



Research Article

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Total Quality Management (TQM) in Islamic Boarding Schools: Teacher and Principal Perspectives

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Abstract

Background/purpose. Ensuring high-quality education in Islamic boarding schools (pesantren) requires an effective management approach. Total Quality Management (TQM) has been widely recognized as a strategy to enhance educational effectiveness, yet its implementation in pesantren remains underexplored. This study examines teachers' and school principals' perspectives on applying TQM in Islamic boarding schools, focusing on its impact on improving teaching quality and identifying areas for further enhancement.

Materials/methods. This study employed a descriptive quantitative approach using a structured questionnaire as the primary data collection instrument. The sample consisted of 134 participants, including teachers, school principals, educational staff, foundation managers, and students from several Islamic boarding schools in Indonesia. Data were analyzed using descriptive statistics, particularly percentage analysis, to interpret participants' perceptions of TQM implementation across various roles in the educational environment.

Results. The findings indicate that teachers and school principals generally hold positive views regarding the application of the TQM-based management model in improving teaching quality. However, several challenges remain, particularly in learning methodologies, teaching resources, and curriculum development. Despite these limitations, the overall teaching quality is perceived as satisfactory, highlighting the effectiveness of TQM principles in school management.

Conclusion. This study contributes to the discourse on quality assurance in Islamic education by emphasizing the importance of continuous improvement in pedagogy and resource utilization.



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1. Introduction

Many companies and organizations have used Total Quality Management (TQM) to improve work culture, which has an impact on increasing results. However, the literature states that there are various methods to improve the productivity, quality, and facilities of an organization, and TQM is one of the approaches or models that is often chosen (Lasiana & Hidayatulloh, 2022). TQM was adopted not only for physical production but is now also used in service sectors such as health, finance, and education (Pansurna et al., 2022). As a result, this condition drives change and influences the daily business practices carried out in academic institutions, with many of these institutions starting to adopt TQM (Huswatun & Kholid, 2021; Al-Bashir, 2016). The TQM approach, in particular, requires every educational institution to provide quality service processes to meet the diverse needs of educational users, such as parents, students, and other members of the community utilizing educational services (Septiadi, 2019).

Education users are individuals who utilize the services of schools. The number of users, whether large or small, will affect other aspects, such as school revenue (Rahmadani & Soddiq, 2023). Therefore, management that is oriented towards the satisfaction of education users becomes important. A study on "why education users run away" found the following facts: 3% due to relocation, 5% due to finding new friendships in other schools or stores, 9% due to competitor persuasion, 14% due to dissatisfaction with the purchased education outcomes, and 68% due to the foolish behavior displayed by the owners, managers/principals, or some employees (Ishak & Suyatno, 2020). This condition also applies to the current school system, where many schools are experiencing decline due to a small number of students, and there are also many schools whose learning achievements cannot meet educational standards. This condition requires schools to innovate to address various problems that occur with teachers (Dewi Martha et al., 2023). Teachers are the determining factor for the success of education, as they are central and the source of teaching and learning activities. Additionally, teachers are also a component in improving the quality of education in schools.

One component that is considered to contribute to improving services in the education sector is teacher quality (Ghafar, 2020). Therefore, many educational institutions prioritize teacher quality in their recruitment activities, considering that teachers play an intermediary role in creating a quality educational process and environment. When entering learning activities, teachers will play an important role as a catalyst for change in the educational environment, where teachers will be able to create a learning environment that supports and motivates students to continue to focus their attention during learning activities (Sung et al., 2022; Huswatun & Kholid, 2021). Teachers have a significant impact on implementing changes within the classroom, starting from minor adjustments that can profoundly influence students' experiences (Sukasih, 2022). By serving as change agents, teachers can transcend traditional teaching roles to motivate students, foster critical thinking, and cultivate a culture of continuous improvement (Krasniqi, 2022). The level of motivation and commitment demonstrated by teachers directly affects student learning outcomes, underscoring the significance of their role as facilitators of knowledge and positive transformation (Kartini et al., 2019). Furthermore, the focus on educational quality is increasingly crucial, prompting teachers to enhance their teaching methodologies and develop engaging learning experiences that cater to the evolving needs of students.

Further, integrated quality management is well-known in the profit organization environment, especially in various business entities, companies, and industries that have proven their success in maintaining and developing their presence in a competitive business condition (Hastuti & Utomo, 2022). This situation has led various parties to practice it in the non-profit organizational context, including educational institutions. The TQM approach, besides emphasizing quality, also focuses on individual participation and is intended for long-term success. Visionary leadership in TQM is

recognized as a key factor in enhancing the quality of education, particularly in the era of the Industrial Revolution 4.0 (Shahmohammadi, 2018). Teachers in Indonesian schools are seen as change agents who can address various challenges and contribute to solving educational issues (Prestiadi et al., 2020). The implementation of quality management tools, such as Quality Function Deployment (QFD), in higher education institutions in Indonesia underscores the critical role of human resources, including teachers, in societal growth and development through quality education (Rahmadani & Soddiq, 2023). Therefore, teachers in Indonesia play a vital role in shaping the educational landscape, promoting innovation, and ensuring that students learn in a supportive and happy environment conducive to their overall development and success. However, the direction and indicators of success are obtained through customer satisfaction and value for the individual members of the organization or institution as well as the community (Antunes et al., 2018). Thus, if this approach is applied in the provision of education, the goal to be achieved is to develop an effective school based on quality.

