

Educational Quality Transformation at MAN 2 Banyumas Through a Total Quality Management (TQM) Approach

Muhamad Siswanto

MAN 4 Kebumen

*Corresponding author, E-mail: msiswanto42@gmail.com

Abstract

Education in Indonesia plays a crucial role in developing high-quality human resources, yet it continues to face major challenges related to quality, equity, and relevance to global needs. One affected sector is the madrasah, which is often perceived as lagging general schools, particularly in terms of quality management and resources. Total Quality Management (TQM) is an approach that can enhance the quality of education in madrasahs through continuous improvement in management, teaching, and evaluation. This study employs a qualitative method. The findings reveal that the implementation of TQM at MAN 2 Banyumas has led to significant transformations in both management and educational practices. Guided by the principle of continuous improvement, all elements of the madrasah are actively engaged in quality enhancement through planning, monitoring, and evaluation processes involving all stakeholders. A more participatory and collaborative leadership style has fostered open communication between the school and parents, strengthening an organizational culture that encourages active contributions from every individual. TQM has also improved the quality of teaching and curriculum—not only academically but also in the development of students' life skills and character—through ongoing evaluation. Parental involvement in the learning process has been reinforced, fostering stronger ties between the madrasah and families. Furthermore, TQM in student services and management enables earlier problem identification and more effective solutions, resulting in a more holistic and meaningful learning experience.

Keywords: Educational Quality; Total Quality Management; Madrasah

This is an open access article under the [CC-BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) license.



Introduction

Education is one of the most vital sectors for the advancement of a nation (Wahib, 2021). In the context of Indonesia, education plays a very important role in creating quality human resources, which in turn can increase the nation's competitiveness on the international stage (Annisa & Gyfend, 2021). Education in Indonesia has undergone many developments, yet it still faces major challenges in terms of quality, equity, and relevance to global market demands (Sarmono et al., 2020). Therefore, various efforts continue to be made by the government to improve the quality of education, at the elementary, secondary, and higher education levels. One major issue is the gap in educational quality between urban and rural areas, as well as between general schools and madrasahs, which are often perceived as having lower quality.

The quality of education in Indonesia remains a topic that continues to be discussed among many groups, especially because the educational outcomes often do not meet the expectations of society and the nation (Sari et al., 2021). Several indicators that become the main focus in assessing the quality of education in Indonesia include students' abilities in reading, writing, and arithmetic, as well as national exam results that indicate disparities between regions (Noprika et al., 2020). Moreover, even though Indonesia's education budget is quite large, equitable distribution and maintained quality remain significant challenges (Machali, 2011). In many places, limited teaching quality and educational facilities are the main factors affecting student learning outcomes.

The challenges of educational quality in Indonesia are also evident in madrasah institutions. Madrasahs are unique because they combine religious education with general education. However, in terms of quality, madrasahs are often considered to be behind general schools (Nasution, 2019). The lack of attention to quality management in education and limited resources have hindered madrasahs

from providing the best education for their students. This shows the importance of focusing on improving educational quality in madrasahs through various effective and innovative approaches.

Total Quality Management (TQM) is one approach that can be used to improve the overall quality of education, both in management and learning processes (Maghfiroh, 2018a). TQM is a management philosophy that focuses on continuous improvement in all aspects of the organization, including education. This concept emphasizes the importance of the participation of all members of the organization, from managers to teaching staff, in efforts to improve quality (Masradinur & Noverlian, 2021). In the context of education, TQM encourages improved teaching quality, enhancement of evaluation systems, and more efficient resource management (Murtadho, 2012). The implementation of TQM in educational institutions, including madrasahs, can help achieve better and more measurable educational goals.

In general, TQM can be applied in various fields, including education, with the aim of improving the quality of processes and educational outcomes (Nawawi & La'alang, 2020). In the context of madrasahs, the implementation of TQM can help identify existing weaknesses in educational management and develop more structured improvement strategies. One important aspect of TQM is continuous improvement, where every process in the madrasah is regularly reviewed to identify areas that need improvement (Maghfiroh, 2018b). With consistent improvements, the quality of education can increase over time.

The implementation of TQM at MAN 2 Banyumas is a good example of efforts to improve the quality of education in madrasahs. MAN 2 Banyumas, as one of the public madrasahs in Banyumas, faces its own challenges in improving education quality. Like other madrasahs, MAN 2 Banyumas must deal with the reality that educational quality does not always align with the available budget. Nevertheless, with the implementation of TQM, this madrasah can optimize existing resources to achieve better educational outcomes. By involving all parties in the improvement process, MAN 2 Banyumas can create a better and more effective educational environment.

