

IMPLEMENTATION OF TOTAL QUALITY MANAGEMENT IN STRENGTHENING RELIGIOUS CHARACTER

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Abstract

Total Quality Management becomes a reference in education in educational institutions based on process quality, service, human resources and results. Management consists of several things, such as: Planning, implementation, evaluation and follow-up. Schools that implement religious character strengthening are efforts to develop education to realize national education in the midst of globalization. Along with that, the demands of society want a better quality education not only in academic (cognitive and psychomotor) but also moral or morals (affective). This study aims to describe the application of TQM in the strengthening of religious character that consists of customer focus, teamwork and continuous improvement. This research uses qualitative descriptive approach, data collected by way of: observation, interview, and documentation. Research subjects are principals, vice principals, teachers, staff, students and guardians. Validity of data with triangulation. Data analysis is an interactive analysis model of Miles and Huberman through data collection, data reduction, data presentation, and conclusions. The results show that: 1) Focus on the customer, i.e. serving the needs of learners, educators, education personnel, guardians or parents of learners and the community, 2) The implementation of integrated religious PPK in intrakurikuler, kokurikuler, extracurricular activities and habituation, 3) Evaluation in the form of assessment attitudes integrated in every Daily Assessment, Mid Semester Assessment, Semester Final Assessment, Deuteronomy Class Increase, 4) Teamwork is done by involving and empowering all components of the school be it educators as well as educational staff, 5) Continuous improvement, including: the use of the National curriculum is always the latest, increased academic performance, increased levels of discipline of educators and educational personnel, as well as improvement of supporting physical facilities and infrastructure.

Keywords: Total Quality Management, Character, Religious

A. INTRODUCTION

The very noble purpose of education requires serious efforts, especially regarding the formation of students with character. Therefore, schools are required to carry out character education. This is because there are many issues of culture and national character which are currently in the sharp spotlight in society. These issues, for example, corruption, violence, sexual crimes, vandalism, mass fights, consumptive economic life, unproductive political life and so on have always been hot topics in the mass media. Another very important factor is the acute problem that afflicts this nation, namely the character of the younger generation is at a very worrying point, the morality of this nation has been spared from norms, religious ethics and noble culture.

Various efforts have been made, character education (character building) is considered the right way, which can reduce and overcome the problems of culture and national character, because education builds a new generation of a better nation. By looking at the reality that occurs in the community, the implementation of character education in schools or madrasas also experiences many obstacles. These obstacles include several factors, including the planning, implementation, evaluation and readiness process of existing personnel as implementers of character education in schools, including program and financing problems.

The problems of character education that have been in schools so far need to be studied immediately, and alternative solutions are sought, and need to be developed more operationally so that they are easy to implement in schools. Character education aims to improve the quality of implementation and educational outcomes in schools that lead to the achievement of the formation of character and noble character of students in a complete, integrated, and balanced manner, according to graduate competency standards. Through character education, it is expected that students will be able to independently improve and use their knowledge, examine and internalize and personalize character values and noble character so that they are manifested in daily behavior (Siswanto, 2013: 98).

Thus, character education is understood as a system of inculcating good character values to all involved and as school members so that they have knowledge, awareness, and action in implementing these values. All school members who are involved in developing good character are actually in order to build the character of students

Quoting Yahya Khan's opinion (in Siswanto, 2013: 99) states that there are four types of characters that have been known and implemented in the education process, namely (1) character education based on religious values, which is the truth of God's revelation, (2) character education based on religious values, and (2) character education based on religious values. cultural values, among others in the form of character, Pancasila, literary appreciation, exemplary historical figures and national leaders, (3) environment-based character education, (4) self-potential-based character education, namely personal attitude, the result of the empowerment awareness process self-potential which is directed to improve the quality of education.

Specifically, character education based on religious values refers to the basic values contained in religion (Islam). We find many character values that are the basic principles of character education from several sources, including values that come from the example of the Prophet which is embodied in his daily attitudes and behavior, namely the nature of shiddq (honest), amanah (trusted), tabliġh (transparently convey), fathânah (intelligent) (Hidayatulloh, 2010: 61).