From the perspective of TQM, both teachers and school principals should be involved in the school's interests as implementers of TQM. The understanding of TQM concepts by teachers and school principals plays a role in improving the quality of teaching and management in schools. Nevertheless, in practice, many teachers still face challenges in the field. On the other hand, this study examines the suitability of implementing TQM in the field of education in schools, particularly in pesantren-based schools (Islamic boarding schools), as a case study. Therefore, this research aims to describe the implementation of TQM to enhance the quality of teaching by teachers from the perspective of the school principal (and foundation management) as well as teachers in Islamic boarding schools. This research can become a reference for managers of educational service organizations regarding the benefits of implementing the TQM model to maintain the quality of educational service institutions. This study focuses specifically on Islamic boarding schools (pesantren) due to their unique organizational structure, educational philosophy, and socio-religious roles in Indonesian society. Unlike mainstream formal schools, pesantren integrate religious values with general education, creating a distinctive learning environment where leadership, discipline, and community-based management are strongly emphasized. Given the autonomy and cultural richness of pesantren, implementing Total Quality Management (TQM) presents both opportunities and challenges that differ significantly from other educational institutions. By exploring TQM within this context, the study aims to provide insights that are not only relevant to pesantren themselves but also potentially adaptable to other culturally embedded educational settings.

This research makes a significant contribution to the understanding of how TQM can be efficiently implemented into Islamic boarding school education as an effort to improve the quality of teaching. The significance of this research is certainly in line with the research questions to be explored in this research. Some of the research questions to be answered through the implementation of this research are as follows:

1. How Does the Foundation Management View the Implementation of TQM to Improve Teaching Quality?
2. How Do Teachers View the Implementation of TQM to Improve Teaching Quality?

2. Literature Review

2.1. Total Quality Management (TQM) Principles

Total Quality Management (TQM) is a management style that considers customer demand as the most important factor and takes this into account in all activities (Dewi Martha et al., 2023). The system is how efforts are made to produce goods or provide services economically and satisfy customer demand. TQM is a logical development of Total Quality Control (TQC). It is a

multidimensional concept where quality is defined as conformance to requirements and fitness for use (Antunes et al., 2018; Rozikin et al., 2021). TQM is an integrated effort to achieve and maintain high-quality services based on continuous improvement from processes to error prevention at all levels and elements of the organization, with the aim of meeting and even exceeding customer needs and expectations. Therefore, TQM is assumed to be the pinnacle of the quality concepts hierarchy, i.e., continuously satisfying customer expectations, low costs, and achieving TQM through the participation of all parties (al Farisi et al., 2023). In addition, the evolution of TQM into a comprehensive management philosophy is described (Wafa, 2022). TQM is also expected to become a philosophy and method that helps institutions continuously manage change and determine agendas/activities related to new customer demands. Therefore, understanding the development of TQM as a standard for maintaining and improving services becomes important.

Hence, it is known that TQM is a managerial style that prioritizes customer demands (services/products) as the most important factor and takes this into account in all decision-making processes. Additionally, TQM is an evolution from four historical stages in quality control: control charts, total quality control, quality assurance, and TQM. Starting from product inspection to preventing poor quality, this evolution highlights the shift from a reactive approach to a proactive one in ensuring customer satisfaction. The implementation of TQM principles requires the involvement of all parts of the organization and emphasizes the importance of quality management in every stage and department.

2.2. Implementation of TQM in Education

TQM has undergone significant evolution, entering various sectors, including the manufacturing industry, and then spreading to the service industry, including education. In the context of education, the concept developed from TQM is known as Total Quality Education (TQE) (Rahmadani & Soddiq, 2023). The TQM approach adapted in education emphasizes continuous improvement in achieving educational quality (Munir, 2022). This means that educational quality is understood as a process that includes achieving user satisfaction, continuous improvement, sharing responsibilities with employees, and reducing unnecessary or overlapping work.

Educational quality management is the application of quality management concepts tailored to the characteristics of schools as human service organizations. This is done through the development of quality learning, with the aim of producing graduates who meet the expectations of parents, society, and other relevant parties (Ikhsannudin & Pakpahan, 2021). In order to develop quality improvement programs for Islamic boarding schools, four techniques are applied, namely, school review, benchmarking, quality assurance, and quality control (Huswatun & Kholid, 2021). School review involves all school components to evaluate school effectiveness and graduate quality. Benchmarking is used to establish standards and targets to be achieved with detailed steps. Quality assurance provides feedback to the school and assures parents that the school provides the best service for students. Meanwhile, quality control is a system that detects deviations in the quality of outputs from established standards.

