



IMPLEMENTATION OF TOTAL QUALITY MANAGEMENT IN AL-QUR'AN EDUCATION

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Abstrak :

TPQ Hidayatul Muhtadien menerapkan Metode Qiro'ati dalam mengajar Al-Qur'an. TPQ Hidayatul Muhtadien dalam memajemen lembaganya menerapkan Total Quality Management guna menghasilkan lulusan yang berkualitas. Tujuan penelitian ini adalah untuk mengetahui implementasi TQM di TPQ Hidayatul Muhtadien Jlamprang Wonosobo. Penelitian ini menggunakan metode kualitatif dan jenis penelitian lapangan yang fokus pada masalah implementasi TQM di TPQ Hidayatul Muhtadien serta sifat penelitian deskriptif analitik. Lokasi penelitian di TPQ Hidayatul Muhtadien yang berada di Jalan Karya Tralis 3 No. 1, Kelurahan Jlamprang, Kecamatan Wonosobo, Kabupaten Wonosobo. Waktu penelitian dari bulan November 2021 sampai dengan bulan Februari 2022 Pengumpulan data dilakukan dengan wawancara, observasi (pengamatan) dan dokumentasi. Analisis data dengan cara dokumentasi data, reduksi data, menampilkan data dan penarikan kesimpulan. Hasil penelitian ini menunjukkan bahwa TPQ Hidayatul Muhtadien menerapkan konsep Total Quality Management dalam pengelolaan lembaganya. TPQ Hidayatul Muhtadien menerapkan nilai TQM dalam pengelolaan lembaga dengan cara yaitu: Fokus Pada Pelanggan, Obsesi terhadap Kualitas, Pendekatan ilmiah, Komitmen jangka, Kerja sama tim Perbaikan yang berkesinambungan, Pendidikan dan Pelatihan, Kebebasan yang Terkendali dan Kesatuan Tujuan.

Kata Kunci: *Implementasi, Total Quality Management, TPQ.*

Abstract :

TPQ Hidayatul Muhtadien applies the Qiro'ati Method in teaching the Qur'an. TPQ Hidayatul Muhtadien, in managing its institution, implements Total Quality Management to produce quality graduates. This study aimed to determine the implementation of TQM in TPQ Hidayatul Muhtadien Jlamprang Wonosobo. This study uses qualitative methods and field research that focuses on the problem of implementing TQM in TPQ Hidayatul Muhtadien and the nature of analytical descriptive research. The research location is at TPQ Hidayatul Muhtadien which is on Jalan Karya Tralis 3 No. 1, Jlamprang Village, Wonosobo District, Wonosobo Regency. The research time is from November 2021 to February 2022. Data collection is done by interview, observation, and documentation. Data analysis using data documentation, data reduction, displaying data, and drawing conclusions. The results of this study indicate that TPQ Hidayatul Muhtadien applies the concept of Total Quality Management in managing the institution. TPQ Hidayatul Muhtadien implements the values of TQM in managing institutions in the following ways: Focus on Customers, Obsession with Quality, Scientific Approach, Long-term commitment, Teamwork for continuous improvement, Education and Training, Controlled Freedom, and Unity of Purpose.

Keywords : *Implementation, Total Quality Management, TPQ.*

INTRODUCTION

Total Quality Management is a step taken to improve and maintain the quality of education (Azizah & Witri, 2021). Total Quality Management is a strategy developed where an institution or institution is treated as a service company so that it is required to provide products and services as expected by the user (customer). Fandy Tjiptono and Anastasia Diana as quoted by Nurlaeliyah give the understanding that TQM is a management system by utilizing all existing organizational resources to improve service quality with a priority to provide satisfaction to users (Nurlaeliyah, 2018). Initially, TQM was a strategy that was applied in the industrial world to improve quality in the industry. In the current era, the TQM strategy is also applied in the field of education as an effort to improve quality. The purpose of implementing TQM in education is the satisfaction of students as customers or education customers.

The application of TQM in the field of education can be a variety of management by providing flexibility for an educational institution to involve all existing stakeholders so as to create flexibility in regulating educational institutions (Edward, 2006, hal. 25). The quality of educational institutions must be sought and planned because it is not something that by itself exists (Musolin & Mudmiroh, 2021). As an effort to improve the quality of the institution, in the management of educational institutions, it is known that the quality of education is then in its application the concept of a quality trilogy which consists of a quality plan as an initial process is drawn up, quality control as an evaluation of implementation and quality improvement as a strategy to implement and improve quality. Integrated quality is something that can be produced through a continuous process. Integration means the participation of every human resource in an organization in the process of producing organizational products as expected by the organization in providing services to users (Nurlaeliyah, 2018).

