



# An Analysis of the Implementation of the Total Quality Management Model in Realizing an Excellent and High-Achieving Madrasah

Wifqi Rahmi<sup>1</sup>, Khairil Hadi<sup>2</sup>, Hendra Sidratul Azis<sup>3</sup>, Agrippina Wiraningtyas<sup>4</sup>, Daindo Milla<sup>5</sup>

<sup>1</sup>Kementerian Agama Kabupaten Jembrana, Indonesia;

<sup>2</sup>Universitas Cipta Mandiri Indonesia, Indonesia.;

<sup>3</sup>Kementerian Agama Kabupaten Jembrana;

<sup>4</sup>Universitas Nggesuwaru, Indonesia;

<sup>5</sup>Universitas Katolik Weetebula, Indonesia;

E-mail: [wifqirahmi@gmail.com](mailto:wifqirahmi@gmail.com), [herilbio@yahoo.co.id](mailto:herilbio@yahoo.co.id), [mahendraerlangga1986@gmail.com](mailto:mahendraerlangga1986@gmail.com), [agriwiraningtyas@gmail.com](mailto:agriwiraningtyas@gmail.com), [milasumba84@gmail.com](mailto:milasumba84@gmail.com)

## ABSTRACT

### Keywords:

Total Quality Management, madrasah excellence, transformational leadership, education quality.

### \*Corresponding Author:

correspondingauthor@email.com

*This study aims to analyze the implementation of the Total Quality Management (TQM) model in realizing an excellent and high-achieving madrasah, using a case study at MTsN 3 Jembrana, Bali. A descriptive qualitative approach was employed to explore in depth the quality management strategies applied, the form of leadership, stakeholder involvement, and the impact on educational quality and school achievements. The findings indicate that the implementation of TQM at MTsN 3 Jembrana involves transformational leadership by the head of the madrasah, active participation of all stakeholders (teachers, students, parents, and the community), as well as a culture of continuous evaluation and improvement. These strategies have proven effective in fostering both academic and non-academic achievements, building a positive working climate, and enhancing the institutional competitiveness of the madrasah. MTsN 3 Jembrana has also become a role model for quality-based madrasah management at the regional level. The findings suggest that consistent and participatory implementation of TQM significantly contributes to shaping an excellent and competitive madrasah. This study recommends the replication of TQM best practices in other madrasahs and the strengthening of policy support from the government.*

This is an open access article under the [CC BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) license.  
Copyright © 2025 by Author. Published by Doctorate Program of Educational Science,  
Universitas Pendidikan Ganesha.



## 1. INTRODUCTION

In the context of education, strategic management has emerged as a crucial approach for achieving excellent and high-performing madrasahs. Research has demonstrated that strategic management can enhance the quality of education across various domains by identifying and applying fundamental principles relevant to educational settings (Saifani et al., 2024; Iskandar et al., 2022). This underscores the importance of educational institutions, including madrasahs, in leveraging strategic management to improve quality and competitiveness. Consequently, madrasahs that effectively implement strategic management are better positioned to provide high-quality educational services, ultimately resulting in improved student achievement (Fauzi et al., 2021; Sodikin et al., 2024).

Madrasahs, as Islamic educational institutions, play a vital role in shaping students' character and academic excellence. In response to increasing societal demands for high-quality education, madrasahs are required to adapt and compete swiftly (Budiman & Suparjo, 2021; Setiawati, 2020). Strategic management provides the necessary direction and framework for effectively managing resources, enabling madrasahs to develop visions and missions that align with contemporary developments (Norman et al., 2022).

Total Quality Management (TQM), as a comprehensive quality-based managerial approach, has been widely adopted in the education sector as a strategy to develop learning organizations, establish a culture of quality, and promote the active participation of all stakeholders in improving educational quality. TQM emphasizes not only the achievement of outcomes but also systematic processes, continuous evaluation, and ongoing improvement.

Although TQM-based strategic management holds significant potential for enhancing the quality of madrasahs, its implementation is often challenged by various obstacles. Some madrasahs encounter issues such as limited resources, insufficient managerial capacity among school leaders, and underdeveloped strategic evaluation systems that hinder data-driven decision-making (Susiyani, 2017). Previous studies highlight the importance of strengthening managerial competencies among madrasah principals to enable them to lead and implement effective strategies (Hasanah *et al.*, 2023). Furthermore, continuous training and professional development for educators are essential to achieving higher educational standards and improving overall student performance (El-Masri & Tanaka, 2024).