Therefore, it is evident that TQM has made its way into different industries, including education, referred to as Total Quality Education (TQE). TQE places emphasis on continuous improvement in attaining educational excellence. The application of TQM principles in educational quality management is customized to suit the unique characteristics of schools as human service organizations. The primary objective is to foster quality learning that meets the expectations of all stakeholders. Through the utilization of techniques such as school review, benchmarking, quality assurance, and quality control, educational institutions can consistently enhance the quality of their services and ensure the satisfaction of all parties involved.

2.3. Implementation of TQM in Schools in Efforts to Improve Teacher Quality

Improvements in the quality of education are not solely limited to the enhancement of facilities and infrastructure, curriculum revisions, or the improvement of the education system's qualifications without considering the conditions and well-being of educators (Mitra & Purnawarman, 2019). Although efforts to enhance facilities and curriculum have been made, few have taken into account the comprehensive needs and well-being of educators. Educators, as individuals respected in all aspects, possess important inherent competencies (Saifulloh et al., 2022). The competencies of educators encompass professional, pedagogical, social, and personal abilities that serve as the foundation for carrying out their professional duties with responsibility and appropriateness (Tatto, 2021).

Implementing TQM in educational institutions, particularly in Islamic boarding schools in Indonesia, can significantly enhance the quality of teachers and ultimately improve the overall learning experience. Recent research emphasizes that educational institutions must adopt quality management principles to drive continuous improvement and elevate the standard of education (Mahmudah, 2020). By applying TQM principles, teachers can utilize structured processes to concentrate on crucial elements, such as meticulous planning, effective monitoring, and continuous enhancement. This strategy resulted in enhanced teaching techniques and heightened student involvement (Saifulloh et al., 2022; Yadeta et al., 2022). The integration of TQM in academic settings may encompass various components, including governance, administration, curriculum formulation, technology integration, and proficient leadership, where multiple of these components contribute to establishing an optimal educational atmosphere (Mahmudah, 2020). Furthermore, institutional management practices based on the TQM framework also underscore the significance of quality assurance and human resource development while highlighting the role of educators in promoting quality enhancement (Ikhsannudin & Pakpahan, 2021).

Recent research has indicated that the implementation of TQM in higher education institutions leads to enhancements in operational efficiency, heightened employee contentment, and increased customer satisfaction. In the context of Indonesian education, the adoption of TQM in Islamic boarding schools or educational institutions has the potential to elevate the professional growth of teachers. This empowerment can culminate in the provision of exceptional education and the establishment of conducive learning environments for students (Sarinten et al., 2022; Ikhsannudin & Pakpahan, 2021). Through the application of quality management methodologies and protocols, educators can refine their teaching approaches, adapt to evolving educational landscapes, and ensure that students derive benefits from comprehensive and fulfilling educational activities (Huswatun & Kholid, 2021). The advantages of the TQM management model in enhancing teacher quality not only encompass individual professional advancement but are also believed to have a positive influence on the overall educational ecosystem within an educational institution.

Referring to various analyses, it is said that the TQM leadership style has various benefits and contributes to improving the quality of educational institutions and teachers. There are two types of activities to enhance educators' professional abilities. The first type includes educational supervision, certification programs, and learning tasks. The second type focuses on improving the welfare of educators through various activities, such as training, courses, exercises, and other educational activities. To measure the program's success, assessment instruments need to be determined, activities budgeted, and materials and methods implemented. The program follows systematic steps, including identifying needs, setting objectives, formulating materials and methods, and evaluating success. By taking a planned and systematic approach, the program aims to achieve optimal results and contribute to improving education quality.

On the basis of various findings from the literature review, this research seeks to fill gaps in the literature by providing understanding and information about the implementation of TQM in educational institutions in Indonesia. This research intends to overcome the shortcomings of field findings and previous studies, explicitly focusing on the challenges and strategies faced in the Islamic boarding school environment. Thus, this study contributes to a more comprehensive understanding of how a management model such as the TQM model can be applied effectively in managing education delivery activities to maintain the quality of education and its components.

3. Methodology

3.1. Research Design

This research utilized a descriptive quantitative approach (Valtonen et al., 2021) to elucidate the quality of Islamic boarding schools from the perspective of educational providers who were the subjects of the study. Meanwhile, the research procedure conducted for this study was divided into three stages, starting from the creation and distribution of research instruments, carrying out the process of data collection and analysis, and identifying and presenting the data from the analysis. In brief, the illustration of this research procedure is depicted in Figure 1.

