

Education Quality Management Model at Integrated Islamic High Schools in Banten Province

Asep Muljawan^{1*}, Suhendar Sulaeman², Saiful Bahri³

¹Universitas Muhammadiyah Jakarta, Indonesia.

²Universitas Muhammadiyah Jakarta, Indonesia.

³Universitas Muhammadiyah Jakarta, Indonesia.

*Corresponding author: Asep Muljawan (asepmulyawan2014@gmail.com)

ABSTRACT

Education quality management has an important role in improving and developing school quality. The purpose of the research is to analyze and find a model of education quality management in Integrated Islamic High Schools. This research approach uses analytical descriptive qualitative. The results of this study show; (1) The concept of education quality management in the three schools has been owned and implemented through the leadership of the principal effectively, this is shown by paying attention to input, process, output, and outcome. In the input component, the school focuses on the quality of incoming personnel, in the process component, the school conducts Deming's PDCA then Juran's Pareto principle. In the output and outcome, pay attention to Crosby's zero defect. And all of them are framed with the spirit of Islam, Alqur'an, and Hadith (Religious). (2) The school pays attention to and carries out factors in realizing quality schools; leadership, attachment and involvement of school components, efforts to improve the professionalism and welfare of teachers, integration of the 2013 curriculum (8 SNP) with the unique curriculum of Integrated Islamic High School, optimization of infrastructure including information technology and financing and partnerships. (3) The impact of education quality management in the three schools has implications for strengthening two aspects, namely strengthening the quality of graduates and strengthening institutions and human resources. Based on the results of the substantive findings, the formal findings in this study are a model of education quality management based on system thinking leadership.

Keywords: Management, Education Quality, Leadership

1. Introduction

Education builds and shapes Indonesian people who are intelligent, have personality and skills so that a superior generation of nations with characters that are based on the noble values of the nation and religion are born. Currently, education faces a big and complex challenge, namely the phenomenon of disruption, a term popularised by Clayton Christensen and Michael Porter (Kasali, 2018, p. 22). The era of disruption has several characteristics that can be explained through VUCA (Aribowo, Handy, & Wirapraja, 2018), namely massive, rapid changes, with unpredictable patterns (volatility), rapid changes that cause uncertainty, complexity of the relationship between factors that cause change (complexity), lack of clarity in the direction of change that causes ambiguity. In this era, information technology has become the basis or basis in human life, including in the field of education in Indonesia, so educational disruption occurs (Lubis, 2019).

The function and role of the teacher shifts more to mentor, facilitator, motivator and even inspirer in teaching and developing imagination, creativity, team work and ethical values, culture, character, wisdom, experience, and social empathy because these values cannot be taught by information technology machines (Qutni, Elmubarak, & Muthohar, 2022).

This challenge requires schools to improve and develop knowledge, insight, human resource advantages, both comparative and competitive, professional expertise, and skills enhancement through education and training (Obedgiu, 2017), requires school management, policies, school climate, school effectiveness (Msila, 2011), achievement motivation, morale, and teacher performance (Dekker-Groen, van der Schaaf, & Stokking, 2013), material and financial and infrastructure based on capabilities (Ojeje & Adodo, 2018). In reality, the educational practices organized in general are still many schools that obtain inadequate resources and often cannot be expected as a permanent source in improving the quality of education. This is one of the reasons for the low quality of Islamic schools, which do not have good management so that at the level of application it tends to be as it is.

Various strategic efforts are made, among others, through School-Based Management (Khattri, Ling, & Jha, 2012). This policy provides autonomy to schools to improve all school/madrasah performance towards effectiveness, quality, efficiency, innovation, relevance and equity and access to education (Wiyono, 2017). The improvement of school quality is measured from the input, process and output (Mulyasa, 2003). Schools with the ability to manage inputs, processes and outputs optimally will increase school quality (Sallis, 2006). Supriyadi asserted that school quality itself is the quality of school administration or services which include: student readiness, availability of educators, infrastructure or learning facilities, learning methods, relevance of school to the needs, environmental atmosphere, and school climate (Supriyadi, 2009).

Educational institutions have a variety of pesantren, madrasah and public schools (Daulay & Tobroni, 2017). Pesantren are characterised by mosques, kyai, santri and the teaching of religious sciences (Hayati, 2011) and (Zarkasyi, 2015), practising real religious life (Steenbrink, 1986), collective learning or bandongan (collective learning process) and individual service or sorogan (individual learning process) (Sulhan, 2015) and (Syamsul, 2018). Madrasahs provide religious and general education and teaching (Zuhdi, 2012) and (Anwar, Jufri, & Muhaimi, 2019). Madrasahs cannot be replaced with other institutions, because madrasahs have a very specific vision, mission and characteristics both in society and institutions (Fitri & Hatta, 2013). Over the past 20 years, many pesantren have adopted the madrasah system and incorporated general subjects in their education system (Syar'i, Hamdanah, & Akrim, 2020). Schools are educational institutions that teach general sciences such as mathematics, natural sciences, social sciences and humanities. Ismail Raji al-Faruqi quoted by Assegaf analysed that the material and methodology of education taught by schools in the Islamic world experienced a dichotomy of knowledge where the popular term religious science overruled logic and philosophy (general science), resulting in a separation between diniyah science and aqliyah science (Assegaf, 2011, p. 22).

In the late 1980s, several campus da'wah activists who were members of the Campus Da'wah Institution (LDK) of Institut Teknologi Bandung (ITB), Universitas Indonesia (UI) and several other well-known universities established the Nurul Fikri Integrated Islamic School from kindergarten to high school level (Qodir, 2009) and (Frimayanti, 2015). This Integrated Islamic School is a place to gather the advantages of Islamic boarding schools, madrasah and public schools (Tan, 2014). It is known that Islamic boarding schools have advantages in Islamic religious sciences and public schools have advantages in general sciences. That is why Integrated

Islamic Schools are expected to be able to synergise these two advantages into one advantage (quality standard) parallel to or even higher than public schools (Fuadi & Suyatno, 2020).

