



Transforming TPA Governance Through Total Quality Management to Enhance Institutional Competitiveness

^{*1}Syarifah Fatimah Zahara, ²Risfa Tri Ulfa

Sekolah Tinggi Agama Islam Jarinabi, Indonesia

e-mail: sarifahfatimah666@gmail.com

Abstract

This study examines the implementation of Total Quality Management (TQM) in transforming the governance of Taman Pendidikan Al-Qur'an (TPA) to enhance institutional competitiveness. The study is important because the application of TQM in non-formal Islamic educational institutions remains underexplored despite increasing demands for professional and sustainable educational management. A qualitative case study design was employed involving seven purposively selected informants, including the head of the institution, administrative staff, teachers, and parents. Data were collected through observation, semi-structured interviews, and documentation, and analyzed using the Miles and Huberman interactive model with triangulation and member checking to ensure trustworthiness. The findings indicate that TQM implementation strengthened governance through systematic quality planning, standardized service delivery, human resource development, digital-based administration, and continuous improvement. These practices improved service quality, strengthened public trust, expanded student enrollment, and enhanced institutional competitiveness. The study concludes that integrating TQM principles with digital governance provides an effective strategy for developing adaptive, professional, and sustainable management in Qur'anic education institutions.

Keywords: competitiveness; governance transformation; Qur'anic education; total quality management

Abstrak

Penelitian ini bertujuan menganalisis implementasi Total Quality Management (TQM) dalam mentransformasi tata kelola Taman Pendidikan Al-Qur'an (TPA) untuk meningkatkan daya saing lembaga. Penelitian ini penting mengingat penerapan TQM pada lembaga pendidikan Islam nonformal masih relatif terbatas, sementara tuntutan terhadap tata kelola yang profesional dan berkelanjutan semakin meningkat. Penelitian menggunakan pendekatan kualitatif dengan desain studi kasus yang melibatkan tujuh informan yang dipilih secara purposive. Data dikumpulkan melalui observasi, wawancara semi-terstruktur, dan dokumentasi, kemudian dianalisis menggunakan model interaktif Miles dan Huberman dengan triangulasi serta member check. Hasil penelitian menunjukkan bahwa implementasi TQM mampu memperkuat tata kelola melalui perencanaan mutu, standarisasi layanan, pengembangan sumber daya manusia, digitalisasi administrasi, dan budaya perbaikan berkelanjutan. Transformasi tersebut meningkatkan kualitas layanan, kepercayaan masyarakat, pertumbuhan jumlah santri, serta daya saing lembaga. Penelitian ini menegaskan bahwa integrasi prinsip TQM dengan tata kelola berbasis digital merupakan strategi yang efektif dalam mewujudkan pengelolaan TPA yang adaptif, profesional, dan berkelanjutan.

Kata kunci: daya saing; manajemen mutu terpadu; taman pendidikan Al-Qur'an; transformasi tata kelola

Introduction

Digital transformation has reshaped the governance paradigm of educational institutions across all levels, including non-formal Islamic education. Educational institutions are no longer expected solely to produce high-quality graduates but are also required to implement governance systems that are professional, transparent, accountable, and adaptive to technological advancements (Sallis, 2014; Islam & Padang, 2022)). This transformation has encouraged institutions to develop management systems capable of ensuring continuous quality improvement through effective organizational governance (Deming, 2018). From the perspective of quality management, institutional quality is determined not only by educational outcomes but also by the quality of processes, leadership, and organizational culture that foster continuous improvement (Juran, 1992).

Total Quality Management (TQM) is one of the most widely adopted approaches for cultivating a quality-oriented culture through the active involvement of all organizational members, strong leadership, and a customer-oriented focus (Mukhopadhyay, 2005; Darojah et al., 2025). The successful implementation of TQM also requires organizational commitment to continuous improvement and stakeholder participation to achieve sustainable educational quality (Jami & Muharam, 2022). In the field of education, the implementation of TQM has been demonstrated to enhance organizational effectiveness, administrative efficiency, and the quality of educational services through systematic continuous improvement processes (Oakland, 2003; Sonia, 2021; Rony, 2024). Research by Stensaasen (1995) revealed that the application of Deming's principles fosters a culture of continuous improvement within educational organizations. These findings were further supported by Anastasiadou (2015), who argued that integrating the quality management principles of Deming, Juran, and Crosby contributes to improved organizational performance through the implementation of a comprehensive quality management system.