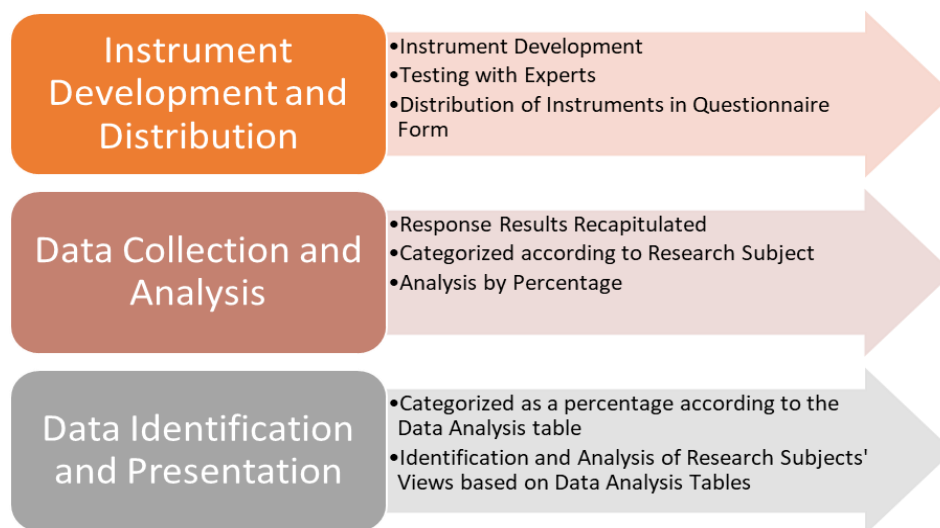


Figure 1. Research Procedure

This study used a qualitative approach with a descriptive design (Moleong, 2018). This method facilitates a comprehensive examination of learning processes, experiences, and outcomes from the viewpoints of educators and learners (Cresswell et al., 2003). A descriptive design was selected because it facilitates the comprehensive mapping of intricate and contextual learning processes pertinent to practice-based education research (Tarek et al., 2021).

3.2. Research Participant, Data Collection Technique and Instrument

The research sample consisted of 134 individuals selected based on their level or status within the educational institution (Nellitawati, 2017). The in-depth analysis specifically focused on the responses of school principals and teachers from Baitul Quran (BQ) Islamic boarding schools located in the Special Region of Yogyakarta, Magetan, and Sragen. The participants varied in age, with most ranging between 30 and 55 years old. In terms of educational background, the majority of teachers and school principals held at least a bachelor's degree, with some holding master's degrees in education or Islamic studies. Their teaching experience also ranged from 5 to over 20 years, indicating a well-established professional background relevant to the implementation of TQM. The sampling method used was purposive sampling, which is effective in selecting individuals who possess specific characteristics or occupy roles directly aligned with the research objectives (Sepriyanti et al., 2022).

These regions were selected due to their active engagement in educational reform and their reputation for adopting structured quality management practices within Islamic boarding school systems.

Data were collected through questionnaires distributed to the respondents, including the school principal, foundation managers, students, educational staff, and teachers (Elangovan & Sundaravel, 2021). The questionnaire comprised 49 questions for the school principal/foundation managers, 28 questions for the students, 23 questions for the educational staff, and 16 questions for the teachers (Janah & Janah, 2019; Huswatun & Kholid, 2021; Septiadi, 2019; Munir, 2022). The survey instrument was designed to measure key variables related to Total Quality Management (TQM) implementation, including leadership commitment, stakeholder involvement, continuous improvement, strategic planning, instructional quality, and feedback utilization. Each stakeholder group received a version of the questionnaire tailored to their roles and experiences while maintaining consistency in the core constructs measured. The questionnaire underwent expert validation by two university lecturers specializing in educational management and Islamic education to ensure content relevance and clarity. According to the two lecturers who validated the instrument, it was included in the reliable and valid category as a data collection tool. The overall instrument adopted from this research is shown in Table 1.

Table 1. Quality Assurance System Questionnaire Grid

No	Aspect	Indicator	Item
1	Ease of Access with Parents	<ul style="list-style-type: none"> ● Building relationships with student guardians ● Facilitating services to student guardians ● Open access 	8
2	Service for Customers	<ul style="list-style-type: none"> ● Availability of information and guidance services ● Availability of resources in the learning process ● Availability of public facilities 	12
3.	Leadership	<ul style="list-style-type: none"> ● The principal has a leadership spirit. ● The principal builds leadership values. 	10
4.	Environment and Physical Resources	<ul style="list-style-type: none"> ● Condition of buildings, classrooms, and workshop spaces ● Having a supportive learning environment ● Maintaining health and safety 	10
5.	Pedagogy	<ul style="list-style-type: none"> ● Having accurate learning methods ● Having an accurate learning portfolio ● Creation of monitoring and evaluation in learning 	16
6.	Services to Students	<ul style="list-style-type: none"> ● Fulfillment of facilities to help student interests ● Creating student satisfaction 	16
7.	Staff Services	<ul style="list-style-type: none"> ● Creating attitudes and motivation of staff and employees ● Formation of a good work team ● Creation of staff and employee development ● Fulfilled staff and employee facilities 	23
8.	External Relations	<ul style="list-style-type: none"> ● Creation of marketing ● Building community communities ● Developing an organizational attitude ● Organizational culture is created 	18
9.	Standards of Success	<ul style="list-style-type: none"> ● Physical standards of success are realized ● Realization of standards of success in terms of value ● Correct application of standards 	11

3.3. Data Validity and Analysis

Meanwhile, the results of the validity and reliability tests indicate that the instrument used is categorized as both valid and reliable for data collection. The instrument's validity was assessed using content validity methods, involving two experts in educational management and Islamic education. The evaluation showed that the Content Validity Index (CVI) for each aspect of the questionnaire exceeded 0.75, meaning all items were deemed relevant and valid.