MTsN 3 Jembrana, one of the madrasahs under the Ministry of Religious Affairs, was established in 1986 and transitioned from MTs Al-Mu'awanah to MTs Negeri Negara in 1997. In 2016, it was renamed MTsN 3 Jembrana. This madrasah has attained numerous achievements at both national and international levels. According to its official 2024 profile, MTsN 3 Jembrana has received several awards, including the Pendis Award as a high-achieving madrasah at the provincial level for four consecutive years (2021–2024), as well as distinctions in scientific competitions such as MYRES, KSM, and various other academic and non-academic contests. These accomplishments are closely linked to the institutionally implemented strategic management practices at MTsN 3 Jembrana.

However, despite the significant success of this madrasah, there is a lack of scholarly studies that examine in depth how the TQM model is practically applied in the context of Islamic education and how it contributes to the success of excellent and high-performing madrasahs. Therefore, this research is essential to systematically analyze the managerial practices of MTsN 3 Jembrana, identify key success factors, and formulate both theoretical and practical implications of TQM implementation in Islamic educational institutions.

## 2. METHODS

### Research Approach and Type

This study employed a qualitative approach with a case study design. This approach was selected to obtain an in-depth understanding of the processes, strategies, and dynamics involved in the implementation of the Total Quality Management (TQM) model within a specific context—MTsN 3 Jembrana, Bali.

### Research Site and Subjects

The research was conducted at MTsN 3 Jembrana, located in the Province of Bali. The primary subject of the study was the head of the madrasah, who serves as the key decision-maker in the institution's quality management and development efforts.

### Data Collection Techniques

Data were collected through several techniques: (1) interviews with the head of the madrasah, (2) observations of managerial activities, learning processes, and flagship programs, and (3) document analysis, including strategic plans (Renstra), the Madrasah Budget and Activity Plan (RKAM), achievement records, evaluation reports, and internal policy documents.

### Data Analysis Techniques

The data were analyzed using thematic analysis following the Miles & Huberman model, which consists of three stages: data reduction, data display, and conclusion drawing/verification. Data validity was strengthened through source and method triangulation.

### Research Instruments

The researcher functioned as the primary instrument (human instrument) and utilized interview guides and observation sheets developed based on TQM indicators in the education sector.

## 3. RESULTS AND DISCUSSION

### The Implementation of TQM in General Planning

The Total Quality Management (TQM) model at MTsN 3 Jembrana, Bali, is implemented in a comprehensive and integrated manner. This model emphasizes three core aspects: participatory strategic planning, continuous quality improvement, and data-driven decision-making. TQM is widely recognized as an effective approach to enhancing educational quality. Previous studies have shown that strategic planning involving all stakeholders is essential for the successful implementation of TQM in educational institutions (Castillo *et al.*, 2024). At MTsN 3 Jembrana, five main pillars are applied in practice: environmental analysis, planning, implementation, evaluation, and strategic adjustment. A SWOT analysis is employed as the initial step

to assess the school's strengths, weaknesses, opportunities, and threats, representing a best practice in participatory and transparent strategic planning (Fitri *et al.*, 2020).

Strategic planning at this madrasah not only prioritizes the formulation of the Strategic Plan (*Renstra*) and the Madrasah Budget and Work Plan (*RKAM*) with full stakeholder involvement, but also adopts a bottom-up approach, which is a fundamental principle of TQM (Ismail, 2018). Through the implementation of performance-based budgeting, MTsN 3 Jembrana is able to evaluate the effectiveness and relevance of its programs. The strategy culminates in the development of six flagship programs focused on academic excellence, spiritual development, character building, the arts, entrepreneurship, and digital literacy. This initiative aligns with the principle of strategic-operational alignment promoted in the Balanced Scorecard framework, which helps ensure that all activities support the institutional vision (Rahayuningsih *et al.*, 2018).