In the Indonesian context, TQM has increasingly been adopted by educational institutions as a strategic approach to improving service quality while strengthening institutional competitiveness. The utilization of information technology in administrative management and learning services has been shown to improve service

effectiveness and accelerate decision-making processes (Badrudin et al., 2022). Furthermore, the implementation of TQM-based educational management systems has reinforced a quality culture through human resource development, process standardization, and continuous evaluation (Hadijaya et al., 2024). Nevertheless, the implementation of TQM in Qur'anic educational institutions, particularly *Taman Pendidikan Al-Qur'an* (TPA), remains relatively limited, indicating that its potential as a governance transformation strategy to enhance institutional competitiveness requires further investigation (Nashihin et al., 2021; Rahmah, 2018; Septiadi, 2019).

Although the implementation of Total Quality Management (TQM) has been extensively examined in schools, madrasahs, and higher education institutions, studies focusing on its application within non-formal Qur'anic educational institutions remain limited. Existing research has predominantly emphasized improvements in learning quality, leadership, or customer satisfaction without comprehensively examining how these aspects contribute to institutional governance transformation and long-term competitiveness (Rahmah, 2018). Likewise, Nashihin et al. (2021) primarily explored the implementation of TQM based on the theories of Deming, Juran, and Crosby but did not address the integration of TQM with digital-based governance transformation as a strategy for strengthening institutional competitiveness. Therefore, empirical evidence explaining the interrelationship between TQM implementation, governance transformation, digitalization, and institutional competitiveness in non-formal Qur'anic educational institutions remains scarce. This gap highlights the need for further investigation into how TQM can support adaptive governance while enhancing the competitiveness of non-formal Islamic educational institutions.

Taman Pendidikan Al-Qur'an (TPA) possesses characteristics that distinguish it from formal educational institutions, as it integrates religious education, character development, and community service. The success of TPA management depends not only on the quality of Qur'anic instruction but also on the institution's ability to manage administration, human resources, communication with parents, and program development that responds to community needs (Maryamah, 2013). At the same time, increasing public expectations regarding the quality of Islamic educational services have encouraged TPA administrators to establish more professional and adaptive management systems (Septiadi, 2019). Therefore, the adoption of TQM principles represents a strategic alternative for developing effective governance while enhancing public trust in the institution.

In addition to strengthening management systems, advances in information technology have created opportunities for Islamic educational institutions to transform their governance through the digitalization of administrative services, documentation, communication, and learning evaluation. The integration of technology into management systems has been proven to improve service efficiency while supporting faster and more accurate decision-making processes (Badrudin et al., 2022). The implementation of TQM-based educational management systems also promotes the development of a quality culture through continuous evaluation, stakeholder engagement, and human resource capacity building (Hadijaya et al., 2024; Nikmah et al., 2025). However, studies reporting the implementation of TQM-based governance transformation integrated with digital technology in TPAs remain limited.

Based on these considerations, this study aims to analyze the implementation of Total Quality Management in transforming the governance of TPA Miftahul Huda FC Harapan Makmur and to identify its contribution to enhancing institutional competitiveness. This study not only describes the application of TQM principles but also examines how governance transformation is achieved through strengthened leadership, the development of a quality culture, stakeholder engagement, and the utilization of technology within the institution's management system.

The novelty of this study lies in examining the interrelationship between TQM implementation, digital-based governance transformation, and institutional competitiveness within the context of a non-formal Qur'anic educational institution. Unlike previous studies that primarily focused on learning quality, leadership, or customer satisfaction, this study provides a more comprehensive analysis of how these dimensions collectively contribute to strengthening institutional governance and competitiveness. Accordingly, this research is expected to contribute conceptually to the advancement of quality management studies in non-formal Islamic education while providing practical guidance for TPA administrators in developing governance systems that are professional, adaptive, and sustainable.

Research Method

This study employed a qualitative approach with a case study design to obtain an in-depth understanding of the governance transformation of TPA Miftahul Huda FC Harapan Makmur through the implementation of Total Quality Management (TQM) in improving service quality and enhancing institutional competitiveness. This approach was selected because it enables researchers to investigate phenomena holistically within

their natural context. The study focused on the implementation of TQM principles in institutional planning, implementation, evaluation, and governance development, as well as their contribution to improving service quality and the competitiveness of the TPA. The case study design was employed to generate a comprehensive empirical description of quality management practices in a non-formal Islamic educational institution.

