

Implementation Of Total Quality Management (Tqm) To Improve The Quality Of Mts Negeri 1 Kebumen Indonesia

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ABSTRACT

The study aims to describe Total Quality Management (TQM) in improving the quality of education at MTs Negeri 1 Kebumen Indonesia. The method used is descriptive qualitative. Data is collected through interviews, observations, and documentation, while the data analysis model uses the Miles and Huberman interactive analysis model. The results of the study indicate that total quality management (TQM) at MTs Negeri 1 Kebumen Indonesia is implemented by compiling a madrasah work plan starting from the preparation of the Medium-Term Work Plan (RKJM) and the Annual Work Plan (RKT). The preparation of the RKM is oriented towards customer satisfaction, which includes teachers and education personnel, students, and parents/guardians of students. Its implementation is based on the principle of Respect for everyone, management based on facts, and continuous improvement so that the quality of MTs Negeri 1 Kebumen can be seen from the input, process, output, and outcome. To maintain the quality of input, MTs Negeri 1 Kebumen holds online selection tests and practices for the Sports and Tahfidz programs. The online test is conducted at the madrasah and supervised directly by the MTs Negeri 1 Kebumen PPDB committee. In addition, prospective students must have a minimum average score of 75 for the subjects of Indonesian, Mathematics, and Science from Class IV to Class IV odd semester. Quality assurance of the process is carried out with the quality of the curriculum that is adjusted to each program. The process is also carried out by paying attention to suggestions and infrastructure, as well as the development of talents and interests. The quality of the output is indicated by the academic and non-academic achievements that have been achieved by MTs Negeri 1 Kebumen students. While the outcome is seen from the number of MTs Negeri 1 Kebumen alumni who have been accepted into favorite and quality high schools in Indonesia.

Keywords: total quality management, quality, education, Madrasah Tsanawiyah

Introduction

The quality of education is greatly influenced by the quality or quality of education. The quality of education is a pillar for producing good and reliable human resources. Therefore, efforts to improve it must always be carried out continuously so that the quality of education improves. Currently, the government has issued Government Regulation number 57 of 2021 concerning National Education Standards which has been refined by PP Number 4 of 2022 concerning Amendments to Government Regulation Number 57 of 2021 concerning National Education Standards. According to the regulation, it is stated that National Education Standards are the minimum requirements that must be met regarding education in all jurisdictions of the Unitary State of the Republic of Indonesia (NKRI). According to Edward Sallis, the quality of education does not just happen, it must be planned. Quality must be an important part of the strategy of educational institutions and must be approached

systematically.¹ Meanwhile, according to Juran, efforts to achieve quality are a process that never ends. Quality is also related to a continuous improvement process. Not a one-time program. To create quality requires leadership from school board members and administrators, training attended by everyone involved.

Steps in realizing madrasah quality improvement activities are: a) equalizing the commitment to achieving quality by all madrasah parties, b) having a special program to improve madrasah quality, c) improving madrasah administrative services, d) effective school leadership, e) having clear graduate competency standards, f) good and broad cooperation networks, g) effective institutional governance, and h) creating a conducive institutional climate and culture.² Edward Sallis³ states that quality does not just happen, it must be planned. Quality must be an important part of the strategy of educational institutions and must be approached systematically. According to Juran ⁴ quality is; 1) Achieving quality is a never-ending process; 2) Quality improvement is a continuous process, not a one-time program; 3) Quality requires leadership from school board members and administrators; 4) Mass training is a prerequisite for quality; 5) Everyone in the school must receive training.

Arcaro S. Jerome⁵ conveyed that there are five characteristics of a quality school, namely: 1) Focus on customers 2) Total involvement 3) Measurement 4) Commitment 5) Continuous improvement. The quality of education will be influenced by the extent to which the institution is able to optimally manage all potentials starting from educational staff, students, learning processes, educational facilities, finances and including its relationship with the community. Operationally, quality is determined by two factors, namely the fulfillment of previously determined specifications and the fulfillment of specifications expected according to the demands and needs of service users. The quality of educational institutions can be seen from 2 perspectives, the first is called quality in fact (actual quality) and the second is called quality in perception (perception quality). In its implementation, quality in fact is the profile of graduates of educational institutions that are in accordance with the qualifications of educational objectives, which are in the form of basic ability standards in the form of minimum academic qualifications mastered by students. While the quality in perception of education is the satisfaction and increasing interest of external customers in graduates of educational institutions⁶. conveyed that there are five characteristics of a quality school, namely: 1) Focus on customers 2) Total involvement 3) Measurement 4) Commitment 5) Continuous improvement. The quality of education will be influenced by the extent to which the institution is able to optimally manage all potentials starting from educational staff, students, learning processes, educational facilities, finances and including its relationship with the community. Operationally, quality is determined by two factors, namely the fulfillment of previously determined specifications and the fulfillment of specifications expected according to the demands and needs of service users. The quality of educational institutions can be seen from 2 perspectives, the first is called quality in fact (actual quality) and the second is called quality in perception (perception quality). In its implementation, quality in fact is the profile of graduates of educational institutions that are in accordance with the qualifications of educational objectives, which are in the form of basic ability standards in the form of minimum academic qualifications mastered by students. While the quality in perception of education is the satisfaction and increasing interest of external customers in graduates of educational institutions.⁷ Madrasah principals have the freedom to innovate in improving the quality of education after the birth of KMA 184 of 2019 concerning Guidelines for Curriculum

¹ Sallis. Edward. 2006. *Total Quality Managemenet Education: Manajemen Mutu Pendidikan*. Jogjakarta. IRCiSoD. Hal. 211.

