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**The implementation of the Islamic Schools resources total quality management**

**In Banjarmasin, Indonesia**

**(A Multicase Study at State Islamic Primary School of *Pemurus Dalam*, State Islamic Middle School of *Mulawarman*, and State Islamic High School of Banjarmasin 3)**

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**Abstract:**

This research studied educational human resource total management at the Islamic schools including curriculum and instructional programs, teachers and educational staffs, facilities, budgets, and machines at three different levels of Islamic Schools in Banjarmasin, Kalimantan, Indonesia. This research employed qualitative approach which was oriented to the theoretical phenomenology and used multicases study design. Data were collected using indepth interview, observation, and documentation. The analysis were done by having the following steps: data collection, data reduction, data display, and conclusion, drawing and verifying. The analysis involved individual case and cross cases analyses. The findings revealed showed the continuous improvement orientation, customer satisfaction and expectation fulfillment, implementation results control, and strategies to overcome resistance in curriculum, instructional program, teachers, educational staffs, facilities, budgets, and machines.

**Key words:**

Total quality management, Islamic schools resources, Implementation

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## Introduction

Most of the Banjar community are moslem. In the middle of the information and globalization streams, parents expect that their children remain having science and religion education so that they enrolled their children to the Islamic schools the so-called Madrasah including the Islamic Primary Schools which are the so-called Madrasah Ibtidaiyah, Islamic Middle Schools which are the so called Madrasah Tsanaiyah, dan the Islamic High Schools or the so-called Madrasah Aliyah. The State Islamic Schools or the State Madrasahs have become their choices.

Inline with the needs of communities having fast development, education has been challenged to have good quality. Such expectation has been responded by leaders of Madrasahs rationally by orienting to the community needs which comply the Law of Indonesia Republic No 20, 2003 about the National System of Education. This law enforces the principles of democraton, decentraliation, autonomy, and human right. These can be implemented with full supports of the educators to solve problems and positively contribute to the solution of the macro level problem in Indonesia. The national educational system has assured the education opportunities across the nation, quality enhancement, as well as relevance and efficiency of the educational management to face the current challenges and the life changes at the local, national, and global levels. Therefore, these need planned, directed, and continuous educational reformation.

Eventhough the new educational management paradigm has provided more freedom to the Madrasahs to self manage and manage their own operation to enhance educational quality, in fact, they have not fulfilled the community needs. This has enforced Madrasahs to work for continuous improvement. Madrasahs management must develop creativity, inovation, modernation, and customer focused. Such complete elements of the management focuses on complying the customer needs and continuous improvement acknowledged as the Total Quality Management (Sallis, 2012). Among these components, teachers and educational staffs have the most significant roles. The success of the quality management requires the ability and sagacity of the educational leaders.

Sallis (2012) says that total quality management (TQM) in education is an educational institution system providing products in terms of *services*. Total Quality Management can be said as a management strategy focusing on the process improvement for customer success. Such strategy has been made successful in the developed countries such as Japan and United States of America. This TQM has now become a practice in educational institutions by employing quality control using PDCA (*Plan, Do, Check, Action*) Model.

In the context of Madrasahs, the educational resources consist of Curriculum and Instruction (non human resources), Teachers and Educational Staffs (human resources), Facilities (physical resources), Budget, and Machines (Hermawan, 2010). Parents has realized the importance of quality education providing relegious learnings for their children to encounter negative influences of the globaliation era. They, therefore, tend to choose Madrashas having excellent quality.

This research studied the educational resources total quality management in Islamic Schools or the so-called Madrashas using the concept of PDCA (*Plan, Do, Check and Action*) in terms of (1) educational resources total quality management plan oriented to the continuous improvement, (2) educational resources total quality management

## The implementation of the integrated Islamic Schools.....

implementation to fulfill the customers satisfaction and needs, (3) educational resources total quality management control, (4) Resistances and strategies to manage the problems of educational resources total quality management in three Madrasahs in Banjarmasin in terms of curriculum and instructional program, teachers and educational staffs, facilities, budget, and machines.