The community wants an integrated Islamic school that can provide adequate provisions for students to face the challenges of the times, combining Islamic-based education with modern education so that children are still able to respond to the development of the modern world, but also have a strong religious foundation as a foundation for moral formation (Nasser, Trisnamansyah, Mudrikah, & Iriantara, 2022). In the development of integrated Islamic schools, since the first establishment until 2019 there are around 3,500 Integrated Islamic Schools that are members of the Integrated Islamic School Network (JSIT) (Abdussyukur, 2018), while there are around 10,000 integrated Islamic schools that are not structurally incorporated under JSIT (Mualimin, 2017). This shows that integrated Islamic schools have received such an enthusiastic response from the wider community because of the quality of their schools.

A quality school is a school with good performance, namely a school that has good management standards, is transparent, responsible and accountable, and is able to empower every important component of the school, both internally and externally, in order to achieve the vision-mission-goal of the school effectively and efficiently (Sallis, 2006), (Arcaro, 2007, p. 38). The main problem with school performance is the quality of graduates. In general, the quality of education in Indonesia is lower compared to ASEAN countries and is more concerned when there is a growing issue of public perception that educational institutions under the Ministry of Religious Affairs are far below educational institutions managed by the Ministry of National Education, in other words, Islamic schools are seen as second-class educational institutions (Thobroni, 2020). The quality of graduates of Islamic schools or madrasah in general is still below public schools or other private schools. This is a reflection of the quality of the school which cannot be separated from the factors that influence it, including: according to the World Bank quoted by Syafarudin, ineffective school management (Syarifudin, 2002). Principals are school personnel who have the responsibility or are the most responsible person in school management (Helmawati, 2014). As the main actor, many school principals are less able to improve the quality of their schools because they are not equipped with good leadership and managerial skills. School management as a whole includes curriculum management components (content, process and assessment), student affairs, personnel (education and education personnel), facilities and infrastructure, finance and relationships or school cooperation with the community. Mulyasa stated that the success or failure, quality or not of education in schools is influenced by the school's managerial ability in managing each school component (Mulyasa, 2011).

There are several dissertations that discuss quality management. Moh. Zaini's study (2016) on Madrasah-Based Education Quality Improvement Management, that it can be through strengthening independence and the spirit of community participation with a strategy of integrating academic quality with the character of graduates guided by developing quality standards. Akhsanul Fuadi's study (2018) on Integrated Islamic Schools, that the vision-mission factor of stakeholders and quality priorities on character aspects affect school quality. Dedi Arianto (2019) explains that school quality is influenced by the priority of Content Standards, Process Standards, Educator Standards and Education Personnel so that public trust in schools increases. Looking at the development data about Islamic schools in Banten Province, there are Islamic schools that have achievements, competitive advantages and are able to compete with equivalent quality educational institutions, namely Nurul Fikri Integrated Islamic High School in Serang Regency, Sinar Cendekia Integrated Islamic High School in South Tangerang City, and Al-Qudwah Integrated Islamic High School in Pandeglang (Best High School in Banten Based on UTBK Score 2021, 2021).

Based on the description of the background above, the researcher wants to conduct a study to answer the question; what exactly is said to be quality education? why is the quality of education currently considered not standardized, even though the curriculum has changed, and many teachers are certified? how to improve the quality of education in a sustainable manner? concepts and practices about education quality improvement management are growing rapidly in developed countries, can these concepts and practices be applied in Indonesia? if appropriate and can be applied in Indonesia, how to implement it? when is the right time to start? where to start? and can these concepts and practices form superior Indonesian humans in facing the era of disruption? Based on that, the purpose of this study is to analyze and find a model of education quality management at Integrated Islamic High Schools in Banten Province.

2. Theoretical Review

Model is a design visualisation process to mathematically describe an object or event or system so as to explain and show the nature of the original form (Sagala, 2003) and (Cheong Cheng & Ming Tam, 1997). Management is the process of planning, organising, directing and supervising the efforts of members of the organisation and the use of other organisational resources in order to achieve predetermined organisational goals (Stoner, 1982). In Islamic terminology, management is yudabbiru (Mesiono, 2019) or at-tadbir (Riinawati, 2022) referring to Surah As-Sajdah verse 5 explaining that Allah takes care of all the affairs of His creatures in the heavens and on earth. Quality according to Juran is the suitability of product use, according to Crosby, quality is in accordance with what is required or standardised, Deming states that quality is in accordance with market or consumer needs, Feigenbaum explains quality is full customer satisfaction, Garvi and Davis state that quality is a condition related to products, labour, processes and tasks and the environment that meet or exceed customer expectations (Hadith & Nurhayati, 2010).

The quality of education is the degree of excellence in the management of education effectively and efficiently to produce academic and non-academic excellence in students who have graduated for one level of education (Sutikno, Vol 36 No 1 2013) and (Syakhrani, 2020). In an Islamic perspective, referring to Surah Al-Qasas verse 77 and the words of the Prophet Muhammad PBUH from Aisyah RA narrated by Imam At-Tabrânî about the concept of ihsan and itqan education quality management is a science, tips and profession in achieving the goals of Islamic education, namely forming a Muslim personality that takes place effectively, efficiently, quality and productively through systematic, systemic and measurable work through planning, organising, placing, controlling, motivating, directing, decision making and communicating so that customer needs and satisfaction are met.

Schools in efforts to improve and enhance school quality by involving all elements of the school based on the principles of quality education, including the principle of customer respect; that everyone has the potential to get quality according to certain specifications and customer needs (Petry, 1992) and (Usman, 2009), professional principles, commitment, team work and accountability (Sukmadinata, 2012), continuous process approach, system approach and actual decision making (Komariah, 2010). Also pay attention to quality characteristics, among others; the quality is standardised consistently, keajegan, constant, stable (Usman, 2009), responsiveness, assurance, and empathy (Hanafiah & Suhana, 2012).

