



Quality Management Analysis of Education in Response to Global Issues at Darunnajah Islamic Boarding School, Jakarta

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Abstrak

Tujuan penelitian ini adalah untuk mengimplementasikan visi misi pondok pesantren darunnajah dalam meningkatkan manajemen mutu dan untuk manajemen mutu di pondok pesantren darunnajah. Penelitian ini menggunakan pendekatan deskriptif kualitatif melalui sudut pandang ilmu pendidikan dengan observasi partisipatif untuk menguraikan, menggambarkan, menggali dan mendeskripsikan fenomena tentang apa yang dialami oleh subjek penelitian misalnya perilaku, persepsi, motivasi, tindakan, dan lain-lain secara holistik dan dengan cara deskripsi dalam bentuk kata-kata dan bahasa pada suatu konteks khusus yang alamiah serta dengan memanfaatkan berbagai metod alamiah. Pesantren dikatakan bermutu jika output yang dihasilkannya mampu menyatukan antara pendidikan agama dengan pendidikan umum sesuai dengan kebutuhan masyarakat. Artinya, keseimbangan dalam diri output pendidikan pesantren merupakan kebutuhan primer. Keseimbangan antara aspek yang transendental dengan yang profane dalam formulasi ini dan tujuan dari Pendidikan Islam ter-tuang di kerangka terminology pendidikan Islam sendiri. Dalam mencapai tujuan, sangat di butuhkan dan di perlukan proses perencanaan dan strategi yang sangat matang supaya dari apa yang nantinya di putuskan menjadi terarah dan sesuai dengan apa yang di inginkan serta memiliki visi misi yang jelas arah gerakannya.

Kata Kunci: Menejemen, Analisis, Pendidikan and Isu Global

Abstract

The purpose of this research is to implement the vision and mission of the Darunnajah Islamic boarding school in improving quality management and for quality management at the Darunnajah Islamic boarding school. This research uses a descriptive qualitative approach from the perspective of educational science with participatory observation to explain, describe, explore, and depict phenomena experienced by research subjects, such as behavior, perception, motivation, actions, and others, holistically and descriptively in the form of words and language within a specific natural context, utilizing various natural methods. A pesantren is considered of high quality if its output can integrate religious education with general education according to the needs of the community. That means, balance within the output of pesantren education is a primary necessity. The balance between the transcendental and the profane aspects in this formulation and the goals of Islamic education are encapsulated within the framework of Islamic education terminology itself. In achieving the goals, a well-thought-out planning process and strategy are very much needed so that whatever is decided later becomes directed and aligned with what is desired, and has a clear vision and mission for its direction..

Keywords Management, Analysis, Education and Global Issues

Introduction

Quality management is a system used to oversee activities and tasks within an

organization so that the products and services offered can be consistent. Quality management is also known as a Quality Management System (QMS) or a Quality Management System

(SMM). An organization, company, or business needs to implement quality management to achieve its long-term goals. By paying attention to the quality of the company's performance and the products or services offered to customers, the company will find it easier to achieve long-term success because it already has good quality standards in the eyes of customers.

Pesantren education always attracts public attention because it has very diverse dimensions. Pesantren is not only a place to study religion but also an institution that teaches life comprehensively (Akhyar, Iswantir, et al., 2024). In the pesantren, there are four main centers of education: school, household, community, and mosque. As the oldest institution in Indonesia, pesantren has existed and developed since the 17th century, especially in Java.

The history of pesantren in Indonesia shows that pesantren have always played a role in social change, becoming a platform for the dissemination and socialization of Islam (Hakim & Hasan, 2019). Pesantren not only serves as a symbol of Islam but also embodies elements of Indonesian cultural authenticity. Pedagogically, pesantren aims to understand, internalize, and practice Islamic teachings by emphasizing Islamic morality as a daily guide to life.

Since the colonial era, pesantren have been an integral part of society and have made significant contributions to the provision of education and the intellectual advancement of the nation (Wahid, 2023). Until now, pesantren have remained consistent in performing their functions well, and some of them have even developed their roles as centers for community development. Pesantren continues to be an educational institution sought after and recognized by the community due to its contribution in educating generations with strong religious knowledge as well as skills to contribute broadly to society (Chadidjah et al., 2020).

Education is an important process in guiding humans towards happiness in this world and the hereafter. The Qur'an also emphasizes the importance of education, especially for those who are faithful and knowledgeable. Studying and deepening knowledge is considered equivalent to jihad. As Allah SWT says: "O you who have believed, when you are told, 'Make room in assemblies,' then make room; Allah will make room for you." And when it is said: 'Stand up,' then stand up, surely Allah will elevate those of you who believe and those who have been given knowledge by several degrees. And Allah

is All-Knowing of what you do" (Ministry of Religious Affairs of the Republic of Indonesia, 2022).