### 2. Method

This research employed qualitative approach with multicases study design. This used the phenomenological teoretical orientation. This research focused on three subjects consisting of the State Islamic Primary School or the so-called Madrasah Ibtidaiyah Negeri *Perumus Dalam*, State Islamic Middle School or the so-called Madrasah Tsanawiyah Negeri *Mulawarman*, and State Islamic High School or the so-called Madrasah Aliyah Negeri 3 Banjarmasin, Kalimantan, Indonesia. The researcher was the *key instrument* and at the same time became the research data collector (Moleong, 2003:121).

Data was collected using indepth interview, observation, and documentation techniques. Informen were selected by using purposive sampling technique combined with the *snowballsampling*. The key informen were the three principals of the subjects. The collected data were verified, reducted, and presented (Miles & Huberman, 2012). The data validity were checked using credibility, transferability, dependability, and confirmability.

### 3. Findings

#### a. Educational Resources Total Quality Management Oriented to the Continuous Improvement

The planning was done by the schools community involving principles, teachers, educational staffs, and school committee. These school entities formulated vision, mission, goals, strategies, and targets of the Madrasahs. In planning phase, the schools communities predicted the academic and non academic achievement based on the religious, science, and technological aspects. The finding as presented into the following figure:

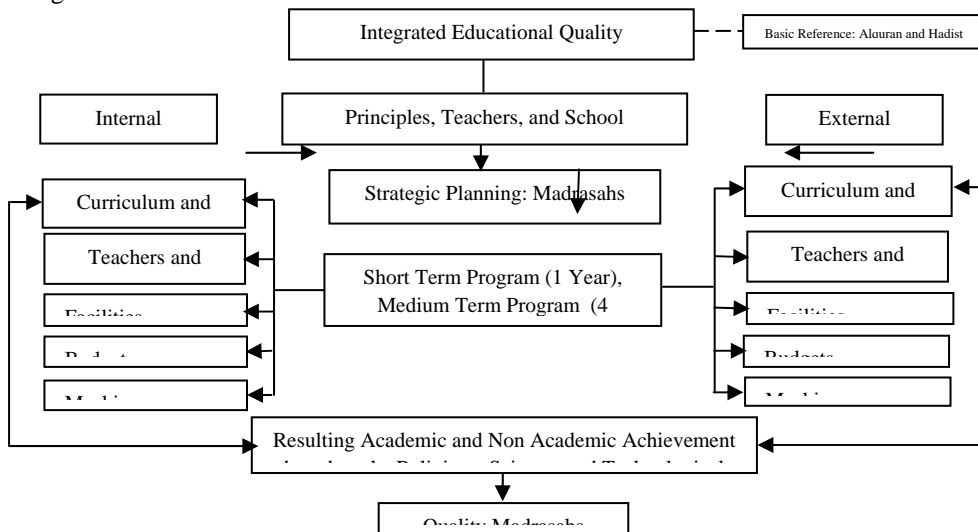


Figure 1. Educational Resources Total Quality Management Plan Oriented to the Continuous Improvement at the Three Madrasahs

Based on the above presentation, it can be concluded that the plan integrating all aspects of resources by formulating strategic plan, vision, mission, objectives, targets completed with annual budgetting plan. The strategic plan was formulated in the short-term, mid-term, and long-term plans.

b. Educational Resources Total Quality Management Implementation to fulfill the customer satisfaction and needs

The findings on the implementation of educational resources total quality management can be presented into the following figure.