The study of factors affecting school quality refers to the theoretical framework of Vincent Gasperz; that school quality can be achieved through a complex interrelation of various

component factors that form the quality management model (Mo Ching Mok, 2002) and (Vincent, 2008). Synthesis of the opinions of Gasperz (2008, p. 274), Sallis (2006, p. 141), Moran (2003, pp. 56-58), and Nasution (2005, p. 322) that there are seven criteria that affect school quality performance, namely leadership; strategic planning; student, stakeholder and market focus; measurement, analysis and knowledge, management; workforce focus; process management; and results. Ruky (2001, p. 7) adds the quality of materials used, the quality of the physical environment, organisational culture and human resource management. Tangkilisan (2007, pp. 180-181) suggests management policy factors, management information systems, and the use of technology. The focus of this research study based on the opinions of these experts is the priority of the dominant factors, namely (1) Human Resources including Principal Leadership and Teacher Competence, (2) Curriculum including content, process and assessment, (3) Facilities and Infrastructure including learning facilities including the use of technology, (4) Financing including sources of funds to finance various school programs in achieving the quality of graduates, and (5) Cooperation.

Education that takes place must have guidelines or references for its implementation. In Indonesia, education is organised based on Pancasila, the 1945 Constitution, and the Law on the National Education System elaborated into the National Education Standards (SNP) through Government Regulation Number 19 of 2005, then changed to Number 13 of 2015, changed again to Number 57 of 2021 and finally to Number 4 of 2022. Achieving and improving quality with the National Education Standards (SNP) requires education quality management. In historical experience, no country has been able to achieve quality education without the support of education quality management (Qomar, 2005, p. 226).

Rusman mentioned that there are three experts who contributed to the quality improvement model, namely W. Edward Deming, Philip B. Crosby and Joseph M. Juran. Each of these experts developed their models regarding the development or improvement of quality (Rusman, 2009, p. 63). The problem is that when the Deming, Juran and Crosby models enter the realm of education, some terms must be translated according to the educational context, for example, supervisors and principals are considered as "management teams". The teacher is the "manager" of the students, the "students" themselves are the "employees" and "knowledge" is said to be the "product". Furthermore, parents or the community are referred to as "customers". (Lunenburg F. C., 2010). W. Edward Deming coined and developed the Deming cycle, this cycle connects the product of a process with customer needs. It is also a planned problem-solving step in the context of the spirit of continuous improvement to improve school quality, accompanied by seriousness and creativity (Alauddin & Yamada, 2019). The cycle stages are *Plan - Do - Check - Act* (Ridwan, 2007, p. 27). Plan is the planning of what goals and processes are needed to determine the results in accordance with the target specifications set. The products of school planning are the School Work Plan, Annual Work Plan (RKT), School Budget Work Plan (RKAS) and Curriculum Level One Education (KTSP). Do is to do, carry out, apply and implement all the plans that have been prepared at the planning stage and monitor the implementation process (monitoring). Check is to examine, monitor, check, measure and correct is the process of assessing the success of the implementation of what has been planned. Check is common with the term evaluation, both evaluation of the process (quality control) and evaluation of the results (quality assurance). Action is to follow up on what has been found at the evaluation stage (check). Follow-up is in the form of correcting deficiencies and continuing excellence. The four stages above are part of ensuring school quality remains under control. PDCA must continue to run like a wheel that keeps turning. The rotation forms a cycle that determines whether the school will grow or vice versa. The more consistent in running the quality cycle, the greater the chance for the school to grow, develop and excel.

Juran's most famous contribution to quality improvement management is The Pareto Principle (Nasution M., 2001, p. 37). This principle is known as the 80/20 rule, which reads "80% of trouble comes from 20% of the problems". According to this principle, organisations should concentrate their energy on solving the few but vital sources of problems that cause the majority of problems (Tjiptono & Diana, 2003, p. 55) and (Sarkar, Mukhopadhyay, & Ghosh, 2013). Crosby states that the achievement of quality follows the standard of zero defect work, therefore, the cause of at least 80% of organisational quality problems is management (Crosby, 1986, p. 86). One of the priority ways to improve it is through management leadership. Applying the concept of zero defects in the service industry is much more difficult than in the product industry. In the service industry, zero defects is an idealized concept; in reality, it is very difficult to guarantee a zero-defect service when there is a high chance of human error. Nonetheless, zero defects want all learners to succeed and develop their potential (Purwaningsih, Ahmad, & Rahmawati, 2023). In general, zero defect in education aims to provide maximum planning and early prevention or anticipation of future problems and possibilities that will occur. Identifying and establishing several school flagship programs that are maximally designed by considering the negative and positive sides will reduce the failure of programs that have been planned by the school. In implementing quality improvement management, the goal is for schools to be of high quality, to be competitive intellectually, socially and in terms of skills or competencies of graduates. In achieving these results, high awareness is needed, not half-hearted and seriousness. And the implementation of quality improvement management also cannot succeed instantly, meaning that the expected innovative changes cannot be realised directly, so continuous efforts are needed in order to realise high productivity. In addition, it also requires the togetherness and cooperation of all components of the school organiser, in improving the quality of human resources.