In the implementation of TQM, every aspect in the madrasah is thoroughly examined and evaluated (Putri, 2020). This includes planning, teaching, evaluation, resource management, and relationships with stakeholders such as students, parents, and the community. This process requires close collaboration among all involved parties, from madrasah leaders to educators and students. Through this collaboration, every problem that arises in the educational process can be identified and quickly addressed.

TQM also emphasizes the importance of active participation from all parties in the madrasah. The implementation of TQM involves not only madrasah administrators and teaching staff but also students, parents, and the community. These parties have an important role in supporting the improvement of educational quality (Priarni, 2017). For example, parents can provide input on student needs, while students can inform the madrasah about difficulties they face in the learning process. With continuous feedback from all parties, madrasahs can make more targeted improvements.

One of the main principles of TQM is customer satisfaction, which in this context refers to students and parents (Futaqi, 2019). TQM encourages madrasahs to continuously improve the quality of education to meet the expectations of students and parents. By considering student and parent satisfaction, MAN 2 Banyumas can create a more productive and enjoyable educational environment for all parties. This satisfaction can be measured in various ways, such as student learning outcomes, the level of parental participation in madrasah activities, and student feedback on their experiences at the madrasah.

The process of improving educational quality through TQM at MAN 2 Banyumas also involves the use of relevant data and information to support better decision-making. Exam results, student attendance rates, and teaching evaluation results can be used to evaluate the effectiveness of existing educational processes. By using this data, the madrasah can identify areas that need improvement and formulate more appropriate strategies to enhance educational quality. This data-driven approach is very important for achieving sustainable and measurable improvements.

The implementation of TQM at MAN 2 Banyumas also requires strong commitment from all involved parties. The head of the madrasah as the leader must be able to provide clear direction and support the application of TQM principles in all aspects of the madrasah. The head of the madrasah must also manage existing resources efficiently and ensure that all teaching staff share an understanding

of the importance of quality in education. Strong commitment and leadership from the head of the madrasah will be key factors in the successful implementation of TQM at MAN 2 Banyumas.

In addition, the importance of training for teaching staff cannot be overlooked in the implementation of TQM. Teachers at MAN 2 Banyumas must be provided with training that aligns with current developments and educational needs. This training can cover various aspects, from mastery of subject matter, the development of innovative teaching methods, to better classroom management. With improved teacher competence, the quality of teaching at MAN 2 Banyumas will continue to improve, resulting in more qualified graduates.

Periodic evaluation is also part of TQM implementation (Huriyah, 2016). Through systematic evaluation, the madrasah can determine the extent to which TQM has been successfully applied and identify areas needing improvement. This evaluation is conducted not only at the teaching level but also in management and resource management. With structured evaluation, madrasahs can make more effective improvements and optimize their results. The implementation of TQM at MAN 2 Banyumas can also enhance a culture of quality among students. By integrating TQM principles into daily life at the madrasah, students will become accustomed to striving for excellence in all aspects of their lives. This culture of quality will carry over into the workforce and broader society, ensuring that graduates of MAN 2 Banyumas are not only academically capable but also professional and ethical.

TQM can also help MAN 2 Banyumas become more adaptive to change. In a continuously evolving educational landscape, madrasahs must be able to respond to changes in curriculum, technology, and market needs. With the implementation of TQM, MAN 2 Banyumas can respond more quickly and effectively to such changes—for example, by utilizing technology in the learning process or adapting the curriculum to be more aligned with the world of work. The benefits of TQM implementation at MAN 2 Banyumas are not only felt by the madrasah itself but also by the surrounding community. By producing high-quality graduates, MAN 2 Banyumas can contribute positively to regional and national development. Madrasah graduates who possess strong academic skills and life skills will be valuable assets to society. Therefore, the implementation of TQM in madrasahs also contributes to better human resource development. Additionally, TQM can reduce the waste of resources in madrasahs. In education management, there is often waste in budget use, time, and other resources. By applying TQM principles, MAN 2 Banyumas can manage all existing resources more efficiently, thus achieving optimal educational outcomes even with limited resources.