Table 2. Content Validity Test Results (CVI)

No	Aspect	Item	Expert 1	Expert 2	CVI
1	Ease of Access with Parents	8	7	7	7/8 = 0.88
2	Service for Customers	12	11	12	11/12 = 0.92
3	Leadership	10	9	9	9/10 = 0.90
4	Environment and Physical Resources	10	9	10	9/10 = 0.95
5	Pedagogy	16	15	16	15/16 = 0.94
6	Services to Students	16	14	15	14/16 = 0.91
7	Services for Staff	23	21	22	21/23 = 0.91
8	External Relations	18	17	18	17/18 = 0.94
9	Standards of Success	11	10	11	10/11 = 0.91

Based on the results above, the content validity of this questionnaire is acceptable and shows that this instrument is valid for measuring the specified aspects. In addition, the reliability of the instrument was also tested to ensure the internal consistency of each item in the questionnaire. Reliability testing was carried out using Cronbach's Alpha coefficient. The results of Cronbach's Alpha calculations show that all aspects of the questionnaire have a value above 0.70, which indicates a high level of reliability.

Table 3. Reliability Test Results (Cronbach's Alpha)

No	Aspect	Alpha Cronbach
1	Ease of Access with Parents	0.85
2	Service for Customers	0.88
3	Leadership	0.82
4	Environment and Physical Resources	0.87
5	Pedagogy	0.90
6	Services to Students	0.89
7	Services for Staff	0.91
8	External Relations	0.86
9	Standards of Success	0.84

The Alpha Cronbach values indicate that the instrument has good internal consistency and can be relied upon as a data collection tool. The validity and reliability tests demonstrate that the

questionnaire is both valid and reliable. Its validity is ensured through expert evaluation, and its reliability is confirmed by high Alpha Cronbach values. Therefore, this instrument is reliable for evaluating the quality assurance system in the educational institutions studied.

The data analysis was conducted using the descriptive percentage technique (Siregar et al., 2021). The purpose of this analysis was to provide a comprehensive description of the quality of the Islamic boarding school. The analysis results would be presented in the form of percentages, where the frequency of answers for each question would be calculated for each group of respondents (foundation managers, students, educational staff, and teachers). Furthermore, the percentage of answers would be calculated for each category (strongly agree, agree, neutral, disagree, strongly disagree) from the total respondents in each group. The analysis results are presented in the form of a table containing the percentage of answers for each question, separately for each group of respondents. This table provides a clear and comprehensive overview of the views and knowledge of stakeholders regarding the quality of the Islamic boarding school based on the TQM model or school institution quality standards. The following is an illustration of the survey analysis results.

Table 4. Percentage Analysis of Questionnaire Responses

Category	Percentage (%)
Very High/Very Fit	81–100
High/Suitable	61–80
Enough	41–60
Not Appropriate	21–40
Very Inappropriate	10–20

Adapted from Saputro & Setyawan (2020)

4. Results

In the past decade, the understanding and implementation of TQM in the education sector have become increasingly interesting and relevant research subjects. This is driven by the urgent need to enhance the quality of education in the face of rapidly changing global challenges. It is also established that this study aims to describe the implementation of TQM in improving the quality of teachers and educational institutions, with a focus on Pondok Pesantren Baitul Qur'an as a case study. This research endeavors to uncover the extent to which TQM principles have been applied and their effects on improving educational standards and customer satisfaction.

Overall, the respondents' views on the services and quality of education at Pondok Pesantren Baitul Qur'an are considered high or appropriate. The questionnaire, consisting of dozens of questions for each aspect, revealed that so far, the implementation of TQM has been carried out in accordance with the provisions and has had a relatively positive impact on the quality of education being conducted there. Nine foundation officials gave an assessment with a percentage result of 82%, which fell into the category of "Very Suitable." This indicates that their views on the sustainability of the educational process at the Islamic boarding school from the perspective of TQM are very appropriate based on the analysis of the questionnaires they filled out. Forty-five educational staff members gave an assessment with a percentage result of 80%, also falling into the category of "Very Suitable." The appropriateness of the educational staff's perspectives on the educational process at the Islamic boarding school, as evaluated through the completion of questionnaires, is evident. Out of the 52 teachers who participated, 72% assessed the implementation of TQM as "Suitable." This suggests that the teachers perceived the TQM practices at the institution to be fitting, although there is still potential for improvement. The analysis of the questionnaires uncovered that the students'

assessment aligns with the teachers' views. Among the 28 students who provided feedback, 75% categorized the implementation of TQM at the Islamic boarding school as "Suitable." However, there is room for further enhancement to better align with the principles of TQM, as indicated by the analysis of their questionnaires. The illustration of the analyzed questionnaire is portrayed in the following Figure 2.

