
Concept Analysis of Quality Control Theory and Quality Development in Islamic Education

Mohamad Kamil Salas¹

¹Universitas Islam Negeri Maulana Malik Ibrahim Malang

E-mail : salas.kamil03@gmail.com

ABSTRACT

Improving the quality of education is a top priority in all educational institutions. Likewise, Islamic educational institutions are currently in the process of becoming educational institutions that have equivalent quality to other educational institutions and even become high quality educational institutions. To achieve this, efforts continue to be made by Islamic educational institutions. One effort is to apply various theories and concepts of quality management so that the quality of education can be maintained and recognized as an educational institution that carries out processes well and produces good output. To improve the quality of education, it is necessary to improve the control and development functions carried out by school principals and education supervisors. Quality control and development will be able to provide significant benefits in improving quality if it is aimed at the input-process-output aspects of education.

Keywords: *Quality Control, Quality Development, Islamic Education.*

ABSTRAK

Peningkatan mutu pendidikan menjadi prioritas utama di semua lembaga pendidikan. Demikian pula di lembaga pendidikan Islam yang sementara berproses menjadi lembaga pendidikan yang memiliki kualitas setara dengan lembaga pendidikan lain bahkan menjadi lembaga pendidikan yang berkualitas tinggi. Untuk mencapai hal tersebut, maka upaya terus dilakukan oleh lembaga pendidikan Islam. Salah satu upayanya adalah dengan menerapkan berbagai teori dan konsep manajemen mutu agar kualitas pendidikan dapat terjaga dan diakui sebagai lembaga pendidikan yang menjalankan proses dengan baik dan menghasilkan output yang baik. Untuk meningkatkan mutu pendidikan perlu ditingkatkan fungsi pengendalian dan pengembangan yang dilakukan oleh kepala sekolah maupun pengawas pendidikan. Pengendalian dan pengembangan mutu yang akan dapat memberikan manfaat yang berarti dalam peningkatan mutu jika ditujukan pada aspek input-proses-output pendidikan.

Kata Kunci: Pengendalian Mutu, Pengembangan Mutu, Pendidikan Islam.

INTRODUCTION

One of the educational problems faced by the Indonesian nation is the low quality of education at every level and type of education and educational unit. Several facts show that the quality of our education is still low, this can be seen when compared with

other countries. There are 20 countries included in the largest education rankings in 2023 and Indonesia is not included in them. Indonesia is ranked 67 out of 203 countries. What's even sadder is that the Intelligence Quotient (IQ) level of Indonesian society is very low. Based on the *World Population Review* report entitled *Average IQ* by

Country 2022, Indonesia is ranked 10 out of 11 countries in Southeast Asia, aka number 2 lowest in Southeast Asia. For the global ranking, Indonesia is ranked 130¹. This occurs due to the quality of human resources which is also a factor causing low competitiveness in addition to infrastructure, bureaucracy, the environment as well as legal equipment and enforcement.

Various efforts have been made to improve the quality of education, both at the national and regional levels, including strengthening regulations on the right to education for school-age children, education and training for teaching staff, strengthening and increasing teacher competence, improving and providing facilities and infrastructure. education, procurement of textbooks and learning media. However, various indicators of education quality have not shown significant improvement. In an effort to improve the quality of education, it is necessary to improve and develop the quality of education quality control management, one of which is by increasing the effectiveness of education delivery, quality-oriented output control.

In the world of Islamic educational institutions, they cannot compete with educational institutions that prioritize general education. The competition referred to is competition for the quality of education that is built on planning, processes and evaluations in accordance with the National Education Standards (SNP). The quality of Islamic educational institutions actually exceeds general education, because Islamic educational institutions have advantages in religious subjects. This is an advantage for

Islamic educational institutions to become more marketable for stakeholders.