Integrated Islamic Schools are part of Islamic Education which is essentially a school that implements educational concepts based on the Al-Quran and As Sunnah (Riinawati, 2022, p. 193). The operational concept of Integrated Islamic School (SIT) is the accumulation of the process of acculturation, inheritance, and development of Islamic teachings, culture, and Islamic civilisation from generation to generation. The term "Integrated" in Integrated Islamic Schools is intended as an amplifier of Islam itself, meaning that Islam is whole, comprehensive, integral, not partial (JSIT Indonesia Team, 2013, p. 20). Its characteristics are fostering a school environment with Islamic values and messages, building a culture of care, clean, neat, tidy, concise, healthy and beautiful, quality-oriented and professional. The purpose of Integrated Islamic Schools is directed to form Muslim individuals. According to Naquib al-Attas (1994, p. 23), Islamic education aims to return humans to their human nature, namely serving Allah subhanallah wa ta'ala. Another opinion, Armai (2002, p. 24) aims at fostering personality, improving morals, and good behavior and instilling a sense of belief in religion and God, as well as developing children's intelligence effectively so that they are ready to realise their happiness in the future. Integrated Islamic schools use the national curriculum by combining the curriculum of the ministry of religion, enriched with the pesantren curriculum, and complemented by the unique curriculum of the Integrated Islamic School.

3. Research Methods and Procedures

This research approach uses analytical descriptive qualitative type. Data collection with questionnaires and data analysis using Analysis Hierarchy Process (AHP), then qualitative data collection with interviews and documentation, data analysis with data presentation, reduction and conclusion drawing and data validity. Then combine the two analysis results.

Thomas Saaty (Saaty, 1993) states that the Analytical Hierarchy Process (AHP) is one method in decision making with multiple criteria, where complex problems can be described so that problems will appear more systematic and structured. AHP steps; (1) compare one criterion with other criteria according to the level of importance, (2) Repeat the first step for all pairs of criteria, (3) Sort each criterion based on its priority. The stages of decision making; (1) Define the problem and determine the desired solution, (2) Create a hierarchical structure; general objectives, criteria, sub criteria and selected alternatives, (3) Form a pairwise comparison matrix, (4) Normalise the data, (4) Calculate the eigenvector value and test its consistency, (5) Repeat steps 3, 4, and 5 for all levels of the hierarchy. Research procedures by identifying problems, preliminary study, literature study, retrieval, processing, analysis and evaluation, model design based on the weighted priority values obtained from the analytical hierarchy process (AHP). This research was conducted at Nurul Fikri Integrated Islamic High School in Serang Regency, Al-Qudwah Integrated Islamic High School in Lebak Regency, Sinar Cendekia Integrated Islamic High School in South Tangerang City. And the research time is July 2022 to December 2022.

4. Research Results and Discussion

Data from professionals who are competent and representative in the decision-making process and become respondents in determining the priority value of the Quality Management Model, as follows:

Table 1: Respondents

No	Occupation and Role
1	One of the initiators of the Integrated Islamic School
2	Academician of Education Quality Management
3	Practitioner; Management of SIT Network (JSIT)
4	Principal of Integrated Islamic High School
5	Vice Principal; Curriculum, Student Affairs, Infrastructure, and Public Relations.
6	Senior teacher
7	School Committee Core Management

The determination of influential factors in the research was obtained from the results of literature review, questionnaires, and expert choice. These factors are grouped into priority value weights on the criteria, and sub criteria, as follows:

Table 2: Research variables on SMAIT education quality criteria

No	Criteria	Description
1	Leadership Quality	Referring to leadership theory in general and Islamic perspectives
2	Graduate Quality	Referring to customer satisfaction (according to standards, according to needs and able to compete)

Table 3. Research Variables on Sub-Criteria and Factors

No	Sub-Criteria	Description
1	Human Resources	Referring to HR theory related to the competence of the Principal, Teachers and Education Personnel;
2	Curriculum	Referring to Curriculum theory related to Content, Learning Process and Assessment
3	Facilities and Infrastructure	Referring to the theory of sarpras standards; Building, Equipment, environment;
4	Information Technology	Referring to the concept of globalisation with the VUCA phenomenon, Information Technology-based learning is needed; learning using technological media in the form of computers & the internet;
5	Financing	Referring to the standard of financing
6	Cooperation	Referring to inter-institutional cooperation

Table 4. Variable Factors of Sub-Criteria

No	Sub-Criteria	Factors
1	Human Resources (HR)	Personality Academic ability/intelligence Skills
2	Curriculum	Content Learning process Assessment
3	Facilities and Infrastructure	Building Learning Facilities Physical Environment Interactive Learning Facilities
4	Information Technology	Online access to academic information Online library
5	Financing	Investment Costs HR Development Costs Operational Costs
6	Cooperation	Network Expansion Signing of Agreement (MoU) Proposal Submission

Table 5. Research Variables in Alternative Models of Education Quality Management

No	Alternative Model	Description
1	SMA IT Boarding I	Boarding-based education model with prioritisation of discipline and independence characters

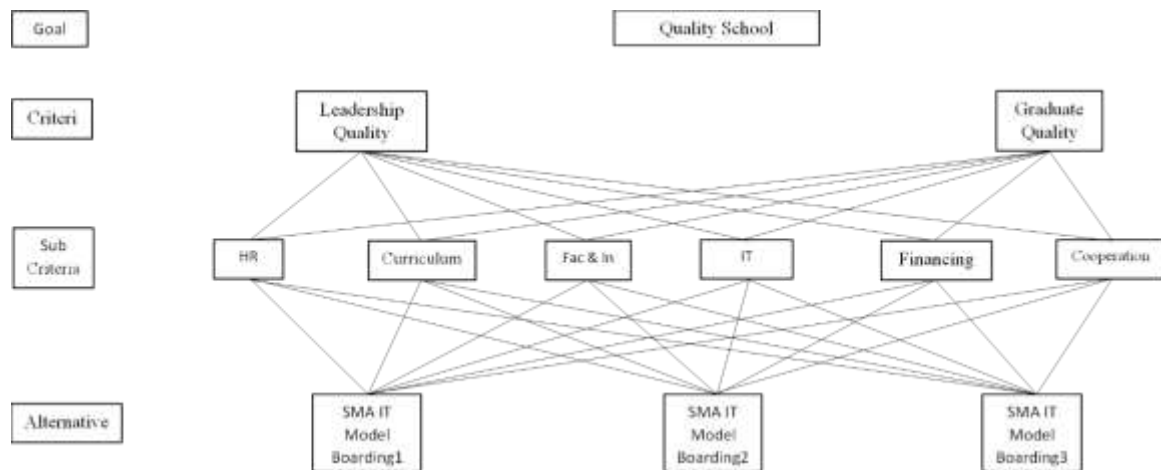
2	SMA IT Boarding II	Boarding-Based Education Model with Academic Ability priority
3	SMA IT Boarding III	Boarding-based education model with Tahfizh as a priority