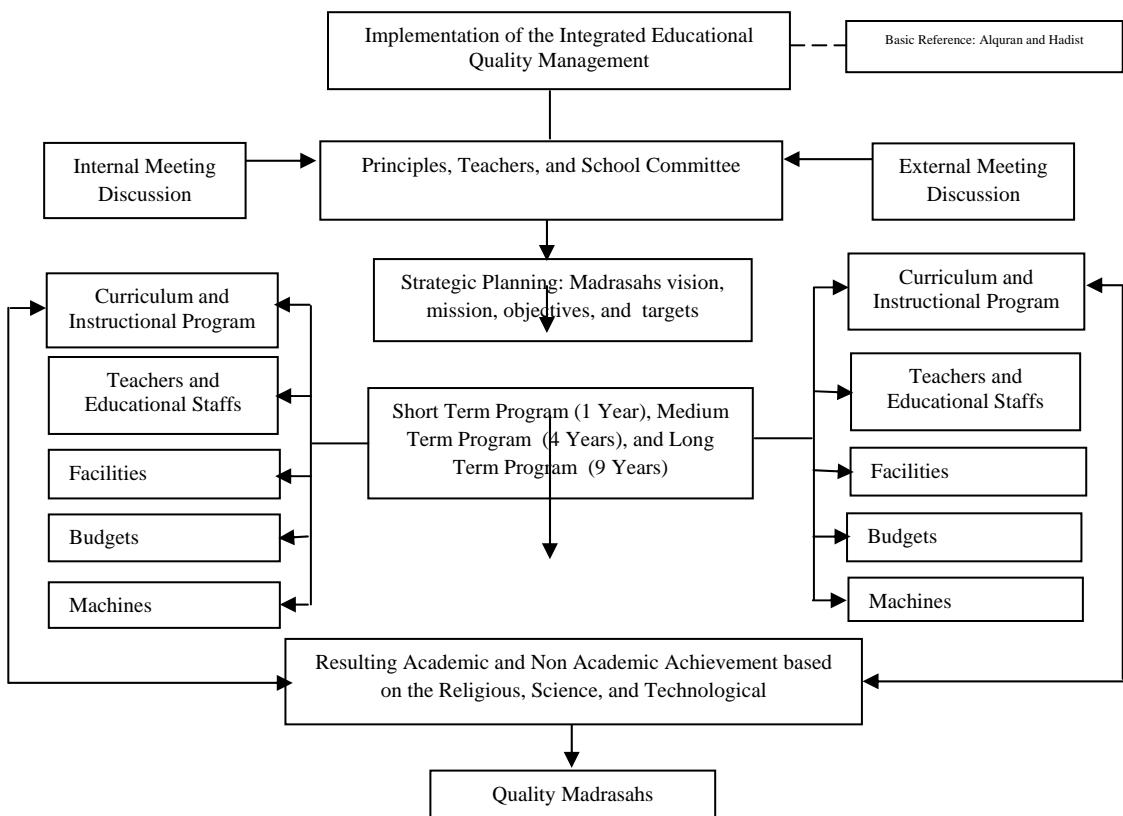


Figure 2. Integrated Educational Quality Management Implementation to fulfill customer services and needs.

## The implementation of the integrated Islamic Schools.....

This illustration showed that the implementation was done by having team works among the principals, teachers, educational staffs, and school committee to produce graduates to have capability in science and technology, be religious, and have high academic and con academic achievements. These were important aspects to build quality Madrasahs.

### c. Control of the Educational Resources Total Quality Management Results

Findings on the control of the educational resources total quality management results can be presented into the following figure.

