



TOTAL QUALITY MANAGEMENT IN THE IMPLEMENTATION OF ISLAMIC SCHOOL CULTURE AT SMP NEGERI 1 LABUHANHAJI TIMUR

Maulinas¹, Akmaluddin², Siti Mayang Sari³, Rahmatullah⁴
^{1,2,3,4}Universitas Bina Bangsa Getsempena, Banda Aceh, Indonesia

*Corresponding email: maulinasmatematika@gmail.com

ABSTRACT

This study aims to determine TQM planning in the application of Islamic school culture, the implementation of Islamic school culture and the constraints of implementing Islamic school culture at SMPN 1 Labuhanhaji Timur. This study uses a qualitative descriptive approach by conducting observations, interviews and documentation. The results of the research show that TQM planning is carried out by forming a school development team in formulating school programs in accordance with the school's vision and mission. The implementation of TQM in learning uses media and learning methods that vary according to the RPP made by educators at the beginning of the school year and evaluates the TQM program through supervision by the principal and or senior teacher appointed by the principal. The application of Islamic school culture can be seen by mutual respect with teachers and fellow students, clean culture, mutual help, mutual cooperation and most importantly, the provision of various Islamic religious knowledge in the form of yasinan recitation and religious lectures. Constraints experienced internally by teachers who are less professional, limited facilities and infrastructure, and community participation/support factors. While the internal constraints are the lack of enthusiasm for motivation from within the students and the factors of the family environment that do not support the development of students at SMP N 1 Labuhanhaji Timur.

Keywords: Total Quality Management, Islamic School Culture

INTRODUCTION

Total Quality Management (TQM) is implemented at the Junior High School (SMP) level, one of which is to be able to provide Islamic school culture services. In the application of Islamic school culture, an implementation approach is used by combining general education and religious education into a fabric of a curriculum. One of the schools that is currently internalizing Islamic culture to its students is SMP Negeri 1 Labuhanhaji Timur. This study attempts to describe TQM in the application of Islamic school culture in this school where all school elements, both the principal and staff, student representatives, curriculum representatives, teachers and students are involved in it in order to improve processes, services, products/goals to be achieved and carried out in a sustainable manner so that the application of Islamic school culture can run well and optimally. SMP Negeri 1 Labuhanhaji Timur is under the auspices of the Ministry of Education as well as being institutionally required to be able to meet the curriculum targets set by the Ministry of National Education. As a formal educational institution, SMP Negeri 1 Labuhanhaji Timur must be able to deliver its students to excel so that they are not left behind by other schools in general, in general, morally, they must also be able to instill religious values comprehensively in their students.

Based on the results of initial observations, it is known that so far the school has gradually made various efforts to provide a new color for learning Islamic religious values. Forms of implementing Islamic school culture in East Labuhanhaji 1 Public Middle School include giving Islamic values to students, carrying out activities, requiring students to dress neatly and politely and teaching behavioral habits that are in accordance with Islamic values. Even though various forms of realization of Islamic school culture have been realized by some schools (Gulo, et al 2021), when viewed from the perspective of Total Quality Management (TQM) there are still various problems in the field, where some schools, such as teachers and other employees, do not all heed the implementation of Islamic school culture (Aswasulasikin 2020), as well as school employees who do not seem to implement Islamic school culture properly, thus illustrating TQM that has not been maximized at SMP Negeri 1 Labuhanhaji Timur.

This research is important to do because some students who interact in the school environment both with teachers and classmates show behavior that is not in accordance with Islamic values, but not all of them do this behavior, but there are also some students who behave in accordance with Islamic values, even though the school has sought various provisions so that students at SMP Negeri 1 Labuhanhaji Timur can implement them

METHODS

This research is a field research. This type of research is field research, namely research conducted in the field or at a research location, a place chosen as a location to investigate objective symptoms (Fathoni, 2019). This research uses a qualitative approach, which is a research procedure that produces descriptive data in the form of written words from people and observable behavior (Sugiyono 2016). The informants in this study were school principals, deputy heads, curriculum representatives, student representatives, subject teachers and students especially those who had knowledge related to the object of this study. Data collection in this study was carried out by direct observation, interviews and documentation studies. Data analysis uses the qualitative analysis stages proposed by namely data collection, data reduction, display and data verification.

RESULTS AND DISCUSSION

Implementation of TQM, including the application of Islamic school culture, requires a process of developing a good quality strategy. The quality of the school will work well if it has been planned from the start. In this case the plan (plan) for improving the quality of schools in implementing Islamic school culture. Planning is an important step in the overall activities of an organization in this case is a school institution to achieve the goals that have been set. Planning is also important because it relates to the future sustainability of an organization/school. Planning consists of activities operated by a manager to think ahead and make current decisions, which make it possible to anticipate and face challenges in the future (Rizkinaswara 2020).

With regard to planning, the role of the SMP N 1 Labuhanhaji Timur principal in improving school quality in order to implement an Islamic school culture is very large. Based on the results of observations and interviews, the researchers saw that SMP N 1 Labuhanhaji Timur had carried out the planning as stated above. It starts with careful planning to realize the mission and goals of the school (Tanuwijaya and Tambunan 2021). The main thing that is done by the principal as top manager is always to align school programs and goals based on the vision and mission that has been made (Minsih, at el. 2019). In every activity of implementing Islamic school culture, all available resources must be empowered, both human resources in SMP N 1 Labuhanhaji Timur such as teachers, administrators and students as well as facilities and infrastructure that support the implementation of school programs. By placing human resources in accordance with competence and making maximum use of facilities and infrastructure in order to realize the mission and goals (Kumala Sari, at el. 2019).