In reality, the problems faced by Islamic educational institutions are very diverse. Starting from management problems, leadership problems, human resources, financial and institutional problems.² The development of the quality of Islamic educational institutions needs to continue to be pursued by prioritizing quality analysis theories and their application in every managerial process. The quality aspect will provide benefits to the world of education, at least because improving quality is the responsibility of educational institutions to provide services to students. Apart from that, to ensure the quality of graduates can be accepted in society and the world of work.

RESULTS METHOD

The research method used in this article is a literature review. Literature review is a research approach based on the collection and analysis of literature sources relevant to the topic under study. Through a literature review approach, this article has a strong theoretical foundation, supported by the latest research and the thoughts of experts in the field of Islamic education management.

RESULTS AND DISCUSSION

Education Quality Concept

In this discussion regarding the quality of education, if viewed from a definition perspective, it is quite varied. However, before explaining in detail based on observers and education experts, here the

¹<https://timesindonesia.co.id/kopi-times/451759/merdeka-belajar-wujud-lompatan-sistem-pendidikan-indonesia-yang-revolusioner>

² Ahmadi Syukran Nafis, *Manajemen Pendidikan Islam*, (Yogyakarta, LaksBang PressIndo, 2012), h. 11-12.

author first defines the quality of education separately, because the words "quality" and "education" both have their own meanings.

Lexically, in the Big Indonesian Dictionary released by the Ministry of National Education, the meaning of quality is a measure of the good and bad of an object, condition, level or degree (smartness, intelligence, etc.).³ Mulyasa quoted from the Ministry of National Education, he added that in general, quality can be interpreted as a comprehensive description and characteristics of goods or services that demonstrate their ability to satisfy expected or implied needs. In the educational context, the definition of quality includes educational input, process and output.⁴

According to Usman in his book *"Management Theory, Practice and Educational Research"*, the definition of quality has various connotations depending on the person who uses it. Quality comes from the Latin word *"Qualis"* which means *what kind of* (depending on what word follows it). According to Deming, quality is conformity with market or consumer needs. Meanwhile, Juran said that quality is *quality is fitness for use*, meaning a product that is suitable for use.⁵

Then the definition of education itself based on the Big Indonesian Dictionary is the process of changing the attitudes and

behavior of a person or group of people in an effort to mature humans through teaching and training efforts, educational processes, methods, actions. Oemar Hamalik defines education as a social process, because it functions to socialize students through a socialization process in a particular society.⁶

Quality of Education is a match between the needs of interested parties or stakeholders, both internal (students, educators, school principals and other educational staff) and external (prospective students, parents, community, government, business and industry), with the services provided by education managers.⁷ According to Deming, low quality education can be caused by several conditions not being met, such as weak curriculum design, buildings that do not meet the requirements, poor work environment, inappropriate systems and procedures, work schedules that are not well organized, inadequate resources, insufficient, and inadequate staff development. Apart from that, it could also be due to lack of motivation, communication failure, or problems related to equipment.⁸

Analysis of the Concept of Islamic Education Quality Control (Quality Control)

Quality control or Quality Control in quality management is a system of routine

³ Departemen Pendidikan Nasional, *Kamus Besar bahasa Indonesia*, (Jakarta: Balai Pustaka, 1999), hlm. 677.

⁴ H. E. Mulyasa., *Manajemen dan Kepemimpinan Kepala Sekolah*, (Jakarta: Bumi Aksara, 2011), hlm. 157.

⁵ Suyadi Prawirosentono, *Filosofi Baru Tentang Manajemen Mutu Terpadu (Total Quality*

Management) Abad 21 Studi Kasus dan Analisis, (Jakarta: Bumi Aksara, 2004), hlm. 5.

⁶ Oemar Hamalik, *Dasar-Dasar Pengembangan Kurikulum*, (Bandung : Remaja Rosda Karya, 2007), hlm. 73.

⁷ Ridwan Abdullah Sani, dkk, *Penjaminan Mutu Sekolah*, (Jakarta: Bumi Aksara, 2015), h. 6.