The main challenge in implementing TQM is resistance to change (Khotimah & Nasuka, 2020). Many parties in the madrasah may feel reluctant or unfamiliar with new ways of managing education. Therefore, it is important for madrasah leaders to educate all relevant parties about the benefits of TQM and to provide motivation so that everyone is willing to participate in the changes. With the right approach, resistance to change can be overcome, and TQM can be well accepted at MAN 2 Banyumas. The implementation of TQM also requires a non-instant process. It takes time and effort to bring about significant changes in educational quality. Therefore, it is important for madrasahs to be patient and to continue striving to improve educational quality through measured and systematic steps. With consistency in implementing TQM, madrasahs can reap long-term benefits from improved educational outcomes.

With effective implementation of TQM, MAN 2 Banyumas is expected to become a model for other madrasahs in improving educational quality. Success in TQM implementation will prove that madrasahs can also deliver high-quality education, despite existing challenges. The outcomes of TQM implementation can serve as inspiration for other madrasahs in Indonesia to continue innovating and enhancing their educational quality. This research aims to explore more deeply the implementation of TQM at MAN 2 Banyumas and its impact on improving educational quality. By identifying the supporting factors and obstacles in TQM implementation, the results of this study are expected to provide useful recommendations for other madrasahs in implementing quality-based managerial approaches. As educational institutions with great potential, madrasahs need to adapt to the times and apply quality-based management to shape a superior future generation.

Literature Review

Educational Quality in the Indonesian Context

Educational quality in Indonesia continues to face systemic challenges. Despite a large budget allocation for education, issues persist in the equitable distribution of resources, particularly in rural and remote areas (Machali, 2011). Learning outcomes, such as reading, writing, and arithmetic proficiency, remain uneven across regions and are reflected in national assessment results (Noprika et al., 2020; Sari et al., 2021). This quality gap is also evident between general schools and madrasahs. Although madrasahs serve an important dual function—delivering both religious and general education—they are often perceived as having lower performance due to limitations in infrastructure, human resources, and managerial capacity (Nasution, 2019).

Challenges in Madrasah Quality Management

Madrasahs face specific quality-related challenges, including limited teacher training, outdated management systems, and insufficient engagement with stakeholders. These constraints hinder their ability to deliver education that meets national and global standards. Improving the quality of education in madrasahs thus requires a shift not only in pedagogical practices but also in institutional management approaches (Nasution, 2019; Priarni, 2017).

Total Quality Management (TQM) in Education

Total Quality Management (TQM) offers a promising framework for addressing quality issues in education. TQM is a management philosophy that emphasizes continuous improvement, customer satisfaction, and the involvement of all stakeholders in the organizational process (Maghfiroh, 2018a; Masradinur & Noverlian, 2021). In the context of education, TQM has been adopted to enhance teaching effectiveness, improve school governance, and optimize the use of resources (Murtadho, 2012; Nawawi & La'alang, 2020). By promoting accountability and transparency, TQM encourages schools to use data and stakeholder feedback as key inputs in planning and evaluation processes (Huriyah, 2016; Futaqi, 2019).

Application of TQM in Madrasahs

Several studies have examined the application of TQM in Islamic educational institutions. Findings suggest that TQM can enhance both managerial efficiency and student learning outcomes when applied systematically (Putri, 2020). Core principles such as continuous improvement, teamwork, data-driven decision-making, and customer (student and parent) satisfaction are applicable and adaptable to the unique context of madrasahs. Moreover, TQM fosters collaboration among educators, students, parents, and community stakeholders, thereby supporting a more holistic approach to school improvement (Priarni, 2017; Futaqi, 2019).

Leadership and Teacher Competence in TQM Implementation

Effective implementation of TQM in madrasahs depends heavily on leadership commitment and teacher readiness. School principals must act as change agents, facilitating the integration of quality management principles into school culture and operations (Khotimah & Nasuka, 2020). Simultaneously, educators must be equipped with professional development opportunities that enhance both their pedagogical and managerial capacities (Maghfiroh, 2018b). Training, mentoring, and structured evaluations are critical for sustaining quality improvements.

TQM Outcomes and Cultural Transformation

TQM also supports cultural transformation within madrasahs by promoting a mindset of excellence and adaptability among students and staff. A school culture based on continuous improvement not only improves academic outcomes but also strengthens students' life skills, values, and character development (Ramadina, 2021). In this way, TQM aligns with the broader goals of Islamic education, which seek to produce graduates who are both intellectually capable and morally grounded.