Beginning with the formation of a school development team that involves and empowers various interested parties (Andayani 2021), including: Principal, Deputy Head of Curriculum, Deputy Student Affairs, Deputy Head of Infrastructure, Deputy Public Relations, Quality Management Representative, senior and junior teachers, Head of Laboratory, Head of Library, and School Committee. Attempting school input is focused on primary customers starting from the student acceptance process. The form of TQM implementation at SMP N 1 Labuhanhaji Timur can also be seen from the formulation of the curriculum which is carried out at the beginning of the school year, which begins with drafting curriculum documents made by the curriculum development team, created and validated by the school supervisor and approved at the Education Office which will later become documents school curriculum.

The results of the research also note that the things that are done in the planning are in line with the research conducted which suggests that the principal creates an organizational structure that involves parents of students through the school committee and completes facilities and infrastructure, plans programs by detailing the needs of educators and education staff who will carry out the task, plan the curriculum to be carried out. The implementation of the TQM plan to realize the application of Islamic school culture is carried out not only during teaching hours by the teacher but also when students are still in the school environment. Associated with the implementation of teaching and learning activities have been going well. Most educators have used IT in their teaching. This is in line with previous research conducted by (Sani 2019) which states that there are learning resources that play a very important role in solving problems in learning. These learning resources can be identified as messages, people, materials, tools, techniques, and settings (Baidowi 2020). In an effort to get maximum results, these learning resources need to be developed and managed in a systematic, quality and functional manner (Anwar 2020).

The TQM evaluation program in realizing the culture of Islamic schools in the East Labuhanhaji 1 Public Middle School environment is marked by the implementation of class supervision/visit conducted at least once in one semester. First, the principal arranges a supervision program, then submits it to the Curriculum Deputy Head and socializes it to all educators, and then issues a schedule for supervising. Supervision is carried out by the school principal, if the principal is absent or there are obstacles, the supervision will be replaced by a designated senior teacher. Implementation of supervision is in accordance with the implementation schedule. Supervision is carried out by the school principal not only for educators, administrative staff also get the same thing, namely with regard to coaching and monitoring (Lailatussaadah 2015). For administrative staff, the head of the school is assisted by the head of the administrative sub-division.

The results of the research related to the application of Islamic school culture at SMP N 1 Labuhanhaji Timur can be seen that there is a habit of praying in congregation during breaks with the aim of getting students used to praying in congregation rather than munfarid. Besides that, these conditions are able to bring harmony between school members, the implementation of Islamic school culture can also be seen in the existence of a culture of reading the Qur'an. Yasin reading activities are carried out in the morning after the school bell is rung. The students read together guided by the teacher who teaches, there is a culture of spreading ukhuwah through communication habits (greetings, smiles, greetings) 3S Culture (Smile, Greetings, Greetings) to improve harmonious relations between school leaders, teachers, school employees and students. Apart from that, East Labuhanhaji 1 Public Middle School also implements the commemoration of Islamic Holidays which is a school culture where activities are carried out at certain times, for example activities on Eid al-Fitr, Eid al-Adha, Prophet's birthday and Islamic New Year. Beguru also has an implementation of maintaining the cleanliness of the school environment.

Based on the results of the explanation above, it can be seen that Total Quality Management in the application of Islamic school culture at SMP N 1 Labuhanhaji Timur has been carried out optimally, starting from improving the quality of human resources, providing educational facilities, forming a TQM implementation team, conducting supervision and evaluation, even though there are still a number of obstacles, especially the limited competence of the TQM implementing party. Total Quality Management in the application of Islamic school culture also involves various elements, starting from the school principal, teaching staff, students and also parents. This is done so that it becomes the main alternative for the community to send their children to school. Judging from the application of the existing Islamic school culture, it can be seen that various religious activities are actively carried out, such as regular Friday recitations and provision of religious knowledge to students, carrying out congregational worship activities, creating student behavior based on religious values and so on.

CONCLUSION

The form of planning for the implementation of TQM in the application of Islamic school culture at SMP N 1 Labuhanhaji Timur begins with the formation of a school development team consisting of the school principal, vice principals such as deputy head of curriculum, deputy student affairs, deputy head of public relations, deputy head of infrastructure facilities, deputy head of quality management, Head of TU sub-division, senior teacher representatives and committees in formulating school programs in accordance with the school's vision and mission. In every activity the school development team is always involved so that other human resources are less empowered. The

implementation of TQM in implementing Islamic school culture at SMP N 1 Labuhanhaji Timur can be seen from the learning that has used various media and learning methods according to the lesson plans made by educators at the beginning of the school year, but there are also some educators who still use conventional learning methods. Evaluation of the TQM program is carried out under supervision by the principal and/or senior teacher appointed by the principal. School evaluation is carried out every year by always upgrading school accreditation. Evaluation of learning is carried out through daily assessments, midterm assessments and end of semester assessments. The application of Islamic school culture at SMP N 1 Labuhanhaji Timur can be seen by holding mutual respect with both the teacher and fellow students. Then the form of internalization can also be seen by implementing a clean culture, helping each other, mutual cooperation and most importantly, the provision of various Islamic religious knowledge in the form of recitation of yasinan and religious lectures led directly by ustadz and ustazah. The implementation of Islamic school culture has obstacles both internally and externally. External constraints consisting of unprofessional teachers, limited facilities and infrastructure, and community participation/support factors. While the internal constraints consist of the lack of motivation from within the students and the factors of the family environment that do not support the development of students at SMP N 1 Labuhanhaji Timur

ACKNOWLEDGEMENT

The author is grateful to the East Labihanhaji 1 Public Middle School who have helped a lot in collecting data during the writing of this paper so that it is completed properly.

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