⁸ E. Sallis, *Total Quality in Education*, (London, Kogan Page Limited, 2016), h. 103.

technical activities designed to measuring and assessing the quality of products or services provided to customers. Control is needed in quality management to ensure that activities are in accordance with predetermined plans, so that the products produced meet customer expectations. Quality control tasks can be carried out by measuring differences such as planning, design, using appropriate procedures or equipment, inspection, and taking corrective action on these deviations, between in terms of products, services, or processes, output and specific standards. Therefore, quality control is an effort to ensure that the activities carried out run according to plan and produce output that meets the established standards.

This is as stated by Amitava Mitra: "Quality control may generally be defined as a system that is used to maintain a desired level of quality in a product or service." Tzvetelin Gueorguiev also agrees by stating *"Quality control—processes are monitored to ensure that all quality requirements are being met and performance problems are solved"*.⁹ The same view was also expressed by Ishikawa who stated that quality control is the implementation of planned steps in a controlled manner so that everything goes as it should, so that the planned product quality can be achieved and guaranteed.¹⁰

The definition put forward by Ishikawa above is a new idea about quality control. According to the definition above, it appears that quality control covers the entire process or activities in producing or producing

products and services, namely from the process of developing a new product until the product is used satisfactorily by customers. In the definition above, it is also implied that quality control is carried out with an orientation towards consumer satisfaction. This means that the entire process carried out by the company is aimed at meeting consumer needs. In line with the quality control concept above. Control over the quality of education indeed involves the elements of input, process and output. Therefore, in implementing education quality control, control is focused on the input, process and output elements of education. School principals can plan and control the quality of education from the time students enter, then they are educated at school until they become school graduates. Thus, when carrying out quality control, the school principal or supervisor should see the school or educational process as a system.

For quality control to run effectively, it requires clear, complete and integrated planning so that an effective and efficient monitoring system can be implemented. Clear, complete and integrated planning is needed so that leaders such as principals, deputy principals, administrators and other unit leaders can carry out and control activities well. Apart from that, control requires a clear structure, meaning who is responsible for deviations that occur and what corrective action needs to be taken and by whom the corrective action is carried out.

⁹ Amitava Mitra, *Fundamentals of Quality Control and Improvement Second Edition* (New Jersey : Prentice Hall, Upper River) 2001

¹⁰ Ishikawa, *Pengendalian Mutu Terpadu*, 1998

Quality control is an activity that can provide guarantees that the products produced can meet customer expectations. Thus, there are many benefits to be gained from this control, both for the institution and the personnel being supervised because through supervision there is a process of improving performance, as well as benefits for the customers themselves because they will get quality products. In more detail, Amitava Mitra stated several advantages of quality control.

1. *And foremost is the improvement in the quality of products and services*
2. *The system is continually evaluated and modified to meet the changing needs of the customer*
3. *A quality control system improves productivity, which is a goal of every organization.*
4. *Such a system reduces costs in the long run*
5. *With improved productivity, the lead time for production parts and subassemblies is reduced, which results in improved delivery dates.*¹¹

At the operational level of school institutions, quality control targets are aimed at aspects of educational input, process and output or educational results. According to Djajuli in Nanang and Ali, the substance of educational supervision in an educational manner is:

1. Supervision of curriculum implementation, teaching, teacher understanding of the curriculum, teacher explanation of assessment techniques, elaboration and adjustment of the curriculum
2. Supervision of teaching and learning activities.¹²

Meanwhile, according to Syaodih, the field of control is aimed at the main areas of education, namely curriculum, student guidance and educational management. The curriculum area is related to the formulation of educational objectives, teaching materials, teaching processes, and evaluation, both as a whole educational program at school and for each field of study. The field of student guidance is related to student development and guidance and counseling programs, while the field of management is related to efforts to regulate and utilize all educational resources and funds available at the school. This field includes management of personnel, students, facilities and infrastructure, educational facilities costs and cooperation with the community or parties outside the school. These three areas have the same target direction, namely optimal student development.¹³