Research participants were selected using a purposive sampling technique, involving informants who possessed relevant knowledge, experience, and direct involvement in institutional management. The study included seven informants consisting of one TPA principal, one administrative manager, three ustaz/ustazah (Qur'anic teachers), and two parents of students. The principal and administrative manager were selected because of their roles in institutional policymaking and management, while the ustaz/ustazah provided insights into the implementation of educational programs and quality culture practices. The parents were included to provide perspectives on service quality, communication, and satisfaction with the educational services delivered by the TPA, thereby ensuring that the data reflected diverse stakeholder viewpoints. The selection of seven informants was considered sufficient because the interviews reached data saturation, where no substantially new information emerged.

Data were collected through observation, semi-structured interviews, and document analysis. Observations focused on institutional management activities, the implementation of educational programs, administrative services, and the application of TQM principles in the TPA's operational practices. Semi-structured interviews were conducted to explore information regarding planning, implementation, evaluation, supporting factors, and challenges associated with TQM implementation from each informant. The interview guide was developed based on key TQM principles, including quality planning, leadership, stakeholder focus, human resource development, standardization, and continuous improvement. Document analysis included the examination of organizational structures, work programs, standard operating procedures, administrative records, activity reports, evaluation documents, and other institutional archives related to governance transformation. The primary research instrument was the researcher, supported by observation guidelines, semi-structured interview protocols, and documentation checklists developed in accordance with the research objectives.

The trustworthiness of the data was ensured through source triangulation, methodological triangulation, and member checking to establish the consistency and credibility of the findings. Source triangulation was conducted by comparing information obtained from different informants, while methodological triangulation involved cross-checking findings from observations, interviews, and documents. Member checking was carried out by confirming the interview summaries with the participants. Data were analyzed using the interactive model of Miles and Huberman, which consists of data reduction, data display, and conclusion drawing and verification. The analysis was conducted simultaneously throughout the data collection process, allowing each finding to be validated through comparisons among observations, interviews, and documentary evidence. All stages of the research were conducted systematically, beginning with preparation, followed by data collection, data analysis, trustworthiness verification, and report preparation, thereby ensuring that the research procedures can be replicated in similar contexts.

Results and Discussion

Quality Planning in the Governance Transformation of the TPA

Quality planning at TPA Miftahul Huda FC Harapan Makmur was implemented as the initial stage in supporting the institution's governance transformation. Based on the results of observations and document analysis, the management developed annual work programs at the beginning of each learning period by considering institutional needs, Qur'anic learning targets, and efforts to improve service quality for students and their parents. The planning process included the preparation of learning schedules, the allocation of responsibilities among *ustaz* and *ustazah*, administrative planning, and the establishment of periodic evaluation activities. One administrator explained that, "*the program is prepared collaboratively before activities begin so that every teacher understands their responsibilities and the targets to be achieved.*" These findings indicate that the planning process has become the principal guideline for implementing all institutional activities.

In addition to preparing work programs, quality planning was carried out through coordination among the TPA principal, administrators, *ustaz/ustazah*,

and other stakeholders involved in institutional management. Interview findings revealed that every proposed program was discussed through deliberative meetings, ensuring that decisions reflected institutional needs while accommodating input from teaching staff. Documentary evidence further demonstrated that planning was not limited to instructional activities but also encompassed institutional administration, service standards, and supporting educational facilities. One *ustaz* stated that, "*at the beginning of every semester, we first evaluate our needs and then design programs that best suit the conditions of the TPA.*" This finding suggests that the planning process was conducted systematically and involved multiple organizational members as the foundation for subsequent program implementation.

The quality planning implemented at TPA Miftahul Huda FC Harapan Makmur demonstrates that governance transformation begins with strengthening managerial processes rather than merely preparing work program documents. The involvement of the principal, administrators, and *ustaz/ustazah* from the planning stage created a shared understanding of institutional objectives, task allocation, and service standards to be achieved throughout the learning process. Such an approach provided clearer program direction while minimizing overlapping responsibilities. These findings support the study of Hasanah et al. (2022), which emphasizes that quality planning constitutes the fundamental basis for managing Islamic educational institutions because it determines the effectiveness of resource utilization and organizational goal attainment. Similar conclusions were reported by Wulogening and Timan (2020), who argued that systematic planning contributes to more effective, well-directed, and accountable institutional governance.