Methodology

The research method used in this study is a qualitative method with a descriptive approach. This approach was chosen to provide an in-depth and comprehensive overview of the implementation

of Total Quality Management (TQM) in improving the quality of education at MAN 2 Banyumas. Through this qualitative method, the researcher aims to explore detailed information regarding the processes, challenges, and strategies applied by the madrasah in managing quality education. Data were collected using three main techniques: observation, interviews, and documentation. Observation was carried out to gain direct understanding of the TQM implementation at MAN 2 Banyumas, including aspects of teaching, management, and stakeholder interactions. The observations took place across various areas of the madrasah classrooms, offices, and the surrounding environment—to identify how TQM principles are applied in daily practice. Interviews were a primary data collection technique and were conducted with key informants involved in TQM implementation. These included Sunhaji, the Head of the Madrasah Committee, who offered strategic insights on educational policy and quality evaluation; M. Irfangi, Vice Principal for Curriculum Affairs, who explained curriculum development aligned with TQM; Khayat Fatuddin, Vice Principal for Student Affairs, who addressed student-related quality factors; Muhammad Fahmi, Vice Principal for Public Relations, who discussed external relations and the role of feedback in improvement efforts; and Budiono, Vice Principal for Facilities and Infrastructure, who elaborated on the management of facilities to support educational standards. In addition to observation and interviews, documentation was also used to collect secondary data that supported the analysis. The documentation included strategic plans, quality evaluation reports, improvement records, and data on teaching activities and student assessments. These documents served as concrete evidence to support the findings from observation and interviews and assisted the researcher in analyzing the comprehensive implementation of TQM at the madrasah.

Result

Implementation of Total Quality Management Principles at MAN 2 Banyumas

The implementation of Total Quality Management (TQM) at MAN 2 Banyumas is a strategic initiative aimed at building a comprehensive and sustainable culture of quality in education. This approach integrates all elements of the madrasah—leadership, teaching staff, administrative personnel, students, and even parents—into a unified system that focuses on continuous improvement, accountability, and collaboration. At its core, TQM at MAN 2 Banyumas emphasizes shared responsibility in achieving educational excellence, making every stakeholder an active participant in the school's quality development process.

One of the primary principles applied is customer focus, where students and parents are regarded as key stakeholders whose needs, expectations, and satisfaction guide the entire educational process. This principle is reflected in efforts to ensure that the learning experience is not only academically rigorous but also supportive of student well-being and personal development. Educational policies and programs are designed with the learner at the center, aiming to provide a holistic learning environment that supports intellectual, emotional, and social growth.

The second key principle is continuous improvement. MAN 2 Banyumas conducts regular evaluations of its academic programs, extracurricular activities, administrative procedures, and overall school environment. This principle is operationalized through systematic monitoring and feedback mechanisms that identify strengths and areas for development. Adjustments and innovations are introduced based on these evaluations to ensure that educational practices remain relevant, effective, and aligned with evolving standards and student needs.

Leadership commitment is also central to the success of TQM implementation. The principal and vice principals of MAN 2 Banyumas play an active role in communicating a clear vision and mission related to quality enhancement. Their leadership is characterized by transparency, inclusivity, and encouragement, fostering a positive and supportive atmosphere where all staff feel valued and motivated to contribute to the school's goals. Decision-making processes are driven by evidence and guided by the principle of maximizing educational impact.

Another vital component is the participation and empowerment of all school members. Teachers, administrative staff, students, and parents are actively involved in planning, implementing, and evaluating school programs. This participatory approach builds a strong sense of ownership and responsibility, leading to more effective collaboration and a deeper commitment to the school's mission. Teachers are encouraged to innovate in their teaching methods, contribute to curriculum development,

and share best practices with colleagues through professional learning communities. Data-driven decision-making is another foundational aspect of TQM at MAN 2 Banyumas. Reliable and objective data—from student performance metrics to stakeholder surveys—are used to inform school policies and improvement strategies. This ensures that actions taken are evidence-based, measurable, and accountable. The school maintains thorough documentation and utilizes digital tools to track progress and evaluate the effectiveness of various initiatives.

Human resource development is also prioritized. Continuous training programs, workshops, and professional development sessions are provided to enhance the competencies of both educators and administrative staff. These activities focus not only on technical teaching skills but also on the understanding and application of TQM principles in everyday practice. As a result, the school staff are better equipped to handle challenges, implement innovative practices, and contribute to a culture of excellence. Evaluation processes at MAN 2 Banyumas are comprehensive, transparent, and systematic. Internal audits, performance reviews, and stakeholder feedback sessions are conducted routinely to ensure accountability and guide strategic planning. The outcomes of these evaluations are shared with the school community to promote transparency and encourage collective action in addressing any shortcomings.