Analysis of the Quality Development of Islamic Education

In order to develop the quality of Islamic education in Indonesia, it requires

¹¹ Amitava Mitra, *Fundamentals of Quality Control and Improvement Second Edition* (New Jersey : Prentice Hall, Upper River) 2001

¹² Nanang Fattah dan Mohammad Ali, *Manajemen Berbasis Sekolah*, (Jakarta : Penerbit Universitas Terbuka. 2006), hal. 87

¹³ Nana Syaodih, *Pengendalian Mutu Pendidikan Sekolah Menengah*, (Bandung :Penerbit Refika Aditama, 2006) Hal. 137

active and dynamic participation from parents, students, teachers and other staff, including institutions that care about Islamic education. Essentially.

The aim of educational institutions is to create and maintain customer satisfaction and in Total Quality Management (TQM) customer satisfaction is determined by the stakeholders of the educational institution. Therefore, only by understanding the process and customer satisfaction can organizations realize and appreciate quality.

The definition of *Total Quality Management* (TQM) according to Edward Sallis is; *“a philosophy and a methodology which helps institutions to manage change and to set their own agendas for dealing with the plethora of new external pressures.”* The opinion above emphasizes the understanding that Integrated Quality Management is a philosophy and methodology that helps various institutions, especially industry, in managing change and developing their respective agendas to respond to pressures from external factors.¹⁴ All efforts/management in TQM must be directed at a main goal, namely customer satisfaction. What management does is useless if it does not produce customer satisfaction.

For every educational institution, quality is a central issue that needs attention. According to Ismail, the implementation of quality management in the world of education requires good and professional management, good organizational

management and the provision of adequate personnel to carry out good processes so as to produce quality and high-quality output.¹⁵

Problems that often appear in the management of Islamic educational institutions are management, leadership, human resources, financial and institutional aspects. Therefore, there are several efforts that can be made to develop the quality of Islamic education. In terms of management, there are still many Islamic educational institutions that have not adopted modern management in education management. However, Islamic boarding schools and madrasas are starting to start using modern words and foreign words the name of the institution and its program of activities. In fact, the point lies in the managerial process, not in the name and program.

In terms of leadership and human resources, it is also a problem in itself, namely that there are still many who do not meet the required minimum academic qualifications. This requires educators and educational staff to take part in education, but the reality is still far from the hope of improving quality because the goal is simply to fulfill the demands of the law. Likewise, the financial aspect still requires support from various parties as well as the development of Islamic educational institutions to make them more professional.

Plan, Do, Check, Action (PDCA) also needs to be implemented in the management of Islamic educational institutions. Planning, implementation, evaluation and follow-up

¹⁴ Edward Sallis, *Total Quality Management*, terj., Ahmad Ali Riyadi, (Yogyakarta: Ircisod. 2006), hal.73.

¹⁵ Feibiy Ismail, *Implementasi Total Quality Management (TQM) di Lembaga Pendidikan Islam*, *Jurnal Pendidikan Islam IQRA*, Vol.2 No.2 Tahun 2016, hal. 26

are control tools for each element in maintaining the quality of Islamic education. Planning, implementation and evaluation of Islamic education are directed at preparing quality graduates based on Islamic values.

Referring to the Juran Trilogy, the quality of Islamic educational institutions can be improved by making improvements to the aspects of quality/quality planning, quality/quality control, and quality/quality improvement.¹⁶ The main content of quality planning is identifying community needs for Islamic educational institutions such as Islamic boarding schools and madrasas. What is expected from graduates and what urgent needs are faced by Muslims. Furthermore, Islamic education institutions must translate these needs into activity programs, and develop steps in the program implementation process to produce quality students.

