

Implementation of Total Quality Management in Kuttab Model Islamic Education Institutions: Case Study at the Islamic Education Institution Kuttab Al-Fatih Bogor

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Abstract .

This research is motivated by the increasing trend of Indonesian people's interest in non-formal education in Indonesia. This trend of increasing public interest in the Kuttab model of Islamic Education needs to be maintained and continuously improved. This research aims to implement Total Quality Management at Kuttab Al-Fatih Islamic Education Institution. This research uses qualitative research, namely field research and literature research. The research informants comprised the head of Kuttab, Kuttab educators, Kuttab document observation, and Kuttab activity observation. The research findings show that the implementation of TQM at Kuttab Al-Fatih Islamic Education Institution is based on School Self Evaluation of 8 national education standards, which include components of Graduate Competency Standards, Process Standards, Assessment Standards, Graduate Competency Standards, Content Standards, Educational Facilities and Infrastructure Standards and Education Personnel adapted from the Al-Quran, Sunnah, and Siroh based on the Kuttab of Ulama. In addition, the management of Kuttab Al-Fatih Bogor has implemented TQM principles from 4 TQM Teachers, namely Demings, Sallis, Crosby, and Juran, although there are still some things that must be improved. In addition, some supporting and inhibiting factors for TQM implementation were also found.

Keywords: Education management, Islamic education management, management, total quality management, kuttab, kuttab Al-Fatih..

I. INTRODUCTION

TQM (Total Quality Management) was introduced by F. Taylor in 1920 in America, then developed by Walter E. Shewhart with statistical quality control methods, becoming famous in Asia through Japan [1]. TQM is widely used in the industrial and service sectors, but Islamic educational institutions in Indonesia still need to be widely used. After seeing the benefits of implementing TQM for the expected results, TQM began to be adopted in educational institutions in Indonesia, including Islamic Education Institutions. The implementation of TQM is closely related to quality improvement, where improving the quality of education in Indonesia is guaranteed by Law Number 20 of 2003 concerning the National Education System, Minister of National Education Regulation No. 63 of 2009 concerning the Education Quality Assurance System in Chapter I Article 1 point 2. Generally, Islamic education institutions still need to implement it optimally, so almost all management dimensions, such as planning, implementation, and evaluation, still need to be more substantial [2]. The application of TQM to education in Indonesia is significant and needs to be improved, considering that the history of Indonesia's founding must be in line with education. Education is an effort to pass on values, be a guide in living life, and improve civilization. This effort is only optimal with applying TQM in the world of education. The application of TQM in education is an effort to improve the quality of education in a sustainable and integrated manner, as well as becoming a benchmark for student outcomes [3]. We need more than our current world of education to meet society's expectations. This phenomenon is characterized by the low quality of graduates, incomplete resolution of educational problems, or often fragmented, even more project-oriented.

As a result, educational outcomes often disappoint society [4]. In terms of improving the quality of education in Indonesia, community participation is needed as the spearhead of success [5]. The role of society in advancing education in Indonesia is relatively high and significant, as evidenced by the large

variety of education in Indonesia from Sabang to Merauke [6]. Indonesian society itself has experienced a shift in the educational paradigm from traditional and characterful to quality education, which is one of the strategies for achieving the development of children's excellence [7]. The popularity of non-formal education confirms that the Kuttab model educational institution can answer the increasing anxiety of parents regarding their children's education, as evidenced by the development of the Al-Fatih Kuttab model educational institution with 42 branches in just 12 years. Kuttab first appeared in the time of the prophet and then spread to various countries along with the spread of Islam. The emergence of this education system is purely part of a series of Islamic charities. At the beginning of its appearance, Kuttab was the principal place (in the Islamic world) to teach children. Its existence is so great in Islamic society, primarily because Kuttab is a place where children learn the Koran and the noble knowledge of Islamic law [8]. Kuttab in Indonesian history, is a familiar educational model. Kuttab was recorded as being present in the archipelago before Indonesia's independence [9]. Azyumardi Azra has also mentioned Kuttab's education and called him indigenous [10]. One of the most important things about re-establishing the Kuttab institution is the view that the existing education system has failed to instill faith and morals from an early age [11].