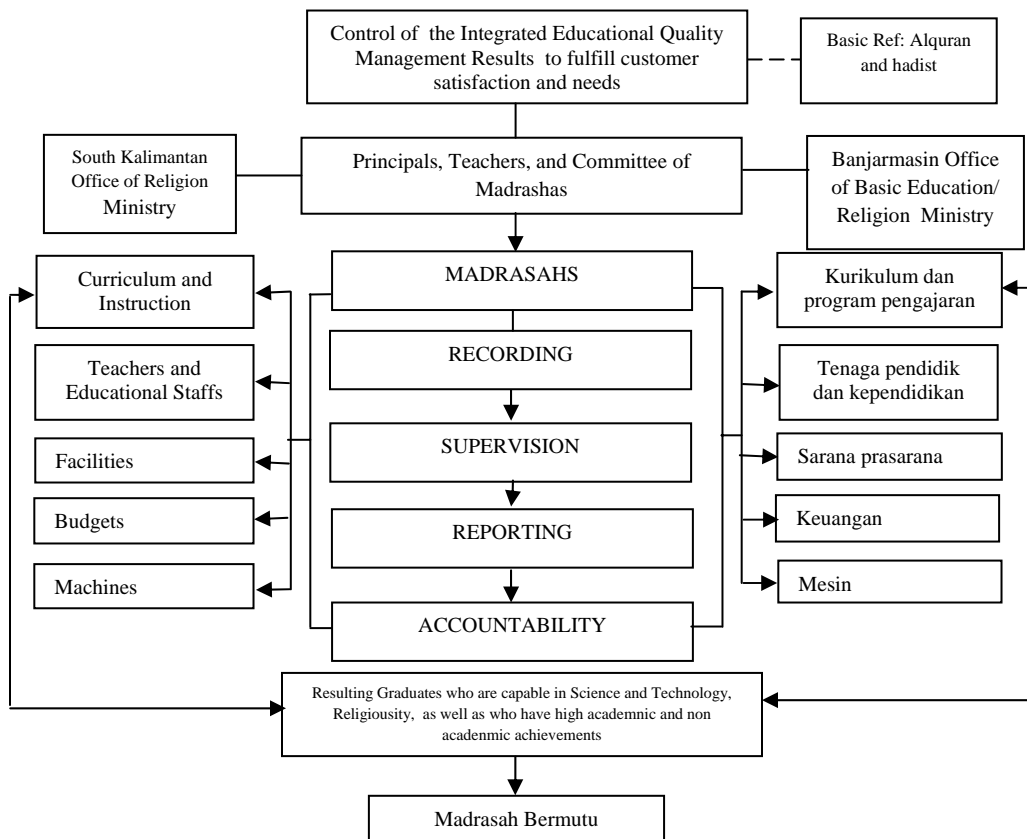


Figure 3. Control of the Educational Resources Total Quality Management Results

This showed that the control was aimed at resulting the quality madrasahs. The control was done through total model of intervention in all aspects of curriculum, instruction, teachers, educational staf, budgets, and machines using key strategic activities including recording, supervision, reporting, and accountability done by principals, teachers, committee of Madrasahs.

### e. Resistance and Strategies to Manage the Educational Resources Total Quality Management Implementation problems

The following showed the figure of the resistances and the Strategies employed to manage problems in implementing the educational resources total quality management.