Philip C. Schlechty, as quoted by Rosyada, offers improvements and improvements in the quality of schools in four sectors, namely increasing responsiveness and response to requests from parents and students, continuity in leadership (continuing policies, systems, programs), increasing accountability of teachers and school principals, and equity or fair service to all students. Likewise, J. Scheerens highlighted improving the quality and effectiveness of educational institutions, including aspects of community involvement, human and financial resources, policy, leadership, environment, time efficiency, environment, learning

opportunities and evaluation. Meanwhile, Seodijarto offers improvements and improvements in the quality of Islamic education through five important aspects, namely: increasing the qualifications of teachers, where all teachers must have an educational background that is relevant to their field of work, improving and developing the curriculum, improving textbooks, increasing effectiveness and supervision efficiency, and evaluation development.¹⁷

CONCLUSION

In accordance with the concept of quality in education which includes input-process-output elements. So control over the quality of education is also directed at the input, process and output aspects. In more detail, control over the quality of education is aimed at aspects of the learning curriculum, student development and school management aspects related to the arrangement of educational resources and funds such as: personnel, students, facilities and equipment, costs and school collaboration with the community. These three target areas all refer to optimal development of student competencies. Efforts to develop the quality of Islamic education are through management of the development of the quality of Islamic education, a culture of quality in educational institutions and extracurricular activities. Among the issues of improving the quality of Islamic education, namely: improving the quality of educators, improving the quality of

¹⁶ Juran, The Trilogy Juran, *Quality Progress*, Vol. 19. No.8 1986, hal. 19

¹⁷ Dede Rosyada, *Madrasah dan Profesionalisme Guru*, (Depok, Kencana, 2017), h. 42-43.

learning and improving relations between Islamic schools and the community and the general public.

REFERENCES

- Fattah, Nanang dan Mohammad Ali. *Manajemen Berbasis Sekolah*, Jakarta : Penerbit Universitas Terbuka. 2006
- Hamalik, Oemar. *Dasar-Dasar Pengembangan Kurikulum*, Bandung : Remaja Rosda Karya, 2007
- <https://timesindonesia.co.id/kopi-times/451759/merdeka-belajar-wujud-lompatan-sistem-pendidikan-indonesia-yang-revolusioner>
- Ishikawa. *Pengendalian Mutu Terpadu*, 1998
- Ismail, Feibiy. *Implementasi Total Quality Management (TQM) di Lembaga Pendidikan Islam*, Jurnal Pendidikan Islam IQRA, Vol.2 No.2. 2016
- Juran, *The Trilogy Juran*, Quality Progress, Vol. 19. No.8 1986
- Mitra , Amitava. *Fundamentals of Quality Control and Improvement Second Edition* New Jersey : Prentice Hall,Upper River, 2001
- Mulyasa , H. E. *Manajemen dan Kepemimpinan Kepala Sekolah*, Jakarta: Bumi Aksara, 2011
- Nafis, Ahmadi Syukran. *Manajemen Pendidikan Islam*, Yogyakarta: LaksBang PressIndo, 2012
- Nasional, Departemen Pendidikan. *Kamus Besar bahasa Indonesia*, Jakarta: Balai Pustaka, 1999
- Prawirosentono, Suyadi. *Filosofi Baru Tentang Manajemen Mutu Terpadu (Total Quality Management) Abad 21 Studi Kasus dan Analisis*, Jakarta: Bumi Aksara, 2004
- Rosyada, Dede. *Madrasah dan Profesionalisme Guru*, Depok, Kencana, 2017
- Sallis, E. *Total Quality in Education*, London : Kogan Page Limited, 2016
- Sallis, Edward. *Total Quality Management*, terj., Ahmad Ali Riyadi, Yogyakarta: Ircisod. 2006
- Sani, Ridwan Abdullah dkk. *Penjaminan Mutu Sekolah*, Jakarta: Bumi Aksara, 2015
- Syaodih, Nana. *Pengendalian Mutu Pendidikan Sekolah Menengah*, Bandung :Penerbit Refika Aditama, 2006