Before 2012, Kuttab was almost unheard of in Indonesia, but now, in Indonesia, various Kuttab model educational institutions have begun to grow in various cities, which is a new trend. Kuttab Al-Fatih in Indonesia is categorized as non-formal education under PKBM. The implementation of non-formal education is regulated in Law Number 20 of 2003 concerning the National Education System, Government Regulation Number 17 of 2010, Government Regulation Number 66 of 2010, National Education Minister Regulation Number 49 of 2007, National Education Minister Regulation Number 58 of 2009, National Education Minister Regulation Number 14 of 2007, Minister of National Education Regulation Number 3 of 2008. Kuttab Al-Fatih is Islamic religious education, which is very different from formal schools and has a unique format. Kuttab Al-Fatih is a form of alternative education, primary education based on Islamic understanding, which in Indonesia stands under non-formal schools. This institution was born from the founder's concern about the current condition of education, which makes students not close to religion. This educational model adopts the Kuttab model that existed during the time of the Prophet Muhammad SAW and the heyday of Islam. Kuttab Al-Fatih uses the Al-Quran, hadith, and scientific kuttab as reference sources for all systems, curriculum, teaching methods, and so on [12]. The Kuttab Al-Fatih Islamic Education Institute is also a Kuttab education model, namely an educational method that takes and integrates all the basics of education integrally, not only teaching methods, but also management, economic, social, political and educational methods, all of which originate from the kuttab- salaf kuttab. Kuttab in Indonesia has spread to several regions. Parents usually send their children to Kuttab at an early age.

Because later in Kuttab, children will be taught about religious knowledge such as prayer, fiqh, reading, writing, and memorizing the Al-Quran. Apart from teaching using theory, Kuttab also requires students to practice. Kuttab education is also like primary school education in general, but in terms of teaching, it is undoubtedly different. Each Kuttab has its inhibiting and supporting factors. Apart from that, the learning model is also different. Students have different learning tendencies, too. Therefore, an educator must also have an effective and efficient model for the student learning process. Research regarding TQM, Kuttab, and Kuttab Al-Fatih has been carried out, such as a dissertation made by Zainal Mutaqin with the title *Kuttâb Curriculum Perspective of Ibn Suhnûn in the Kuttab of Âdâb Al-Mu'allimîn* in 2022 which focuses research on the curriculum in the Kuttab of Âdâb Al-Mu'allimîn [13]. A dissertation written by Siti Mariah Ulfah with the title *Management of Integrated Islamic Boarding Schools Based on Total Quality Management in Developing the Character of Santri in Jambi Province* in 2020 focuses research on TQM in Islamic boarding schools in Jambi [14]. The thesis created by Arif Utomo with the title *Islamic Religious Education Curriculum in Kuttab-Based Madrasas (Case Study in Kuttab Al-Fatih Depok)* in 2018 focused research on Kuttab Al-Fatih Depok and others [15]. Research regarding TQM, Kuttab, and Kuttab Al-Fatih has been carried out, such as a dissertation made by Zainal Mutaqin with the title *Kuttâb Curriculum Perspective of Ibn Suhnûn in the Kuttab of Âdâb Al-Mu'allimîn* in 2022 which focuses research on the curriculum in the Kuttab of Âdâb Al-Mu'allimîn [13].

A dissertation written by Siti Mariah Ulfah with the title Management of Integrated Islamic Boarding Schools Based on Total Quality Management in Developing the Character of Santri in Jambi Province in 2020 focuses research on TQM in Islamic boarding schools in Jambi [14]. The thesis created by Arif Utomo with the title Islamic Religious Education Curriculum in Kuttab-Based Madrasas (Case Study in Kuttab Al-Fatih Depok) in 2018 focused Thus, the research on the implementation of Total Quality Management of Kuttab Model Islamic Education Institution (Case Study on Kuttab Al-Fatih Islamic Education Institution in Bogor) found some novelty. In previous studies, the research only partially wetted TQM in one educational institution, the quality of the curriculum of the Kuttab model Islamic educational institution, discussed TQM only from one TQM teacher's theory, and discussed the management of the Kuttab model educational institution. Thus, the novelty of this research is that the author conducts more in-depth research by describing the Kuttab model educational institution from the TQM 4 Gurus Theory which generally only touches the philosophical dimension, and has not touched the implementation and technical dimensions, which are well defined, so that a TQM technical guide can be made that can be utilized by educational institutions. In addition, the author conducts more in-depth research by measuring Kuttab model educational institutions in 8 SNP to see the size of the institution compared to formal education standards in Indonesia. Thus, based on the above background, this research seeks to explore the phenomenon or uniqueness of some of the advantages of Kuttab Al-Fatih Islamic Education Institution in terms of implementing quality management at Kuttab Al-Fatih Islamic Education Institution with the research objective is to implement TQM Total Quality Management at Kuttab Al-Fatih Islamic Education Institution.