² Miftahul Choiri, *Makna School Culture dan Budaya Mutu bagi Stakeholder di MIN Demangan Kota Madiun Tahun ajaran 2014-2015* (Jurnal Kodifikasi, Vol. 9, No. 1, Tahun 2015), hlm 150

³ Sallis. Edward. 2014. *Total Quality Management In Education*. Jogjakarta. IRCiSoD.hal 211.

⁴ S. Arcaro. Jerome. 2007. *Pendidikan Berbasis Mutu Prinsip Perumusan dan Langkah Penerapan*. Diterjemahkan oleh Yosai Iriantara. Yogyakarta. Pustaka Pelajar. Hal 8

⁵ Ibid. Hal 57

⁶ Hasan Baharun, Z. (2017). *Manajemen Mutu Pendidikan: Ikhtiar dalam Meningkatkan Mutu Pendidikan Madrasah melalui Pendekatan Balanced Scorecard*. Tulungagung: Akademia Pustaka.

⁷ Amari, Sofan. 2013. *Peningkatan Mutu Pendidikan Sekolah Dasar dan Menengah*. Jakarta: Prestasi Pustaka. Hal 18

Implementation in Madrasahs. The regulation was born when seeing the phenomenon of madrasah innovation that did not yet have a legal umbrella.

One of the madrasahs that continues to innovate is MTs Negeri 1 Kebumen. Since 2009, MTs Negeri 1 Kebumen has organized the Full Day School (FDS) Program. Then, in 2016, MTs Negeri 1 Kebumen implemented the Islamic Boarding School (IBS) Program. Then, starting in the 2021/2022 Academic Year, MTs Negeri 1 Kebumen opened a Special Program (PK) as a replacement for the Regular Program. FDS, IBS, and PK are one form of improving the quality of education carried out at MTs Negeri 1 Kebumen. There are several other efforts made so that the quality of education at MTs Negeri 1 Kebumen continues to improve. The program changes have a significant impact on the quality of education at MTs Negeri 1 Kebumen based on the achievements of students, teachers, and madrasahs in general. Improved achievement also affects the increase in interest of the community and/or alumni of SD/MI to continue their education at MTs Negeri 1 Kebumen. Of course, in this process, the head of the madrasah has an important role. The head of the madrasah is the driving force in efforts to improve the quality of education at MTs Negeri 1 Kebumen. The head of the madrasah's efforts to improve the quality of education at MTs Negeri 1 Kebumen are carried out by implementing Total Quality Management (TQM).

Literature Review

Mutu Madrasah

Quality according to Crosby is conformance to requirements (according to requirements/standards).⁸ Internally, quality is determined by the performance of individuals/organizations/institutions in accordance with what is required/standardized both in planning, implementation and results, then the institution is of quality. Therefore, determining internal standards is very important because it will be a quality measurement tool. Unlike Crosby, Armand V. Feigenbaum, quality is the overall satisfaction of users/customers (full customer satisfaction).⁹ User/customer satisfaction as a whole is one of the quality indicators, so its importance must be prioritized or considered. The problem is that customer needs or standards are very dynamic, so that it requires effective customer analysis and communication. The dynamics of customer satisfaction according to Thomas Pyzdek and Paul Keller must be addressed by focusing on making changes to the organizational structure that is customer-oriented, adaptive service processes and effective communication with customers.¹⁰

Quality Management System explains that ISO 9001:2000 is related to Quality Management System. Quality Management System is formed from organizational structure, documentation, procedures and tools that exist within the organization. And the goal is to provide transparency regarding organizational structure, procedures, and organizational tools that can then provide satisfaction to consumers.¹¹ In conclusion, quality must consider internal arrangements by responding appropriately to customer dynamics. The context of quality education units is explained in Permendikbud number 28 of 2016 as follows: The Quality of Basic and Secondary Education is the level of conformity between the implementation of basic education and secondary education with the National Education Standards in basic education and secondary education. The quality of madrasahs is regulatory based on Law Number 20 of 2003 concerning the National Education System, accreditation is one of the government policy instruments used as one of the strategies for guaranteeing and controlling the quality of national education. Accreditation refers to 8 (eight) national education standards, namely (1) content standards, (2) graduate competency standards, (3) process standards, (4) educator and education personnel standards, (5) infrastructure standards, (6) management standards, (7) assessment standards, and (8) financing standards. Accreditation is a recognition of educational institutions given by an authorized body after it is assessed that the institution meets certain standard requirements or criteria; (b) recognition by an office of the authority of a person

⁸ Philip B. Crosby, *Quality is Free*, (New York: Mc.Graw Hill Book, Inc, 1979), 58. Lihat: M. N. Nasution, *Manajemen Mutu Terpadu (Total Quality Manajement)*, 02.

⁹ Armand V. Feigenbaum, *Total Quality Control*, (New York: Mc-Graw Hill Book, 1986), 07.

