need the ability to be better both culturally and management. The purpose of pesantren is to produce a generation that has good morals, so it requires structured education and management from the pesantren [5].

This situation shows that boarding schools need good management so that the quality of boarding schools becomes better and more professional. Islamic boarding schools as traditional Islamic educational institutions and in the midst of the development of modern education, Islamic boarding schools have been able to assume various responsibilities and social roles [6]. Quality boarding school management certainly has a good and organized management system, which is generally outlined in the Standard Operating Procedures (SOP). The management of boarding schools can refer to the concept of Total Quality Management (TQM). The research results of [7] show that the concept of TQM can be applied to the field of pesantren, including the concept of Harold Koentz with the POSLC function system (planning, organizing, staffing, charismatic leading and controlling). Among the POSLC functions is how a boarding school manager is able to apply mature and

measurable planning, proportional division of tasks (organizing) and able to realize quickly and precisely, staff distribution tailored to professional abilities and charismatic leadership (leading), which is generally owned by the kyai to make added value in the management of the boarding school. In addition, continuous controlling is carried out to ensure that the pesantren runs well and according to the set goals. Similarly, [8] explains that Total Quality Management implemented in schools can solve all kinds of problems at all levels. TQM is able to change the traditional view of society into a knowledge society. This study aims to analyze the implementation of TQM in islamic boarding school in Magelang.

2. Literature Review

2.1 Sharia Enterprise Theory

The purpose of financial statements in Islamic accounting leads to instrumental accountability of spiritual value (vertical and horizontal) and the provision of information of material value (in the form of accounting and accounting information) [9]. In Sharia Enterprise Theory (SET), the most important axiom that must underlie any definition of the concept is Allah as the Creator and sole owner of all resources in this world, then Allah is the main trustee, and the resources owned by stakeholders are in principle a trust from Allah in which a responsibility is attached to use in the manner and purpose determined by the trustee.

2.2 Boarding school as a non-profit organization

A nonprofit organization, or nonprofit entity, is an entity that conducts its operations without the objective of seeking or making a profit. There are significant differences between not-for-profit entities and for-profit entities. In carrying out its activities, a not-for-profit entity is not driven solely by the pursuit of profit. However, not-for-profit must also mean not-for-profit. Therefore, non-profit enterprises should not be in deficit. As for if the surplus, then the surplus will be contributed back to fulfill public needs, not to enrich the owners of the entity [3].

2.3 Total Quality Management (TQM)

TQM is a management philosophy that builds a customer-based organization, dedicated to customer satisfaction through continuous improvement in the effectiveness and efficiency of the organization and its processes. TQM delivers what is required, as judged by the client. This is achieved through everyone in the organization being committed to achieving results, goals for quality and decisions based on performance data [8]. The research results from [7] show that the concept of TQM can be applied to the scope of pesantren including using the concept according to Harold Koentz with the POSLC function system (planning, organizing, staffing, charismatic leading and controlling). And [8] explains that Total Quality Management implemented in schools can solve all types of problems at all levels.

3. Research Method

This research is a qualitative research and uses primary data with interview method. The object of the research is pondok pesanten in Magelang. The sampling technique was purposive sampling, with sample criteria: Islamic boarding schools in Magelang that are registered with the Kementrian Agama (Kemenag) and foundation boarding schools that organize the boarding school system as well as the school or madrasa system. The interpretation of the results is done through descriptive analysis of the interview results. Total Quality Management with the system of planning, organizing, leading, motivating and controlling. The concept of this management function is taken from the opinion of James F. Stones and Harold Koenz about the management function, namely planning, organizing, leading and controlling. And the motivation function is based on the opinion of John M. Fee. According to [7] and [10] aspects of planning are the functions of a manager who is responsible for selecting various alternatives from goals, policies, procedures, and programs. Organizing is the process of preparing an organizational structure in accordance with the goals of the organization, the resources it has, and the environment that surrounds it. There are two main aspects of preparing organizational structure are departmentalization and division of labor. Leading is related to the activity of giving orders and suggestions so that subordinates can perform the tasks desired by the leader. Activities include making decisions, establishing communication between managers and subordinates. Motivating is to encourage subordinates to work in such a way that they sincerely want to work for the achievement of organizational goals efficiently and economically. Controlling is to ensure that the goals of the organization and management are achieved, which means that control in the organization, namely control, does not intend to find fault with subordinates. However, control is carried out with the aim of finding deviations that occur so that improvements can be made in a better direction. These aspects of management are a reference in the interview process in boarding school management.