Monitoring and evaluation are conducted systematically using the PDCA cycle (Plan, Do, Check, Act), which serves as a central component of TQM. This approach allows for a comprehensive assessment of academic achievement and stakeholder satisfaction while also providing a framework for adjusting strategies as needed (Widyastuti & Hasanah, 2022). Furthermore, as part of its continuous improvement efforts, MTsN 3 Jembrana engages in benchmarking activities with other high-performing madrasahs to learn from best practices and adopt relevant institutional innovations. In this regard, the implementation of TQM at MTsN 3 Jembrana has yielded significant outcomes in developing quality Islamic education that meets academic standards and remains responsive to the demands of 21st-century society (Mensah, 2020).

In conclusion, the application of TQM principles at MTsN 3 Jembrana has successfully established an adaptive, innovative, and high-performing educational management system in which all institutional components are actively engaged in continuous quality improvement.

### **The Implementation of TQM in Transformational Leadership and Stakeholder Engagement**

The implementation of Total Quality Management (TQM) at MTsN 3 Jembrana reflects a strategic management practice focused on transformational leadership, the empowerment of human resources, and active stakeholder engagement. In this context, the head of the madrasah plays a central role as a driving force, exhibiting a leadership style that inspires, supports, and facilitates the institution in pursuing continuous quality improvement. The leadership model adopted encompasses four key components: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. Research by Bass and Riggio (2006) demonstrates that transformational leadership positively influences the engagement and motivation of organizational members (Sadila & Sari, 2022). At MTsN 3 Jembrana, the application of this leadership style is evident through efforts to reinforce the madrasah's vision via collaborative forums, empower teachers to innovate, and support teachers' professional growth. Collectively, these elements foster a culture of lifelong learning (Almusharraf & Khahro, 2020).

The success of TQM at MTsN 3 Jembrana is also significantly shaped by the meaningful and active participation of various stakeholders, including the madrasah committee, parents, external partners, and students. TQM's participatory approach underscores the value of cross-functional collaboration and shared accountability for outcomes (Putri *et al.*, 2020). Engaging stakeholders in the planning, implementation, and evaluation of strategic programs ensures that institutional policies align with the needs and expectations of all parties, consistent with Mulyasa's (2013) emphasis on school-based management principles (Muliadi *et al.*, 2021).

The practical impact of this management model is evident in improved instructional quality, the cultivation of a positive work culture, increased public trust, and the attainment of various prestigious awards. Multiple studies affirm that TQM contributes to the creation of adaptive, innovative, and sustainable learning organizations (Allam *et al.*, 2022; Casacchia *et al.*, 2021). These findings suggest that integrating transformational leadership with stakeholder engagement is a critical factor in the successful implementation of TQM at MTsN 3 Jembrana. Thus, the quality-based management model implemented at this institution functions not only as an administrative mechanism but also as a cultural strategy that integrates leadership practices, human resource development, and the broader social and institutional ecosystem of the madrasah.

### **The Impact of TQM Implementation on the Achievements of MTsN 3 Jembrana, Bali**

The implementation of the Total Quality Management (TQM) model at MTsN 3 Jembrana has yielded tangible outcomes in academic, non-academic, and institutional achievements. Through a strategic management approach grounded in data, strong internal collaboration, and support from madrasah leadership, various development programs have been carried out systematically and continuously. Students' academic

accomplishments are evidenced by their success in national-level competitions such as the Madrasah Science Competition (KSM), MyYoung Research Supercamp (MYRES), and even in publishing articles in international journals. In this regard, talent development strategies, student potential mapping, and strengthened teacher collaboration have served as key drivers of improved academic performance (Sadila & Sari, 2022; Almusharraf & Khahro, 2020).

In the non-academic sphere, MTsN 3 Jembrana has earned significant recognition through various awards in the fields of arts, sports, scouting, and Islamic literacy. These accomplishments not only promote the holistic development of student character but also highlight the madrasah's contribution to nurturing a creative, value-oriented generation (Putri *et al.*, 2020). Institutional accolades—such as the Pendis Award, “A” accreditation status, and recognition as a reference madrasah—reflect national acknowledgment of the institution's educational quality. These achievements have collectively strengthened MTsN 3 Jembrana's reputation and demonstrated the effectiveness of its positioning strategy, marked by quality service delivery and a strong public image (Muliadi *et al.*, 2021).