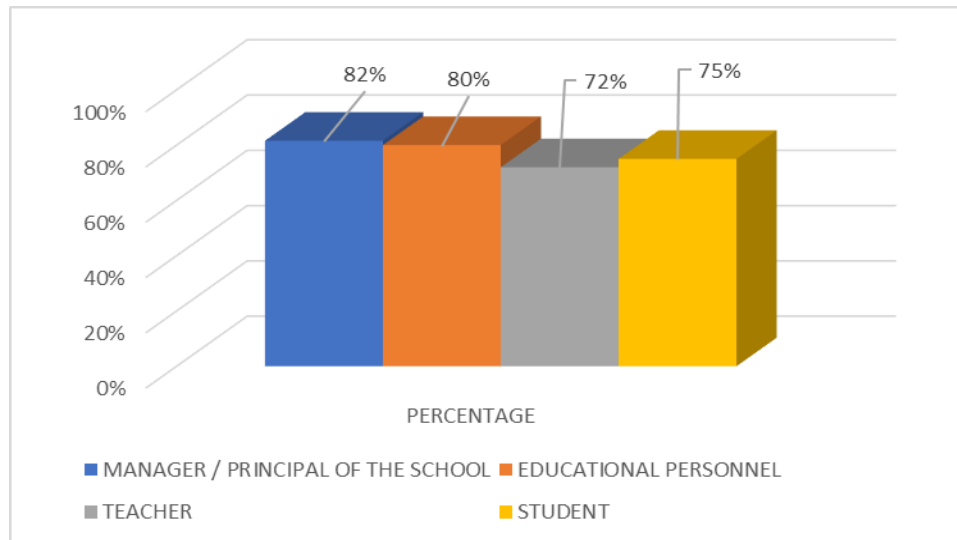


Figure 2. Percentage Score Recapitulation

Based on the findings and analysis of the questionnaire, it is evident that there was a positive perception from the managers, educational staff, teachers, and students towards the implementation of TQM at Pondok Pesantren Baitul Qur'an. Despite areas for improvement, the institution has taken substantial steps to apply TQM principles overall. Meanwhile, this research also delves into responses regarding the distributed questionnaires according to their categories, with explanations of each analysis detailed below.

4.1. Views of Foundation Management on the Implementation of TQM to Improve Teaching Quality

A total of 49 quality assurance-based questions included in the questionnaire served as a tool to gather the foundation's management views on the implementation of TQM in educational institutions under its auspices. The results exhibited several questions that are highly relevant to the principles of TQM in the context of improving the quality of teachers and educational institutions. The following presents the analysis of questionnaire responses.

Table 5. Responses of Foundation Management/School Principals

Statement	Total score	Mean	Percentage (%)
The principal prioritizes quality service when carrying out his duties.	30	3.33	83.3%
The principal has a clear and easy-to-understand mission.	31	3.44	86.1%
Islamic boarding schools have strategic plans that are prepared on an ongoing basis.	32	3.56	88.9%
Islamic boarding schools have an organizational culture based on teamwork.	31	3.44	86.1%
Islamic boarding schools use educational resources effectively.	30	3.33	83.3%
Feedback provided by customers and students is used by the leadership to advance the Islamic boarding school and Islamic boarding school.	31	3.44	86.1%

The table above illustrates the results of a survey on the implementation of TQM in an Islamic boarding school, reflecting the foundation managers' views on various aspects of quality and institutional management in education. The scores and percentages in the table indicate the extent to which the managers felt that the boarding school met the established criteria. The questions or statements in the survey encompassed various dimensions, including quality of service, clarity of mission, strategic planning, organizational culture, effectiveness in utilizing educational resources, and utilization of feedback from customers and students for the advancement of the boarding school. The analysis signifies that the foundation managers assessed that the boarding school had satisfactory performance in implementing TQM principles. High percentage scores, ranging from 80% to 89%, indicate the managers' confidence that the boarding school possessed prioritized quality service, had a clear mission, continuously implemented strategic planning, applied a team-oriented organizational culture, managed educational resources effectively, and utilized feedback from customers and students to enhance the boarding school.

4.2. Teachers' Views on the Implementation of TQM to Improve Teaching Quality

The questionnaire comprised 16 quality assurance-based questions that were used to gather teachers' views on the implementation of TQM in their schools. The distributed questionnaire yielded successful results in identifying pertinent inquiries related to the concepts of TQM in the context of enhancing the caliber of educators and educational establishments. Below is an examination of teacher responses to the survey.