4. Result and Discussion

There are many foundation boarding schools in Magelang. However, in its implementation, only Muhammadiyah and Ihsanul Fikri foundation boarding schools were willing to be respondents, namely Muhammadiyah Alternative Junior High School, Muhammadiyah Alternative Senior High School 1 Magelang City and Ihsanul Fikri foundation boarding school management. The TQM pesantren management model includes several indicators, including planning, organizing, motivating, and controlling. The first indicator of Planning is related to the implementation carried out by the leadership and management of the boarding school regarding goal setting, policy, strategy development, and financial budgeting. The management of the boarding school sets goals based on direction from the central leadership and Foundation managers. From these objectives, it is then developed by preparing strategies and policies in achieving organizational goals but has not been stated in writing or legality from the institution/foundation. Then from the financial system, especially the budget, even

though it is centralized with the existing Foundation, the boarding school turns out to have separate operational finances from the central Foundation.

Second, Organizing, the boarding school has implemented the division of tasks according to their abilities, especially for teachers who are in accordance with their professionals, but in certain sections, for example the administration section, there are some who are not in accordance with their expertise. This situation shows the need to improve the quality of human resources, as stated by [10], namely improving the quality of education cannot be separated from the quality of human resources owned, so as to be able to meet the needs of human resources both in quantity and quality. As cited in [6] which states that professionalism, handling is carried out based on the rules of professionalism of services both administrative and technical operations. Then, in providing rights in the form of salaries and allowances for teachers/ustadz and employees, it is still limited to the Foundation's ability and there are no other benefits beyond the salary. The Foundation has set the provisions of each received by teachers and employees. The third indicator is Leading. This indicator shows that the leaders, teachers and managers of the boarding school in the Foundation are a source of role models and role models for students and even the community. Then, in making decisions and determining boarding school policies are also under the direction of the leadership while still based on deliberation and consensus. However, the role of the boarding school leadership has a very prominent role in decision making.

The fourth indicator is motivation. Based on the results of interviews and questionnaires, it shows that pesantren management, both from the leaders and managers, have provided motivation and encouragement to all subordinates and students in achieving organizational goals. This form of motivation is in the form of spiritual and material. Spiritual motivation is more emphasized in boarding school management, namely support for religious facilities. From the material aspect, it is realized in the form of salaries/fees that are adjusted to the foundation's provisions. However, the boarding school has not implemented reward/punishments in the existing performance. Punishments are only given to students who violate the rules of the boarding school. This shows that the management of the boarding school is not optimal. The TQM model of the last indicator is controlling. This indicator shows that the boarding school has implemented a system of supervision and control in the management of the boarding school. In this case, the boarding school has not implemented supervision and control in detail, so the role of leaders and managers has not been seen. The quality control is still limited to the educational concept, namely the boarding school curriculum, which is adapted to the existing regulations and policies of the Foundation's management. In addition, internal control has not been carried out in the general management, so the alignment of organizational activities with organizational goals has not been good.

Based on the above explanation, it shows that the boarding school has implemented the TQM model from each indicator in its management. However, the implemented TQM is not optimal. General management and financial management are not well integrated. This will

certainly create its own problems due to the lack of integration between one part and the other. The role of leaders and managers is very high in determining the goals and achievements of the foundation in the hut. In line with the research of [7], which states that the management of Islamic boarding schools is still conventional, so the management of management is not so concerned. In addition, the quality of human resources (HR) is also a special concern in the implementation of quality management, especially in the implementation of TQM in pesantren. Development is not only through infrastructure, but also through the quality of human resources, both teachers and staff [8]. Foundation boarding schools implement governance based on boarding school standards, although not all are well implemented [11] and TQM can be an option for boarding schools, especially foundation boarding schools, in implementing quality management strategies [12].

5. Conclusion and Recommendation

Muhammadiyah Boarding School and Ihsanul Fikri Foundation boarding schools in Magelang have implemented a management model based on Total Quality Management (TQM) which includes planning, organizing, motivating, and controlling. However, from the boarding school management model, it shows that not all elements (criteria) of each TQM indicator are fulfilled optimally, because not all indicators are written in writing. Future research is expected to expand the sample so that it is more generalized and take an in-depth approach to boarding schools that have not been open in responding to a study.

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