TQM is a management method created for profit-oriented institutions such as companies and business entities with the aim of providing satisfaction to users so that they become regular customers of the institution's products. In achieving its goals, TQM applies a structured, disciplined and visionary work system so that it treats all stakeholders equally according to their duties. Educational institutions are deemed unsuitable for using TQM in their management because educational institutions are non-profit or not looking for profit. The implementation of TQM in educational institutions can be considered exploiting the institution for profit only. However, as an effort to improve educational institutions that are often underestimated in their management, it is necessary to try to apply TQM as an alternative management method.

Educational institutions are a tangible manifestation of the implementation of education (Riyadi, Kurniawan, & Syalsabilla, 2021). An educational institution is created for educational media as an effort to guide students to grow and increase good values in themselves. Based on the path, educational institutions are divided into three types, namely formal, non-formal and informal (Friningsih & Pamungkas, 2022). Formal education is education

carried out in formal institutions, including schools and madrasas, then informal education is education for families and communities while non-formal Islamic education is education organized by community groups in places such as Madrasah diniyah, Al-Qur'an Education Park (TPA) and Qur'an Education Park (TPQ) (TPQ) (Rohmad, 2009).

TPQ is an institution that organizes basic Islamic religious education with a focus on reading and writing skills of the Qur'an in accordance with its rules and basic religious knowledge, such as aqidah, Shari'ah, morality, and ubudiyah with habituation through daily practice (Rohmad, 2009). These educational institutions must be managed with good educational management and have a solid foundation in order to be able to lead students to achieve complete human beings, namely *'abdullah* and *kholifah fil ardhli* which means to be servants before Allah and become leaders among mankind.

TPQ Hidayatul Mubtadien is one of the TPQ in Wonosobo Regency. Based on the latest data from the Ministry of Religion Kab. Wonosobo, pesantren totaling 173 institutions, Madrasah Dhiniyah 35 institutions, and TPQ totaling 93 institutions. Of the total data, there are 69 TPQ who applies Al-Qur'an education using the Qiro'ati method. One of the TPQ that uses the Qiro'ati method is TPQ Hidayatul Mubtadien as a learning method. TPQ Hidayatul Mubtadien is located on Jalan Karya Tralis 3, Jlamprang Village, Wonosobo District, Wonosobo Regency. This TPQ focuses on teaching the learning of the Qur'an and basic Islamic religious knowledge. Jlamprang village is a village that has a high enthusiasm for religious knowledge. Community leaders are very supportive of the establishment of the Al-Qur'an educational institution.

The Qiro'ati method is a method that regulates how to learn the Qur'an as well as regulates its institutional management system with a focus on achieving the expectations of the user community. Ustadz Mustangin as the head coordinator of the Wonosobo Regency branch, said that the management applied to the Qiro'ati Method uses the Total Quality Management theory where quality is a priority so that it becomes self-satisfaction for the community (Interview, 20 December 2021). TPQ Hidayatul Mubtadien Jlamprang Wonosobo is an educational institution that is in demand so that it becomes a cooler in the midst of the surrounding community as people have a slanted view of non-formal educational institutions. The enthusiasm of the community to include their children in TPQ Hidayatul Mubtadien so that the number of students from year to year continues to increase, which is an indicator of the quality of quality institutions.

Research on Total Quality Management (TQM) in Educational Institutions has been widely carried out including Feiby Ismail's research with the title Implementation of Total Quality Management (TQM) in Educational Institutions The results of the study show that the implementation of TQM needs to be supported by a good implementation strategy and the cooperation of all elements of the school (Ismail, 2018, hal. 21). Luqman Hadi's research entitled Analysis of the Principal's Role in Implementing Total Quality Management (TQM) at MI NURROHMAN Jajar Donorojo the results of the

study indicate that leadership in this case the head of the madrasah is a key element in the successful implementation of TQM (Hadi, 2022). Rika Ariyani's research entitled Implementation of Total Quality Management (TQM) in Islamic Higher Education Institutions. The results of the research show that the procedure for implementing TQM in educational institutions basically takes three stages as follows: (1) preparation stage, (2) system development, (3) system implementation (Ariyani, 2021). Bulqies Noverlian with the title Effectiveness of Implementation of Total Quality Management in Madrasah Ibtidaiyah Negeri 1 Takengon Central Aceh the results of the study show that Total Quality Management at MIN 1 Takengon Central Aceh is very effective and continues to strive optimized to implement Total Quality Management by continuing to innovate and develop in the teaching and learning process, to produce quality graduates, and continue to strive to provide and improve service quality (Noverlian, 2021).