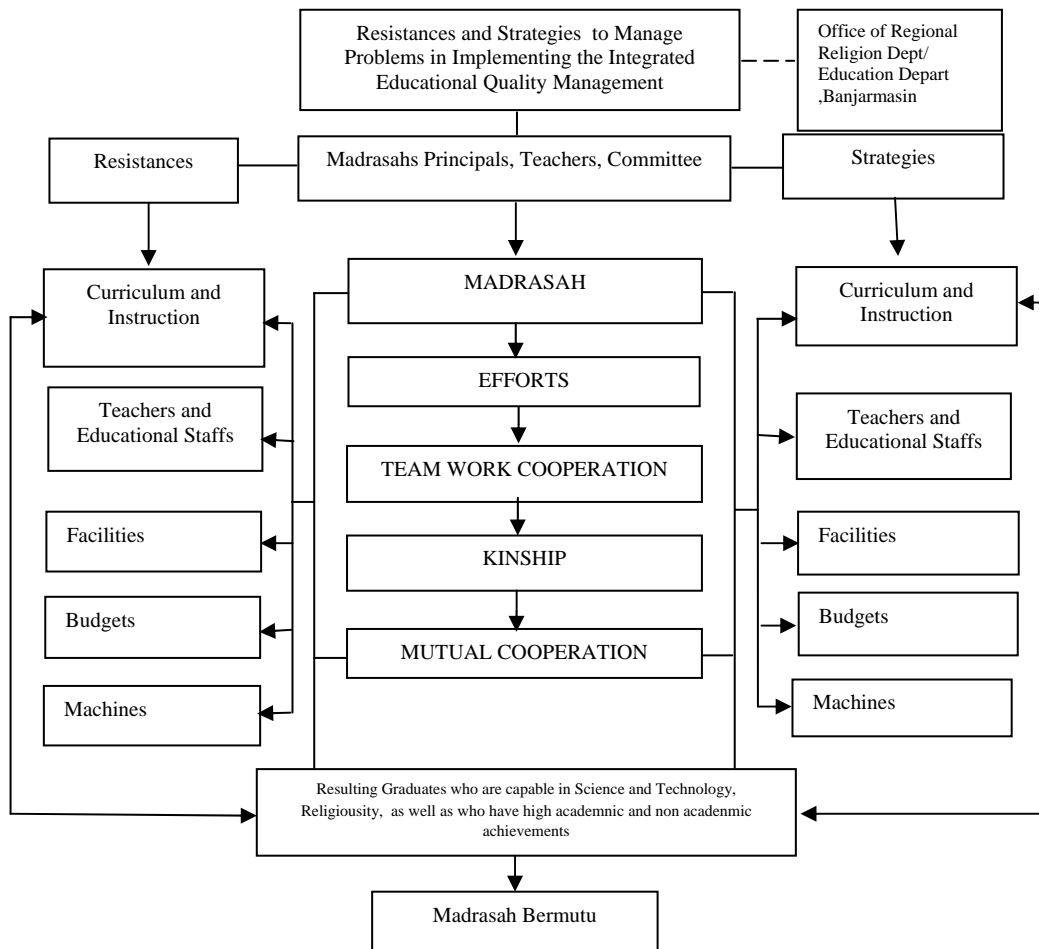


Figure 4. Resistance and Strategies to Manage the Educational Resources Total Quality Management Implementation problems

This showed that the resistances happened in all levels of the resources and the strategies to cope with the problems were using cooperative team work mutually beneficial and kinship method.

f. Cross Case Comparition

Results of the Cross Case Comparition can be presented into the folloing Table. 1 : Cross Case comparition

**The implementation of the integrated Islamic Schools.....**

No	Identification	Aspects	Madrasah Ibtidaiyah Pemurus Dalam	Madrasah Tsanaiyah Negeri Mulawarman	Madrasah Aliah Negeri 3 Banjarmasin	Findings
1	Planning	Curriculum and instruction Teachers and Educational Staffs Facilities Budgets Machines	Strategic Planning, vision, mission, Objectives, Short-term, mid-term, and long-terms plans	Strategic planning: vision, mission, objectives and targets base on the Islamic values, Short-term, mid-term, and long-term plans, the so-called RAKM, Instructional plan, The so-called KKM plan.	Strategic planning: vision, mission, objectives and targets base on the Islamic values, Short-term, mid-term, and long-term plans, the so-called RAKM, Instructional plan, The so-called KKM plan.	<ol style="list-style-type: none"> <li>1. Having vision, mission, and objectives as the quality madrasah program.</li> <li>2. Formulated on the basis of the parents proposal</li> <li>3. Having commitments in curriculum and instructional program, character development programs, environmental program, local wisdom program, and life skills development programs.</li> <li>4. Wanting to build reputed and quality madrasahs on the basis of islamic values, science and technological references, and good characters.</li> </ol>

2	Implementation	Curriculum and instruction Teachers and Educational Staffs Facilities Budgets Machines	School based Curriculum and 2013 curriculum, Students Centered Basic references: Religion, Science and Technology, Arts Achievement Syllabus, Lesson Plan, Materials, Strategies and Methods, Sources, Media, and Books. Praying, Tadarus Alqur'an, and Reporting	School based Curriculum and 2013 curriculum Implementation, Religious Instruction Assurance, Science and Technology, Arts, Teachers Performance , Moving Class, 8 Standards funding, Salary, Expenses, Madrasahs Committee, Initial placement.	School based Curriculum and 2013 curriculum Implementation, Religious Instruction Assurance, Science and Technology, Arts, The So-called Dapodik Data <i>Full day school</i> , 8 Standards funding, Salary, Expenses, Environmental Standard School-the so-called Adiwiyata School, Machines supporting Teaching and Learning Activies	Implementation of School Based and 2013 curriculum <i>Initial placement Policy and dapodik Moving class. Full day school Science, Technology, Arts, Life Skills and Environmental aareness Characters 8 Standards Fundings, Salary, and Expenses Adiiyata or Environmental aware Madrasahs</i>
3	Control	Curriculum and instruction Teachers and Educational Staffs Facilities Budgets Machines	Monthly Supervision from provincial office of Education and Religion Departments, Monthly supervision from the local departments of education and religion	Supervision, Teaching and Learning Apraishal, Administrative Supervision, Attendance, And occupational activeness	Supervision, Teaching and Learning Apraishal, Administrative Supervision, Attendance, And occupational activeness	1. Supervision Teaching and Learning Apraishals Administrative Supervision, Attendance, And occupational activeness Recording, Reporting, The passing grade achievement monitoring,
4	Resistance and Strategies	Curriculum and instruction Teachers	Low passing grade-remediation, Students	Human Resouce Quality - Training and	Bellow passing grades - remediation,	1. Low passing grade – remediation, Students mind