¹⁰ Pyzdek, Thomas dan Keller, Paul .2013. *The Handbook for Quality Management a Concept Complete Guide to Operational Excellence*. New York: McGraw Hill. Hal. 57

¹¹ Ella Siti Chaeriah. *Manajemen Berbasis Mutu*. Manajemen Bisnis, Vol 4 tahun 2016.

to carry out or perform his duties. The achievement of accreditation score values according to regulations illustrates the quality of educational units.

The quality of the madrasah can be seen from the satisfaction of users, namely students and parents/guardians starting from the implementation of input, process, output and outcome. User satisfaction in the initial selection as input for educational units with certainty and measurability in the selection of new student admissions, and confidence in the process will produce quality. User satisfaction in the implementation of the process includes confidence in the implementation and control of measurable learning. Satisfaction of violations of output is reflected in the achievement of competent madrasah goals and output is seen in the capacity of graduates to be able to choose the next level of educational unit. Customer satisfaction will generate public trust and of course will guarantee the sustainability of educational units, measured by maximizing interest in the madrasah.

The next quality standard can be seen from the planning, implementation, control of implementation and evaluation of the achievement of the vision, mission, programs and objectives of the educational unit. Visionary, measurable and realistic visions and missions certainly convince users of educational units. Adequate human resources of educators and education personnel, supporting facilities and infrastructure will certainly be supporting factors for educational success. Leadership patterns are important factors not only in the implementation of quality but also in the culture of quality.

Total Quality Management (TQM)

Vincent Gaspersz said that Total Quality Management (TQM) is a concept of Integrated Quality Management (MMT). Basically, TQM or MMT is a way to continuously improve performance at every level of operation or process.¹² In addition, TQM is also understood as an approach that aims to increase business productivity, both in terms of quality and quantity.¹³ TQM or quality management is also defined as a management philosophy or organizational cultural commitment to constantly satisfy customers through continuous improvement of all organizational processes, so that they can produce high quality products and services.¹⁴

In the context of the world of education, according to Sallis¹⁵ TQM is a philosophy of continuous improvement, which can provide a set of practical tools to every educational institution in meeting the needs, desires, and expectations of its customers, now and for the future. According to Rai Technology University quoted by Budi Haryanto, Istikomah. put forward eight principles of TQM implementation, namely:¹⁶ 1) The primary responsibility for the quality of a product or service lies with top management; 2) Quality must be customer-focused and evaluated using customer-based standards; 3) Production processes and work methods must be consciously designed to achieve conformity to quality; 4) All employees are involved and responsible for achieving quality products; 5) Quality is not achieved by inspecting a product, but by doing it right the first time; 6) Quality must be monitored to identify errors quickly and correct quality problems immediately; 7) The organization must strive for continuous improvement; 8) The company or institution must work with suppliers and extend the TQM program to them to ensure the quality of inputs.

TQM is a concept that applies various quality principles to ensure a product/service that has quality specifications as applied comprehensively. The quality management approach is carried out comprehensively, starting from input, process, output, and outcome. This is done continuously by showing that efforts to realize the quality of the institution are part of daily work, not something that is temporary.¹⁷ Quality education inputs are teachers, education personnel, employees, students, curriculum, facilities and infrastructure and other aspects of education implementation. Quality education process is the learning process and education implementation. Quality output is graduates who have the required competencies. And quality outcomes are graduates who are

¹² Gaspersz, Vincent. 2001. *Total Quality Management*. Jakarta. Gramedia Pustaka Utama. Hal 5-6

¹³ Fattah, Nanang. 2004. *Konsep Manajemen Berbasis Sekolah (MBS) dan Dewan Sekolah*. Bandung. Pustaka Bani Quraisy. Hal. 117.

¹⁴ Molan, Benyamin. 2002. *Glosarium Prentice untuk Manajemen dan Pemasaran*. Jakarta: PT. Prenhallindo. Hal 154.

¹⁵ Sallis, Op. Cit hal. 73.

¹⁶ Haryanto, M.Pd. & Istikomah, M.Ag.2020. *Manajemen Mutu Pendidikan Pendidikan Islam*. Suroboyo: Umsida Press. Hal 51-53

¹⁷ Tim Dosen Administrasi Pendidikan UPI. 2010. *Manajemen Pendidikan*. Bandung. Alfabeta. Hal 295

able to be accepted at a higher level of education with better quality.

Method

This study used a qualitative approach to find out in more detail total quality management to improve the quality of education at MTs Negeri Kebumen Indonesia. Data collection techniques were conducted through direct observation, in-depth interviews and document studies of MTs Negeri 1 Kebumen, Focus Group Discussions to share some of the data collected found, and triangulation of data to strengthen various information in order to have a level of validity. Data analysis used cyclic analysis as developed by Spradley, namely the first stage of domain analysis in order to obtain a description of improving the quality of education at MTs Negeri Kebumen Indonesia the second stage of Taxonomy analysis to review the data that has been obtained, the third stage of Componential Analysis to find out components specifically related to improving the quality of education at MTs Negeri Kebumen, the fourth stage of analysis of total quality management with improving the quality of education at MTs Negeri 1 Kebumen to connect or synergize some data that are specifically related.¹⁸

Result and Discussion

Implementasi *Total Quality Management* (TQM)

The implementation of TQM in improving the quality of education at MTs Negeri 1 Kebumen is carried out in line with the preparation of the madrasah work plan starting from the preparation of the Medium-Term Work Plan (RKJM) and the Annual Work Plan (RKT). The preparation of the RKJM and RKT is based on the Regulation of the Minister of National Education Number 19 of 2007 which places the compiler of the madrasah school work program (RKS/M) - hereinafter abbreviated as RKM. RKM as the initial stage of all school management activities which is preceded by the determination of the school's vision, mission, and goals.