Staff empowerment is embedded in the school's operational philosophy. Administrative and teaching staff are encouraged to propose solutions, lead initiatives, and take ownership of quality improvement efforts. This not only enhances motivation but also drives creativity and innovation within the institution. Staff contributions are recognized and valued, fostering a dynamic and proactive work environment. External partnerships and stakeholder engagement are also actively promoted. The school maintains strong relationships with parents and the local community, recognizing their role in supporting student success. Regular parent meetings, community seminars, and collaborative events help strengthen trust and communication between the school and its stakeholders. Parental input is considered in decision-making processes, and their involvement is seen as crucial to the holistic development of students. TQM principles also manifest in academic collaboration among teachers, particularly through team-based learning design and evaluation. Teachers work together in cross-functional teams to develop lesson plans, share instructional strategies, and co-evaluate student outcomes. This collaborative approach ensures that diverse perspectives are incorporated into educational planning and that instruction is responsive to a wide range of student needs.

Financial management at MAN 2 Banyumas aligns with the principles of transparency, efficiency, and accountability. Budgets are allocated strategically to support quality enhancement initiatives, including infrastructure improvements, resource acquisition, teacher training, and student welfare programs. All financial decisions are made with the goal of directly contributing to better educational outcomes and maximizing the impact of available resources. Student involvement is also a hallmark of the TQM approach. Learners are not seen merely as recipients of instruction but as active participants in their own education. They are encouraged to take responsibility for their learning, provide feedback on teaching practices, and engage in school improvement activities. This engagement cultivates leadership, independence, and a sense of belonging among students.

Standardization of processes through the development of standard operating procedures (SOPs) ensures consistency, efficiency, and quality across all areas of school operation—from administrative tasks to classroom instruction. These SOPs serve as benchmarks that help maintain high standards and guide the behavior of staff and students alike. Through the implementation of these principles, MAN 2 Banyumas has created a responsive, inclusive, and high-performing educational environment. The madrasah is continuously striving for excellence, not only through routine practices but also by fostering a mindset of innovation and adaptability. Technological integration, creative teaching methods, and personalized learning experiences are regularly explored and adopted to enhance student engagement and achievement. Ultimately, the application of TQM at MAN 2 Banyumas demonstrates how a quality-focused management system can transform educational institutions into centers of excellence that prepare students to meet the demands of a rapidly changing world.

Changes in Organizational Culture and Leadership in TQM Implementation

The implementation of Total Quality Management (TQM) at MAN 2 Banyumas significantly impacted the organizational culture and leadership style. Before TQM, the system was hierarchical,

with decision-making largely in the hands of the leader. However, with TQM adoption, the school became more open, participatory, and collaborative in decision-making, involving everyone in the continuous quality improvement process. Leadership became more collective and team-based, requiring leaders to listen more to input from all organizational members. This change allowed decisions to reflect diverse perspectives, enriching the decision-making process.

Additionally, the work culture shifted from passive to active, with all members—teachers, staff, and students—engaged in continuous evaluation and improvement. This made the organization more dynamic and adaptable to challenges. TQM also led to proactive student management, focusing on continuous improvement rather than reacting to problems as they arose. Furthermore, TQM enhanced the management of facilities, making it more systematic and aligned with the real needs of students and teachers. TQM also transformed external relationships, particularly with parents and the community, making them more participatory and transparent. Over time, the school embraced TQM principles like openness, participation, and shared responsibility. Leadership now encourages staff to view their roles as part of a collective effort to improve education quality. Collaborative work between teachers and staff has fostered better interaction and teamwork, improving overall performance.

TQM also influenced planning and evaluation, making processes more data-driven and comprehensive. The curriculum was adapted to meet students' needs and the demands of the workforce, involving various stakeholders in its design. Improved communication facilitated better understanding and problem-solving within the school. Additionally, student management now focuses on character and soft skills development, not just academics. TQM's impact extended to facilities, which became more conducive to learning. The school also prioritized staff welfare, offering better training and professional development. TQM helped the school face external challenges, ensuring readiness for changes in education policies and societal dynamics. Overall, TQM at MAN 2 Banyumas transformed the school's organizational culture, leadership, and overall quality management in education.

Impact of TQM on Learning Quality and Curriculum

The implementation of Total Quality Management (TQM) at MAN 2 Banyumas has significantly improved the quality of learning and the curriculum. TQM's focus on continuous improvement and participation has transformed how the school designs and delivers educational processes. Prior to TQM, the school followed a conventional learning management approach with limited adjustments to student needs and the fast-evolving education landscape. However, with TQM, both the curriculum and learning processes became more structured and adaptable.