Another notable aspect is that the planning process was conducted through deliberation (*musyawarah*), allowing every organizational member to express needs and ideas before programs were finalized. This mechanism not only strengthened internal coordination but also fostered a sense of ownership toward the programs to be implemented. The involvement of all organizational members from the outset represents one of the core characteristics of Total Quality

Management, as quality is achieved through collective collaboration rather than individual efforts. These findings reinforce the study of Azizi et al. (2023), which reported that the effectiveness of TQM implementation is highly influenced by the active participation of all stakeholders throughout every stage of the management process. Similarly, Fahrudin (2020) found that participatory planning enhances implementers' commitment to executing institutional programs while maintaining consistency in achieving quality standards.

Interestingly, the characteristics of quality planning identified in this study differ from those reported in previous studies conducted primarily in formal schools and madrasahs. At TPA Miftahul Huda FC Harapan Makmur, planning was designed not only to organize instructional activities but also to address the needs of the community as users of Qur'anic educational services. This orientation is reflected in efforts to improve service quality, enhance human resource readiness, and strengthen parents' trust in the institution.

This perspective extends the findings of Alirahman et al. (2022), Zohriah et al. (2024), and Ikhsan et al. (2023), who positioned planning as a component of TQM implementation. In the context of the TPA, however, planning also functions as a strategic instrument for enhancing institutional competitiveness by providing educational services that are more responsive, structured, and aligned with community expectations. These findings extend the existing literature by demonstrating that quality planning in non-formal Qur'anic educational institutions serves not only as an administrative function but also as a strategic mechanism for integrating governance improvement with institutional competitiveness. This contribution provides a broader perspective on the role of TQM planning in strengthening adaptive governance within community-based Islamic education.

Implementation of Total Quality Management in TPA Governance

The implementation of Total Quality Management at TPA Miftahul Huda FC Harapan Makmur was characterized by a transition from conventional working practices to a more structured governance system supported by digital technology. Student administration, the recording of Qur'anic memorization

progress, report preparation, and communication with parents were gradually managed through a more integrated digital system. This transformation resulted in faster service delivery, more accurate data management, and greater transparency of information provided to parents. One administrator remarked that, "*administrative management is now more organized, and services for parents have become much faster.*" Consistent with observational findings, institutional documents also indicated that all administrative activities followed standardized procedures, enabling services to be delivered in a more orderly, consistent, and controllable manner.

The implementation of TQM extended beyond administrative digitalization to include the development of human resources. All *ustaz*, *ustazah*, and administrators received training and mentoring to ensure their ability to implement the newly established work system according to institutional standards. This initiative enhanced educators' competencies in operating digital administrative systems, preparing learning reports, and providing more responsive services to parents. One *ustaz* explained that, "*after participating in the training, we became more confident in using the administrative system, making our work much easier.*" These improvements also influenced the organizational culture within the TPA, as reflected in increased discipline, stronger coordination among administrators, and greater initiative in resolving operational issues without relying exclusively on directives from institutional leaders. These findings indicate that the implementation of TQM has begun to foster a more professional work culture oriented toward improving the quality of Qur'anic educational services.

The implementation of Total Quality Management at TPA Miftahul Huda FC Harapan Makmur demonstrates that quality improvement has been achieved through the standardization of work procedures, administrative digitalization, and the enhancement of services provided to parents. These standardized processes have enabled services to become faster, more accurate, and easier to manage while reducing the likelihood of administrative errors. These findings indicate that TQM implementation has improved not only internal operational

systems but also the overall effectiveness of institutional governance, consistent with the findings of Alirahman et al. (2022). Similar results were reported by Zohriah et al. (2024), who concluded that the consistent implementation of standardized procedures is a crucial factor in maintaining the quality of educational services.