Based on these research variables, the researchers conducted research and measurement of alternative models with 15 variables in factors that mutually influence the education quality management model at integrated Islamic high schools. The factors used in the study were assessed with a priority scale and made a hierarchy, as follows:

Table 6. Priority Scale

No	Description
1	As important as equal to
2	Between equally important and more important than
3	Quite important than
4	Between moderately important and more important than
5	More important than
6	Between important and very important than
7	Very important rather than
8	Between very important and absolutely important than
9	Absolute importance rather than

Figure 1: AHP Hierarchical Structure



4.1. Analysis of Weighting Results with AHP

The results of the weighting analysis of priorities on each criterion, sub-criteria and alternative education quality management models involved in AHP can be calculated using Microsoft Excel applications. This determination was made through interviews with 20 respondents and 8 of the 20 respondents represented because of their expertise in this research problem with a questionnaire, recapitulating the weighting results as follows:

Table 7. Recapitulation of the Weight of Criteria, Sub-Criteria, Sub-sub Criteria, and Objectives

Quality School					
Leadership		66,29%	33,71%	Graduate	
1	HR	39,62%	38,03%	HR	1
	a Personality	58,55%		Personality	a
	b ability	27,87%		ability	b
	c Skills	13,58%		Skills	c
2	Curriculum	30,02%	28,06%	Curriculum	2
	a Content	15,21%		Content	a
	b Learning process	65,03%		Learning process	b
	c Assessment	19,75%		Assessment	c
3	Facility and Infrastructure	9,53%	5,75%	Facility and Infrastructure	3
	a Building	69,38%		Building	a
	b Learning Facilities	19,31%		Learning Facilities	b
	c Physical Environment	11,31%		Physical Environment	c
4	Financing	8,25%	9,09%	Financing	4
	a Investment Costs	15,29%		Investment Costs	a
	b HR Development Costs	50,18%		HR Development Costs	b
	c Operational Costs	34,53%		Operational Costs	c
5	IT	6,58%	7,90%	IT	5
	a Interactive Learning Facilities	69,38%		Interactive Learning Facilities	a
	b Online access to academic information	19,31%		Online access to academic information	b
	c Online library	11,31%		Online library	c
6	Cooperation	6%	11,17%	Cooperation	6
	a Network Expansion	59,55%		Network Expansion	a
	b Signing of Agreement (MoU)	32,30%		Signing of Agreement (MoU)	b
	c Proposal Submission	8,15%		Proposal Submission	c

Table 8. Recapitulation of Final Alternative Model Results

Criteria	Model 1	Model 2	Model 3
Leadership Quality	0,1711	0,3326	0,1573
0,6629			
Graduate Quality	0,0865	0,1719	0,0786
0,3371			
Total	0,2576	0,5045	0,2359

Based on the recapitulation tables and final assessment results, it can be seen that:

- i. The priority weight of the alternative model which is the main choice is the second model, namely the management model that affects the quality of education of the boarding integrated Islamic high school based on academic ability, the priority weight of this second model has the highest value of 0.5045.
- ii. This second model is influenced by the dominant sub-criteria in order are HR factors (0.3962), Curriculum (0.3002), Facilities (0.0953), and Financing (0.0825).
- iii. The dominant sub-criteria factors in the prioritized HR aspects are personality/character (0.5855), ability/intelligence (0.2787), and skills/skills (0.1358).
- iv. The dominant sub-criteria factors in the prioritized curriculum aspects are the learning process (0.6503), assessment (0.1975), and content (0.1521).
- v. The dominant sub-criteria factors in the prioritized facilities and infrastructure aspects are the physical environment (0.3969), building (0.3506), and learning facilities (0.2525).
- vi. The dominant sub-criteria factors in the prioritized financing aspect are human resource development costs (0.5018), operational costs (0.3453), and investment costs (0.1529).
- vii. And the dominant sub-criteria factors are influenced by leadership quality with a priority weight of 0.6629.

Based on the data and findings of field research at Nurul Fikri Integrated Islamic High School in Serang Regency, Sinar Cendekia Integrated Islamic High School in South Tangerang City, Al-Qudwah Integrated Islamic High School in Lebak Regency show many similarities in education quality management, this is because the quality standards used by the three schools are relatively the same, namely the National Education Standards (SNP) and the Integrated Islamic School Network Quality Standards. The difference between the three schools in education quality management lies in the priority. Based on data analysis with AHP and field research findings at the Integrated Islamic High School, it shows that Nurul Fikri Integrated Islamic High School has a priority model of academic ability, Sinar Cendekia Integrated Islamic High School has a priority model of building Islamic character and Al-Qudwah Integrated Islamic High School has a priority model of Alqur'an with tahfizh programme. However, the three Integrated Islamic High Schools are distinctive in prioritising the quality of education, while still paying attention to other priority aspects. Based on the subjective findings, the formal findings of this research are "Education Quality Management Based on Integrative Leadership".