II. METHODS

Types of research

In this research, the author uses a qualitative research approach with field research methods and is also supported by library research, namely research by making direct observations of research objects (immersing directly in the field) to obtain information on the problems discussed. This research uses a case study approach, strengthened by supporting literature that the author obtained from written sources [16].

Data and Data Sources

This research uses various data sources consisting of human and non-human resources. Human resources include informants who are members of the management of Kuttab Alfatih Bogor, parents of students, and other human resources outside the educational institution. Non-human resources include documents such as letters, attendance lists, and various forms of documentation relevant to the research focus. The sampling method used is a purposive sample with the aim of gathering information that supports the research design and theory. In addition, the data generated from this source is analyzed to solve research problems and achieve the final research objectives. This data source is closely related to elements in the social situation, which include Kuttāb al-Fātiḥ as a research site, the actors involved, such as the head of the kuttāb, teachers, administrators, students, and other related parties, as well as all kuttāb activities that constitute part of the social situation [17]. Apart from that, the data collection method is defined as a method used to obtain or collect data. In this case, the author uses Observation, Interview and Documentation methods.

Data analysis technique

In analyzing the data for this research, the author uses inductive data analysis, namely an analysis process that starts from specific facts, and then generalizations are drawn. [17]. The data analysis process adopts and develops patterns: Data Reduction, Data Presentation, Verification/Conclusion Drawing.

III. RESULTS AND DISCUSSION

Kuttab Al-Fatih Islamic Education Institute in the Perspective of Indonesian National Education Standards

The results of the Kuttab Al-Fatih Islamic Education Institute in the perspective of the Indonesian National Education Standards can be seen in the following diagram:

Table 1. Kuttab Al-Fatih Islamic Education Institute in the Perspective of Indonesian National Education Standards

NO	STANDARDS	RESULTS
1	Content Standards	2.00
2	Process Standards	2.79
3	Graduate competence standard	2.55
4	Education and Teaching Personnel Standards	2.23
5	Facilities and Infrastructure Standards	2.25
6	Management Standards	2.73
7	Financing Standards	1.75
8	Assessment Standards	2.42
	AVERAGE	2.41

From the graph above it can be seen that the Kuttab Al-Fatih Islamic Education Institute in the perspective of 8 national education standards in Indonesia is of sufficient quality with an average total score of 2.41 (Two Points Four One) The results of this research indicate that the quality of kuttab primary education in SNP is generally reasonable. The thing that needs attention is the relationship between the Kuttab Al-Fatih Islamic Education Institute and external parties, which is classified as having poor quality [18]. All data related to the Kuttab Al-Fatih Islamic Education Institute from the Perspective of the Indonesian National Education Standards can also be summarized in the following diagram:

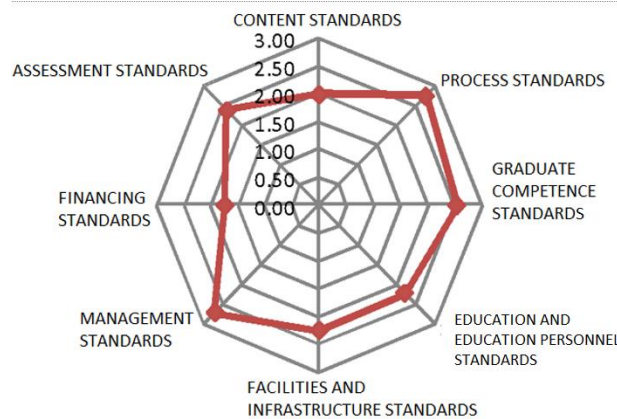


Fig 1. Kuttab Al-Fatih Islamic Education Institute in the Perspective of Indonesian National Education Standards

Apart from that, the following table shows the average school self-evaluation of the 8 national education standards of the Kuttab Al-Fatih Islamic Education Institute.