Quality improvement is becoming increasingly important for institutions that are used to gain better control through their own efforts. Good freedom must be matched with good accountability. Institutions must demonstrate that they are capable of providing quality education to students. An effective institution requires a strong and purposeful strategy

to deal with the competitive atmosphere and future orientation. Total Quality Management (TQM), is a management management model that tries to do everything "always good from the start". The word "total" in TQM implies that everyone (principals, teachers and education staff) in the school organization must be involved in efforts to improve continuous improvement, and are managers for their respective responsibilities. So, the implementation of TQM all elements in the school must focus on customers to provide the best service in order to achieve the vision, mission and goals that must be set. If TQM aims to have relevance in education, then TQM must place an emphasis on student quality. All students are different from each other, each of them learning with a model that is suitable for their individual needs and inclinations. Educational institutions (schools) that use integrated quality procedures must take seriously the issues of learning styles and needs to improve individualization and differentiation strategies in learning.

The challenges of globalization and modernization bring changes in values in society and children are easily carried away by the currents that distance themselves from the teachings of their religion (affective side). Along with that, the demands of society want a higher quality education not only in the academic field (cognitive and psychomotor) but also in the moral, moral (affective) field. Therefore, people are more selective in choosing educational institutions.

However, as far as the researcher observes, it has not been found to what extent the improvement and follow-up efforts are carried out intensely so that the implementation of Integrated Quality Management in Education can be truly effectively implemented.

From some of the problems mentioned above, the problems that will be discussed in this research are:

1. How is the planning for strengthening religious character according to the concept of TQM in Education?
2. How is the implementation of strengthening religious character in accordance with the concept of TQM in Education?
3. How is the evaluation process carried out in strengthening religious characters in accordance with the concept of TQM in Education?
4. How is the follow-up to the implementation of strengthening religious characters in accordance with the concept of TQM in Education?

B. THEORY BASIS

Total Quality Management (TQM) can be defined from the three words it has, namely total (overall), quality (quality, degree/level of superiority of goods or services), management (action, directive control). TQM can be defined as a management system that is oriented towards customer satisfaction with activities that are carried out properly through continuous improvement and motivating employees. Systematic management that is able to empower educational institutions to be of higher quality is TQM (Total

Quality Management) or Integrated Quality Management in the field of education (Sallis, 2010: 6).

Integrated quality education management based on customer satisfaction as the main target. Customers can be divided into internal customers and external customers. In the world of education, which includes internal customers are the managers of the educational institutions themselves, for example managers, teachers, staff and institutional administrators. Meanwhile, outside customers include the community, government and the industrial world. So, an educational institution is called quality if there is satisfaction between internal and external customers for the services provided.

In the operation of TQM in the world of education there are several main things that need to be considered; First, continuous improvement (continuous improvement). This concept implies that the manager always makes various improvements and improvements continuously to ensure that all components of education providers have achieved the quality standards set. This concept also means that educational institutions are constantly updating the process based on customer needs and demands. If the demands and needs of customers change, then the management of educational institutions will automatically change the quality, and always update the production components or components that exist in educational institutions.

Second, establish quality standards (quality assurance). This understanding is used to set quality standards of all components working in the production process or transformation of graduates of educational institutions (Sallis, 2010: 8)

TQM is a concept that seeks to implement a world-class management system. This requires major changes in the culture and value system of an organization. According to Hensler and Brunell cited by Nasution (2001: 33-34), there are four main principles in TQM, namely as follows:

a. Customer satisfaction

All organizational activities must be coordinated to satisfy customers. The quality that an organization produces equals the value it provides in order to improve the quality of life of its customers. The higher the value given, the greater the customer satisfaction.

b. Respect for Everyone

Employees are the organization's most valuable resource. Therefore everyone in the organization is treated well and given the opportunity to be involved and participate in the decision-making team.

c. Fact Based Management

Every decision is always based on data, not just feelings. There are two main concepts related to this. First, priority (prioritization), which is a concept that improvements cannot be made in all aspects at the same time given the limited resources available. Therefore, by using data, management and teams within the organization can focus their efforts on certain vital situations. Second, the variation or variability of human performance.