M. Irfangi, the Deputy Head of Curriculum, explains that TQM allows the school to respond more flexibly to student needs and external changes, ensuring continuous curriculum evaluation. The curriculum now aligns with students' real needs, incorporating both academic and non-academic aspects. This shift encourages teachers to be more innovative and creative in designing lesson materials that foster student development. The curriculum also emphasizes competence and character development. Previously focused mainly on academic standards, the curriculum now integrates soft skills like leadership, communication, and teamwork, reflecting TQM's holistic approach to quality. This approach results in a more comprehensive learning process that considers multiple dimensions of student development.

Furthermore, TQM promotes the involvement of all stakeholders—teachers, students, parents, and the community—in curriculum planning and evaluation. This collaborative approach ensures the curriculum stays relevant and meets the demands of the workforce. Parental involvement strengthens the relationship between the school and the surrounding community, fostering a collective responsibility for educational quality. Khayat Fatuddin, the Deputy Head of Student Affairs, mentions that TQM also led to a more proactive and continuous student evaluation approach, allowing the school to address potential issues early. Moreover, TQM has shifted the classroom dynamic from teacher-centered to a more interactive and collaborative one, enhancing student participation in discussions, problem-solving, and critical thinking.

As a result, learning quality at MAN 2 Banyumas has significantly improved. Students are now more actively engaged, leading to better academic outcomes. The curriculum is more relevant, preparing students for both exams and real-world challenges. TQM also encourages teachers to

continuously develop their teaching competencies, with a focus on effective teaching methods and the use of technology in the classroom. TQM's emphasis on continuous evaluation broadens assessment to include not only tests but also a comprehensive review of teaching methods, materials, and student engagement. This allows the school to refine the curriculum and ensure its effectiveness in improving educational quality. TQM's integration of technology in learning further enriches the student experience, using online platforms and educational apps to make learning more interactive.

In terms of assessment, TQM shifts the focus from final exams to a more process-oriented approach, evaluating critical thinking, collaboration, and creativity. This holistic evaluation improves learning quality at MAN 2 Banyumas. TQM also enhances the quality of teaching materials, making them more aligned with student needs and integrating practical knowledge and skills for personal and professional success. Time management in learning processes has improved, making lessons more structured and efficient, allowing both teachers and students to maximize learning outcomes. Finally, the physical learning environment has improved with better facilities, creating a more conducive atmosphere for student growth. Overall, TQM has significantly enhanced the quality of education at MAN 2 Banyumas, providing students with a more active, creative, and supportive learning experience, contributing greatly to the school's educational success.

Discussion

The implementation of Total Quality Management (TQM) at MAN 2 Banyumas has led to significant improvements in the quality of learning and the curriculum. As evident from the transformation discussed, TQM's emphasis on continuous improvement, participatory decision-making, and responsiveness to both internal and external changes has reshaped the educational processes at the school. This transformation is not just about the incremental improvements in administrative processes, but also about making the entire learning environment more adaptable, inclusive, and forward-thinking.

M. Irfangi, the Deputy Head of Curriculum, points out that TQM allows the school to respond more flexibly to student needs and external changes, such as shifts in educational standards or societal demands. This flexibility is crucial in the rapidly evolving landscape of education, where curricula that were once static can now be adjusted dynamically to reflect the needs of students. As observed, the curriculum now includes a more comprehensive approach that integrates academic and non-academic skills, such as leadership, communication, and teamwork. These are critical competencies in today's complex world (Rindawan et al., 2023). The alignment of the curriculum with both the real needs of students and the demands of the labor market reflects the core principles of TQM, which advocate for a holistic and integrated approach to education (Airyq et al., 2023). By engaging multiple stakeholders—teachers, students, parents, and the community—in curriculum planning, the school has ensured that the learning environment stays relevant and responsive to societal changes. This participatory approach not only strengthens the relationship between the school and the community but also builds a collective responsibility for the quality of education.

Khayat Fatuddin, the Deputy Head of Student Affairs, notes that the implementation of TQM has shifted the evaluation process from a reactive to a proactive model. This shift is significant because it allows the school to address issues before they escalate, contributing to a more supportive learning environment. The school's move towards continuous evaluation, as opposed to relying solely on exams, ensures that student development is more accurately tracked across multiple dimensions, including academic performance, soft skills, and character development. This holistic approach is in line with TQM's principles of ongoing improvement (Rindawan et al., 2023). Moreover, the emphasis on teacher development and the integration of new teaching methods have led to a more dynamic learning environment. TQM encourages teachers to continuously innovate, experiment with new pedagogical strategies, and use technology to enhance their teaching (Sunhaji, 2023). This is consistent with global educational trends that advocate for the integration of technology into the classroom to make learning more interactive and engaging (Airyq et al., 2023). The increased teacher involvement in professional development also contributes to a deeper commitment to improving educational quality, ensuring that the teaching staff is well-equipped to meet the demands of modern education.