Quality assurance established by an educational institution implements clear principles and values of quality, starting from the quality of input, process, and output. Its implementation can be carried out through the implementation of an education quality assurance system. According to Permendiknas number 63 of 2009 concerning the Education Quality Assurance System in article 1, it is explained that: Education quality assurance is a systemic and integrated activity by educational units or programs, organizers of educational units or programs, local governments, the government, and the community to enhance the level of national intelligence through education (Permendiknas Number 63 of 2009).

There are six main challenges that need to be analyzed and managed strategically in order to implement the concept of Total Quality Management (TQM) in higher education, which are related to quality dimensions, customer focus, leadership, continuous improvement, human resource management, and fact-based governance (Fandy Tjiptono & Anastasia Diana, 2000). In this era of intense competition, Koslowski emphasizes that the main focus is on the quality of education (Koslowski, A. F. 2006). Quality functions well when customer satisfaction and competitive costs have been met (Singal, R Garg N & Gupta S, 2016).

Based on the background that has been presented, this research will focus on several issues. The formulation of the problem in this research is How the concept of Total Quality Management in educational institutions at Pondok Pesantren Darunnajah Jakarta, How is the implementation of Total Quality Management (TQM) at Pondok Pesantren Darunnajah Jakarta, and what efforts are the school principal making to improve Total Quality Management (TQM) at Pondok Pesantren Darunnajah Jakarta.

Method

1. Method of Approach (Descriptive Qualitative)

This research uses a qualitative descriptive approach from the perspective of educational science with participatory observation to explain, describe, explore, and depict phenomena experienced by research subjects, such as behavior, perception, motivation, actions, and

others, holistically and descriptively in the form of words and language within a specific natural context, utilizing various natural methods (Jhon W. Creswell, 2018: 16).

Highlighting the characteristics of qualitative research as a reference for the study, which leads to the formation of a general study framework. The sampling of data sources was carried out purposively, data collection techniques were combined (triangulation), data analysis was inductive/qualitative in nature, and the study results tended to focus on interpretation. (Sugiyono, 2014:12). Based on the description, the appropriate research approach to use is the qualitative approach, as stated by Bogdan and Biklen and Lincoln and Guba, which has the character of scientific qualitative research. This is because naturalistic ontology desires a reality as a whole that cannot be separated from its context, so the researcher needs to determine their position on the research object to gain understanding. Qualitative methods tend to be easier when faced with multiple realities, with direct presentation related to the researcher and participants, and through this procedure, the researcher becomes more responsive and can adapt to the research environment. The design is temporary, which explains that qualitative research design is not fixed and can change at any time based on the needs of the study, or the research results are discussed and agreed upon collectively. (Sugiyono, 2014:14).

For all types of research, including qualitative research, key quality issues, and control problems are related to the validity of the research and its findings. A valid study is one in which data has been correctly collected and interpreted, so that the accurate conclusions reflect and represent the real world being studied. Strict limitations on field qualitative studies can be observed through data sources, data analysis, the meaning of the obtained data, prioritizing direct data from the field such as participatory observation, interviews, and documentation, giving more priority to participants' opinions over researchers' assumptions, and verifying contradictory cases as the latest findings. Because, through three data collection instruments, researchers can conduct qualitative studies and complete the research optimally.

2. Location (sosial setting) and Research Subjects

a. Social Situation

Qualitative studies without using the term population, so Spradley named it social situation or social condition which includes three elements: location (place), actors (actors), and activities (activity) that interact synergistically. The social condition can be found at home (family and its activities), or people on the sidewalk who are talking, or at the workplace, or in any location. That condition can be clarified as an object of study that aims to deeply understand what is happening within it. In social conditions or research objects, researchers can conduct detailed observations related to the activities of people (actors) in a specific location (place). (Moleong, 2018:22) Thus, the researcher can determine actions as the development of quality management and total quality at Pondok Pesantren Darunnajah Jakarta.

b. Subject of Study

In qualitative research, the population and sample are referred to as the subjects of the study. The subjects of the study consist of all criteria related to quality management at Pondok Pesantren Darunnajah Jakarta. This research has informants, namely the head of the pesantren, while additional informants include the school principal, teachers, and administrative staff. The determination of research subjects using purposive sampling is a technique based on specific criteria related to characteristics or traits found in the known population. The study subjects are carried out through the subject selection procedure, and are not based on strata, randomization, or regions, but rather on specific objectives. This technique is often implemented due to various considerations, such as time, cost, and labor constraints, making it impossible to conduct exhaustive and large-scale sampling. Although this procedure is not prohibited, researchers can determine the sample based on specific objectives, but there are requirements that need to be met. The requirements for conducting purposive sampling are: a) The determination of the sample must be based on specific criteria as the main criteria of the population; b) The selection of subjects as samples must be subjects of the population (key subjects); c) The determination of the characteristics of the population is carried out meticulously in the preliminary study. (Suharsimi Arikunto, 2014:139-140)

The subjects of this study who serve as key informants are the head of the boarding school, while teachers and administrative staff serve as

additional informants. Some study subjects will be visited and interviewed, while others will be observed directly. This is carried out to align the information or data obtained through interviews with the data obtained from observations using triangulation techniques, so that the information/data reaches saturation point.