Statistical data can provide an overview of the natural variability of each organizational system

d. Continuous Improvement

In order to be successful, every organization needs to carry out a systematic process of implementing continuous improvement. The concept that applies here is the PDCAA (plan-do-check-act-analyze) cycle, which consists of planning steps and taking corrective actions against the results obtained.

In general, the term "character" which is often equated with the term "temperament", "character", "character" or "morals" contains a definition of something that emphasizes psychosocial elements associated with education and environmental contexts. Literally, character has various meanings such as "character" (latin) means instrument of marking, "Charessein" (French) means to engrave (carve), "character" (Indonesian) means innate nature that affects behavior, character, character. , and grin.

The word religious comes from the word religion whose origin is religure which means binding. From this it can be interpreted that religion (religion) has binding rules and must be implemented by its adherents. Religious teachings function to bind and unite a person and group of people in relation to their God, all humans and the universe. Religion is applied in various aspects of life, both those involving ritual behavior or worship, as well as other activities in the form of life that are colored with religious nuances, both visible and visible to the eye or invisible that occur in the human heart (Ancok and Fuad NS, 2011: 76).

Total Quality Management (TQM) in strengthening religious character in schools aims to make schools produce quality services or products and have religious character. In this case, quality services or products with religious characteristics produced by schools or madrasas are qualified graduates (outputs), namely students with character and competence in knowledge (cognitive), attitudes (effective) and skills (psychomotor). The quality that will be achieved by the madrasa as a whole is the formation of schools that have a religious character

C. RESEARCH METHOD

The type of research used by the researcher is field research, namely field research using a naturalistic qualitative approach, because this study aims to get an in-depth picture of the implementation of TQM in strengthening religious characters.

The data collected uses a natural setting as a direct data source (Creswell, 2014: 261). The researcher as a key instrument (researcher as a key instrument), collects data himself through documentation, behavioral observation, or interviews with the participants.

This method is used in order to see and understand an object of research based on the facts. With this qualitative descriptive method, it is hoped that a description of the reality of the research target will be revealed, namely the Implementation of Total Quality Management (TQM) in Strengthening Religious Character.

To collect research data, researchers used several data collection techniques as follows:

1. Observation

The observations that the researchers did were moderate participatory observations (observations) where the researchers in collecting data participated in several activities but not all of them. (Sugiyono, 2011: 312). This observation is an open observation where the observer (researcher) is openly known to the subject of observation and the subjects voluntarily provide the opportunity for researchers to observe events that occur. This observation is used by researchers to observe the geographical location, situation and condition, state of facilities and infrastructure, implementation of activities, condition of students, teachers, and education staff and the surrounding community related to the implementation of TQM in strengthening religious character.

2. Interview

The interview that the researcher uses is a semi-structured interview. This interview is included in the category of in-depth interview (in-depth interview), which in its implementation is more free when compared to structured interviews. The purpose of this type of interview is to find problems more openly, where the parties invited to the interview are asked for their opinions and ideas. In conducting interviews, the researcher listened carefully and noted what was said by the informants (Sugiyono, 2016: 318).

3. Documentation

This documentation method is used by researchers to collect data in written form in the form of letters, numbers and images. This documentation data serves to complement and strengthen the data obtained from observations and interviews.

D. DISCUSSION

The results of research on the Implementation of Total Quality Management (TQM) in Strengthening Religious Characters in schools obtained data which include: (a) Implementation of customer-focused religious character strengthening based on planning, (b) Team work (team work) in strengthening religious characters, (c) Continuous improvement of customer quality.

Reinforcement of religious character in the implementation of customer-focused TQM can be identified through identification of customer expectations and planning of customer education services. Customer expectations can be known by looking at interviews, meeting forums for parents and teachers, and direct communication coming to the school as well as taking report cards, and through home visits.

Planning for the development of the quality of education and the development of the PPK program is carried out every July before entering the new school year, namely through the Workshop on the Development of the Education Quality Assurance System (SPMP) and the Development of the PPK Program which is attended by Supervisors, School Committees and CAR.