Table 2. Average Kuttab Al-Fatih Islamic Education Institute in the Perspective of Indonesian National Education Standards

No	National Education Standards	Mark	% (Weight)	Evaluation
1	EDS for Content Standards	2	67 %	Pretty good
2	EDS for Process Standards	2.79	93 %	Very good
3	EDS for Graduate Standards	2.55	85 %	Very good
4	EDS for Education and Teaching Personnel Standards	2.23	74 %	Good
5	EDS for Facilities and Infrastructure Standards	2.25	75 %	Good
6	EDS for Management Standards	2.73	91 %	Very good
7	EDS for Financing Standards	1.75	58 %	Not good

8	EDS for Assessment Standards	2.42	81 %	Good
	AVERAGE VALUE	2.42	82 %	

Based on the results above, it can be interpreted that the School Self-Evaluation of the 8 National Education Standards of the Kuttab Al-Fatih Islamic Education Institute is as follows:

- a) In the EDS weighted score of the Content Standard of the Al-Fatih Kuttab Islamic Education Institution is 2 with a maximum score of 3 or a standard with 67% towards quality, so that the content standard at the Al-Fatih Kuttab Islamic Education Institution is categorized as quite good. This can be interpreted that the content standards at the Kuttab Al-Fatih Islamic Education Institution still have many things that need to be done towards good quality education.
- b) Research Results of Kuttab Al-Fatih Islamic Education Institution in School Self Evaluation Process Standards. In the EDS weighted value of the Process Standard of Kuttab Al-Fatih Islamic Education Institution is 2.55 with a maximum value of 3 or a standard with 79% towards quality, so that the content standard at Kuttab Al-Fatih Islamic Education Institution is categorized as good. This can be interpreted that the standards of Education and Education Personnel at the Kuttab Al-Fatih Islamic Education Institution still have many things that need to be improved towards good quality education.
- c) Research Results of Kuttab Al-Fatih Islamic Education Institution in Education and Teaching Personnel Standards School Self Evaluation, In the EDS weight value of the Education and Teaching Personnel Standards of Kuttab Al-Fatih Islamic Education Institution is 2.23 with a maximum value of 3 or a standard with 74% towards quality, so that the Education and Teaching Personnel standards at Kuttab Al-Fatih Islamic Education Institution are categorized as good. This can be interpreted by that the standard of Education and Education Personnel at the Kuttab Al-Fatih Islamic Education Institution still has many things that need to be improved towards good quality education.
- d) Research Results of Kuttab Al-Fatih Islamic Education Institution in Facilities and Infrastructure School Self Evaluation, In the EDS weight value of Facilities and Infrastructure of Kuttab Al-Fatih Islamic Education Institution is 2.25 with a maximum value of 3 or a standard with 75% towards quality, so that Facilities and Infrastructure at Kuttab Al-Fatih Islamic Education Institution is categorized as quite good. This can be interpreted that the standard of Education and Education Personnel at the Kuttab Al-Fatih Islamic Education Institution still has many things that need to be improved towards good quality education.
- e) In the EDS weight value of the Management Standards of the Al-Fatih Kuttab Islamic Education Institution is 2.73 with a maximum value of 3 or a standard with 91% towards quality, so that the content standards at the Al-Fatih Kuttab Islamic Education Institution are categorized as very good. This can be interpreted that the management standards at the Kuttab Al-Fatih Islamic Education Institution are very good and the quality improvement process can be carried out.
- f) Research Results of Kuttab Al-Fatih Islamic Education Institution in Financing Standard of School Self Evaluation Education, In the EDS weight value for Financing Standard of Kuttab Al-Fatih Islamic Education Institution is 1.75 with a maximum value of 3 or a standard with 58% towards quality, so that the Financing Standard at Kuttab Al-Fatih Islamic Education Institution is categorized as less good. This can be interpreted that the Financing Standard of Kuttab Al-Fatih Islamic Education Institution still has many things that need to be improved to achieve good quality education.
- g) Research Results of Kuttab Al-Fatih Islamic Education Institution in School Self Evaluation Assessment Standards, In the EDS Assessment Standards weight value of Kuttab Al-Fatih Islamic Education Institution is 2.42 with a maximum value of 3 or a standard with 81% towards quality, so that Assessment Standards at Kuttab Al-Fatih Islamic Education Institution are categorized as good. This can be interpreted that the standards of Education and Education Personnel at the Kuttab Al-Fatih Islamic Education Institute still have many things that need to be improved towards good quality education.
- h) Research Results of Kuttab Al-Fatih Islamic Education Institution in Graduate Competence Standards School Self Evaluation, In the EDS weight value of Graduate Competence Standards of Kuttab Al-Fatih