The research carried out by this author is as additional insight, knowledge and literacy about the implementation of Total Quality Management in educational institutions, especially in the Al-Qur'an education park.

From this explanation, the author is encouraged to conduct research on "Implementation of Total Quality Management in Al-Qur'an Education with the Qiro'ati Method at TPQ Hidayatul Mubtadien, Jlamprang Village, Wonosobo". The purpose of the study was to determine the concept and application of Total Quality Management in learning the Qur'an using the Qiro'ati Method at TPQ Hidayatul Mubtadien, Jlamprang Village, Wonosobo.

RESEARCH METHODS

This research was carried out using a qualitative method, which is presented in writing form, not numbers (Basuki, 2021). In connection with the implementation of research at the location of the object of research, the type of research is field research (Ruane, Mustika, & Zakkie, 2021). This research is descriptive in nature with the aim of producing an overview outlining the facts about the implementation of TQM in Al-Qur'an Education at TPQ Hidayatul Mubtadien Jlamprang Wonosobo and analytically analyzing the application of TQM in the field. The research location is at TPQ Hidayatul Mubtadien, which is at Jalan Karya Tralis 3 No. 1, Jlamprang Village, Wonosobo District, Wonosobo Regency. Research time from November 2021 to February 2022. Collecting research data through observation techniques by looking directly at the object of research. Interviews (Interviews) through dialogue with management and parties related to research, in this study, the authors conducted interviews with the Head of the TPQ Hidayatul Mubtadien, Ustadz/Ustadzah and the Jlamprang Village Community in Wonosobo. Documentation technique is by watching data from TPQ Hidayatul Mubtadien Jlamprang as well as documents and other literature data, such as previous research and literature theory related to the topic of research discussion. Data analysis by means of data documentation, namely collecting all data, data reduction, namely selecting the required data, presenting data, which is

displaying the data to be used and drawing conclusions (Sari et al., 2022).

RESEARCH RESULTS AND DISCUSSION

Total Quality Management (TQM)

TQM which stands for Total Quality Management is a method that is often used in institutions in the form of companies and industries that are profit oriented. Hadari Nawari provides an understanding that TQM is one of the methods used for management in a sustainable way with the main goal of improving the quality and quality of production as expected by the user community (Nawawi, 2005, hal. 46).

Meanwhile, Fandy Tjiptono and Anastasia Diana argue that Total Quality Management is a system that is used to regulate and empower all organizational resources with the aim of improving the quality of their products. From some of the explanations above, then Hadari Nawawi explained the characteristics of Total Quality Management, namely: a) Prioritizing users, both internal and external users; b) Have enthusiasm for product quality, c) Use a scientific approach as the basis for making decisions and solving problems; d) Have a clear vision for the future; e) Build team unity; f) Conduct periodic evaluations and improvements; g) Conducting resource development through education; h) Expanding the role of members; i) Have a shared commitment; and j) Participation of all stakeholders (Nawawi, 2005, hal. 57)

Total Quality Management in educational institution's prioritizes user satisfaction, both internal and external users. Internal users include educators and education staff at school or madrasa institutions while external users include students, graduate user institutions such as government and companies. Therefore, an institution, whether profit-oriented or social, can be considered quality if it can satisfy users for the products produced by the institution.

According to Fandy Tjiptono, the points that need attention in educational institutions are: a) Evaluation and quality improvement on an ongoing basis, meaning that periodically the management must continue to carry out quality and quality development, according to the rules set out in the quality standard in addition to the need for program upgrades so that they are always in line with the times; b) Setting production quality standards, this can be used as a measure that is used as a benchmark in determining the quality of a product, both in production activities in producing graduates of educational institutions. These standards include the minimum requirements for human resource capabilities based on their education, according to the level of education and curriculum they handle; c) Selection of strategies, education managers should have the ability to choose strategies that can be applied jointly by existing resources in the institution as an effort to maintain and improve the quality of education; d) Creating a new atmosphere, the implementation of this concept can be in the form of changing the structure of human resources in educational institutions, creating a new paradigm in the organizational structure that was from top to bottom can be reversed so as to create a new atmosphere and spirit; e) Improving relationships with users, creating a good relationship between producers and consumers will create openness so that it

can be used as evaluation material to improve the quality and quality of production results in this case the quality of graduates (Edward, 2006, hal. 7-11).