The preparation of the RKM begins with the implementation of the Madrasah Self-Evaluation (EDM). The implementation of EDM uses instruments derived from regulations on National Education Standards (SNP). From the EDM, a school quality map is produced that describes the condition of the madrasah which is the achievement of educational standards at MTs Negeri 1 Kebumen. The results of the EDM may obtain various deficiencies or problems in each standard. From the deficiencies or problems, recommendations will be made for improvement. In order to ensure quality, during the implementation process of programs and activities, internal monitoring is carried out by the education unit. In addition, at the end of the period, an evaluation of activities is carried out and the results are reported as a form of accountability for the management of the implementation of the madrasah. The results of the activity evaluation are used as a map of the next madrasah quality, and these results are used as a basis for determining performance standards, and then used as a basis for compiling the next work plan.

Customer-oriented

Teachers and Employees

The forms of management services of MTs Negeri 1 Kebumen to teachers and employees are as follows: first, empowerment of teachers and employees. All stakeholders of MTs Negeri 1 Kebumen, both teachers and education personnel are fully involved in achieving the desired educational goals according to their respective job descriptions. Second, motivation. The form of motivation for teachers and education personnel of MTs Negeri 1 Kebumen is carried out routinely every Friday in joint prayer activities and motivation from the head of the madrasah. Third, education and training. Improving the professionalism of teachers and education personnel is carried out through education and training, both independently and in collaboration with the Semarang Education and Religious Education Center or other parties. Fourth, rewards and punishments. The rewards given by MTs Negeri 1 Kebumen are in the form of salaries and incentives that have been determined by the MTs Negeri 1 Kebumen Committee. Rewards are also given to teachers and education personnel who achieve achievements or succeed in guiding students in competitions.

Students

MTs Negeri 1 Kebumen management services for students consist of: first, an integrative curriculum that combines the curriculum from the Ministry of Research and Technology, the Ministry of Religion curriculum, and an independent curriculum prepared by MTs Negeri 1 Kebumen. An independent curriculum is a curriculum that is adjusted to local content or special programs that are held.

¹⁸ Sugiyono, 2018. Metode Penelitian Kuantitatif, Kualitatif dan Kombinasi (Mixed Methods) edisi ke 2, Alfabeta.

Second, complete facilities and infrastructure. The facilities and infrastructure of MTs Negeri 1 Kebumen include classrooms, a library, UKS, a prayer room, a sports/basketball field, a BK room, a canteen, and a laboratory, and a dormitory. In 2022, MTs Negeri 1 Kebumen received SBSN assistance for the construction of a 3-story Integrated Library and Laboratory and 2 dormitory buildings. Now there is a computer laboratory, Mathematics Laboratory, Social Studies Laboratory, PAI Laboratory, Bio-Physics Laboratory, Tissue Culture Laboratory, and Multimedia Laboratory.

In addition, students also receive guidance to compete and continue their education at a higher level. Competition guidance is carried out routinely and incidentally. Routine guidance is carried out twice a week in the form of extracurricular and additional services. While incidental guidance is carried out when students will participate in a competition. Incidental guidance is carried out intensively to get maximum results.

Third, a good madrasah environment. The environment of MTs Negeri 1 Kebumen is made as comfortable as possible like visiting a tourist attraction. The yard floor is made colorful so that it is comfortable to look at. In the yard of the madrasah, a gazebo is also provided so that students can use it to study. The yard is also equipped with a garden and shady trees. The arrangement of a beautiful environment aims to make students feel comfortable. The management of the madrasah environment is in accordance with the Adiwiyata Madrasah management standards. In 2019, MTs Negeri 1 Kebumen won the Best 3 Adiwiyata Schools at the Kebumen Regency Level. In 2022, MTs Negeri 1 Kebumen is participating in the selection of Adiwiyata Schools at the Provincial Level.

In addition, MTs Negeri 1 Kebumen is also trying to become a Child-Friendly Madrasah (MRA). Fourth, balanced rewards and punishments. MTs Negeri 1 Kebumen implements the provision of rewards and punishments as a form of motivation for students. The provision of rewards and punishments is in accordance with the achievements or violations committed. Rewards are given to students who excel in academics and non-academically. While punishment is given to students who violate the madrasah rules and regulations. The rules and regulations are drawn up by involving students or OSIS administrators who are socialized during the Madrasah Student Orientation Period (Matsama). Socialization is also carried out at the beginning of each school year and during the flag ceremony.

Parents/Guardians of Students

MTs Negeri 1 Kebumen implements various programs to synergize the madrasah with parents/guardians of students. These activities include activity forms as a liaison between the madrasah and parents/guardians containing student activities both in terms of worship, social, and independence during the holidays. The madrasah also organizes home visits when there are problems experienced by students. Home visits are carried out by the guidance and counseling teacher and the relevant homeroom teacher. In addition, the madrasah also carries out parenting activities to provide knowledge to parents. To facilitate information, each homeroom teacher forms a WA group and manages the management of parents/guardians of students.