The implementation of TQM has also contributed to changes in the organizational culture of the TPA. Training programs provided to ustaz, ustazah, and administrators enhanced professional competencies while fostering greater discipline, collaboration, and adaptability to organizational change. The active involvement of all human resources has become an essential factor in maintaining consistent service quality, as emphasized by Ikhsan et al. (2023). Therefore, TQM implementation has not only improved administrative processes but has also strengthened the professionalism of educators, enabling the institution to deliver high-quality educational services in a sustainable manner (Syamsy et al., 2023). These findings extend previous studies by demonstrating that the integration of TQM principles with digital-based governance not only improves operational efficiency but also strengthens organizational culture and institutional professionalism simultaneously. This study therefore provides empirical evidence that governance transformation supported by TQM can serve as a strategic foundation for sustainable management in non-formal Qur'anic educational institutions.

The Implementation of Total Quality Management in Enhancing the Competitiveness of TPA Miftahul Huda

The implementation of Total Quality Management (TQM) at TPA Miftahul Huda FC Harapan Makmur has been accompanied by significant improvements in the institution's competitive position within the landscape of Qur'anic education. Institutional records indicate a continuous increase in student enrollment, from 45 students in 2023 to 82 students in 2024, reaching 115 students at the beginning of 2025. At the same time, the geographical coverage of students' families expanded from two villages to eight villages, while the parental loyalty rate increased to 94%. These developments demonstrate that the institution has gained greater public trust as a result of its governance improvements.

Public trust was not established merely through promotional activities but emerged from the community's direct experience with the educational services provided. Parents perceived improvements in administrative services, easier access to information regarding their children's Qur'anic memorization progress, and more transparent communication with institutional administrators. One parent stated, *"Information about our children's memorization progress is now much clearer and easier to access, making us feel more confident in entrusting our children to this institution."* Such positive experiences became the primary reason many parents chose to continue their children's education at the TPA while recommending the institution to relatives and members of the surrounding community.

Interestingly, the increase in student enrollment occurred simultaneously with the expansion of the institution's service coverage. According to the administrators, most new students became acquainted with TPA Miftahul Huda through recommendations from parents who had personally experienced the institution's quality services rather than through formal promotional campaigns. This pattern indicates that customer satisfaction evolved into public trust, which subsequently established a positive institutional image. This reputation, built upon the community's authentic experiences, has gradually strengthened the competitiveness of TPA Miftahul Huda amid the growing number of Qur'anic educational institutions in the surrounding area.

The competitiveness achieved by TPA Miftahul Huda demonstrates that the implementation of Total Quality Management has produced improvements recognized not only internally but also by the community as service users. The increasing number of students and the expansion of the institution's service area suggest that service quality has become a primary consideration in selecting a Qur'anic educational institution (Firdaus et al., 2024). Within the TQM framework, these conditions reflect the organization's success in meeting customer needs through consistent quality improvement processes (Alirahman et al., 2022). When service quality is consistently maintained, public trust evolves into a sustainable competitive advantage that is difficult for competing institutions to replicate, making competitiveness increasingly dependent on actual service quality rather than promotional efforts.

Another noteworthy finding is the development of the institution's reputation through parental recommendations. Positive experiences with educational services encouraged parents to share information about TPA Miftahul Huda within their communities, allowing student enrollment to expand organically. Zohriah et al. (2024)

argued that sustained service quality plays a crucial role in establishing a positive institutional image. Accordingly, the implementation of Total Quality Management has not only strengthened the effectiveness of internal governance but has also cultivated public trust, which serves as a strategic asset in maintaining institutional competitiveness. This perspective is further supported by Ikhsan et al. (2023), who emphasized that a quality culture involving all organizational members contributes to stronger and more sustainable institutional reputation. These findings contribute to the literature by showing that the integration of TQM and governance transformation strengthens sustainable institutional competitiveness in non-formal Qur'anic educational institution

Implications of Total Quality Management Implementation for the Sustainability of TPA Governance

The governance transformation at TPA Miftahul Huda has extended beyond improvements in service quality and increased student enrollment to establish a more sustainable management system. Throughout the study, all educational programs, administrative activities, and evaluation processes were implemented according to agreed-upon procedures, ensuring that institutional operations no longer depended solely on the practices of individual administrators. Documentary evidence showed that routine evaluations were systematically utilized to improve service quality, develop subsequent programs, and accommodate the evolving needs of parents and institutional development. These findings indicate that a culture of continuous improvement has become embedded within the governance system rather than being limited to periodic evaluation activities.