Islamic Education Institution is 2.55 with a maximum value of 3 or a standard with 85% towards quality, so that Graduate Competence Standards at Kuttab Al-Fatih Islamic Education Institution are categorized as good. This can be interpreted that the Graduate Competence Standards at the Kuttab Al-Fatih Islamic Education Institute still have many things that need to be improved towards good quality education.

In general, the EDS weight score for the Kuttab Al-Fatih Islamic Education Institute is 2.42 with a maximum score of 3 or standard with 82% towards quality, so from the perspective of the 8 national education standards, Kuttab Al-Fatih is categorized as good even though there are still many things that need to be improved to achieve good quality education. The information produced through this research certainly needs to comprehensively describe the quality of primary education. This is based on educational quality which is a relative concept. There are still many other indicators of educational quality that need attention. Among other things, looking at the quality of education, the components that need attention are the size of the class - Kuttab Al-Fatih Islamic Education Institute, teachers, textbooks, the educational process, and the families of students [18].

Kuttab Al-Fatih Islamic Education Institute in the Principles and Elements of Total Quality Management

Total Quality Management has principles that must be implemented to achieve the objectives of implementing TQM itself. The four TQM gurus themselves have different principles of total quality management. In this research, field observations will be carried out on TQM principles from four TQM teachers to see whether Kuttab Al-Fatih Bogor has implemented these principles.

Results of Research Observations on General TQM Principles in Kuttab Al-Fatih Bogor

To implement integrated quality, a change is required, both in the culture and value system of an organization, which must refer to the principles of integrated quality management. There are 4 main principles of Total Quality Management in general. From this theory, the following observation results were obtained [19]:

- a) **Customer Satisfaction:** Kuttab Al-Fatih has a main focus on obtaining satisfaction from their customers, which in the context of educational institutions are students and their parents. Efforts to improve national education standards have been carried out periodically, and this is reflected in the trend of increasing public interest in registering their children at Kutab Al-Fatih. This shows the institution's commitment to meeting the needs and expectations of their customers.
- b) **Respect for Everyone:** Observations show that Kuttab Al-Fatih applies the principles of respect for all. They ensure that each individual is placed according to their skills, and that there are no significant social gaps or hierarchies. A culture of cooperation, togetherness and assistance between teachers is also part of daily activities, indicating that all elements in this institution naturally adopt this culture in their activities.
- c) **Management Based on Facts:** Kuttab Al-Fatih Bogor applies management based on facts in managing its education. They have introduced an information flow and data integration system, including in terms of student attendance scores and teacher and staff arrangements. This approach allows them to make more comprehensive decisions based on recorded data and facts. Although there is still room for improvement in this integration system, initial steps have been taken.
- d) **Continuous Improvement:** It can be seen that Kuttab Al-Fatih Bogor is committed to continuing to improve itself. The information flow and integration systems implemented are one example of efforts to continuously improve their operational efficiency and effectiveness. This reflects a continuous approach to improvement and development.

Observation Results of Research on Edward Deming's TQM Principles at Kuttab Al-Fatih Bogor

Deming defined quality as the continuous development of a stable system. The definition emphasizes the following two things

1. All systems (administration, design, production and sales) must be stable. It requires measurements taken of quality attributes across the company and monitored over time.
2. Continuous improvement of various systems to reduce deviations and better meet customer needs.