With the existence of the WA group, it will facilitate the delivery of information and communication between the madrasah and parents. In addition, parents/guardians of students are also involved in the preparation of the madrasah program which is attended by representatives from each class. The results of the program preparation will be submitted at the Plenary Meeting of the Madrasah Committee with parents/guardians of students. The madrasah is always open to criticism and suggestions from parents/guardians.

Respect for everyone

At MTs Negeri 1 Kebumen, everyone, be it teachers, education staff, and students, is viewed as an individual who has unique talents and creativity. Thus, all of them are the most valuable resources of the organization. Therefore, everyone in the organization is treated well and given the opportunity to be involved and participate in the decision-making team. The involvement of the madrasa community is regulated in the division of tasks that are prepared at the beginning of the school year. MTs Negeri 1 Kebumen tries to involve all madrasa communities in every program according to their capacity and competence.

Fact-based management

The management of MTs Negeri 1 Kebumen is based on facts that come from data in the form of both quantitative and qualitative data. Madrasah Self-Evaluation (EDM) is based on qualitative data and quantitative data to determine the program. For example, in the program for procuring reading books for students. The results of the EDM recommend that the madrasah needs to facilitate having 100% reading books in printed and digital form in the library. Procurement of reading books is a priority scale of several madrasah program variables.

Therefore, the madrasah created a program for procuring library reading books. In addition to purchasing reading books, MTs Negeri 1 Kebumen held a book grant activity from alumni, parents/guardians of students, and asked for assistance from BRI Branch. Kebumen. From this program, 499 book titles were collected with a total of 530 copies of books..

Continuous improvement

To be successful, every company needs to carry out a systematic process in implementing continuous improvement. The concept that applies here is the plan-do-check-act-analyze (PDCAA) cycle, which consists of planning steps, and taking corrective actions on the results obtained. Likewise with quality management at MTs Negeri 1 Kebumen. MTs Negeri 1 Kebumen holds regular meetings to evaluate each program or identify problems faced by the madrasah. In addition, every Friday there is also a joint prayer and coordination of madrasah activities. This is done so that problems can be detected as early as possible and solutions can be sought.

Quality of MTs Negeri 1 Kebumen

Input

The quality assurance of MTs Negeri 1 Kebumen input is carried out by holding a selection test for New Student Admissions (PPDB). This policy was carried out after the government officially abolished the National Examination or National Standard School Examination (USBN) for Elementary Schools or Madrasah Ibtidaiyah levels. The computer-based (online) selection test was carried out at MTs Negeri 1 Kebumen. In addition to the selection test, the New Student Admissions (PPDB) of MTs Negeri 1 Kebumen also requires an average report card score from Class IV to Class VI in the odd semester for the subjects of Indonesian, Mathematics, and Science. Specifically for the Full Day School Program, prospective students are required to have a minimum score of 75.00 for each subject.

The New Student Admissions (PPDB) System of MTs Negeri 1 Kebumen is carried out in three stages starting from the New Student Admissions (PPDB) IBS Program, New Student Admissions (PPDB) FDS Program, and New Student Admissions (PPDB) Special Program. Prospective students who are not accepted into the IBS Program can continue their registration to the FDS Program and PK Program.

The New Student Admissions System (PPDB) which is carried out in stages, requires report card scores, and selection tests, making the quality of MTs Negeri 1 Kebumen student input selected children who successfully pass the selection. This quality is increasingly maintained because the PPDB system is implemented online through the site <https://www.ppdb.mtsn1kebumen.sch.id>. Meanwhile, the selection test is carried out by utilizing the Computer Based Test (CBT) feature available in elearning.

Process

Curriculum

According to Edward Sallis, educational institutions that want to implement TQM education must have a quality curriculum. The curriculum design includes the objectives of each program (subject) and the specifications of each program that are arranged systematically. The curriculum design process cannot be separated from the needs required by customers, even customer input on the curriculum is an important part of the quality system. The MTs Negeri 1 Kebumen curriculum is compiled based on KMA 184 of 2019 concerning Guidelines for Curriculum Implementation in Madrasahs. The subject structure at MTs Negeri 1 Kebumen consists of Group A Subjects whose content and references are developed by the center. Subjects are subjects whose content and references are developed by the center with the addition of local content.

The MTs Negeri 1 Kebumen Curriculum Structure is divided into three programs, namely the Islamic Boarding School (IBS) Program, the Full Day School (FDS) Program, and the Special Program (PK). Program. The IBS program consists of Book Classes, Tahfidz Classes, and Language Classes. The FDS program consists of Science Classes and Research Classes. Meanwhile, the PK Program consists of Research Class, Bilingual Class, Infotek Class, Achievement Sports Class, and Tahfidz Class. All programs receive a learning allocation of 52 hours per week with different forms of additional services for each program.

The differences between the programs are in the types of local content and additional services provided. The total allocation of study time for the IBS Program is 70 hours, the FDS Program is 60 hours, and the Special Program is 54 hours per week. Specifically for Class 9, there is still a Regular Program. Class 9 will become a Special Program starting in the 2022/2023 Academic Year. For more details, the curriculum structure is explained in the following table:

Table 1: Curriculum Structure of Subjects at MTs Negeri 1 Kebumen for the 2021/2022 Academic Year

Islamic Boarding School																
MATA PELAJARAN	Kitab					Full Day School					Program Khusus					9
						Sains	Riset				Tah	Ris	Bil	Inf	OR	Reg
	7	8	9	7	8	7	8	7	8	9	Tah f	7/8	7/8	7/8	7/8	7/8
KELOMPOK A dan B	46	46	46	46	46	46	46	46	46	46	46	46	46	46	46	46
MUATAN LOKAL																
1. Bahasa Jawa	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
2. Tahfidzul Qur'an	2	2	2	2	2	2	2	2	2	2	4	2	2	2	2	2
3. Riset	2	2	2	2	2	2	2	2	2	2		2				2
4. English Active														2		
5. Infotek															2	
6. Olah raga prestasi																2
JUMLAH	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6
LAYANAN TAMBAHAN	18	18	18	18	18	8	8	8	8	10	2	2	2	2	2	10
TOTAL	70	70	70	70	70	60	60	60	60	62	54	54	54	54	54	60

Source: KTSP MTs Negeri 1 Kebumen Academic Year 2021/2022

Learning process

The main characteristic of TQM in the education process is its focus on the main activity of education, namely learning. In TQM education, the basic assumption built in learning is that each student has their own potential and abilities or is different. So that each learning cannot be approached with only one strategy or method. Therefore, educational institutions that use TQM procedures must seriously capture the issue of style (method) and student needs. TQM requires a variety of learning strategies or methods that are in accordance with the needs of students.

Learning at MTs Negeri 1 Kebumen applies student-centered learning with an emphasis on high-level thinking skills (Higher Order Thinking Skill/HOTS). Learning is also carried out by utilizing digital technology and the use of e-learning for online learning.

Self-Development

Self-development is carried out in the form of guidance and counseling services, programmed activities, and unprogrammed activities. Programmed activities such as additional services and extracurricular activities. Additional service activities such as numerical literacy, science literacy, reading and writing literacy, active English, yellow books, muhadasah, and mumarasah ijtimaiyyah. Extracurricular activities held such as Scouts, PMR, Olympiad Team (Mathematics, Science, and Social Studies), Choir, Modern Rebana, Paskibra Team, Journalism, Khitobah, Achievement Sports, and Robotics.

While for unprogrammed activities are divided into routine/habitual activities, spontaneous, and exemplary. Routine activities consist of flag ceremonies, greetings, daily prayers and Asma'ul Husna, memorizing Juz-amma and selected Surahs, reading Surah Yasin and tahlil, Tahajud prayer, congregational obligatory prayers at home/in the residential area, Dhuha prayer, congregational Dhuhur and Asar prayers at the madrasah, tadarus al-Quran, congregational Subuh prayers at the madrasah, "One day one coin" donation, the Ants (Cleanliness Troops), and helping the elderly. Spontaneous activities consist of smiling, greeting, greeting, being polite, being courteous, throwing trash in its place, queuing culture, and solving problems. While exemplary activities include dressing neatly, reading diligently, having a spirit of achievement, altruism, discipline, appreciating success, and being polite in speaking. Spontaneous activities are carried out at any time without a special schedule.

Output

The implementation of TQM at MTs Negeri 1 Kebumen has succeeded in creating quality output. This can be proven by the academic, non-academic, and character achievements of students. When the National Examination (UN) and the National-based Madrasah Final Examination (UAMBN) were still in effect, students at MTs Negeri 1 Kebumen managed to become the best ranked. In the 2018 and 2019 National Examination, MTs Negeri 1

Kebumen managed to achieve the highest average score. While in the UAMBN, they managed to achieve the highest at the Central Java Province level. After the UN and UAMBN were abolished, students at MTs Negeri 1 Kebumen managed to win championships in competitions, both held online, offline, and a combination of online and offline. Academic and non-academic achievements are explained in the following table:

Table 2. Recap of Academic and Non-Academic Achievements of MTs Negeri 1 Kebumen 2021-2022

Academic Year				
No.	Medali	Tahun 2021	Tahun 2022	Total
1.	Emas	69	691	760
2.	Perak	59	686	745
3.	Perunggu	52	438	490
Jumlah		180	1815	1995

Source: MTsN 1 Kebumen Student Data

The table above shows that the output of MTs Negeri 1 Kebumen is quality students. MTs Negeri 1 Kebumen students have won medals in competitions. The Covid-19 condition does not prevent students from continuing to improve their quality. A significant increase in 2022 occurred because more and more competitions were held online so that all students had the opportunity to compete. In addition, online competitions also save the budget for competing. In competitions that combine online and offline, MTs Negeri 1 Kebumen students have won the overall championship as was done at the 2022 MAPK Fair held by MAPK Surakarta and the 2022 MA al-Hikmah 2 Olympiad (OMADA), and the 2022 Junior High School/MTS Student Olympiad held by MAN 4 Kebumen. MTs Negeri 1 Kebumen also became the Overall Champion in the National Science and Arts Olympiad held by PPMI Assalam in 2022.