Table 6. Teacher Responses

Statement	Total score	Mean	Percentage (%)
Learning strategies are in accordance with the planned learning objectives.	150	2.88	72.1%
Using varied and interesting learning methods	150	2.88	72.1%
Islamic boarding schools use learning strategies that are appropriate to the student's responses.	149	2.87	71.6%
Islamic boarding schools have evaluation facilities that are used to determine the responses of students and parents/guardians of students to the learning process.	148	2.85	71.2%
Ustadz develops teaching materials that will be delivered in class in a relevant and modern way.	149	2.87	71.6%
Islamic boarding schools respond quickly to the development of school programs.	148	2.85	71.2%
Islamic boarding schools always receive feedback from other users regularly and continuously.	143	2.75	68.8%

When referring to the findings in Table 5, it can be seen that the implementation of TQM in Islamic boarding schools has had a significant impact on progress in certain aspects related to teaching and institutional management. The perspective of the teachers highlights high achievements in the use of learning strategies that align with educational goals (72.1%), indicating a successful integration between learning strategies and the vision of Islamic boarding school education. Furthermore, the use of varied and interesting learning methods also recorded the same percentage (72.1%), denoting the efforts of the teachers to enrich the learning process with diverse approaches to enhance the participation and enthusiasm of the students. The responsiveness of the Islamic boarding school to student responses in learning strategies received a nearly equal score (71.6%), demonstrating the adoption of effective mechanisms to listen to and integrate input from students, creating a more dynamic and tailored learning experience according to their needs.

However, several areas require more attention to fully approach TQM standards. The evaluation tools to understand the responses of students and parents/guardians displayed a percentage of 71.2%, indicating the need for improvement in feedback collection and analysis to ensure effective stakeholder needs fulfillment. Furthermore, the development of relevant and modern teaching materials by the teachers, which reached 71.6%, demonstrates the awareness and efforts of the teachers. Still, there is room for improvement in the novelty and attractiveness of teaching materials. The prompt response of the Islamic boarding school to school program development, recorded at 71.2%, needs to be enhanced to ensure the institution's readiness to face changes and challenges. Lastly, the aspect of periodic acceptance and utilization of feedback from other users, with the lowest percentage (68.8%), requires special focus to encourage wider involvement from the school community and stakeholders to continuously improve every aspect of education.

Overall, the responses from educators and school leaders indicate that the implementation of Total Quality Management (TQM) in Islamic boarding schools has reached a level that is substantively strong and well aligned with the institutional values and educational philosophy of pesantren. Teachers generally perceive that TQM principles such as strategic planning, quality assurance,

continuous improvement, and stakeholder involvement are not only conceptually sound but also practically relevant to the daily operations of the school. These principles harmonize with the pesantren's emphasis on integrity, discipline, collaboration, and character development, making TQM an organic fit rather than an externally imposed framework.

Participants' positive views on TQM are largely attributed to its alignment with the pesantren's operational culture, where moral leadership and community involvement are central. The emphasis on continuous improvement resonates with the teachers' intrinsic motivation to grow professionally, while the structured approach to quality fosters a culture of reflection and accountability. Many respondents, especially principals and senior educators, acknowledged that TQM had helped streamline administrative processes, improve communication among school actors, and enhance the overall teaching and learning environment.

However, despite the favorable perception, the responses also highlight areas that require further development. Several participants noted that while the structural components of TQM were in place, such as planning and evaluation mechanisms, some instructional practices still lacked adaptability, innovation, and data-driven decision making. Furthermore, feedback loops involving students and external stakeholders were considered underutilized, limiting the institution's ability to make timely and responsive improvements. Therefore, the findings suggest that to achieve a more comprehensive and sustainable TQM practice, there needs to be a stronger emphasis on instructional transformation, inclusive evaluation strategies, and continuous professional development for all teaching staff.

5. Discussion

Research findings indicate that one of the TQM principles applied is the emphasis on customer satisfaction, in this case, student satisfaction. Teachers often assess their teaching by getting feedback from students directly, such as through group discussions, surveys, or casual conversations. This helped teachers enhance their methods based on student needs. In this study, Islamic boarding schools used a systematic approach to manage teaching quality, focusing on identifying and resolving potential issues through monitoring teacher performance, offering professional development, and ensuring curriculum relevance.

Foundation administrators, while managing educational institutions such as Islamic boarding schools, have also implemented TQM principles, namely the existence of clear strategic planning, as research results revealed that the majority of foundation administrators were of the view that clear strategic planning would enable teachers and school principals to achieve educational goals and organizational vision (Septiadi, 2019). Embedding the elements in the TQM model in educational organizations has, of course, succeeded in making a positive contribution to several elements, such as staff training, collaborative teamwork, incentive structures, quality culture, and empowerment, all of which, if optimized, will become powerful human resources excellence to maintain the quality of educational services (Nasution et al., 2023). Therefore, several findings exhibited that foundation managers need to have the ability to manage institutions, at least by fully adopting the TQM model, to ensure the efficiency of current business processes. Institutionally, of course, they must be committed to supporting employees' professional development and teaching staff (Supriyono et al., 2021; Prestiadi et al., 2020).

The principles contained in the TQM model have proven to improve the quality of learning, business process management, and administration as a whole (Antunes et al., 2018), such as the research results presented in Figure 2, which indirectly showed that business administration has been running well. Other principles that must be adhered to so that TQM can run more optimally are leadership, collaborative problem-solving processes, and a focus on continuous improvement (Al-Bashir, 2016). The research results exhibited that the teachers have succeeded in creating a pleasant

learning environment, emphasizing the importance of continuous improvement and prioritizing factors that increase customer satisfaction. This indicates that the teachers have implemented the principles of TQM. Therefore, the TQM model can be categorized as a tool to improve the quality of teaching and satisfy students as users of educational services (Dewi et al., 2021).