From the description above, it can be said that educational institutions, both schools and madrasas, have a big obligation to develop the quality of education on an ongoing basis. This obligation is not only the duty of a manager such as a school principal but is the obligation of all stakeholders involved in the institution so that institutional quality standards can be achieved and developed. The role of the manager is very vital in realizing the goal of maintaining and developing the quality of the institution at the institution he leads.

There are several reasons that make TQM a foundation to be applied to educational institutions, including that educators are obliged to carry out their duties proactively and enthusiastically. They are also obliged to improve performance in solving all problems logically and can find problems from the main source (Fandy Tjiptono, 2020).

Schools need to run a good management process and be able to identify and implement things that work and things that don't so that they can serve as role models for other organizations.

There are at least four arguments that are used as reasons for implementing Total Quality Management in educational institutions, namely: a) Educators are required to carry out their duties and functions because the main actors in improving the quality of schools are educators and educators are also required to be able to solve problems that have an impact on the school environment; b) Educational institutions in solving various problems that arise must be reactive and focused on identifying the main sources that cause problems, the root of problems in educational institutions can occur systematically, which is sourced from a series within the educational institution so that it results in a good learning and teaching process, held within the school; c) The school management system should be used as an example by other educational organizations; d) TQM functions as a standard for implementing good management so that the public can find out why educational institutions are less than optimal in their management (Mulyasa, 2007, hal. 483-484).

From the explanation above, it can be seen that educational institutions need to be managed optimally based on existing management rules so that the governance of the institution runs well so as to be able to produce quality and superior quality graduates, according to graduate standards which are products of these educational institutions. Therefore, it is necessary to implement Total Quality Management in educational institutions as a benchmark for a good management process.

Qiro'ati Method

One method of learning to read the Qur'an that has been widely used by people in Indonesia is the qiro'ati method, The qiro'ati method is one of the methods in learning to read the Qur'an which is also accompanied by the rules

for how to read the Qur'an, namely the science of tajwid in tartil (H.M. Nur Sodik Achrom, 2019, hal. 11). The author of the qiro'ati method is K.H. Achmad Dachlan Salim Zarkasyi who comes from the city of Semarang, Central Java province. The qiro'ati method has been widely circulated since around 1970 and has received appreciation from the community because their children can learn the Qur'an more quickly and easily. Dachlan himself began to teach the Qur'an since around 1963 and assume that the method implemented to teach the Qur'an is not as precise and fast as the existing method, namely the *Qo'idah Baghdadiyah* method of prioritizing memorization and is still minimal in providing an understanding of how to read correctly, quickly and tartil. The Qiro'ati method book was originally 10 volumes, but was later condensed into 6 volumes for kindergarten age than 4 volumes for elementary school level and 3 volumes for the junior high / high school level and 2 volumes for the student level. In addition, there is a separate book that discusses reading *gharib* in the Qur'an and discusses recitation which is intended for students who have completed elementary level education. Qiro'ati method educators are required to carry out several processes, namely: a) Obtain training on the Qiro'ati method held at the coordinating offices located in each region; b) deemed appropriate by the teacher; c) Adequacy of methodology; d) Practical field experience (Anonim, 2018, hal. 19).

These processes aim that the Qiro'ati method educators carry out learning in accordance with the rules of tajwid science and use the applicable Arabic language because the slogan used is easy truth, so there is no need to give a legacy of mistakes. The principle of educators in teaching using the Qiro'ati method is *dak-tun* (tidak menuntun) meaning that an educator who teaches using the Qiro'ati method is not allowed to guide students too much. The teacher only explains the learning material and then gives some examples of its application in reading only a few lines. Another principle of an educator with the Qiro'ati method is *the-wars-gas*, which stands for thorough, alert and firm, meaning that an educator must be careful in teaching and must also be aware of the mistakes of students and must be firm in providing direction and guidance learning for students (Anonim, 2018, hal. 23).

There are at least 5 stages in teaching how to read the Qur'an using the Qiro'ati method, these stages include: a) Introduction, namely efforts to harmonize the Qiro'ati method with students with the hope that the process of delivering material can be more meaningful and encouraging; b) Centralized, namely the stage of the learning process carried out by an educator through explaining the discussion material and providing example sentences while the students listen and imitate the teacher, then the students proceed to the next page without being guided again by the teacher; c) Guided, namely an educator, providing direction to students through tapping cues, students reading individually, but when there is an error the educator reprimands and gives examples; d) Semi classical is the stage where students learn to read in groups by being listened to or imitated by other groups; e) Individual activity is the stage where students learn to read individually by taking turns according to conditions and situations.