Another significant transformation was reflected in the increased involvement of all organizational members in maintaining service quality. Administrators, *ustaz*, and *ustazah* not only fulfilled their assigned responsibilities but also actively contributed suggestions regarding challenges encountered during instructional activities and administrative services. One administrator explained that every evaluation result was discussed collectively to determine improvement strategies that could be immediately implemented in subsequent activities. This practice demonstrates that decision-making was conducted participatively, enabling every organizational member to share equal responsibility for maintaining service quality and ensuring the sustainability of institutional governance.

The governance transformation observed at TPA Miftahul Huda indicates that sustainable quality is developed through systematic evaluation and continuous improvement practices. Evaluation is no longer viewed merely as a means of assessing performance but has become the basis for designing improvements to future programs. This pattern demonstrates that the institution has embraced the principle of continuous improvement, which constitutes a defining characteristic of Total Quality Management. According to Deming, organizations capable of consistently maintaining improvement cycles are better equipped to adapt to change and sustain service quality over time. This principle also provides educational institutions with the foundation for developing governance systems that rely not on individuals but on standardized organizational mechanisms.

Another prominent finding of this study is the emergence of a participatory culture in organizational decision-making. The active involvement of administrators, *ustaz*, and *ustazah* in proposing solutions to institutional challenges indicates that responsibility for quality has evolved into a shared organizational commitment rather than remaining solely the responsibility of institutional leaders. This finding supports the argument that the successful implementation of TQM is highly dependent on collaboration among all organizational members in planning, implementing, and evaluating institutional programs (Muhadi et al., 2021). Through participatory management practices, organizational problems can be identified more rapidly, allowing decisions to become more responsive to institutional needs as well as community expectations (Fahmi et al., 2024).

The findings further reveal that governance sustainability is closely associated with the institution's ability to continuously cultivate public trust. Consistent service quality, transparent information sharing, and the active involvement of all human resources in maintaining quality have collectively established a positive institutional reputation that supports long-term organizational sustainability. Within the context of Islamic education, such a reputation represents a strategic asset because it serves as a key consideration for communities when selecting educational institutions. Therefore, the implementation of Total Quality Management has not only transformed administrative practices but has also established a governance system that is adaptive, accountable, and capable of sustaining institutional competitiveness through an evolving quality culture that continuously responds to societal needs (Zakiah & Prabaningtyas, 2023; Widiastuti et al., 2025).

The sustainability of Total Quality Management implementation at TPA Miftahul Huda is determined not only by the successful application of standardized operational procedures but also by the institution's ability to cultivate a quality culture that is consistently understood and practiced by all human resources. This culture encourages every organizational member to engage in continuous learning, adapt to organizational changes, and contribute to the ongoing improvement of educational services. According to Asamoa et al (2025), strengthening a quality culture constitutes the primary foundation for developing educational institutions capable of sustainable growth. Likewise, Mawarni et al (2025) emphasized that continuous human resource development is an essential prerequisite for ensuring the long-term effectiveness of established management systems.

These findings extend previous studies by demonstrating that the integration of TQM principles, participatory governance, and a sustainable quality culture provides a strong foundation for long-term institutional competitiveness. They also highlight that governance sustainability depends on continuous organizational learning rather than solely on standardized procedures. Therefore, the governance transformation achieved at TPA Miftahul Huda reflects the development of a learning organization capable of maintaining service quality while adapting to future challenges and changing community needs.

Conclusion

The implementation of Total Quality Management (TQM) at TPA Miftahul Huda FC Harapan Makmur successfully transformed institutional governance through strengthened planning, service standardization, human resource development, and digitally supported continuous improvement. This transformation enhanced management effectiveness, service quality, and institutional competitiveness, as reflected in increased public trust, student enrollment, and service coverage. The findings contribute to the development of TQM studies in non-formal Islamic education by demonstrating the strategic relationship between TQM implementation, digital-based governance transformation, and institutional competitiveness, while also providing a practical model for quality-oriented and digitally supported TPA governance. However, this study was limited to a single research site with a relatively small number of informants; therefore, future studies are recommended to involve

multiple Islamic educational institutions and employ quantitative or mixed methods approaches to strengthen the generalizability of the findings.