Deming emphasized TQM on the two things above, which when confirmed in the implementation of the management of Kuttab Al-Fatih Bogor can be described as follows:

Table 3. Demings Definition of Quality in Research Observation Results

Demings Definition of Quality	Research Observation Results
All systems (administration, design, production and sales) must be stable.	A stable system will be obtained if an institution has reached an administrative system of at least level 2, namely the collaboration level. In this case, the administration system for production design, marketing and so on does not appear to be fully integrated well in one modern integration system. Most of the systems implemented in the city of Alfatih Bogor still use manual methods. So in some cases data processing activities for data collection and policy making take quite a long time and are sometimes less comprehensive if done on a manual scale. Examples that can be taken are that making the RKK or RPP is still manual, reciting the Koran still uses manual recording, day-to-day attendance is still manual, reporting to management is still manual; So it takes up quite a lot of teachers' time to carry out school administration.
Continuous improvement of various systems to reduce deviations and better meet customer needs.	The management of Kuttab Al Fatih continues to strive for continuous improvement. This of course aims to improve the system that is already running and continue to improve the existing quality. Among the things that the Bogor management has done in terms of continuous improvement is the scheduling of a routine schedule for improvements or improving the quality of teachers which is carried out every mid-afternoon. Every zuhur time from Monday to Friday is always filled with activities related to increasing knowledge and internal coordination of Kuttab Al Fatih Bogor, coupled with several routine studies provided by management for Al Fatih; both recitation for teachers, recitation for parents, recitation for fathers and recitation for mothers, as well as several activities for Santri based on community management.

Deming put forward Fourteen Principles of Total Quality Management, which when confirmed in the implementation of Kuttab Al-Fatih Bogor management can be described as follows:

- a) Create an effort to increase production and services: Kuttab Al Fatih Bogor has tried to increase production and services, especially in the context of Islamic education. They have a research and development forum which is tasked with researching and developing product and service components in implementing KBM.
- b) Adoption of a new philosophy: Kuttab Al Fatih Bogor does not adopt the general philosophy in education in Indonesia. They implement the philosophy of classical Islamic education taken from the glorious history of previous Muslims.
- c) Avoid dependence on mass inspections: Kuttab Al Fatih Bogor has tried to eliminate dependence on mass inspections by carrying out careful planning and an integrated and centralized system in educational direction and operational activities.
- d) Constantly improve production and service systems: Kuttab Al Fatih Bogor continues to improve production and service systems, especially in teaching material on the faith and the Koran with special teaching patterns.
- e) Institutionalize job training: Kuttab Al Fatih Bogor has instituted various training, such as teacher academy, family academy, and others, to improve the quality of all elements in the institution.
- f) Eliminate fear: Kuttab Al Fatih Bogor does not follow mainstream education and has eliminated fear of educational innovations needed by Indonesian society.
- g) Institutionalize leadership: The leadership method applied by Kuttab Al Fatih Bogor refers to the leadership method of the Prophet Shallallahu Alaihi Wasallam, by prioritizing Assabiqunal Awwalun and loyal human resources.
- h) Describe the obstacles between departments: Kuttab Al Fatih Bogor has carried out cross-sector and cross-unit coordination to identify obstacles in implementing KBM.
- i) Eliminate slogans, pressures and targets, and increase productivity without increasing workload: Kuttab Al Fatih Bogor has a ukhuwah Islamiyah relationship between teachers and management, where all elements work with sincerity and blessing without any additional workload.

- j) Eliminate work standards that use numerical quotas: Kuttab Al Fatih Bogor avoids measuring work standards in numerical form, focusing more on synergy between schools, parents and the environment to achieve extraordinary educational results.
- k) Eliminate obstacles that rob employees of pride in their expertise: Kuttab Al Fatih Bogor divides responsibilities between education management and financial management and maintains relationships between teachers and parents through the foundation.
- l) Institute various educational programs that increase morale and improve the quality of work: Kuttab Al Fatih Bogor has instituted various training and educational programs to improve the morale and quality of work of all elements within the institution.
- m) Place everyone in the work team so they can carry out the transformation: Kuttab Al Fatih Bogor has placed every human resource according to their capacity and ability, including in various roles in the work team to carry out the transformation of quality values.

Observation Results of Research on Edward Sallis's TQM Principles at Kuttab Al Fatih Bogor

Sallis defines quality into three points of view, namely the product point of view, the relationship point of view, and the customer's point of view. The definition emphasized can be explained as follows [20].