All stages of learning the Qur'an with the Qiro'ati method are carried out with the hope that students are able to read the Qur'an correctly and tartil according to the rules of recitation so that they are not tanafus and understand the gharib readings in the Qur'an and musykilat recitation in the Qur'an (Mulyani & Maryono, 2019, hal. 25–34).

The implementation of learning the Qur'an with the Qiro'ati method has provisions, including: a) The main priority is that students can read the Qur'an smoothly, quickly and precisely and correctly; b) The increase in volume level is not carried out by the homeroom teacher, but is carried out by the TPQ coordinator; c) Using facilities and infrastructure to support the success of learning; d) Standardize educators using shahadah (certificates) (Anonim, 2018).

Metode pembelajaran Al-Qur'an dengan metode Qiro'ati secara garis besar sebagai berikut: a) The Sorogan method is a learning method with students reading individually in front of an educator; b) The individual classical method is a method where an educator, provides explanations about the material in front of the students while at the same time providing guidance for one of the students who has difficulty understanding the learning material; and c) The classical method is by way of educators providing direction to students to read the Qur'an and listen to the readings of the Qur'an by other students. The practice of implementation is by way of educators explaining learning material from the lowest page, then students are told to read one by one and then listened to by other students then the next page and so on.

Learning the Qur'an with the Qiro'ati method has advantages and disadvantages, among the advantages are: a) Learners can understand and practice the rules of recitation before knowing the theory of tajwid in a comprehensive manner; b) contains the principles of educators and students; c) After completing the Qiro'ati book volumes, students continue to study material about reading ghorib; d) Students who have completed and passed are entitled to obtain a certificate to continue with lessons on reading *ghorib*. The weakness of the Qiro'ati method is that for students who cannot read fluently, their graduation will be delayed and wait until it is smooth because students' graduation using this method is not based on annual targets but based on the quality and the quality of students in achieving graduation requirements.

Implementation of TQM at TPQ Hidayatul Mubtadien

TPQ Hidayatul Mubtadien is located in Jlamprang Village, precisely on Jalan Karya Tralis No. 3, Jlamprang Village, Wonosobo District, Wonosobo Regency. TPQ, which was founded in 1985, uses the Qiro'ati Method as the main Qur'anic learning method. TPQ's vision is to create a generation that appears to read the Qur'an, excels in achievement and has an Islamic character. Public interest in TPQ is quite large, as evidenced by the large number of students studying at TPQ. The current number of students is 290 students. Ustadz and Ustadzah are taken from the local community through the selection and examination stages. Currently, there are 17 *Ustadz* and *Ustadzah* who teach at TPQ Hidayatul Mubtadien. Procurement of facilities and infrastructure continues to be pursued considering the number of students who increase every

year. The implementation of TQM at TPQ Hidayatul Mubtadien is carried out by:

Focus on Customers, Quality is the degree of quality determined by the assessment of customers who use the product or service. So, an organization or institution is said to be of good quality if the customer's assessment is good. Focus on customers means the institution is running with the aim of meeting customer needs both now and in the future. Focus on customers means the institution is running with the aim of meeting customer needs both now and in the future.

The vision and mission of TPQ Hidayatul Mubtadien are the realization of a generation that is skilled in reading the Qur'an, excels in achievement, and has an Islamic character. Based on the vision and mission, it is clear that TPQ Hidayatul Mubtadien has a goal to produce graduates, according to the needs of today's society, namely to create a generation of Al-Qur'an that is not only good at reading but also memorizes and even practices the values of the Qur'an. That is, TPQ Hidayatul Mubtadien focuses on how customers or the public are satisfied with graduates from TPQ. As stated by Mrs. Zahrotul Jannah as the guardian of the students who said:

"I feel very happy to register my child at TPQ Hidayatul Mubtadien. I feel unable to teach my child about the Qur'an, then enroll my child in this TPQ and as a result, my child is not only good at reading the Qur'an but is also ready to memorize the Qur'an because in this TPQ there is an additional Tahfidz preparation class. In addition, my child can clearly see the difference before studying at TPQ and after graduating. My child's attitude is more polite and virtuous. (Interview, January 14, 2022).

Ms. Zahrotul Jannah's statement about her satisfaction as a student guardian was strengthened by Ms. Siti Maghfiroh with her statement:

"As the guardian of the students, I am satisfied with the education carried out at TPQ Hidayatul Mubtadien because after attending the education there, my son now likes to read the Qur'an and his reading is like children who live in Islamic boarding schools, can read tartil and clearly." (Interview, January 16, 2022).