References

- Alirahman, A. D., Shulkhah, S., & Ilmi, A. N. N. (2022). Implementasi total quality management (TQM) dalam peningkatan mutu madrasah aliyah. *Eduvis: Jurnal Manajemen Pendidikan Islam*, 7(1), 60–68. <https://doi.org/10.47453/eduvis.v7i1.4229>
- Anastasiadou, S. D. (2015). The roadmaps of total quality management in the Greek education system according to Deming, Juran, and Crosby in light of the EFQM model. *Procedia Economics and Finance*, 33, 562–572. [https://doi.org/10.1016/S2212-5671\(15\)01738-4](https://doi.org/10.1016/S2212-5671(15)01738-4)
- Asamoah, M. K., Ansong, J. D., Mackin, E., Agyekum, B., & Eshun, S. N. (2025). The influence of quality assurance on achieving development education goals. *Discover Education*, 4(1), Article 468. <https://doi.org/10.1007/s44217-025-00694-1>
- Azizi, M. H., Bakri, S., & Choiriyah, S. (2023). Implementation of total quality management in the ministry of religion-based education. *Nidhomul Haq: Jurnal Manajemen Pendidikan Islam*, 8(1), 125–136. <https://doi.org/10.31538/ndh.v8i1.3067>
- Badrudin, B., Khusnuridlo, M., & Wahyu, M. Z. E. (2022). The influence of learning management information system and service quality on the customer satisfaction of Ruangguru application. *Cypriot Journal of Educational Sciences*, 17(1), 148–158. <https://doi.org/10.18844/cjes.v17i1.6692>
- Darajah, R., DZ, A. S., Subasman, I., Karim, A., & Ahyat, M. (2025). Analysis of total quality management in improving the quality of educational institutions. *Nidhomul Haq: Jurnal Manajemen Pendidikan Islam*, 10(1), 88–104. <https://doi.org/10.31538/ndhq.v10i1.40>
- Deming, W. E. (2018). *Out of the crisis* (Reissue ed.). MIT Press. <https://doi.org/10.7551/mitpress/11457.001.0001>
- Fahmi, A., Sadi, K., & Muslim, A. (2024). Implementasi pengambilan keputusan partisipatif melalui school based management. *EduTech: Jurnal Ilmu Pendidikan dan Ilmu Sosial*, 10(1), 7–15. <https://jurnal.umsu.ac.id/index.php/edutech/article/view/18007>
- Fahrudin, A. A. (2020). Implementasi total quality management dalam meningkatkan mutu pendidikan di MA Mamba'ul Hisan Sidayu Gresik. *Jieman*, 1(2), 121–133. <https://doi.org/10.35719/jieman.v2i1.15>
- Firdaus, R., Fahmi, A., & Masuwd, M. (2024). Improving the quality of education through quality of service and education costs. *Nidhomul Haq: Jurnal Manajemen Pendidikan Islam*, 9(3), 756–768. <https://doi.org/10.31538/ndhq.v9i3.63>
- Hadijaya, Y., Fahada, N., Iman, M., Irwansyah, I., & Nasution, R. H. (2024). Penerapan sistem manajemen pendidikan berbasis total quality management (TQM) di