**The implementation of the integrated Islamic Schools.....**

	and Educationa l Staffs Facilities Budgets Machines	mindset - books. Accelerate graduation – Private learning, Teachers – Teachers working Group, Expert Group. Teaching and Learning – Learning media Limited Operational Staffs- Trainings	Education, Lack of initiative- Workshop Human Resource Quality - honor HR Enforcemen t-seminar, workshop, subject matter teacher group, teachers- assisted by vice principals	Generic knowledge - resources. Low achievement – Private lesson, Human Resource - seminar,Wor kshop, Subject Matters Group Work,	set -books. . Accelerate Graduation – private lesson, .Teaching and Learning – Learning media . Curriculum discussion – Teachers orking Group/Subject Matters Teachers Group . Limited Operational Stafs-Training and Education
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Tabel 1. Crosscase analysis

Instead of the differences, the similarities of the three schools above showed that the Integrated Educational Quality Management geared towards the continuous improvement of the Madrasahs which were driven by the proposal of parents.

g. Cross Case Analysis

The Overall results of this research was analyzed across the three cases as follow:

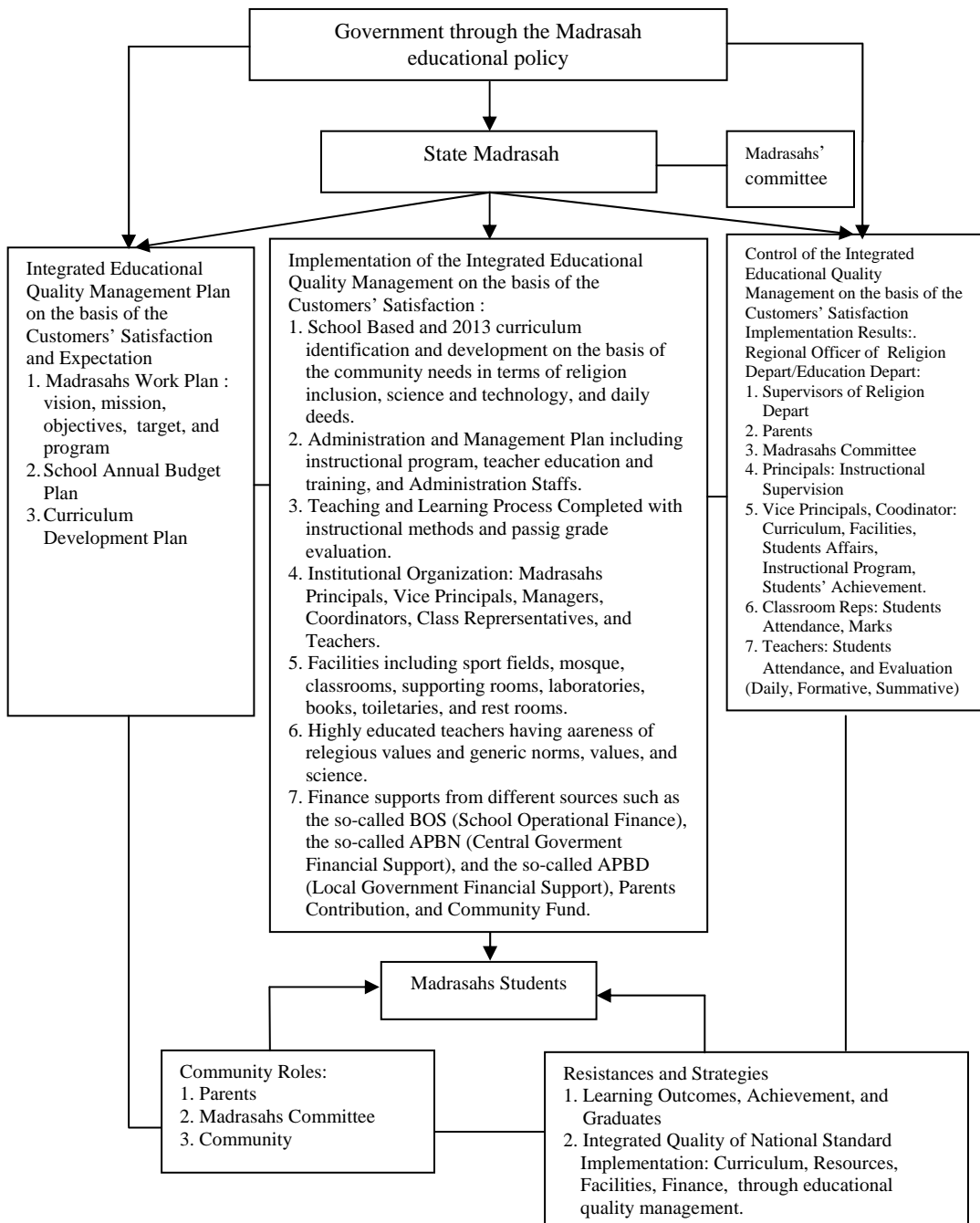


Figure 5. Cross Case Analysis Mapping

## The implementation of the integrated Islamic Schools.....

### 4. Discussion

The findings of this research showed that in planning the Educational Resources Total Quality Management all three Madrasahs take into account on the formulation of vision, mission, objectives, target, and strategy. Formulating vision, in fact, is very important to gear the Madrasahs work for the quality development. Huda (2014:3) states that vision for the Madrasah institutions can be focused on making the institutions able to provide quality education on the basis of the national standard and with the ability to develop obedience to the Almighty God and noble character to enrich the life of the nation. The mission of the Madrasahs Education are advised to develop students competence and ability in science, technology, and life skills. The objectives are highly recommended to be developed as the elaboration of the missions. .

Pearch and Robinson (in Bafadal, 2007:153) confirm that vision is a big scale strategic planing oriented to the future direction and outcomes. Such vision must be determined by strategic policy involving all stakeholders and resulting great achievements. To attain the achievements, Madrasahs need quality resources. Hermawan (2010:1) says that Madrasahs resources comprise (1) non human resources such as curriculum and instruction, (2) human resources such as teachers and educational staffs, (3) Physical resources such as facilities, and (4) Finance.