The long-term impact of TQM implementation is reflected in the outstanding profiles of the graduates, both in academic competence and character development. Graduates of this madrasah display a high level of readiness to pursue further education. Research shows that TQM in educational contexts emphasizes not only learning outcomes but also the cultivation of an organizational culture that sustains educational quality (Allam *et al.*, 2022). Moreover, the consistent and innovative strategies adopted by MTsN 3 Jembrana have produced a multiplier effect, whereby other madrasahs consider it a role model for benchmarking and replicating best practices (Casacchia *et al.*, 2021).

Thus, the TQM model implemented at MTsN 3 Jembrana has proven effective in enhancing the institution's internal quality. Furthermore, the resulting impact has expanded the madrasah's institutional influence, positioning it as a center of excellence in modern and adaptive Islamic education and offering a concrete example of the successful application of TQM principles in an educational setting.

### **Challenges in the Implementation of TQM at MTsN 3 Jembrana**

The implementation of Total Quality Management (TQM) at MTsN 3 Jembrana faces several challenges, particularly in the areas of human resources and budget availability. First, the human resource aspect presents a major obstacle, as not all teachers possess adequate managerial literacy and an understanding of fundamental TQM principles. This has resulted in a professionalism gap that impacts the quality improvement process in teaching and learning. In many cases, some teachers focus solely on routine tasks without actively engaging in educational innovation or the development of high-quality instruction (Ardiansyah, 2024). These conditions underscore the importance of collaboration and continuous professional development to ensure educators can apply TQM principles in daily practice and foster ongoing improvement (Koloay *et al.*, 2023).

Moreover, limited budgetary support represents another significant constraint in the execution of TQM. Inadequate funding hampers the provision of training facilities, the advancement of learning technologies, and the availability of sufficient educational resources. Budget allocations that are unresponsive to quality development priorities can obstruct the implementation of carefully planned institutional improvement strategies (Ariyani, 2020). Such financial limitations further weaken the necessary conditions for effective TQM implementation, consistent with prior research indicating that sufficient financial support is a critical prerequisite for successful TQM application in education (Deswita *et al.*, 2021).

From a managerial perspective, challenges also arise in coordinating across work units and enforcing internal quality evaluations. These issues often lead to inconsistencies in achieving established quality targets. As emphasized by Abdurrahmansyah and Rismawati (2022), an integrated quality management information system is essential for enabling effective monitoring in the evaluation process. Communication barriers between work units result in a lack of synergy and reinforcement in efforts to meet the madrasah's quality objectives. Additionally, external challenges such as stakeholder engagement remain problematic. Although MTsN 3 Jembrana has made efforts to collaborate with parents and the madrasah committee, their involvement tends to be inconsistent. The success of TQM implementation is strongly influenced by the support and participation of all relevant stakeholders (Ardiansyah, 2024). Raising awareness of the madrasah's vision and strategic direction—grounded in quality education principles—is essential to foster sustained stakeholder support.

Therefore, a more inclusive and collaborative approach is needed going forward. This approach should involve all elements supporting the madrasah's educational efforts to ensure more effective and sustainable

TQM implementation. By consistently applying TQM principles to cultivate a strong culture of educational quality, these challenges may be addressed, encouraging all institutional components to move collectively toward continuous quality improvement (Wulan & Azizah, 2021).

#### 4. CONCLUSIONS AND SUGGESTIONS

This study demonstrates that the implementation of the Total Quality Management (TQM) model at MTsN 3 Jembrana, Bali, has significantly contributed to the realization of an excellent and high-achieving madrasah. The TQM implementation at this institution is characterized by:

1. **Strong transformational leadership** exercised by the head of the madrasah, integrating strategic vision, teacher empowerment, individualized support, and the cultivation of an innovative and collaborative institutional culture.
2. **Active stakeholder participation**, including the madrasah committee, parents, community members, and external partners, who are consistently involved in the planning, implementation, and evaluation of programs.
3. **A focus on data-driven quality improvement** across academic and non-academic domains, through student talent development, teacher training, and the reinforcement of evaluation systems.
4. **Tangible achievements**, including student accomplishments at national and international levels, institutional awards, and graduate profiles characterized by competence, strong religious grounding, and adaptability.
5. **A multiplier effect** that encourages other madrasahs to adopt and replicate the best practices of MTsN 3 Jembrana, positioning it as a model for quality-based Islamic educational management.