The shift towards a more interactive and student-centered learning approach has resulted in improved student engagement. The classroom, as described, is no longer a space where students passively receive information, but one where they actively participate in discussions, problem-solving,

and critical thinking. This change is in line with the principles of TQM, which emphasize collaboration and active participation in the learning process (Budiono, 2023). By fostering a more collaborative environment, the school encourages students to take ownership of their learning and prepares them to face real-world challenges with critical thinking and creativity. The integration of technology has also played a crucial role in enhancing student engagement. As TQM principles encourage the use of tools that can improve learning experiences, MAN 2 Banyumas has leveraged online learning platforms and educational apps to make learning more engaging and accessible. This not only enriches the learning experience but also helps students develop skills necessary to navigate an increasingly digital world (Khayat Fatuddin, 2023).

TQM has also fostered an environment where continuous improvement is ingrained into the institutional culture. The emphasis on regular curriculum evaluation, as stated by M. Irfangi, ensures that the school remains responsive to changes in the educational landscape. This adaptability is essential in preparing students for an uncertain and rapidly changing world. The ongoing evaluation process allows for quick identification of areas that need improvement, which in turn leads to timely interventions that enhance the quality of education (Budiono, 2023). Moreover, TQM's focus on time management and efficient resource allocation has improved the structure and organization of lessons, ensuring that time is used effectively and that learning objectives are achieved in a timely manner. The result is a more organized and effective learning experience that benefits both students and teachers.

Conclusion

The implementation of Total Quality Management (TQM) at MAN 2 Banyumas has significantly enhanced both the quality of learning and the curriculum. TQM's principles of continuous improvement, stakeholder involvement, and responsiveness to both internal and external changes have transformed the educational processes, making them more adaptable, inclusive, and forward-thinking. Key improvements include a more flexible and responsive curriculum that integrates both academic and non-academic competencies, better student evaluation practices that focus on holistic development, and increased teacher engagement through continuous professional development. The shift towards more interactive, student-centered learning environments, facilitated by technology, has further enhanced student engagement and learning outcomes. Additionally, TQM has fostered a culture of ongoing evaluation and improvement, ensuring that the school remains responsive to the ever-changing demands of education and society. Through effective time management, the utilization of technology, and a collaborative approach to curriculum design, MAN 2 Banyumas has created a dynamic educational environment that better prepares students for the challenges of the future. In conclusion, TQM has proven to be a valuable framework for enhancing educational quality, fostering a culture of collaboration, and ensuring that both teaching and learning processes are aligned with the needs of students and the broader community. The success of this approach at MAN 2 Banyumas offers valuable insights for other educational institutions seeking to improve their curricula and teaching practices in a rapidly changing educational landscape.

References

- Airyq, I. M., Hubeis, A. V. S., & Sukmawati, A. (2023). The Influence of Competence, Leadership, and Organizational Culture on Human Resource Performance. *JABM*, 9(1), 285. <https://doi.org/10.17358/jabm.9.1.285>
- Annisa, A., & Gyfend, P. (2021). Integrated Quality Management in Islamic Education. *Jurnal Syntax Transformation*, 2(7). <https://doi.org/10.46799/jst.v2i7.318>
- Futaqi, S. (2019). Decision Making for Total Quality Management in Education (TQME) Amid Global Challenges. *Ta'lim: Jurnal Studi Pendidikan Islam*, 2(1). <https://doi.org/10.52166/talim.v2i1.1438>
- Hamalik, O. (2009). *Teacher Education: Based on Competency Approach*. PT. Bumi Aksara.
- Huriyah, L. (2016). The Implementation of Total Quality Management (TQM) in Improving Public Service Quality at UIN Sunan Ampel. *S. Joies: Journal of Islamic Education Studies*, 1(2). <https://doi.org/10.15642/joies.2016.1.2.303-332>