So, with the quality or quality of graduates produced from TPQ Hidayatul Mubtadien, parents of students feel happy and satisfied because the quality of graduates from TPQ Hidayatul Mubtadien is considered superior to other TPQs. It is proven by the number of TPQ Hidayatul Mubtadien graduates who are accepted at favorite schools or Islamic boarding schools in Wonosobo Regency and even Central Java, East Java and Yogyakarta Special Regions, such as MTS N 1 Wonosobo, MTS N 2 Wonosobo, Pondok Pesantren Lirboyo, Pondok Pesantren Al-Munawir Krapyak, Pondok Pesantren An Nawawi Purworejo, Pondok Pesantren Sunan Pandanaran and so forth.

Obsession with Quality An institution can be said to be obsessed with quality if the managers have a commitment to quality. Not only the head of the institution, Ustadz/ustadzah at TPQ Hidayatul Mubtadien are also required to have a commitment to quality. Through the association of Ustadz/ustadzah held by TPQ Hidayatul Mubtadien every Sunday, managers are given an understanding of quality standards and commitments to produce quality graduates as well.

TPQ Hidayatul Mubtadien has the principle of maintaining the quality of institutional input and output of graduates to maintain quality. The quality of institutional input by always evaluating the Ustadz/ustadzah and the program or curriculum, while the quality of the output or graduates by evaluating students through tiered exams with strict assessments. This was confirmed by the statement of Ustadz Ngabas as the Head of the TPQ Hidayatul Mubtadien that:

“TPQ Hidayatul Mubtadien in management follows the rules that have been made by the Branch Coordinator, starting from the admission of new students to the management of graduation and examinations for students. For Ustadz/ustadzah we hold a gathering every Sunday to evaluate the ability of the Ustadz/ustadzah of this one institution before an evaluation is held by the center, so that we always maintain the quality of human resources. For students, the exam is carried out in four stages. First, the institutional stage with the head of the institution. Second, the examination of the district coordinator or pre-imitas. Third, written and oral exams by the Branch Coordinator, then the last stage is a demonstration in front of parents, ustadz/ustadzah, and the surrounding community. (Interview, 21 December 2021).

This is also in line with what Ustadzah Eva Fadhliah always said at TPQ Hidayatul Mubtadien who said:

“As an Ustadz at TPQ Hidayatul Mubtadien, I always hold meetings with other Ustadz/ustadzah every Sunday to evaluate the ability of the Ustadz/ustadzah of this institution and given new motivation and enthusiasm to maintain the quality and quality of education at TPQ Hidayatul Mubtadien.” (Interview, 23 December 2021).

Based on the statement of the head of the TPQ institution, Hidayatul Mubtadien and one of his ustadzah, it can be concluded that this TPQ prioritizes the quality of graduates in a compact manner, be it supervisors from the sub-district as well as districts, heads of institutions, as well as Ustadz/ustadzah strive to produce good quality. Scientific approach, scientific approach is a learning concept that emphasizes attitudes, skills and knowledge. The application of a scientific approach to learning requires a separate setting and a form of learning that is different from conventional learning.

At TPQ Hidayatul Mubtadien Jlamprang, the Ustadz/ustadzah who teaches is the Ustadz/ustadzah who has passed the coaching marked by the shahadah. Shahadah is a certificate that a person will get after following the Qiroati method coaching and has passed the test. After that, the Ustadz/ustadzah must follow the Qiroati learning methodology which lasts for three days. This shows that the ustadz/ustadzah at TPQ Hidayatul Mubtadien Jlamprang uses a scientific approach in teaching. In addition, the Ustadz/ustadzah methodology is also equipped with teaching methods and student psychology so that learning can be effective.

Long-term commitment, long-term commitment can mean that student learning at TPQ Hidayatul Mubtadien Jlamprang Wonosobo is not only related to the knowledge needed in the present but prepares students for the life to come. Therefore, TPQ Hidayatul Mubtadien in addition to focusing on learning the Qur'an uses the Qiroati method, the students are also taught spiritual

values, attitudes, and skills that become a single unit so as to form an Islamic character that is useful for the life of students in the future.

This is in accordance with what was conveyed by Ustadz Muzaki as part of the TPQ Hidayatul Mubtadien Curriculum who said:

“Our hope as TPQ managers is that graduates from TPQ Hidayatul Mubtadien can not only read the Al-Qur’an according to the rules of recitation, but can also practice the values contained in the Al-Qur’an so that their lives are based on the Al-Qur’an.” (Interview, 21 December 2021).