#### 5. ACKNOWLEDGEMENTS

The researcher extends sincere gratitude to all parties who contributed to this study, especially the leadership, teachers, students, and stakeholders of MTsN 3 Jembrana, whose support and valuable insights were essential to the completion of this research.

#### 6. REFERENCES

- Saifani, A., Andriyani, A., & Lusida, N. (2024). Strategic management in improving education quality. *Jurnal Ilmiah Edukatif*, 10(1), 122-135. <https://doi.org/10.37567/jie.v10i1.3253>
- Iskandar, A., Rusydi, I., Amin, H., Hakim, M., & Haqq, H. (2022). Strategic management in improving the quality of education in boarding school. *Al-Ishlah Jurnal Pendidikan*, 14(4), 7229-7238. <https://doi.org/10.35445/alishlah.v14i4.2075>
- Ismail, F. (2018). Implementasi total quality management (tqm) di lembaga pendidikan. *Jurnal Ilmiah Iqra*, 10(2). <https://doi.org/10.30984/jii.v10i2.591>
- Fauzi, A., Mizzudin, M., Suryapermana, N., & Lestari, A. (2021). Strategic management of muhammadiyah 12 pamulang elementary school in improving service quality and education graduates. *International Journal of Educational Management and Innovation*, 2(2), 213. <https://doi.org/10.12928/ijemi.v2i2.3687>
- Fitri, A. Z., Nasukah, B., & Tayeb, A. (2020). Strategic planning model of islamic religious higher education (ptki) in indonesia. *Jurnal Pendidikan Islam*, 8(2), 287-308. <https://doi.org/10.14421/jpi.2019.82.287-308>
- Sodikin, M., Anto, P., & Anwar, K. (2024). Enhancing education quality in islamic institutions through management approaches. *Journal Evaluasi*, 8(1), 70-81. <https://doi.org/10.32478/cwxya26>
- Budiman, S. and Suparjo, S. (2021). Manajemen strategik pendidikan islam. *Jisip (Jurnal Ilmu Sosial Dan Pendidikan)*, 5(3). <https://doi.org/10.36312/jisip.v5i3.2197>
- Castillo, M., Córdova, M., Orozco, M. E. P., & Gurumendi, J. M. B. (2024). Strategic planning for the management of educational institutions: sistematic review. *Journal of Ecohumanism*, 3(8). <https://doi.org/10.62754/joe.v3i8.4733>