The Quality Management System in Education found in this research tended to follow the principle of Total Quality Management employing PDCA (Plan, Do, Check, and Act). Sallis (1987:51) in Demming cyclus explains that Quality Management in Education is basically the educational resources total quality management using PDCA.

Results of this reseach also show that in terms of the implementation there were the tendency of fulfilling the customer satisfaction and needs, therefore, Madrasahs involved overall assets and components at schools including principals, teachers, educational staffs, parents, and madrasahs committee allowing them to provide creativity and inovation. Such actions are in line with what Huda (2014:13) suggests that creativity, productivity, and innovation are needed by people so that they are *able to create or to produce something*.

According to the results of researc at Harvard University in 1999, the success of a person is not only determined by his or her knowledge and technical skills (*hard skill*), but also the ability to manage him/her self (*soft skill*) (Huda, 2014:13). This research described that one's success was determined by 20 percent of his/her *hard skill* and 80 percent of his/her soft skills. This means that the quality of education has been mostly determined by the students' characters. Therefore, focus on the character development should be prioritized.

Ac cording to Sonhadji (2012:112), teachers have the most important roles in education. Teachers are the main driving forces to develop students' characters through students' learning tasks, living functional tasks, and environmental awareness tasks. Syaefuddin (2004:23) says that leearning is aimed at making individuals changes to be knowledgable, noble, and capable persons. Educational results mean the attainment of the changes as a result of life experience and learning of affective, psychomotor, and cognitive domains.

The control of the educational resources total quality management turned out to use recording, reporting, and supervision of instructional administration, learning process, evaluation, and remediation to ensure that the educational process was in line with the Madrasahs' aims and parents' expectation and needs. Such practices of the control process confirms what Handoko (2006:8) says as a process comprising 5 phases as the followings: (a) determination of the practical standards; (b) determination of the measurement for the practices; (c) actual measurement of the real practices; (d) comparison between the standards and the actual practices and the identification of the gaps; and (e) corrective action. Arikunto (2008:3) supports these phases by stating that the control process can be done through measurement and evaluation.