- Khotimah, K., & Nasuka, M. (2020). The Implementation of Total Quality Management in Improving the Quality of Madrasahs at MTs Darul Falah Sirahan Cluwak Pati. *Intelegensia: Jurnal Pendidikan Islam*, 8(2). <https://doi.org/10.34001/intelegensia.v8i2.1489>
- Machali, I. (2011). *Madrasah Learning System Quality Management: The Contribution of Madrasah Leadership, Teacher Competence, Facilities, and Madrasah Culture to Learning Quality and Its Impact on Student Satisfaction at Private Madrasah Aliyah in Yogyakarta City* [Universitas Pendidikan Indonesia]. <http://repository.upi.edu/8689/>
- Maghfiroh, L. (2018a). Strategies for Improving Madrasah Education Quality through Total Quality Management (TQM) at Madrasah Ibtidaiyah Wahid Hasyim Yogyakarta. *Ta'lim: Jurnal Studi Pendidikan Islam*, 1(1). <http://www.e-jurnal.unisda.ac.id/index.php/talim/article/view/623>
- Maghfiroh, L. (2018b). Strategies for Improving Madrasah Education Quality through Total Quality Management (TQM) at Madrasah Ibtidaiyah Wahid Hasyim Yogyakarta. *Ta'lim: Jurnal Studi Pendidikan Islam*, 1(1). <https://doi.org/10.52166/talim.v1i1.623>
- Masradinur, & Noverlian, B. (2021). The Effectiveness of Implementing Total Quality Management at Madrasah Ibtidaiyah Negeri 1 Takengon Aceh Tengah. *Jurnal As-Salam*, 5(1). <https://doi.org/10.37249/assalam.v5i1.238>
- Murtadho, A. (2012). Strengthening Madrasah Education Quality Based on Integrated Quality Management (TQM). *Forum Tarbiyah*, 10(1). <https://ejournal.uingusdur.ac.id/index.php/forumtarbiyah/article/view/374>
- Nasution, M. H. (2019). Integrated Quality Management (MMT) in Islamic Education. *Al-Muaddib: Jurnal Ilmu-Ilmu Sosial Dan Keislaman*, 4(2). <https://doi.org/10.31604/muaddib.v4i2.228-248>
- Nawawi, M. A., & La'alang, A. (2020). The Urgency of Quality Improvement Using Total Quality Management (TQM) in Islamic Education in the Millennial Era. *Andragogi: Jurnal Pendidikan Islam*, 2(2). <https://doi.org/10.36671/andragogi.v2i2.104>
- Noprika, M., Yusro, N., & Sagiman. (2020). Strategies of School Principals in Improving Education Quality. *Andragogi: Jurnal Pendidikan Islam*, 2(2). <https://doi.org/10.36671/andragogi.v2i2.99>
- Priarni, R. (2017). The Application of Total Quality Management in Islamic Educational Institutions. *INSPIRASI: Jurnal Kajian Dan Penelitian Pendidikan Islam*, 1(2). <https://doi.org/10.61689/inspirasi.v1i2.13>
- Putri, D. I. I. (2020). Management of Student Development Based on Total Quality Management at MI Al-Hidayah Bagor Miri Sragen. *Millah: Journal of Religious Studies*, 20(1). <https://doi.org/10.20885/millah.vol20.iss1.art3>
- Rindawan, Supriadin, & Muhsan. (2023). Evaluation of Learning Management at Madrasah Aliyah Manhalul Ma'arif Darek Using the CIPP Evaluation Model. *Jurnal Ilmiah Mandala Education*, 9(1). <https://doi.org/10.58258/jime.v9i1.4698>
- Sari, J. D. R., Giatman, M., & Ernawati. (2021). The Role of School Leadership in Improving Education Quality. *Jurnal Penelitian Dan Pengembangan Pendidikan*, 5(3). <https://doi.org/10.23887/jppp.v5i3.34846>
- Sarmono, A., Supriyanto, A., & Timan, A. (2020). The Implementation of Integrated Quality Management in the Internal Educational Quality Assurance System. *JAMP: Jurnal Administrasi Dan Manajemen Pendidikan*, 3(1). <https://doi.org/10.17977/um027v3i12020p38>
- Wahib, A. (2021). Educational Supervision Program Evaluation Management to Improve Education Quality. *Auladuna: Jurnal Prodi Pendidikan Guru Madrasah Ibtidaiyah*, 3(1), 91–104. <https://doi.org/10.36835/au.v3i1.512>
- Yasin, A. F. (2011). Developing Pedagogical Competence of Islamic Education Teachers in Madrasah (Case Study at MIN Malang 1). *El-Qudwah*, 4. <http://ejournal.uin-malang.ac.id/index.php/lemlit/article/view/1942>