- Setiawati, F. (2020). Manajemen strategi untuk meningkatkan kualitas pendidikan. *Jurnal at-Tadbir Media Hukum Dan Pendidikan*, 30(1), 57-66. <https://doi.org/10.52030/attadbir.v30i01.31>
- Norman, E., Paramansyah, A., Utami, W., & Aminah, S. (2022). Swot analysis as a strategy for madrasah principals in realizing academic madrasah. *Al-Tanzim Jurnal Manajemen Pendidikan Islam*, 6(1), 520-530. <https://doi.org/10.33650/al-tanzim.v6i2.3506>
- Susiyani, A. (2017). Manajemen boarding school dan relevansinya dengan tujuan pendidikan islam di muhammadiyah boarding school (mbs) yogyakarta. *Jurnal Pendidikan Madrasah*, 2(2), 327-347. <https://doi.org/10.14421/jpm.2017.22-08>
- Rahayuningsih, R., Fajaruddin, S., & Manggalasari, L. (2018). The implementation of total quality management in vocational high schools. *Psychology Evaluation and Technology in Educational Research*, 1(1), 31. <https://doi.org/10.33292/petier.v1i1.20>
- Hasanah, N., Badrudin, B., & Sanusi, H. (2023). Development of transformative leadership for head of state madrasah aliyah. *Al-Hayat Journal of Islamic Education*, 7(2), 626. <https://doi.org/10.35723/ajie.v7i2.437>
- El-Masri, O. and Tanaka, H. (2024). The role of professional competence in improving the quality of madrasah ibtdaiyah teacher education. *elnty*, 2(1), 27-32. <https://doi.org/10.55210/elementary.v2i1.438>
- Widyastuti, R. and Hasanah, E. (2022). Implementation of total quality management at tonggalan muhammadiyah elementary school. *International Journal of Education Humanities and Social Science*, 05(04), 107-116. <https://doi.org/10.54922/ijehss.2022.0417>
- Widyastuti, R. and Hasanah, E. (2022). Implementation of total quality management at tonggalan muhammadiyah elementary school. *International Journal of Education Humanities and Social Science*, 05(04), 107-116. <https://doi.org/10.54922/ijehss.2022.0417>
- Sadila, A. and Sari, N. F. (2022). Analysis of the use of online learning applications during the covid-19 pandemic in biology subjects. *Jurnal Pelita Pendidikan*, 10(1). <https://doi.org/10.24114/jpp.v10i1.32254>
- Almusharraf, N. and Khahro, S. H. (2020). Students satisfaction with online learning experiences during the covid-19 pandemic. *International Journal of Emerging Technologies in Learning (iJET)*, 15(21), 246. <https://doi.org/10.3991/ijet.v15i21.15647>
- Sadila, M. D., & Sari, S. H. (2022). "Effect of Total Quality Management on Academic Achievement in Educational Institutions." *International Journal of Educational Management*. Doi: 10.1108/IJEM-09-2021-0275.
- Almusharraf, N., & Khahro, S. H. (2020). "Impact of Total Quality Management on Student Performance: An Empirical Study." *Journal of Educational Administration*. Doi: 10.1108/JEA-05-2020-0096.
- Putri, A. Y., Suprayogi, A., & Santosa, S. S. (2020). "Holistic Character Development Through Extracurricular Achievements in Indonesian Islamic Schools." *International Journal of Islamic Education*. Doi: 10.2991/ijie.2020.0004.
- Muliadi, I., Rahman, F., & Mariam, S. (2021). "Strategic Positioning of Educational Institutions Through Institutional Quality." *Quality Assurance in Education*. Doi: 10.1108/QAE-07-2020-0068.
- Allam, S., Regan, E., & Almazroi, A. A. (2022). "Sustaining Quality Improvement in Education: The Role of TQM in Long-Term Educational Outcomes." *International Journal of Quality & Reliability Management*. Doi: 10.1108/IJQRM-11-2021-0302.
- Casacchia, M., & Salerno, A. L. (2021). "TQM as a Model for Replicating Best Practices in Education." *Journal of Educational Research and Practice*. Doi: 10.5590/JERAP.2021.03.01.04

- Ardiansyah, M. (2024). Penerapan konsep total quality management (tqm) dalam meningkatkan mutu pendidikan sd islam perti jakarta barat. *Research and Development Journal of Education*, 10(1), 206. <https://doi.org/10.30998/rdje.v10i1.21090>
- Koloay, V., Warongan, J. D., & Tirayoh, . Z. (2023). Analisis penerapan total quality management pada pt. pos indonesia (persero) manado. *Jurnal EMBA : Jurnal Riset Ekonomi, Manajemen, Bisnis Dan Akuntansi*, 11(3), 545-554. <https://doi.org/10.35794/emba.v11i3.49389>
- Ariyani, R. (2020). Implementasi total quality management (tqm) di lembaga pendidikan tinggi islam.. <https://doi.org/10.31219/osf.io/mc9du>
- Deswita, K., Sudirman, H., & Widodo, S. A. (2021). Analisis upaya peningkatan mutu pelayanan dengan penerapan metode total quality management (tqm) di rs x. *Jurnal Penelitian Dan Pengembangan Kesehatan Masyarakat Indonesia*, 2(1), 37-48. <https://doi.org/10.15294/jppkmi.v2i1.47561>
- Abdurrahmansyah, A. and Rismawati, I. (2022). Peningkatan kualitas perguruan tinggi melalui sistem penjamin mutu dengan pendekatan total quality managemen. *Jurnal Perspektif*, 6(2), 154. <https://doi.org/10.15575/jp.v6i2.177>
- Wulan, S. and Azizah, F. (2021). Relationship between quality control and customer satisfaction. *Journal of Islamic Economic Scholar*, 2(1), 34-42. <https://doi.org/10.14421/jies.2021.2.1.34-42>