

EVALUATION OF THE IMPLEMENTATION OF TOTAL QUALITY MANAGEMENT IN THE INTERNAL QUALITY ASSURANCE SYSTEM AT MADRASAH IBTIDAIYAH HIJRIYAH II PALEMBANG

Yeni Januarni^{*1}, Ahmad Zainuri², