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The Implementation of Total Quality Management at Alkhairaat Islamic Boarding School Kalumpang Ternate

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Abstract. This study is intended to describe or analyze the implementation of Total Quality Management (TQM) at Alkhairaat Islamic Boarding School Kalumpang Ternate, in addition to finding the implementation of Total Quality Management at Alkhairaat Islamic Boarding School Kalumpang, Ternate has been following the planning to achieve quality targets. Therefore, the method used is qualitative-descriptive through the sociological-historical approach. In this study, data acquisition was carried out through observation, interviews, documentation, and a search for literature studies of references related to the object of research. The findings showed that Alkhairaat Islamic Boarding School Kalumpang Ternate students do not stay/live in the dormitory. Furthermore, Alkhairaat Islamic Boarding School Kalumpang Ternate uses the pattern of Islamic Boarding School, but the system and mechanism do not use Islamic Boarding School. Islamic Boarding School is identical with *kiyai* as the head, but the existence of Alkhairaat Islamic Boarding School Kalumpang Ternate head or *ustad* (as the people of North Maluku call it) is not visible. Accordingly, in the implementation of Total Quality Management in Alkhairaat Islamic Boarding School Kalumpang Ternate, there are four components for quality improvement, there are organizing process quality based boarding school education, organizing service quality based boarding school education, organizing environmental quality based boarding school education, and organizing Human Resources (HR) quality based boarding school education. Quality improvement of each component has its plan, control, and improvement process. The education at Alkhairaat Islamic Boarding School Kalumpang Ternate in its application is following planning based on Total Quality Management (TQM) and in its implementation continuous improvement is carried out.

Keywords. Implementation, Quality of Education, and Islamic Boarding School

Introduction

Education in modern society basically serves to establish a link between students and the constantly changing socio-cultural environment. Therefore, the main function of education in modern society is including socialization, schooling and education (Azyumardi, 2002, p. 32). The era of globalization will affect the socio-cultural development of Indonesian Muslim society in general, especially Islamic education, including Islamic boarding school (Azyumardi,

2002, p. 43). Because education, specifically Islamic education is considered a prerequisite for the society to run the program and achieve the goals of modernization. Without adequate education, it will be difficult for any society to achieve progress. Therefore, education is the key that opens the door to modernization (Azyumardi, 2002, p. 32).

Islamic boarding school as part of social institutions blend with the larger social system, so that the dynamics of Islamic boarding school does not seem to escape the impact of modernization that hit almost all aspects of life. Steeped in social relations, religious values (Islam) is still the main basis for the existence of boarding schools. However, in the process, the attitude of society to be able to live in accordance with the demands of the present has changed a lot of mindset in accordance with the existing institutions in Islamic boarding schools (Hasbi, 2003, p. xvii). Islamic boarding schools as the "village of civilization", its existence is admired, but boarding school is also often a sneer because it is seen as part of the camouflage of life, because it deals more with the issues of hereafter (Hasbi, 2003, p. xvii). Whereas Islamic boarding schools community really enjoys its simplicity as part of the moral call of diversity. Borrowing Djohan Effendi's term, the world is a "tool" to reach their afterlife. Because a person will not be able to enjoy the afterlife without building a great world civilization through the world of education, especially Islamic education through Islamic boarding schools.

After independence, Indonesia obtained a dual education and teaching system, namely; *first*, the education and teaching system in secular public schools does not recognize religious education, which is a legacy of the Dutch colonial government. *Second*, the Islamic education and teaching system that grows and develops among the Islamic community itself, both patterned on attitudes and ways of thinking and acting which always adhere to the norms and customs that exist from generation to generation (*isolated-traditional*) (Muhaimin, 2003, p. 52), as well as patterned *synthesis* (Muhaimin, 2003, p. 53), with various styles of education (Muhaimin, 2003, p. 25). Thus, the demands of today's earliest life of the education system in Indonesia are not sourced from the Muslims.

The objective condition of Indonesian education is a portrait of educational dualism; traditional Islamic education and modern education. Traditional Islamic education is represented by an Islamic boarding school with is conservative and "almost" sterile from modern sciences. While modern education is represented by general education institutions, as a "colonial heritage" as well as madrasas which in the process of their development have been affiliated with the general education system (fajar, 1998, p. 6). Historically, Islamic boarding school is not only synonymous with Islamic meaning, but also contains the meaning of Indonesian authenticity (*indigenous*) (Nurcholis, 1997, p. 3). Of the two models of educational institutions, the Islamic boarding school is an educational system that grew and was born from Indonesian culture. Islamic boarding school is an institution that is a manifestation of the fairness of the development of the national education system. Islamic boarding school is then used as a model or prototype for the development of a new modern Indonesian education concept.

According to Nurcholish Madjid, to raise and develop the image of the Islamic boarding school, the modernization of traditional Islamic education (Islamic boarding school) through management changes is necessary. Because to go to civil society, Islamic boarding schools should be used as a basic foothold, because in addition to Islamic boarding schools storing the treasures of classical Islam, Islamic boarding school is also an Islamic education system that is indigenous to Indonesia. So civil society wants to be realized through the education system reflects the "New Indonesia" civilization characterized by local culture. And civil society will

be realized if an Islamic boarding school is responsive to the development of the modern world (Yasmadi, 2002, pp. 5-6).

The development of Islamic education took place in line with the increasing intensity of dialogue between Islam and modernity in the early 20th century. The dialogue does not start from the Muslim encounter with the Dutch (Western-modern) as a representation of Western culture in Indonesia but started from the return of Indonesian students from abroad. Cairo at that time had become one of the centers of Islamic Studies in the Islamic world. Mecca as the center of traditional Islamic studies made an important contribution to the history of Indonesian Islamic education itself (Azyumardi S. , 1998, pp. 37-51). Therefore, it would not be an exaggeration to mention if the Indonesian students who returned from Mecca succeeded in “intensifying Islam“, then the Indonesian students returned from Cairo carrying the idea of ”Islamic modernism“. The role of foreign alumni, especially Cairo-Egypt alumni in the process of strengthening the view of Islamic modernization that international networks play an important role in the development of Indonesian Islam, which Azyumardi Azya termed the cleric network (Azyumardi, 2007, p. 14).

Modernization of Islamic education has at least two tendencies; *First*, the adoption of modern educational systems and institutions, particularly modern educational institutional systems (Netherlands), instead of traditional Islamic educational systems and institutions. *Second*, the modernization of Islamic education departs from the system and institutions of Islamic education itself. This modernization is carried out in the world of Islamic boarding schools and prayer rooms by adopting certain aspects of the modern education system, especially aspects of the curriculum, teaching techniques and methods, and so on (Amin, 2006, pp. 14-15).

The development of Islamic boarding schools can also be seen in terms of learning quality, where the learning process in an Islamic boarding school makes Islamic Science a top priority, not to say the only one. With the implementation of the curriculum sourced from Islamic works written by scholars in the classical period known as the Yellow Book became the main reading material in Islamic boarding schools environment. In line with the dynamics of community life, Islamic boarding schools have undergone significant changes. Not a few Islamic boarding schools in Indonesia implement a formal education system as organized by the government. A large number of Islamic boarding schools in Indonesia currently have formal educational institutions, such as *Madrasah Ibtidaiyah, Madrasah Tsanawiyah, and Madrasah Aliyah*. Islamic boarding schools also develop school system education, such as Elementary School, Junior High School, and Senior High School. These conditions also occur in Alkhairaat Islamic Boarding School Kalumpang Ternate (IAIN, 1999, pp. 3-5).

An Islamic boarding school with its traditional role is often identified as having an important role in Indonesian society. *First*, Islamic boarding schools as the center of transmission of traditional Islamic knowledge. *Second*, Islamic boarding schools as the guardian and maintainers of the continuity of traditional Islam. *Third*, Islamic boarding schools as the center for the reproduction of scholars (IAIN, 1999, p. 4). The misguided Islamic education modernization movement has greatly influenced and succeeded in changing the pattern of Islamic boarding school education which has an impact on “intellectual poverty” because Islamic boarding schools have left the treasures of classical Islamic books (yellow book) which are the main reference in Islamic boarding schools environment.

The Islamic boarding school is a traditional Islamic teaching center led by a cleric called *kyai*, which generally consists of a *kyai's* residence, a mosque, and a dormitory for students. Therefore, the presence of an Islamic boarding school is identified with the presence of a *kyai*

who plays an important role as a central figure in it. His existence depends entirely on the recognition of society (Endang, 2004, p. 40). As a traditional Islamic educational institution, the Islamic boarding school is very closely related to *kyai*'s leadership. Through an Islamic boarding school, a *kyai* builds a pattern of patronage that connects him with the community (his students) (Endang, 2004, p. 101). Based on the characteristics of education carried out by traditional Islamic boarding schools education is intended to prepare a cadre of scholars who study and learn the Qur'an and Hadith and they can master the classic books or other classical treasures.

With their world, the Islamic boarding school community enjoyed their simplicity as part of the moral call of diversity. Borrowing Djohan Effendi's term, the world is a "tool" to reach their afterlife. Because a person will not be able to enjoy the afterlife without building a great and noble world citizen through education, especially Islamic education through Islamic boarding schools.

The process of change in the Islamic boarding school environment provides an important contribution to organizing Islamic education in Indonesia, it is reflected in the model of education that takes place in Alkhairaat Islamic Boarding School (Purwadi, 2000, pp. 463-464). The presence of Alkhairaat Islamic Boarding School brings fresh air to the development of educational institutions in Alkhairaat itself (Purwadi, 2000, p. 464). Where the development of Alkhairaat spread to Ternate, North Maluku province, even controlling the Eastern Region of Indonesia. The founders of Alkhairaat puts the role and education program at the top priority. Because it is considered feasible and able to provide added value to the improvement of people's quality. The mandate has become the commitment of all "Abnau Khairaat" (successor children) to continue the noble and holy duty.

To improve the quality of education, it is realized that to improve the quality and level of education, it is not only based on education but extends and reaches out to multidisciplinary fields (Aminatul, 2017, p. 13). Therefore, the role of management is very important because management has to carry out the functions in determining decisions. Management requires the achievement of organizational goals with the implementation of functions such as planning, organizing, staffing, leading, and controlling.

Furthermore, management is essential to ensure the achievement of superior quality because of the relevance of education to the provision of education, which is called Quality Management or TQM (Total Quality Management) and refers to the regular and continuous quality improvement in the educational system. Islamic boarding schools can make their own decisions based on national policies supported by adequate inputs. The Islamic Boarding School is also responsible for developing its resources to meet the needs of students and the community.

The model and learning system implemented in Alkhairaat Islamic Boarding School shows the reform of the Islamic boarding school has had a significant impact on the implementation of Islamic education in Indonesia. It took part in the large flow of changes in the face and quality of Indonesian Islamic educational institutions. Quality management or often known as TQM in Alkhairaat Islamic Boarding School Kalumpang Ternate is used to improve the quality of Islamic boarding school education. On the other hand, Alkhairaat Islamic Boarding School Kalumpang Ternate wants to continue its scientific education or revise the curriculum imposed by the government so far has been running in the Islamic Boarding School environment. In this context, the research in Alkhairaat Islamic Boarding School Kalumpang Ternate through TQM education becomes very important.

Research Methods

This research is a type of qualitative research (Lexy, 2000, p. 6). The basis for choosing this type of research is due to several considerations, *First*, adjusting qualitative methods is easier when dealing with multiple realities. *Second*, qualitative methods present directly the nature of the relationship between researchers and respondents. *Third*, this method is more sensitive and can adjust to many sharpening mutual influences on the value patterns encountered. Thus, this research uses the descriptive analysis-content analysis method (Noeng, 1996, p. 49), which analyzes and interprets data, both inductively and deductively. Because according to Prasetyo Irawan, the descriptive method is research that aims to describe or explain something as it is (Irawan, 2000, p. 6).

The approach used is sociological-historical. The sociological approach is assumed that the dynamics of interaction among human beings that occur in the life of Islamic boarding school are expected to be revealed as a whole. This might happen because sociology always tries to provide a complete picture of the state of society with its structure, layers, and various other interrelated social phenomena (Abbudin, 1999, p. 39). Furthermore, using a historical approach with the assumption that the study of the implementation of Total Quality Management of Islamic education by placing it at Alkhairaat Islamic Boarding School Kalumpang Ternate as a place for the ongoing quality management process is closely related to history (Abuddin, 2005, p. 8). It means by using a historical approach, this study tries to seek that the thoughts, ideas, and concepts of Islamic education can be proven through data and can be traced through historical documents.

The data sources used are primary and secondary data. To obtain the primary data, the authors collect them through field research and documents that are very closely related to the problem under study. Meanwhile, the secondary data is tracked through library sources. Therefore, the next steps of research are through observation, interviews, documentation, and tracing through a literature study of references related to the object of research.

Research Results and Discussion

Quality-oriented learning in Alkhairaat Islamic Boarding School Kalumpang Ternate is highly expected to improve the quality of education in North Maluku and Ternate city in particular. Furthermore, Alkhairaat Islamic Boarding School Kalumpang Ternate's consistency in maintaining quality remains a top priority. That means that the quality of education is a burden and responsibility for all components in the Islamic boarding school environment, both Alkhairaat Foundation, the head of the Islamic boarding school, the administrator of the Regional Commission Alkhairaat Ternate, the head of madrasa/school, even more, the parents of student because Total Quality Management is a system or method that seeks to increase clients satisfaction, both inside and outside, for internal and external clients.

Consequently, there are four main factors of Total Quality Management in improving the quality of education, there are; learning, madrasa/school services, environment, and human resources. Therefore, in improving the quality of education in Alkhairaat Islamic Boarding School Kalumpang Ternate there are four components of Total Quality Management, specifically as follows:

1. The Management of Alkhairaat Islamic Boarding School Kalumpang Ternate

The presence of an Islamic boarding school is intended to educate its students to learn religious knowledge. Thus the management of Islamic boarding schools requires adequate management quality. In addition, it also requires the quality of qualified resources. The

organizational structure of Alkhairaat Islamic boarding school Kalumpang Ternate is under the Alkhairaat learning center, but operationally the authority is given fully to Alkhairaat Regional Commission Ternate as a representative of the Alkhairaat learning center in the region. This is intended with the intention that the quality and grade of Islamic boarding schools management can be managed automatically, at the time minimizing the range of control. The management of Alkhairaat Islamic Boarding School Kalumpang Ternate is exceptionally different from other Islamic Boarding schools in general. Usually, in the Islamic boarding school, all students live in dormitories. However, it is different with Alkhairaat Islamic Boarding School Kalumpang Ternate, all students do not live in dormitories.

With this model and system of boarding school management, the personal coaching for students cannot be felt by students, they only gain knowledge through teachers in their respective classes. The true life of the Islamic boarding school is to shape the personality of younger generations so that later they can live during the tight changing times, but with a commitment to their strong religious values since boarding school, they are strong in facing challenges. Islamic Boarding School education is intended to educate students to become children who are useful to the people and the nation, as well as to improve the quality of Ukrainian life. Therefore, Islamic boarding school requires effective and reliable quality control, given the rapid progress of science and technology today.

The management of education in an Islamic boarding school is very important, this also happens to Alkhairaat Islamic Boarding School Kalumpang Ternate in improving the quality of education and the importance of the quality of human resources in Alkhairaat Islamic Boarding School Kalumpang Ternate. There are three important things in management education, *First*, quality. To meet the educational goals, Alkhairaat Islamic Boarding School Kalumpang Ternate also wants to realize the quality of Islamic boarding schools to compete with Islamic boarding schools in the North Maluku region in general, and Ternate City in particular. Alkhairaat Islamic Boarding School manages various educational units, from Elementary School to Senior High School. Thus, the quality of education is a concern for Alkhairaat Islamic Boarding School Kalumpang Ternate, because it uses the Ministry of Religion Curriculum, for Junior High School and Senior High School, and the Ministry of Education and Culture Curriculum or Curriculum 2013 (K13) for Junior High School and Senior High School. However, do not forget the curriculum of the Islamic boarding school is the characteristic of Alkhairaat Islamic Boarding School, as explained by the secretary of Alkhairaat Regional Commission Kalumpang Ternate.

Second, human resources. Management of educational units in Islamic boarding schools required qualified human resources. Human resources owned by Islamic boarding schools include educators and education staff. Therefore, measuring the quality of an Islamic boarding school, it can be seen from the availability of its resources. Human resources owned by Alkhairaat Islamic Boarding School Kalumpang Ternate seen from the level of education is quite adequate, but in terms of the numbers are still very limited. Human resources, especially educators in Alkhairaat Islamic Boarding School Kalumpang Ternate needs to be improved through further studies, especially postgraduate. The management of educators and educational staff is part of organizational management that focuses on human resources. Building an organization, creating a work environment by encouraging the growth of educators and education staff quality, implementing a performance management system, and determining amount of salary are just a few parts or categories where Human Resource Development is located. The ability of educators and education staff, in this case teachers and administrative staff are the main factors to create a dynamic organizational climate. The individual qualities

possessed and how to control them are really important for the success of an educational institution, in this case is an Islamic boarding school.

Third, the facilities and infrastructure. In terms of public services, especially in the world of education, infrastructure plays an important role because without adequate facilities and infrastructure, it is impossible to achieve the desired goals. Facilities and infrastructure are absolute requirements for a boarding school, one of which is a dormitory. To support the teaching and learning process in Alkhairaat Islamic Boarding School Kalumpang Ternate, adequate facilities are available. Therefore, it is just a matter of how to maximize the use of facilities and infrastructure to explore the potential and talents of students and encourage students to study hard.

2. Education Quality Management of Alkhairaat Islamic Boarding School Kalumpang Ternate

Education quality management of Alkhairaat Islamic Boarding School Kalumpang Ternate still refers to quality standards concerning the main function as an Islamic boarding school has a vision and mission of the Islamic boarding school, has a commitment to developing quality, ensuring the needs of teachers and educational staff or employees, do the innovation and openness that educational institutions have been accredited, as a form of accountability to the community for the management of educational quality.

Alkhairaat Islamic Boarding School Kalumpang Ternate has a vision, that this association is based on Islam, has *Ahlusunnah wal Jamaah* leaning towards *Ash'ariyah* and *Shafi'i*. While the mission is, this association aims to form people who are faithful and devoted to God, intelligent, wise, prudent, and responsible for the development of religion, nation, and the Unitary State of the Republic of Indonesia to realize a safe, just and prosperous society that is blessed by Allah SWT (Alkhairat). The vision and mission are in line with the practices that occur in the Islamic boarding school environment. The purpose of the Alkhairaat Association is to form people who have faith and believe in God. Realizing the vision, mission, and goals requires a joint commitment from all components of the Islamic boarding school management. In addition, quality management also requires careful and measurable planning. Alkhairaat Islamic Boarding School Kalumpang has a plan to design the sustainability of the Islamic boarding school through planned and programmed quality management.

To realize superior education, Islamic boarding schools together with all components, both the community as users and implementers of Islamic boarding schools, such as foundations, the regional commission, principals, teachers, and education staff to instill awareness about the importance of quality or standard that begins with the process of education. Therefore, the process is one strategy that can be used to instill awareness about the importance of the process in improving the quality and standard of education in Islamic boarding schools. Because of this, all components involved in the management of Islamic boarding schools have the same commitment to building quality and superior Islamic boarding education and go through the initial process, it is by recruiting principals, teachers, and students because management aims to ensure the quality of every aspect in the environment of the Islamic boarding school.

3. The Implementation of TQM (Total Quality Management) Education in Alkhairaat Islamic Boarding School Kalumpang Ternate

In implementing management-based Total Quality Management (TQM) at Alkhairaat Islamic Boarding School kalumpang Ternate, integrated quality management methods can be

summarized into three, there are; *first*; planning. Planning is the basic and the main thing that is important to achieve the level of educational excellence required by an educational institution. Planning in the field of education is essential because it is related to the grade and quality of education in boarding schools. Planning is intended for all aspects mostly the learning administration can be planned well before the teaching and learning process begins. It means, that a teacher, before starting learning must prepare the Semester Lesson Plan (SLP), this shows that the quality of teaching and learning can be measured from the extent to which the readiness of teachers in planning and preparing learning tools before the teaching and learning process begins. This seems simple, but to measure the quality of learning in the classroom, not only the extent of completeness in learning but seen from the process of the beginning through the readiness of the teacher.

Second; Control. In the control phase of activities carried out in schools and *madrasah* in the Alkhairaat Islamic Boarding School Kalumpang environment, it is preparing indicators of learning achievement, evaluation and innovation carried out once a semester and adjusted to the needs of the learning process. Besides evaluating the learning process carried out in the classroom through teachers to see completeness in the teaching and learning process for one semester or one year, Islamic boarding schools and madrasas also conduct comprehensive evaluations, regarding public anxiety about the low ability of Alkhairaat Islamic Boarding School Kalumpang Ternate graduates, especially in reading the Quran properly. *Third*; Improvement. Evaluation is important to measure the extent of the improvement and growth of teaching and learning outcomes quality following the expectations of parents and students. The evaluation is based on the results of the assessment. From the results of the evaluation, Islamic boarding schools through the Regional Commission of Alkhairaat made a policy regarding reading and writing the Quran in Alkhairaat Islamic Boarding School Kalumpang Ternate through four important things, there are; madrasas/schools intensify education Reading and Writing The Quran to students, improve communication between students guardian with madrasas/schools, Reading and Writing The Quran graduation be an absolute requirement in class promotions, follow Reading and Writing The Quran Test at the time of accepted new students.

Conclusion

In implementing Total Quality Management, Alkhairaat Islamic Boarding School Kalumpang Ternate uses four components for the main objectives of quality improvement, there are organizing process quality based boarding school education, organizing service quality based boarding school education, organizing environmental quality based boarding school education, and organizing Human Resources (HR) quality based boarding school education. In improving the quality, each component has a plan, control and improvement process. Therefore, education in Alkhairaat Islamic Boarding School Kalumpang Ternate is in accordance with the planning based on Total Quality Management (TQM). Alkhairaat Islamic Boarding School Kalumpang Ternate using the pattern of Islamic Boarding School education, but the system and mechanism of Islamic boarding school education are not applied as a whole, marked by the students do not live there as a whole greatly impact on the system and quality of islamic boarding school education itself. Boarding school as a religious educational institution with a teaching system using the "Yellow Book" which is a classic Islamic heritage is not taught in Alkhairaat Islamic Boarding School Kalumpang Ternate. In addition, the process of education and behavior change through teaching and appreciation to the values of Islamic teachings does not occur in students.

Islamic boarding school is very identical with *kyai* as the leader. Another case with Alkhairaat Islamic Boarding School Kalumpang Ternate. The existence of islamic boarding school leader or *ustat* (as the people of North Maluku call it) is not very visible. In fact, the role of *kyai* in a boarding school is the most important element. The character and success of a boarding school depends on the expertise and depth of knowledge, charisma or authority and skills of the *kyai*. In this context, *kyai* is very decisive, because *kyai* is the central figure in boarding school. Respect, reverence and absolute obedience to a *kyai* is one of the main values instilled in every student, *kyai* charisma based on the power of spirituality and blessings possessed by the *kyai*. Therefore, in managing boarding school as an educational institution, the role of *kyai* is very important, because *kyai* as a figure with the capacity and quality of science that it has made the figure of *kyai* as a reference for the community. Therefore, *kyai* plays a role more than just a teacher, but also serves as a spiritual guide and advice to students on the problems of life they experienced. And this does not happen in Alkhairaat Islamic Boarding School Kalumpang Ternate.

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