1. Quality as an absolute concept. The concept of quality is the achievement of the highest standards in work, products and services that cannot be achieved
2. Quality as a relationship concept. In this concept, there is still an opportunity to improve quality
3. Quality according to customers. In this definition, quality is customer satisfaction and customer wants and needs

Sallis put forward twelve Principles of Total Quality Management, which when confirmed in the implementation of Kuttab Al-Fatih Bogor management can be described as follows:

- a) Organization: Kutab Al-Fatih has a good organization with a structure that fulfills the elements of an organization, such as having a foundation, sharia board, school principal, school staff, and parent involvement in the organization. This shows that the Kutab Al-Fatih organization is quite good.
- b) Leadership: The Head of the Kuttab Al-Fatih Islamic Education Institute has implemented a high level of participative leadership style with teacher and employee empowerment, a focus on individual performance, and empathetic personal relationships. School principals also have personal characteristics that support TQM.
- c) Teamwork: Kuttab Al Fatih has organized its human resources into teams with coordinators at each level to coordinate faith teachers and Quran teachers according to their level. This shows good collaboration among staff.
- d) Scholarship: Kuttab Al Fatih maintains scholarship through various activities, such as kuttab of studies, tahfidz and tahsin of the Koran, as well as supervision by the sharia board. The scientific standardization of teachers is strictly maintained.
- e) Tools: Kuttab Al Fatih focuses more on learning based on field analysis than traditional tools. This may not be fully in accordance with TQM principles which require the maximum possible utilization of devices.
- f) Benchmarking: Kuttab Al Fatih refers to educational benchmarks in Islamic history as a reference in its implementation. Commitment to follow the principles of Salaf Islam is emphasized.
- g) Measurement: Although measurements have been carried out, there has been no development of measurements specifically in accordance with the Islamic education model followed by Kutab Al Fatih.
- h) Funding: Funding for Kuttab Al Fatih involves contributions from various parties, including waqf, infaq, shodaqoh, and business ventures around Kutab. Funding also involves a community of parents and congregations who are committed to supporting kutab.
- i) Strategy: Kuttab Al Fatih has several strategies in managing kutab management, including establishing policies, system preparation, system promotion, evaluation, input implementation, employee appreciation, and system improvement. However, strategy implementation can be further improved in branches such as Kuttab Al Fatih Bogor.

- j) Framework: There are several aspects of the framework that have been implemented, such as a focus on broad systems, scientific methods, learning, openness, system improvement, and measuring business results. However, planning in certain branches has not been maximized properly.
- k) Self-Assessment: Kuttab Al Fatih has established a quality council and implemented various measures to improve quality, including moral and physical support, periodic reviews, and recognition and awards. This is reflected in the accreditation of Kutab branches which received an A grade.

Observation Results of Phillips Crosby's TQM Principles Research in Kuttab Al Fatih Bogor

Crosby stated, there are fourteen points of quality management consisting of [21], which when confirmed in the implementation of Kuttab Al-Fatih Bogor management can be described as follows:

- a) Management Commitment: Management commitment appears strong, with the establishment of a foundation and the formation of management that follows management principles. This shows that the management of Kuttab Al Fatih Bogor is committed to implementing TQM.
- b) Quality Improvement Team: A quality improvement team has been established, including a sharia council, faith and Koran coordinator, and other small teams. This shows that there are efforts being made to improve the quality of education at Kuttab Al Fatih Bogor.
- c) Quality Measurement: Quality measurement is carried out both internally and centrally from the Al Fatih Bogor center, with guidelines that refer to predetermined quality standards. This shows the existence of structured quality measurements.
- d) The Cost of Quality: The cost of quality has been considered from the start, with funding commitments from foundations and other donations. This ensures the welfare of teachers at Kuttab Al Fatih Bogor.
- e) Quality Awareness: Quality awareness begins when interviewing prospective candidates. Prospective teachers are given an understanding of sincerity and shortcomings in implementing the Kuttab of Al Fatih.
- f) Corrective Actions: Corrective actions are taken from various lines, including parents, students and teachers. This indicates an attempt to correct the error.
- g) Supervisor Training: Supervisory training still needs to be improved, with supervisors appointed sporadically. This is an area that still needs improvement.
- h) Zero Defect Day: The concept of a day without defects has not been implemented, because education at Kuttab Al Fatih always tries to be better from day to day.
- i) Goal Setting: Goal setting has been carried out by the Al Fatih center, and Kuttab Al Fatih Bogor is responsible for implementing these goals.
- j) Error-Cause Removal: Elimination of causes of errors is carried out by the Al Fatih center, and Kuttab Al Fatih Bogor carries out the implementation of the plan.
- k) Recognition: Recognition is carried out internally, and recognition from outside parties is not permitted. This aims to maintain the sincerity of all elements in the Kuttab of Al Fatih.
- l) Quality Councils: Quality councils exist at the Kuttab Al Fatih Bogor and central levels. Kuttab Al Fatih Bogor follows central policies, but also has a technical operational quality council.
- m) Do It Over Again: Improvement efforts continue to be carried out repeatedly in accordance with TQM principles that encourage continuous improvement.