Result and Discussion

A pesantren is said to be of high quality if its output is able to integrate religious education with general education according to the needs of society. That means, balance within the output of pesantren education is a primary necessity. The balance between the transcendental and the profane aspects in this formulation and the goals of Islamic Education are encapsulated within the framework of Islamic education terminology itself. Like Muhammad Kamal Hasan, quoted by Yasmadi, who provides the terminology of Islamic Education as a comprehensive process of the overall development of human personality, which includes intellectual, spiritual, emotional, and physical aspects, so that a Muslim is well-prepared to fulfill the purposes of their existence by God as His servant and representative in the world.

The curriculum used by Darunnajah is a combination of the Gontor Islamic boarding school curriculum, the front curriculum, and the national education curriculum, supplemented by the yellow book lessons. Meanwhile, the medium of instruction in the classroom is Arabic for religious studies and both Arabic and English for English language lessons. For other general subjects, Indonesian is used.

Pondok pesantren Darunnajah Jakarta also has an Internal Quality Assurance System (SPMI) because SPMI is key to maintaining the consistency of educational quality at the pesantren. SPMI includes the PPEPP cycle: Establishment, Implementation, Evaluation, Control, and Improvement of quality standards.

Pesantren need to form a special unit responsible for the implementation of SPMI. This unit must collaborate with all elements of the pesantren to ensure that quality standards are implemented effectively.

Accreditation provides a guarantee of the quality of education offered by pesantren. With accreditation, diplomas issued by pesantren are nationally recognized. This opens up opportunities for students to continue their education to higher levels or enter the workforce. The accreditation process in pesantren involves

several stages. Starting from internal preparation, filling out the accreditation instruments, visitation by assessors, to the determination of the accreditation results.

Islamic boarding schools must prepare various documents and physical evidence that demonstrate the quality of their education. For students and parents, accreditation provides assurance that the education received at the pesantren meets national standards. Diplomas from accredited pesantren hold the same value as those from general schools. This opens up more options for students after graduation, whether to continue their studies or to work. Accreditation encourages Islamic boarding schools to integrate the national curriculum with the pesantren curriculum. This means that students not only study religious sciences but also general subjects according to national standards. The result is a holistic education that combines intellectual, emotional, and spiritual intelligence.

Many are worried that accreditation will erase the uniqueness of pesantren. However, in reality, accreditation actually encourages pesantren to optimize their strengths. Pesantren can maintain the tradition of studying yellow books, the dormitory system, and the values of pesantren while meeting national education standards. The accreditation process has its own challenges. Islamic boarding schools need to improve the qualifications of their teaching staff, upgrade facilities, and enhance administrative systems. This requires an investment of time and resources. Accreditation encourages Islamic boarding schools to implement modern management. This includes strategic planning, an orderly administrative system, and periodic evaluations. The result is a more organized and professional pesantren in managing education.

Accreditation enhances the competitiveness of pesantren in the education sector. Accredited pesantren can compete with public schools in terms of educational quality. This opens up opportunities for collaboration with other educational institutions, even at the international level. After obtaining accreditation, the pesantren should not become complacent. They need to continuously improve quality, innovate, and maintain their excellence. Accreditation is not the final goal, but rather the beginning of a long journey towards excellence in Islamic education.

School accreditation in Islamic boarding schools is a strategic step in blending tradition with modernity. This is not just a formality, but a

quality guarantee that opens opportunities for pesantren and their students to develop and compete in the global era. With accreditation, Islamic boarding schools prove that Islamic education can be on par with national, and even international, education standards.

Through accreditation, Islamic boarding schools not only maintain their relevance in the modern era but also improve the quality of their education. This is a concrete step in realizing the vision of pesantren as a center of excellence in Islamic education capable of producing Muslim generations who are not only pious but also adept at facing the challenges of the times.