This statement was corroborated by the opinion of Mr. Abdurrahman as Santi's guardian who said that:

“After my child joined the study at TPQ Hidayatul Mubtadien, now he can read the Qur'an fluently and correctly and my child can also perform ablution and pray according to the rules of ablution and prayer.” (Interview, 26 December 2021).

From the information above, it can be concluded that the formation of character in students is one of the learning objectives at TPQ Hidayatul Mubtadien Jlamprang Wonosobo. The age of students ranging from 6-12 years allows for the formation of a strong character. The example of the Ustadz/ustadzah has a great influence on the character of the century, because a good example of their public figure will be more attached than just written rules.

Teamwork, Teamwork means optimizing all team members or institutions by building good cooperation so that harmonization will be created in achieving the vision and mission of the institution. As stated by Ustadz Ngabas as the head of the TPQ Hidayatul Mubtadien Institution who said:

“In the Qiroati method, an Ustadz is given the responsibility to teach one class or one volume and has the right to determine the value of the child. So, the success of children is not solely the role of the head of the institution, but is the result of the cooperation of all managers because they are a team.” (Interview, 23 December 2021).

The same thing was also conveyed by Ustadzah Khairun Nisa, who said that:

“We as Ustadz and Ustadzah are given the responsibility to teach one class or one volume and we also provide assessments for the students. In addition, we also work together in bringing order to the students by reminding students who are less diligent to be more diligent even though the students are not their guidance.” (Interview, 25 December 2021).

From the explanation above, it can be concluded that in the management of the TPQ Hidayatul Mubtadien institution, it has been formulated that the graduation of students is not only dominated by one or a few people, but all elements play a role in the graduation of students. One Ustadz is given the responsibility of one class. Each Ustadz also has the right to evaluate the daily assessment of students while increasing the volume is the task of the head of the institution. In addition, TPQ Hidayatul Mubtadien maintains a harmonious, cooperative relationship with the local community. The local community participates in the procurement of facilities and infrastructure.

Some of the people of Jlamprang Village have jobs as Tralis Craft

Entrepreneurs, so the need for TPQ related to trails, development, and the like is the result of sympathy from the local community. In addition, in holding the khataman santri event, the community or santri guardians participate in the committee so that the success of the event is the result of the hard work of all parties, not only the TPQ. So, teamwork is the collaboration of all parties, both internal and external, consisting of the community and guardians of students to achieve the goals that have been set.

Continuous improvement Continuous improvement is continuous improvement on all levels. In an organization, if a critical problem occurs in a system or product, it is necessary to make repeated changes with breakthrough levels. If what happens is a routine deviation from existing standards, what an organization does is small repeated changes. One of the obligations of the Ustadz at TPQ Hidayatul Mubtadien is to take part in an evaluation or improvement of the quality of the Ustadz that is carried out by the institution once a week and an evaluation held by the Branch Coordinator which is held once a month. This evaluation aims to control the process and find solutions if there are obstacles or deficiencies during teaching. The evaluation is called MMQ (Majelis Mualimil Qur'ān) which begins with joint tadarus activities and continues with a discussion about the learning that has been carried out, looking for solutions to any obstacles found so that future learning will be even better.

Education and Training, One of the important factors in TQM is the continuous development of each personnel. This is because the personnel or members of the organization are the main subjects that move the organization. Capabilities that are continuously trained and developed will create quality individuals so that they can bring the organization to achieve the goals that have been set. This is, as stated by Ustadz Ngabas:

"As head of the institute I attend methodology refreshers twice a year. This activity is a kind of workshop to further deepen our knowledge about the latest problems faced by Qiroati method educational institutions. In addition, this activity also aims to increase our enthusiasm and knowledge about learning the Qur'an." (Interview, 23 December 2021).

This explanation was corroborated by a statement from Ustadzah Nur Arifah who stated that:

"I and the Ustadz and Ustadz of TPQ Hidayatul Mubtadien participated in the methodology refresh, which was held twice a year. This activity is to further deepen our knowledge of the latest problems faced by Qiroati method educational institutions. In addition, this activity also aims to increase our enthusiasm and knowledge about learning the Qur'an, the activity is in the form of a workshop." (Interview, 24 December 2021).

From the explanation above, it can be concluded that all stakeholders of TPQ Hidayatul Mubtadien including Ustadz/ustadzah receive training held by the District Coordinator every two years. This methodological refresher aims to refresh the teaching techniques of the Ustadz so that learning is fun.