Observation Results of Juran's TQM Principles Research in Kuttab Al Fatih Bogor

Juran conveys or fulfills customer requests, achieves goals and can please these customers [22]. Joseph M. Juran stated that there are nine points of quality management [23], which when confirmed in the implementation of Kuttab Al-Fatih Bogor management can be described as follows:

- a) Quality is part of every management agenda: Kuttab Al Fatih prioritizes quality in all aspects of daily activities. This is in line with TQM principles which emphasize the importance of including quality in every aspect of management.
- b) Quality targets included in the plan: Kuttab Al Fatih includes quality targets in the planning plan, including in coordination and management meetings. This reflects the TQM principle of planning and prioritizing quality goals.

- c) The target range is derived from benchmarking: Kuttab Al Fatih focuses on customers and competition, not just on the final educational results. This principle reflects the TQM approach that emphasizes continuous improvement.
- d) Goals are propagated to the level that takes action: Quality strategy concepts are applied to lower levels, so that quality goals are implemented in everyday lessons. This supports the TQM principle of involving all levels in quality improvement.
- e) Training is carried out at all levels: Kuttab Al Fatih conducts training at all levels, including Sharia boards, school principals, teachers, parents, and children. This is in line with TQM principles which encourage competency development at all levels.
- f) Measurements are fully defined: Although not yet fully implemented across all lines, measurements in certain standards have begun to be implemented. This is an area that can be improved to support TQM principles that emphasize measurement and data analysis.
- g) Managers regularly review progress compared to targets: Managers in Kuttab Al Fatih regularly review progress in implementing learning. This principle supports TQM principles that encourage regular monitoring and review.
- h) Awards are given for best performance: Kuttab Al Fatih emphasizes awards that are general and shared, not individual awards. This reflects a TQM approach that emphasizes cooperation and collective appreciation.
- i) The reward system has been improved: Kuttab Al Fatih maintains sincerity in their activities, focusing on rewards that are common and shared. This is in accordance with TQM principles which emphasize customer and related party satisfaction.

IV. CONCLUSION

The implementation of Total Quality Management at the Kuttab Al-Fatih Islamic Education Institution is carried out in stages and is developed in accordance with the needs of the Kuttab Al-Fatih Islamic Education Institution and is adjusted to government regulations, namely School Self-Evaluation from 8 national Education Standards which include components of Graduate Competency Standards (SKL) , Process Standards, Assessment Standards, Graduate Competency Standards, Content Standards, Facilities and Infrastructure Standards Education and Education Personnel Standards adapted from the Al-Quran, Sunnah and Sirah based on the Kuttab of ulama. In the research, it can be seen that the Islamic Education Institute Kuttab Al-Fatih Bogor has implemented the principle of total quality management for the four TQM teachers Demings, Sallis, Juran, and Crosby, although there are still many things that need to be improved to achieve maximum results.

The theoretical implication of this research is that the Islamic basic education model as adopted by the Kuttab Al-Fatih Islamic Education Institute, which combines the PKBM model, is very popular in Indonesia and has the potential to continue to develop. Even though its implementation is close to national education standards in Indonesia, there are still several aspects that need to be improved. The implementation of this model also meets the requirements of Integrated Quality Management. The practical implication is that it is necessary to maintain and improve the quality of various standards, such as Graduate Competency Standards (SKL), Process Standards, and Educational Assessment Standards. Evaluation and improvement also need to be carried out on Content Standards, Facilities and Infrastructure, as well as education financing. Apart from that, Kuttab Al-Fatih needs to continue to maintain its identity as Islamic basic education which refers to the kuttab of the early Islamic generation based on the Koran, Sunnah, Kuttab of Salaf scholars, and sirah. In this case, it is also important to consider the possibility of incorporating the Kuttab model of basic education into formal education and establishing the Kuttab National Accreditation Body (BANK), as well as seeking support from the government in this matter.

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