The Religious Character Education Strengthening Program (PPK) is integrated in intra-curricular and co-curricular activities. The implementation of PPK in intracurricular activities is a strengthening of character values through strengthening learning materials and learning methods in accordance with curriculum content based on the provisions of laws and regulations.

Apart from routine and scheduled extracurricular activities, Strengthening Religious Character Education (PPK) is also developed through habituation activities, whether routine, incidental, or participatory. These activities include:

- a) Religious Friday, which is every Friday morning before learning begins with the reading of the QS. Yasin together which is centered in the local prayer room which is attended by all students accompanied by the teacher. After reading the QS. Yasin continued with the reading of Al Asmaul Husna and the Duha prayer.
- b) Healthy Friday, namely the habit of cleaning the environment and physical fitness which is carried out after alternate religious Friday activities.
- c) Dhuha prayer activities, midday prayers and 'Asr prayers in congregation every day. Duha prayer activities are carried out at the first break in turns. The Dzuhur prayer is carried out simultaneously during the second break. When the call to prayer for the midday prayer is heard, all activities must stop and the entire academic community performs the midday prayer in congregation, except for those who are non-Muslims and those who are overdue. Likewise with the 'Asr prayer which is carried out in congregation during extracurricular activities in the afternoon.
- d) Mushafakhah, namely the movement of shaking hands with the teacher when entering and leaving school.
- e) The movement for caring for others, namely in order to increase concern for others, every Friday infaq is held and at certain moments to help students in need, for example because of illness or disaster.
- f) Commemoration of religious holidays, namely in order to increase faith and piety to Allah SWT, every time there is a commemoration of the big day, always commemorate it. Among them are Isra 'Mi'raj, Maulid Prophet Muhammad SAW, Nuzulul Qur'an, Eid al-Adha prayer and slaughter of sacrificial animals, Hijriyah new year, Islamic boarding school lightning (Ramadan) and zakat fitrah.
- g) Movement to cover the genitals. Especially for female students who are 100% Muslim, they use long school uniforms and veils, even though there is no provision

from the school that they must wear headscarves. Meanwhile, for non-Muslim students, it is slightly different, namely not wearing a headscarf, even though they are wearing long sleeves and long skirts up to their ankles.

Teamwork is carried out by involving and empowering all components of the school, both educators and education staff. Educators and education personnel in this case as internal customers are strived to be involved and empowered in decision making and implementing decisions.

Continuous improvement is carried out on its customers starting from the beginning towards long-term quality improvements. This is reflected in the improvements made to get input and customer expectations that are conveyed directly, namely through teacher meeting forums with parents of students, or when parents come to school.

The implementation of TQM in strengthening religious character includes 3 (three) aspects, namely: (1) Customer-focused quality improvement, (2) Teamwork, (3) Continuous improvement.

1. Customer Focused Quality Improvement

Customers are all people who demand us to meet a certain quality standard according to their wishes.

Judging from the type of customer, the school is said to be successful if:

- a. Students are satisfied with school products, among others, satisfied with the lessons received, satisfied with the treatment by teachers and leaders, satisfied with the facilities provided by the school.
- b. Parents of students are satisfied with products for their children and products for parents, for example satisfied because they receive periodic reports on student progress and school programs. As a forum for the proposals from the guardians of the students, the school scheduled a meeting with the guardians of students 4 times a year.
- c. Educators and education staff are also satisfied with school management. Educators and Education Personnel are given the opportunity to carry out religious activities. In addition, they are always given the opportunity to improve themselves by participating in trainings that support improving the quality of performance, whether carried out by government agencies or non-government institutions.
- d. Comfortable and adequate facilities and infrastructure. A very representative school prayer room which was built on 2 floors making it possible to accommodate all school residents for congregational prayers and other religious activities. The environment is clean and some of the buildings are equipped with Air Conditioners (AC) and LCD projectors. The facilities owned are quite representative for the implementation of an education. The rooms consist of: the principal's room, teachers' room, Counseling Guidance (BK) room, lobby,

administrative room, library, laboratory, prayer room, School Health Business (UKS), canteen and warehouse. Other facilities to support learning facilities are also very supportive, including the internet, computers, telephones, laboratory equipment, textbooks, religion and the general public.

Meanwhile, internal customers play a major role in determining the quality of people, processes and the environment associated with products and services. This is done as the first step to improve the quality of education in schools.

2. Teamwork

In organizations that implement integrated quality management, teamwork, partnerships and relationships are established and fostered, both between educators, education staff, government institutions, and the surrounding community. The school environment has multi elements which to get good quality it takes the cooperation of the related elements. The school elements in question are principals, teachers, students, administrative staff, school committees, guardians of students/surrounding communities and the government.

3. Continuous or Continuous Improvement

Continuous or continuous improvement means that the management of the school organization must lead to a steady improvement in the overall performance of the school organization. Continuous or continuous improvement allows school organizations to monitor the work processes that have been carried out so that they can identify opportunities for improvement.

The improvements and changes can be seen in the following aspects:

- 1) The use of the National Curriculum is always the latest and always proactive in every activity, whether organized by the Education Office or the Ministry of Religion.
- 2) Improvement of supporting physical facilities and infrastructure.

With the development of the curriculum, all the needs to support the implementation of the curriculum program have also developed.

E. CONCLUSIONS AND SUGGESTIONS

A. Conclusion

1. Planning for strengthening religious character in accordance with the concept of TQM in education is:

- a) Reinforcement of religious character in the implementation of customer-focused TQM can be identified through identification of customer expectations and planning of customer education services.
- b) Related to TQM planning in strengthening religious character that focuses on customers, starting with the existence of a self-evaluation forum.

- c) Planning for the development of the quality of education and the development of the PPK program is carried out every July before entering the new school year, namely through the Workshop on the Development of the Education Quality Assurance System (SPMP) and the Development of the PPK Program which is attended by Supervisors, School Committees and PTK
2. The implementation of strengthening religious character in accordance with the concept of TQM in education in schools are:
- a) The implementation of the Religious Character Education Strengthening (PPK) program is integrated in intra-curricular and co-curricular activities through strengthening learning materials and learning methods.
 - b) In addition, it is also integrated in extracurricular activities and habituation. Religious-based extracurricular activities include deepening the understanding of the holy book of Islam, namely reading and writing the Koran (Iqra), the art of reading the Koran (MTQ), memorizing the Koran (MHQ) and the art of hadroh. While habituation activities are carried out through religious Friday activities, clean Fridays, healthy Fridays, caring for others, habituation of congregational prayers, commemoration of religious holidays, Ramadan boarding schools and movements to cover the genitals specifically for female students.
 - c) Teamwork is an important element in the implementation of TQM in schools. The purpose of forming a team is to optimize the program, especially in strengthening religious character which is applied at all levels and its impact on customer satisfaction. The team consists of the Principal, Educators and Education Personnel, School Committees, Supervisors and the Board of Education.
3. Evaluation carried out in strengthening religious character in accordance with the concept of TQM in Education is carried out through attitude assessment and is integrated in every subject. In addition, there is also systematic supervision carried out by supervisors from the Education Office and School Principals.
4. Follow-up on the implementation of strengthening religious characters in accordance with the concept of TQM in Education in the form of continuous improvement. The implementation of improvements to realize assurance on the quality of graduates by schools is carried out by increasing the competence of educators through MGMP, monthly meetings, and providing opportunities to participate in seminars, training and scientific activities.

B. Suggestions

1. To policy makers in schools, for the sake of improvement and quality improvement, they should carry out and utilize the PDCA management system (Plan, Do, Check, Act) to focus improvements on the right process with the right plan of expectations. Managing an adequate Management Information System (MIS) to support effective, efficient and accountable education administration.

2. Educators and education staff, every teacher and employee should maintain the spirit of performance, always be innovative and be pro-actively involved in every activity by always applying religious principles and maintaining a religious atmosphere so that quality is maintained and public trust persists and In the end, people are satisfied with the services provided.

3. Students.

- a. Increase the spirit of learning in achieving optimal performance while maintaining a religious character.
- b. Always be devoted to parents and teachers, multiply worship and good deeds, obey school rules so that children become successful and gain useful knowledge.
- c. Keep Istiqomah in His way.

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