In terms of the control towards the teachers and educational staffs, the three Madrasahs employed daily attendance recording, reporting, and supervision, evaluation of the teachers and educational staffs abilities in doing their tasks, and conducting classroom visit, supervision, and monitoring. In terms of the control towards the educational facilities the three schools conducted recording, reporting, and supervision on the usage and maintenance of the facilities. In terms of the finance control, the three Madrasahs conducted identification and formulation of the annual budgets, reporting, and supervision of the financial expenses. Such practices are in line with the theory stated by Suhardan, et al (2008:306) that schools are obligated to be accountable to community and government as the commitment towards the standard of success expected and needed by the community and the government.

The research found out the the resistances in the implementation of the educational resources total quality management comprise the resistances in curriculum and instructional program, teachers and educational staffs, facilities, finances, and machines. The three Madrasahs turned out to manage solving such problems using strategies of involving parents and Madrasahs committee through discussion, kinship team work, and mutual cooperation. Mulyasa (2003:189) said that the school committees can enrole as *Peran advisory agency* in determining and implementing schools' policies, *supporting agency* in terms of financial, thinking, and physical supports, *controlling agency* for transparency and accountability, and mediator among schools, community, and government.

Suratni (2011) says that the school committee is the independent school entity which enrols as the driving force for the school quality enhancement. Purnell dan Gotts (in Arifin, 1989:294) also states that parents and community can provide positive respond towards the schools achievement reported to them and assist the schools for improvement. Brofenbrenner's research, yang reviewed by Hoover, et al (1987) concludes that parents involvement as very important for the success of the children education in terms of the achievement improvement, behavioral improvement, reduction of absentiism, positive attitude development, and homework completion. Such conclusion is in line with what Notoatmodjo (2009:16-17) states that education is the process for developing learners abilities on the basis of the institutional expectations. To manage resistances and to solve problems in the educational quality management, Huda (2014:33) suggests that the institution shall filter problems, distribute problems, take decision, implement the decision, and resolute the problem by shifting from the centralized system to decentralized system. Tjiptono and Diana (2008:234) states that the Total Quality Management can be the basis for the school improvement by modifying the nature of the principles which are

## The implementation of the integrated Islamic Schools.....

the quality management on the basis of the community or parents expectation and are implemented by involving all organization entities through the continuous improvement.

### 5. Conclusion and Recommendation

This research concludes that (1) the educational resources total quality management plan of the resources including curriculum, instructional program, teachers and educational staffs, facilities, budget, and machines as done by formulating strategies, vision, mission, objectives, and targets supported with the short-term, mid-term, and long-term plan, (2) the implementation of the educational resources total quality management concerned with implementation of curriculum and instructional program, implementation of the school based curriculum, and the 2013 curriculum, self development, religious extracurricular, science and technology, habituation of daily religious activities, teachers and educational staffs training, workshops, working groups, technical experts, facilities, *moving class*, and financial supports from local government, provincial government, and central government, (3) Control of the total quality management implementation was done by recording, reporting, supervision, *monitoring*, and evaluation; (4) The resistances turned out to be limitation of the facilities and media, learning strategies, and limitation of the teachers and educational staffs. The strategies managed to be done were raising the teachers and educational staffs incentives, education and training, maintenance and optimization of the facilities, employing professional technician, collaborating with parents and the committee to raise fund, and involving parents and community by discussion, mutual cooperation, and kinship relational activities.

It has been suggested that the principals are to comprehend the nature of the educational resources total quality management for all aspects of education and all entities of the Madrasahs. Teachers are suggested to learn and comprehend their strategic roles in the implementation of the educational resources total quality management. The officers of the religion ministerial office in Banjarmasin are suggested to fully support the implementation of the educational resources total quality management. The Directorate of the Basic and Middle Madrasahs Development is suggested to continuously develop the educational resources total quality management for the success of Madrasahs to fulfill the community expectation. Further researchers are suggested to make this research results as references to continue or do similar researches by focusing and studying other disciplines such as instructional leadership, supervision, learning model, and other innovations.

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