- lembaga pendidikan. *Atthiflah: Journal of Early Childhood Islamic Education*, 11(1), 95–102. <https://doi.org/10.54069/atthiflah.v11i1.700>
- Hasanah, M., Sandy, P., Mannan, M., & Nasucha, J. A. (2022). Analisis strategi perencanaan mutu satuan pendidikan di lembaga pendidikan Islam di Indonesia. *Attadrib: Jurnal Pendidikan Guru Madrasah Ibtidaiyah*, 5(2), 108–119. <https://doi.org/10.54069/attadrib.v5i2.299>
- Ikhsan, N. F., Salim, C. R., & Tasya, D. A. (2023). Total quality management (TQM) and its implementation in Islamic education management. *AL-WIJDÂN Journal of Islamic Education Studies*, 8(4), 527–542. <https://doi.org/10.58788/alwijdn.v8i4.3188>
- Islam, M. P., & Padang, I. B. (2022). Manajemen layanan pembelajaran anak usia dini berbasis ICT pada pembelajaran tatap muka terbatas. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 6(5), 4067–4076. <https://doi.org/10.31004/obsesi.v6i5.2354>
- Jami, D. Z., & Muharam, A. (2022). Strategy for improving the quality of Islamic religious education study programs with total quality management. *Nidhomul Haq: Jurnal Manajemen Pendidikan Islam*, 7(2), 267–283. <https://doi.org/10.31538/ndh.v7i2.2096>
- Juran, J. M. (1992). *Juran on quality by design: The new steps for planning quality into goods and services*. Simon and Schuster.
- Maryamah, M. (2013). Total quality management (TQM) dalam konteks pendidikan. *Ta'dib: Jurnal Pendidikan Islam*, 18(1), 95–106.
- Mawarni, I., Dahniar, D., Paridy, A., Yulianto, A., & Khaira, N. (2025). *Manajemen sumber daya manusia berkelanjutan*. PT Sonpedia Publishing Indonesia.
- Mukhopadhyay, M. (2005). *Total quality management in education*. Sage.
- Nashihin, H., Mafaza, N., Haryana, M. O., & Hermawati, T. (2021). Implementasi total quality management (TQM) perspektif teori Edward Deming, Juran, dan Crosby. *At Turots: Jurnal Pendidikan Islam*, 41–49. <https://doi.org/10.51468/jpi.v3i1.60>
- Nikmah, L. F., Muhajir, A. A., & Fitri, A. Z. (2025). Deming's quality assurance system model and its application in education. *International Journal of Islamic Educational Research*, 2(3), 79–83. <https://doi.org/10.61132/ijier.v2i3.371>
- Oakland, J. S. (2003). *Total quality management: Text with cases*. Routledge.
- Rahmah, U. (2018). Implementasi total quality management (TQM) di SD Al-Hikmah Surabaya. *MANAGERIA: Jurnal Manajemen Pendidikan Islam*, 3(1), 111–131. <https://doi.org/10.14421/manageria.2018.31-06>
- Rony, Z. T., Anwar, K., Nur, M., Suyitno, S., & Abidin, U. K. (2024). Improving teacher performance through total quality management and academic supervision. *Nidhomul Haq: Jurnal Manajemen Pendidikan Islam*, 9(2), 429–442. <https://doi.org/10.31538/ndh.v9i2.4047>
- Sallis, E. (2014). *Total quality management in education*. Routledge. <https://doi.org/10.4324/9780203417010>
- Septiadi, W. (2019). Tinjauan total quality management (TQM) pada lembaga pendidikan Islam. *Nidhomul Haq: Jurnal Manajemen Pendidikan Islam*, 4(1), 34–51. <https://doi.org/10.31538/ndh.v4i1.105>

- Sonia, N. R. (2021). Total quality management dalam lembaga perguruan tinggi. *Southeast Asian Journal of Islamic Education Management*, 2(1), 125–139. <https://doi.org/10.21154/sajiem.v2i1.47>
- Stensaasen, S. (1995). The application of Deming's theory of total quality management to achieve continuous improvements in education. *Total Quality Management*, 6(5), 579–592. <https://doi.org/10.1080/09544129550035233>
- Syamsy, B., Fauzan, U., & Malihah, N. (2023). Implementasi peningkatan mutu pendidikan dengan pendekatan total quality management. *Munaddhomah: Jurnal Manajemen Pendidikan Islam*, 4(4), 888–902. <https://doi.org/10.31538/munaddhomah.v4i4.593>
- Widiastuti, W., Mahdakomala, M., & Hulwan, N. I. (2025). Total quality management dalam meningkatkan budaya mutu di pendidikan tinggi. *JAMP: Jurnal Administrasi dan Manajemen Pendidikan*, 8(4), 669–687. <https://journal-fip.um.ac.id/index.php/jamp/article/view/5370>
- Wulogening, H. I., & Timan, A. (2020). Implementasi total quality management (TQM) dalam sistem manajemen perencanaan kepala sekolah. *Jurnal Akuntabilitas Manajemen Pendidikan*, 8(2), 137–146. <https://doi.org/10.21831/jamp.v8i2.31282>
- Zohriah, A., Adnan, A., Firdaos, R., & Badri, M. S. M. N. (2024). Implementasi total quality management (TQM) dalam lembaga pendidikan Islam. *Transformasi Manageria: Journal of Islamic Education Management*, 4(1), 295–301. <https://doi.org/10.47467/manageria.v4i1.4073>