Figure 2: Novelty Research

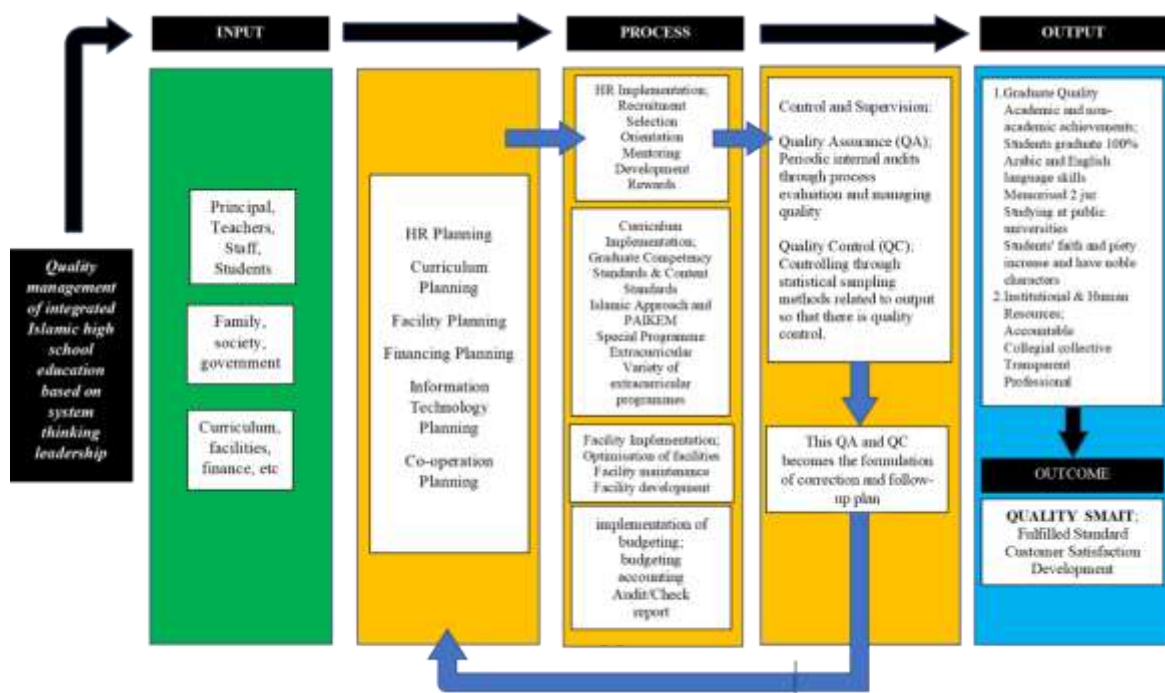


Figure 2 above explains the flow of education quality management of Integrated Islamic High School which begins with the understanding that the concept of quality education is determined by the quality of input, process, output and outcome/impact (Edward Sallis Theory). Operationally, the quality of education can be seen from the quality of input in the form of incoming personnel (principals, teachers, employees and students), next from the family, community and government as well as the readiness of the curriculum, infrastructure, financing and others. Then the input is processed through planning (Plan), Implementation (Do), Control and Supervision (Check) and follow-up (Act). This is in accordance with the Deming Cycle Theory, namely the PDCA cycle. And the practice uses the Pareto principle (Juran's The Pareto Principle Theory is known as the 80/20 rule). Furthermore, the approach used to produce quality outputs and outcomes is Crosby's zero defect with the concept of "making it or trying to make it right the first time". Zero defect is to provide optimal planning and early prevention or anticipation of future problems or possibilities. This is a guarantee that students will be successful (output) and institutionally, the school will be of high quality (outcome). All of these activities are framed by the spirit of Islam (Alqur'an and Hadith), especially QS.28:77, QS.16:90 and HR Imam Thabrani. And this education quality management model runs optimally when it is under system-thinking leadership.

5. Conclusion

Based on the research focus, quantitative and qualitative data exposure of field research findings and discussion of the results of this study, it can be concluded as follows: (1) The concept of education quality management in the three schools has been owned and implemented through the leadership of the principal effectively by paying attention to the input component, the process component using the Deming cycle also pays attention to Juran's Pareto principle, then to produce quality output and outcome is Crosby's zero defect. (2) The Integrated Islamic High School pays attention to and carries out several factors in realising quality schools, the first priority factor is human resources; the principal's leadership refers to a clear vision-mission of work, working hard and smart, diligent and steadfast, optimal in service, and strong work discipline and leadership skills. The attachment and involvement of school components (teachers, staff, students and other stakeholders) in achieving quality schools. Furthermore, there are efforts to improve the professionalism and welfare of teachers and staff through mentoring prospective teachers, teacher coaching, training programmes and awards and incentives. The second priority factor in the curriculum aspect, using an integrated curriculum, namely the integration of the 2013 curriculum (8 SNP) with the typical curriculum of Integrated Islamic High School with the priority of SKL and SI through an Islamic values approach, PAIKEM methods, cocurricular and extracurricular variations. The third priority factor; the infrastructure aspect, namely making master plans and annual needs, making SOP, optimising infrastructure in Teaching and Learning Activities, maintaining infrastructure and developing ICT infrastructure. (3) The impact of education quality management in the three schools has implications for strengthening two aspects, namely strengthening the quality of graduates and strengthening institutions and human resources.

References

- Abdussyukur. (2018). *Disertasi: Konsep dan Praktik Sekolah Islam Terpadu dan Implikasinya Terhadap Pengembangan Pendidikan Islam Di Indonesia*. Surabaya: Pascasarjana UIN Sunan Ampel.
- Admin. (2021, Oktober 15). *SMA Terbaik di Banten Berdasarkan Nilai UTBK 2021*. Retrieved from dindikbud.bantenprov.go.id:

<https://dindikbud.bantenprov.go.id/index.php/artikel/283-sma-terbaik-di-banten-berdasarkan-nilai-utbk-2021.html>