Outcome

The outcome of MTs Negeri 1 Kebumen students is proven by tracing its alumni in several schools/madrasas as in the following table:

Table 3. MTsN 1 Kebumen Outcome Data

No.	Nama Sekolah	2020	2021	2022
1.	MAN IC Serpong	3	2	1
2.	MAN IC Pekalongan	8	5	8
3.	MAN 1 Yogyakarta			7
4.	MAN 3 Yogyakarta	4	5	10
5.	MAN 1 Kebumen			3
6.	MAN 2 Kebumen	35	34	38
7.	MAN PK Yogyakarta			1
8.	MAN PK Surakarta		1	2
9.	SMA CT Arsa			7
10.	SMA Pradipta Dirgantara		1	-
11.	SMK N 1 Kebumen	12	10	40*
12.	SMK N 2 Kebumen	20	36	44*
13.	SMAN 2 Kebumen	28	35	35*
Jumlah		160	167	189
Jumlah lulusan		285	283	282
Persentase		56,14%	59,01%	67,02%

Source: Student Data of MTs Negeri 1 Kebumen

Note

Only an estimate because PPDB SMA/SMK in Central Java has not been implemented.

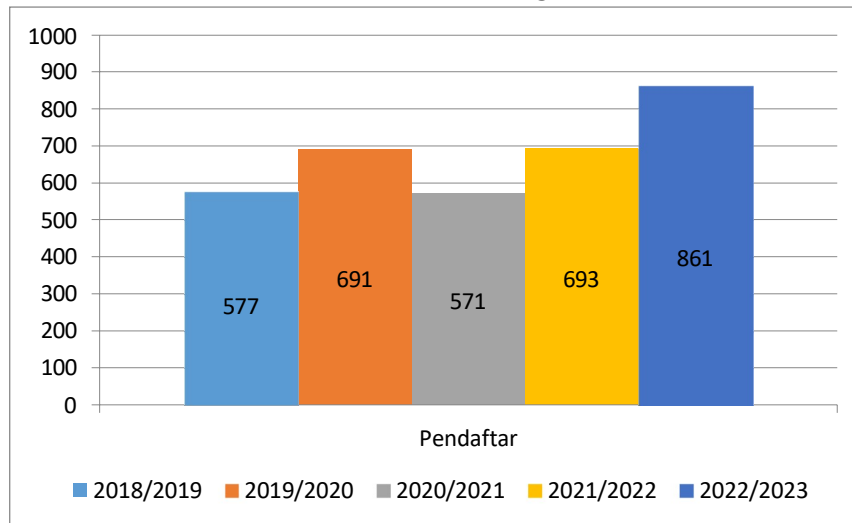
The outcome in TQM is related to the success of MTs Negeri 1 Kebumen students in continuing to a higher level. Based on the data, the number of students accepted at the high school level with good quality education continues to increase. The outcome of MTs Negeri 1 Kebumen was successfully accepted at Favorite High Schools/Islamic High Schools in Central Java, D.I. Yogyakarta, and MAN IC Serpong. The data shows that the outcome of MTs Negeri 1 Kebumen is very high quality. Most alumni of MTs Negeri 1 Kebumen choose to continue their education to college. Only a small number choose to work after graduating from high school.

Impact of Quality Improvement

Increased Public Interest

One of the impacts of the quality of education at MTs Negeri 1 Kebumen is the increase in public interest in studying at MTs Negeri 1 Kebumen. This can be seen from the increase in the number of applicants during the New Student Admissions as explained in the following graph:

Figure 1: Increase in Public Interest in PPDB MTs Negeri 1 Kebumen in the Last 5 Years



Source: MTsN 1 Kebumen

The graph explains that the interest of the community, both parents and prospective students, continues to increase. Even in the 2022/2023 Academic Year PPDB which has just been completed, there was an increase of 73% from 122 to 168 students. It is possible that this number would increase even more if there were no minimum report card grade requirements from Class IV to Class VI in the odd semester of SD/MI. This increase shows that MTs Negeri 1 Kebumen has become the main choice for the community to continue their education after SD/MI.

Although the quality of education is quite good, in order to continue to improve the quality of education, MTs Negeri 1 Kebumen collaborates with various parties, as in the following table:

Table 4: MoU of MTs Negeri 1 Kebumen with Other Agencies

Number	Institution	Content	Years
1.	CV. HARDSOFTINDO	pengembangan dan Peningkatan Kualitas Pengelolaan Madrasah Berbasis Teknologi Informasi	2021
2.	Dinas Pekerjaan Umum Dan Penataan Ruang Kabupaten Kebumen	Peminjaman alat berat	2021
3.	Desa Candimulyo Kecamatan Kebumen Kabupaten Kebumen	Penggunaan Sarana Prasarana Desa Candimulyo	2021

4.	UPTD Puskesmas Kebumen 1	Pelayanan Kesehatan untuk Warga MTs Negeri 1 Kebumen	2021
5.	PT. Nyala Masadepan Indonesia	Program Pengembangan Literasi dan Penerbitan Buku Sekolah/Madrasah Bertajuk Festival Literasi Kebumen Tahun 2021	2021
6.	Palang Merah Indonesia Kabupaten Kebumen	Pelatihan dan Pendidikan Tentang Kepalangmerahan	2021
7.	RSUD dr. Sudirman Kebumen	Pelayanan Kesehatan dan Psikologi Bagi Siswa MTs Negeri 1 Kebumen	2021
8.	MTs Negeri 3 Kebumen	Pengembangan Madrasah/Sekolah Berwawasan Lingkungan Hidup	2021
9.	MAN 1 Yogyakarta	Sosialisasi PPDB MAN 1 (Reguler dan Program Khusus) Yogyakarta	2021
10.	Sma Unggulan CT Arsa Foundation Sukoharjo	Sosialisasi PPDB SMA Unggulan CT Arsa Foundation Sukoharjo	2021
11.	MAN 3 Sleman	Pengembangan dan Peningkatan Kualitas Pengelolaan Perpustakaan	2021
12.	IAINU Kebumen	Penggunaan Lapangan Bulu Tangkis	2022
13.	Bank SAMIUN Kelurahan Kebumen	Sosialisasi dan Pembinaan Pendidikan Lingkungan Hidup Tentang Pengelolaan Sampah	2022
14.	CV. OMERA PUSTAKA Kab. Banyumas	Program Kemitraan Penerbitan dan Percetakan Majalah	2022