Controlled Freedom, Decision making through deliberation is one of the principles in TQM. So, every member of the organization has the freedom to have an opinion. Through deliberation, each member can increase the sense of

belonging and responsibility for the decisions that have been made. As stated by ustadzah Arina Manasia as cleric at TPQ Hidayatul Mubtadien that:

"We as wastage are given the authority to assess the daily learning of the students and raise the pages of the book every day. Although it is the responsibility of the head of the institution to increase the volume." (Interview, 23 December 2021).

This is in line with what was conveyed by Mrs. Eva Fadhliyah who said:

"As an ustadzah, I was given the freedom to give an assessment of the students in participating in the learning process, including the daily activities of the students and whether to add pages or not, so I was not burdened by the target.." (Interview, tanggal 23 Desember 2021).

From this explanation, it can be concluded that the task of teaching and providing assessments for students at TPQ Hidayatul Mubtadien is completely left to the Ustadz and ustadzah.

However, the time allocation remains in accordance with the rules that have been applied by Qiroati. When there are students who have finished with their class, the one who states that they are ready for the test is the Ustadz of their own class. Then the class promotion exam is carried out by the head of the institution.

Unity of Purpose, Goal is something that will be achieved by an organization or institution. In order for TQM to be implemented properly, an organization or institution must have a unified goal. Thus, every step or strategy taken can be directed at the same goal.

The main purpose of the Qiroati method is to maintain and maintain the Qur'an learning to read properly and correctly in accordance with the existing tajwid rules. Every Ustadz/ustadzah must have the same goal in teaching this Qiroati method. This goal is instilled in the hearts of every ustadz / ustadz so that teaching is filled with sincerity and does not expect anything in return.

There are participation and development of all stakeholders. Stakeholder development (individual empowerment) is an effort to motivate and provide opportunities for every human resource involved to use all their knowledge, skills, talents and experience to do all tasks with discipline and on time. This is in accordance with what was conveyed by Ustadz Ngabas who said:

"The success we have achieved must be supported by the hard work of all stakeholders. Foundations, heads of institutions, Ustadz/ustadzah, community, students all play a role and help each other in achieving the quality success of this institution. Everything is empowered according to its portion, not only focusing on learning, empowering Ustadz, students and even institutions will determine the success of this TPQ." (Interview, tanggal 26 Desember 2021).

This is corroborated by the opinion of Mrs. Khairun Nisa, who said that:

"I and other Ustadz/ustadzah are always involved in activities, we not only teach, but are also involved in institutional deliberations and other activities." (Interview, tanggal 26 Desember 2021).

From the explanation above, it can be concluded that the educational institution TPQ Hidayatul Mubtadien always involves all stakeholders in managing and realizing its goals. This is in accordance with the principles in TQM, namely the participation of all stakeholders in carrying out all processes

to produce quality and production quality.

CONCLUSION

TPQ Hidayatul Muhtadien applies the concept of Total Quality Management in managing the institution. It is proven by a good public assessment of the graduates produced. The community is satisfied with quality graduates from TPQ, so the number of students increases every year. TPQ Hidayatul Muhtadien applies TQM values in the management of institutions in the following ways: Focus on Customers is proven by the parents of students feeling happy and satisfied because the quality of the graduates of TPQ Hidayatul Muhtadien is considered superior to other TPQ. The obsession with quality shows that this TPQ prioritizes the quality of graduates in a compact manner, whether it is the supervisors from sub-districts or districts, heads of institutions, and Ustadz/ustadzah trying to produce good quality. The scientific approach is proven by TPQ Hidayatul Muhtadien Jlamprang, the Ustadz/ustadzah who teaches is the Ustadz/ustadzah who has passed the coaching marked by the shahadah. Long-term commitment is proven by the formation of character in students is one of the learning objectives at TPQ hidayatul Muhtadien Jlamprang Wonosobo. Teamwork is proven by the management of the TPQ Hidayatul Muhtadien institution, it has been formulated that the graduation of students is not only dominated by one or a few people, but all elements play a role in the graduation of students. Continuous improvement is proven by one of the obligations of the Ustadz at TPQ Hidayatul Muhtadien is to take part in an evaluation or improvement of the quality of Ustadz that is carried out by the institution once a week and an evaluation held by the Branch Coordinator which is held once a month. Education and training is proven by all stakeholders of TPQ Hidayatul Muhtadien including Ustadz/ustadzah who receive training held by the District Coordinator every two years. Controlled freedom is proven by the task of teaching and providing assessments for students at TPQ Hidayatul Muhtadien which is completely left to the Ustadz and ustadzah. Unity of Purpose is proven by TPQ Hidayatul Muhtadien always involving all stakeholders in managing and realizing its goals.

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