- Al-Attas, N. (1994). *Konsep Pendidikan Islam, Suatu Pembinaan Filsafat Pendidikan Islam (terj. Haidar Bagir)*. Bandung: Mizan.
- Alauddin, N., & Yamada, S. (2019). Overview of Deming criteria for total quality management conceptual framework design in education services. *Journal of Engineering and Science Research*, 3(5), 12-20.
- Anwar, L. M., Jufri, A. W., & Muhaimi, L. (2019). Application of Madrasah Based Management in Improving the Quality of Aliyah Madrasah Education. *International Journal of Multicultural and Multireligious Understanding*, 6(5), 257-269.
- Arcaro, J. (2007). *Pendidikan Berbasis Mutu: Prinsip-Prinsip Perumusan dan Tata Laksana Penetapan*. Yogyakarta: Pustaka Pelajar.
- Arianto, D. (2019). *Manajemen Peningkatan Mutu Madrasah Aliyah Berbasis Pesantren*. Palembang: Program Doktor Pascasarjana UIN Raden Fatah.
- Aribowo, Handy, & Wirapraja. (Vol 9 No 1 2018). Strategi Inovasi Dalam Rangka Menjaga Keberlanjutan Bisnis Dalam Menghadapi Era Volatility, Uncertainty, Complexity dan Ambiguity (VUCA). *Jurnal Ilmu Manajemen dan Akuntansi Terapan (JIMAT)*.
- Arief, A. (2002). *Ilmu dan Metodologi Pendidikan Islam*. Jakarta: Ciputat Pers.
- Assegaf, A. R. (2011). *Filsafat Pendidikan Islam*. Jakarta: Raja Grafindo Persada.
- Cheong Cheng, Y., & Ming Tam, W. (1997). Multi-models of quality in education. *Quality assurance in Education*, 5(1), 22-31.
- Crosby. (1986). *Quality is Free, The Art of Making Quality Certain*. New York: McGraw-Hill.
- Daulay, H. P., & Tobroni, T. (2017). Islamic education in Indonesia: A historical analysis of development and dynamics. *British Journal of Education*, 5(13), 109-126.
- Dekker-Groen, A. M., van der Schaaf, M. F., & Stokking, K. M. (2013). A teacher competence development programme for supporting students' reflection skills. *Teachers and Teaching*, 19(2), 150-171.
- Fitri, H., & Hatta, M. (2013). Madrasah Sebagai lembaga Pendidikan Islam Dalam Ketahanan Nasional Ipoleksosbudhankam Untuk Mewujudkan Kehidupan Berbangsa dan Bernegara. *Jurnal WIDYA*.
- Frimayanti, A. (2015). Latar Belakang Sosial Berdiri Lembaga Pendidikan Islam Terpadu di Indonesia. *Jurnal Al-Tadzkiyyah*, 27-45.
- Fuadi, A. (2018). *Sekolah Islam Terpadu*. Yogyakarta: Pascasarjana UIN Kalijaga.
- Fuadi, A., & Suyatno, S. (2020). Integration of nationalistic and religious values in islamic education: Study in integrated islamic school. *Randwick International of Social Science Journal*, 1(3), 555-570.
- Hadis, A., & Nurhayati. (2010). *Manajemen Mutu Pendidikan*. Bandung: AlfaBeta.
- Hanafiah, & Suhana, C. (2012). *Konsep Strategi Pembelajaran*. Bandung: PT. Refika Aditama.
- Hayati, F. (2011). Pesantren Sebagai Alternatif Mode Lembaga Pendidikan Kader Bangsa. *Jurnal MIMBAR*, 157-163.
- Helmawati. (2014). *Meningkatkan Kinerja Kepala Sekolah/Madrasah Melalui Manajerial Skill*. Jakarta: PT. Rineka Cipta.
- Kasali, R. (2018). *The Great Shifting: Ketika Platform Berubah Kehidupan dan Bisnis pun Berpindah*. Jakarta: PT. Gramedia.
- Khatti, N., Ling, C., & Jha, S. (2012). The effects of school-based management in the Philippines: An initial assessment using administrative data. *Journal of development Effectiveness*, 4(2), 277-295.
- Komariah, A. (2010). *Manajemen Pendidikan*. Bandung: Alfabeta.
- Lubis, F. (2019). Education in the disruption era. *Britain International of Linguistics Arts and Education (BIO LAE) Journal*, 1(2), 183-188.