Awards from Various Parties

Ministry of Religion

The Ministry of Religious Affairs of the Republic of Indonesia has designated MTs Negeri 1 Kebumen as a research madrasah and an academically superior madrasah. The research madrasah was designated based on the Decree of the Director General of Islamic Education No. 6757 of 2020 concerning the Determination of Madrasahs Organizing Research together with 296 MTs throughout Indonesia. The award was given because students of MTs Negeri 1 Kebumen successfully passed the Madrasah Young Researchers Supercamp (MYRES) event in 2018, 2019, and won Second Place in 2020. In addition to being designated as a research madrasah, MTs Negeri 1 Kebumen is also a Madrasah of Excellence in Academics based on the Decree of the Director General of Islamic Education No. 1834 of 2021. The number of academically superior madrasahs is 33 Madrasah Tsanawiyah and 53 Madrasah Aliyah. This award was given because students of MTs Negeri 1 Kebumen have won several times in the Madrasah Science Competition (KSM) and also other academic achievements such as UN scores, UAMBN scores, and the number of students accepted at MAN Insan Cendekia.

For the achievements of MTs Negeri 1 Kebumen, the Indonesian Ministry of Religion has provided SBSN Fund assistance to build a dormitory building and library and integrated laboratory. With this assistance, it is hoped that MTs Negeri 1 Kebumen can continue to improve the quality of education, especially madrasah education.

Other parties1. Outstanding Madrasah with the Most Students Accepted at MAN IC Pekalongan in the 2022/2023 Academic Year from the Head of MAN IC Pekalongan in 2022.

2. 50 Nominees for Outstanding Schools in the Field of National Literacy given by Nyalanesia in 2022.
3. Best Performance Accountability Report of the Treasurer from the Head of the State Treasury Service Office (KPPN) Purworejo in 2021.
4. First Place Best Performance in Budget Management with Category A from the Head of the State Treasury Service Office (KPPN) Purworejo in 2021.
5. Achievement of the Highest Average Score for the National Examination of Junior High School Madrasahs in the 2017/2018 Academic Year from the Head of the Ministry of Religion Office for the Central Java Province in 2019.
6. Second Best in the Category of State Property Reporting Quality from the Head of the State Asset and Auction Service Office of Purwokerto in 2019.
7. Best Work Unit II Based on the Budget Implementation Performance Indicators for Semester I of 2018 provided by the Head of the Purworejo State Treasury Service Office (KPPN) in 2018.

Comparative Study

MTs Negeri 1 Kebumen has become a reference madrasah that is visited by many other madrasahs in Central Java and D.I. Yogyakarta. MTs Negeri 1 Kebumen has also become a friendly madrasah that guides other madrasahs to achieve..

Conclusion

The implementation of TQM in improving the quality of education at MTs Negeri 1 Kebumen is carried out in line with the preparation of the madrasah work plan starting from the preparation of the Medium-Term Work Plan (RKJM) and the Annual Work Plan (RKT). The preparation of the RKM is oriented towards customer satisfaction which includes teachers and education personnel, students, and parents/guardians of students. The implementation of TQM is also carried out with the principle of Respect for everyone, management based on facts, and continuous improvement.

The quality of MTs Negeri 1 Kebumen can be seen from the input, process, output, and outcome. To maintain the quality of input, MTs Negeri 1 Kebumen holds online selection tests and practices for the Sports and Tahfidz programs. The online test is carried out at the madrasah and is directly supervised by the MTs Negeri 1 Kebumen PPDB committee. In addition, prospective students must have a minimum average score of 75 for the subjects of Indonesian, Mathematics, and Science from Class IV to Class IV odd semester. Quality assurance of the process is carried out with the quality of the curriculum that is adjusted to each program. The process is also carried out by paying attention to suggestions and infrastructure, as well as the development of talents and interests.

The quality of the output is shown by the academic and non-academic achievements that have been achieved by students of MTs Negeri 1 Kebumen. While the outcome is seen from the number of alumni of MTs Negeri 1 Kebumen who have been accepted into favorite and quality SMA/MA in Central Java, D.I. Yogyakarta, and MAN IC Tangerang. 3. The impact of the quality of education MTs Negeri 1 Kebumen has been designated as a research madrasah and an academically superior madrasah by the Ministry of Religion. The Ministry of Religion also provides SBSN assistance for the construction of dormitory buildings and libraries and integrated laboratories. In addition, MTs Negeri 1 Kebumen has also received various awards as a form of appreciation for the quality of education it has achieved. Therefore, MTs Negeri 1 Kebumen is one of the madrasahs that is visited by many other madrasahs for comparative studies.

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