In this study, the teachers at the school were responsive and flexible when it came to feedback. They carefully evaluated and analyzed feedback from students and parents and made necessary changes to their teaching strategies (Ishak & Suyatno, 2020). For example, suppose a student has difficulty with a particular teaching method. In that case, the teacher will look for ways to make him more interested in learning or provide tools to help him learn and deepen the material independently (Moşteanu, 2021; Sukasih, 2022). The application of this approach aligns perfectly with the principles of TQM. TQM places great emphasis on prioritizing customers, and in the realm of education, the primary customers are undoubtedly the students and their parents (Pakarinen et al., 2021; Nurulloh et al., 2020). By following up on a wide range of input, schools will be able to ensure that the input not only meets the expectations and requirements of their customers. Hence, indicators of customer satisfaction with services can be achieved.

Additionally, it is important to recognize and enhance the dedication of foundation administrators and school principals to promote TQM incorporation. Foundation administrators play a crucial role in supporting and encouraging the implementation of TQM in educational environments, especially in Islamic boarding schools (Prestiadi et al., 2020). They are responsible for defining the institution's goals, vision, and quality targets, ensuring alignment with TQM principles. By providing strategic direction, effectively managing resources, and fostering a culture of ongoing enhancement, foundation administrators create a conducive environment for TQM implementation (Godinho Antunes et al., 2018). This model fosters stronger ties between several components, such as schools, students, and parents, as it allows teachers to gain a deeper understanding of students' needs and preferences (Mahadir et al., 2021; Baharuldin et al., 2019).

This way, teachers can adapt their teaching methods to create a dynamic learning environment. This is the case with several relevant studies that have succeeded in showing that the way foundation administrators lead can greatly influence the success of quality targets in their educational institutions (Susiani et al., 2022). For example, effective leadership techniques such as transformational leadership can be used, with administrative aspects being the key to the success of implementing TQM in schools (Ishak & Suyatno, 2020; Pratomo et al., 2021). Therefore, the transformational leadership model is known to inspire stakeholders to be adaptable, creative, and dedicated to achieving predetermined standards.

The results of this research succeeded in unveiling that the relationship between leadership and quality in Islamic boarding schools can be seen through the direction and supervision carried out by organizational administrators in implementing TQM principles. Organizational leaders set the basis that all schools will use with an emphasis on aspects of improving quality, teachers, staff, and facilitating student learning (Nasim et al., 2020; Nasution et al., 2023). In short, foundation administrators in Islamic boarding schools play an important role in ensuring the implementation of TQM principles. The results of this research try to review various views of policymakers at the foundation level who are actively involved in implementing TQM in Islamic boarding schools.

This research describes a comprehensive understanding of the challenges and processes leading to success in implementing TQM principles in the Islamic boarding school environment. This research will be valuable for teachers or school principals since it can form the basis of these findings for policymakers and educators to maintain the quality of educational services, specifically in Islamic boarding schools in Indonesia.

6. Conclusion

Results show statistically significant differences in the social achievement goal orientations attributed to the gender variable. The results showed no statistically significant differences in social

The findings of this study indicate that both teachers and school administrators perceive the implementation of Total Quality Management (TQM) in Islamic boarding schools as satisfactory and well-aligned with core TQM principles. Their perspectives on instructional planning, teaching strategies, and assessment practices suggest a meaningful integration of TQM into educational management processes. While the adoption of TQM has positively influenced school culture and teaching quality, further improvement is needed in adapting instructional methods to diverse learner needs. To maximize its long-term impact, TQM should not only be applied at the institutional level but also considered in broader educational policies as a strategic framework for improving school governance, enhancing accountability, and fostering continuous quality improvement across diverse educational settings.

7. Limitation

This study is limited by its sample size and geographic scope, as it focuses only on selected Islamic boarding schools in specific regions of Indonesia. The findings may not fully capture variations in TQM implementation across different institutional types or cultural contexts. Additionally, the use of self-reported questionnaires may introduce bias due to subjective interpretation or social desirability. Future studies are encouraged to employ mixed methods and include broader samples to enhance the generalizability and depth of understanding regarding TQM practices in diverse educational environments.

8. Suggestion

To strengthen the impact of TQM in Islamic boarding schools, further improvements should focus on developing adaptive strategies that address the heterogeneous needs of students. Schools should consider implementing structured mechanisms to enhance inclusivity and personalized learning approaches. Future research should explore alternative methodologies, such as longitudinal studies or comparative research among different educational institutions, to provide a more in-depth analysis of TQM implementation and its long-term effects on teaching quality. Additionally, incorporating digital tools and innovative teaching resources can be investigated to assess their role in optimizing TQM-driven educational reforms in Islamic boarding schools.

Declarations

Author Contributions. S.: Literature review, conceptualization. M.F.H.: methodology, data analysis. M.Y.: review-editing and writing, original manuscript preparation. S.: analysis data, methodology, discussion critics. All authors have read and approved the final version of the article.

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