- Lunenburg, F. C. (2010). Total Quality Management Applied to Schooling. *Electronis-Journal Vol. 1. No.1.* , 1.
- Mesiono. (2019). *Islam dan Manajemen*. Medan: Perdana Publishing.
- Mo Ching Mok, M. (2002). Determinants of students' quality of school life: A path model. *Learning environments research*, 5, , 275-300.
- Moran, J. (2003). *The Executive Guide to Improvement and Change*. [online] Tersedia: <https://books.google.co.id>. USA: ASQ Quality Press.
- Msila, V. (2011). School management and the struggle for effective schools. *Africa Education Review* 8(3), 434-449.
- Mualimin. (2017). Lembaga Pendidikan Islam. *Jurnal Al-Tadzkiyyah*, Vol VII Ed.1. 99-116.
- Mulyasa. (2003). *Manajemen Berbasis Sekolah*. Bandung: Remaja Rosda Karya.
- Mulyasa. (2011). *Manajemen dan Kepemimpinan Kepala Sekolah*. Jakarta: Bumi Aksara.
- Nasser, A. A., Trisnamansyah, S., Mudrikah, A., & Iriantara, Y. (2022). Strengthening Character Education of Madrasah Students Based on Boarding School. *International Journal of Educational Research and Social Sciences (IJERSC)*, 3(2), 653-667.
- Nasution. (2005). *Manajemen Mutu Terpadu*. Jakarta: Ghalia Indonesia.
- Nasution, M. (2001). *Manajemen Mutu Terpadu*. Jakarta: Ghalia Indonesia.
- Obedgiu, V. (2017). Human resource management, historical perspectives, evolution and professional development. *Journal of Management Development*.
- Ojeje, M. A., & Adodo, A. (2018). Education infrastructure in Nigeria: An analysis of provision of school building facility in secondary schools in Delta State Nigeria. *Journal of Education and Entrepreneurship*, 5(3), 49-60.
- Petry, J. R. (1992). *Efficiency vs. Effectiveness: Can W. Edwards Deming's Principles of Quality Management Be Applied Successfully to American Education*. Pittsburgh: Paper presented at the Annual Meeting of the American Educational Studies Association.
- Purwaningsih, E., Ahmad, M., & Rahmawati, D. .. (2023). Integration of Zero Defect as a Strategy to Improve the Quality of Educators. *International Journal of Innovative Science and Research Technology* 8(1).
- Qodir, Z. (2009). *Gerakan Sosial Islam: Manifesto Kaum Beriman*. Yogyakarta: Pustaka Pelajar.
- Qomar, M. (2005). *Epistemologi Pendidikan Islam dari Metode Rasional hingga Metode Kritik*. Jakarta: Erlangga.
- Qutni, D., Elmubarak, Z., & Muthohar. (2022). Local wisdom as a character education in the Era of disruption. *Eur. J. Humanit. Educ. Adv*, 3(3), 282-287.
- Ridwan, A. (2007). *Pendekatan Mutu dan Kepuasan Pelanggan dalam Pelayanan Kesehatan*. Makasar: UNHAS.
- Riinawati, R. (2022). The Concept of Islamic Education Management from the Perspective of the Qur'an and Al-Hadith. *Tafkir: Interdisciplinary Journal of Islamic Education*, 3(2), 148-162.
- Ruky, A. S. (2001). *Sistem Manajemen Kinerja*. Jakarta: PT. Gramedia.
- Rusman. (2009). *Manajemen Kurikulum*. Jakarta: Raja Wali Press.
- Saaty, T. (1993). *Pengambilan Keputusan Bagi Para Pemimpin*. Jakarta: PT. Pustaka Binaman Pressindo.
- Sagala, S. (2003). *Konsep dan Makna Pembelajaran: Untuk Membantu Memecahkan Problematika Belajar dan Mengajar*. Bandung: Alfabeta.
- Sallis, E. (2006). *Total Quality Management in Education Edisi Terjemahan Alih Bahasa oleh Ahmad Ali Riyadi*. Yogyakarta: IRCiSoD.
- Sarkar, A., Mukhopadhyay, A. R., & Ghosh, S. K. (2013). Issues in Pareto analysis and their resolution. *Total Quality Management & Business Excellence*, 24(5-6), 641-651.
- Steenbrink, K. (1986). *Pesantren, Madrasah, Sekolah*. Jakarta: Colombia University Press.
- Stoner, J. A. (1982). *Management*. New York: Hall International, Inc., Englewood Cliffs.

- Sukmadinata, S. (2012). *Kurikulum dan Pembelajaran Kompetensi*. Bandung: PT. Refika Aditama.
- Sulhan, A. (2015). Implementasi Manajemen Mutu Terpadu Lembaga Pendidikan Islam: Sebuah Alternatif Solusi Filsafat. *Jurnal El-HiKMAH*, 1-22.
- Supriyadi. (2009). Pengaruh Gaya Kepemimpinan dan Kualitas Layanan Terhadap Mutu Pendidikan di Kabupaten pandeglang Provinsi Banten. *Jurnal Tabularasa PPs Unimed*, 98-111.
- Sutikno, T. A. (Vol 36 No 1 2013). Manajemen Stratijik Pendidikan Kejuruan dalam Menghadapi Persaingan Mutu. *Jurnal Teknologi dan Kejuruan* , 92-93.
- Syakhrani, A. W. (2020). The Balance Concepts Of Education Based On Islam Perspective. *International Journal of Graduate of Islamic Education*, 1(2), 84-95.
- Syamsul, M. A. (2018). Education as a Foundation of Humanity: Learning from the Pedagogy of Pesantren in Indonesia. *Journal of Social Studies Education Research*, 9(2), 104-123.
- Syar'i, A., Hamdanah, H., & Akrim, A. (2020). The development of Madrasa education in Indonesia. *Revista Argentina de Clínica Psicológica*, 29(4), 513-523.
- Syarifudin. (2002). *Manajemen Mutu Terpadu Dalam Pendidikan*. Jakarta: Grasindo.
- Tan, C. (2014). Educative tradition and Islamic schools in Indonesia. *Journal of Arabic and Islamic Studies*, 14 , 47-62.
- Tangkilisan. (2007). *Manajemen Publik*. Jakarta: Grasindo.
- Thobroni. (2020, Oktober 18). *Percepatan Peningkatan Mutu Madrasah*. Retrieved from re-searchengines.com: <http://re-searchengines.com/drtobroni5-07/>
- Tim JSIT Indonesia. (2013). *Membangun Pendidikan Bermutu Melalui Sekolah Islam Terpadu*. Jakarta: JSIT.
- Tjiptono, F., & Diana, A. (2003). *Total Quality Management* . Yogyakarta: ANDI.
- Usman, H. (2006). *Manajemen Teori, Praktik Dan Riset Pendidikan*. Jakarta: Bumi Aksara.
- Usman, H. (2009). *Manajemen: Teori, Praktik dan Riset Pendidikan*. Jakarta: Bumi Aksara.
- Vincent, G. (2008). *Total Quality Management*. Jakarta: Gramedia Pustaka Utama.
- Wiyono, B. (2017). The effect of school based management implementation on the education quality. *Advanced Science Letters*, 23(9), 8612-8616.
- Zaini, M. (2016). *Manajemen Peningkatan Mutu Pendidikan Berbasis Madrasah*. Malang: Program Doktor Manajemen Pendidikan Islam Pascasarjana UIN Maulana Malik Ibrahim.
- Zarkasyi, H. F. (2015). Modern pondok pesantren: Maintaining tradition in modern system. *Tsaqafah*, 11(2), 223-248.
- Zuhdi, A. (2012). Madrasah Sebagai Tipologi Lembaga Pendidikan Islam: Kajian Tentang Berbagai Model Madrasah Unggulan. *Jurnal Madrasah*, 1-8.