School/madrasa accreditation is an activity that assesses the feasibility of programs and basic and secondary education units based on established criteria to ensure the quality of education in schools/madrasas (Permendikbud Number 59 of 2012). The results of Awaludin's (2017) research show that there is a close relationship between school accreditation and the assurance of education quality, because directly or indirectly, all components of the school will improve to align with the standards set by the eight standards in the SNP. It is further explained that school accreditation also has an indirect impact or consequence on school performance. The positive impact on the entire school community is the growing awareness among all school members to provide and improve services in accordance with the standards or criteria set in the accreditation process, and the increased cooperation of all school components to give their best for the school (Awaludin, 2017).

The positive relationship between school accreditation and the assurance of educational quality and school performance is expected to improve the quality of education in those schools, in other words, the fulfillment of SNP will continue to increase, and it is even possible that it could exceed SNP. Thus, the BAN-S/M tagline "Quality Accreditation for Quality Education," which will strengthen and actualize the BAN-S/M motto: professional, trustworthy, and open, through four pillars (quality devices, quality assessors, quality management, and quality outcomes) can be well realized and yield encouraging results (Malik et al., 2018).

Pondok pesantren Darunnajah Jakarta has shown consistent development from initially having only a few students to becoming a quality pesantren, starting from student achievements,

facilities, administrative work programs, and formal institutions initiated by the pesantren.

In the management stage, planning is crucial, as this planning determines the direction of education in the future, starting from work program planning, the quality of future programs, and so on. At the Darunnajah Jakarta Islamic boarding school, the planning stage involves continuous coordination at the initial stage, which includes holding meetings to determine which work programs are suitable for implementation in the future and also identifying what is needed for their execution. This stage involves caregivers, management, and components necessary for implementing the work programs. Of course, in achieving the goals, a well-thought-out planning process and strategy are essential so that what is ultimately decided is directed and aligned with what is desired, and has a clear vision and mission guiding its direction. In this regard, it aligns with the theory proposed by Ketut Bali Sastrawan, who argues that several steps or strategies can be implemented in educational quality planning, including the formulation of vision, mission, and goals. This is the initial step that must be carried out in program planning, which serves as the institution's reference for its direction, making the institution's goals very clear (Sastrawan, 2019).

Then, after planning in this management function, organization is also needed. One of the stages of organization that is highly emphasized is the mapping or division of tasks among the management. There are several divisions involved in this task distribution process, including the chairman, vice chairman, secretary, treasurer, education division, religious division, equipment division, and cleanliness division. Everything is arranged according to their respective tasks. Simply put, this process involves assigning separate tasks to each subordinate and forming a delegation of tasks and responsibilities from superiors to subordinates. It can also be understood as work detailing, work division, work arrangement, and team monitoring. After carrying out planning and organizing, the implementation or execution of quality is necessary to implement or execute the results of the plans made. In the implementation of educational quality, there are aspects that need to be considered, such as standards in its execution and the quality of what has been carried out, so that this implementation creates extraordinary results. Based on interviews with

several sources who became informants in this research, the implementation of quality management in Islamic boarding schools requires cooperation and mutual reminders, so that the planned work programs continue to improve, resulting in high-quality education and excellent graduates. In this implementation, all management who are the executors of the work program continuously maintain their self-image in carrying out their duties and responsibilities. To ensure that this work program continues to run well, several methods are necessary, such as making changes, implementing improvements, setting standards as quality references, and maintaining relationships among quality executors.

Conclusion

Based on various series of data collection results and the analysis process of the collected data, as well as the consistency between the data collected by the author from observations and the results of the researcher's interviews with the school, it is known that a pesantren is considered of high quality if its output can integrate religious education with general education according to the needs of the community. That means, balance within the output of pesantren education is a primary need. The balance between the transcendental and the profane aspects in this formulation and the goals of Islamic Education are encapsulated in the framework of Islamic education terminology itself. Quality management at Pondok Pesantren Darunnajah Jakarta is school accreditation, School

accreditation at the pesantren is a process of formal assessment and recognition of the quality of education provided by the pesantren. This includes an assessment of the curriculum, facilities, teaching staff, and school management. Through accreditation, the pesantren proves that the education they provide meets national education standards. In the management stage, planning is crucial, as this planning determines the direction of future education, starting from work program planning, the quality of future programs, and so on. At the Darunnajah Islamic boarding school in Jakarta, the planning stage involves continuous coordination in the initial phase, which includes holding meetings to determine which work programs are suitable for implementation in the future and also identifying what is needed for their execution. This stage involves the caretakers, management, and components necessary for implementing the work programs.

Of course, in achieving goals, a well-thought-out planning and strategy process is essential so that what is ultimately decided is directed and aligned with what is desired, and has a clear vision and mission guiding its direction. After carrying out planning and organization, the implementation or execution of quality is necessary to execute or implement the results of the design or planning that has been made. Then, in the implementation of educational quality, there are aspects that need to be considered, such as standards in its execution and the quality of what has been carried out, so that this implementation produces extraordinary results..

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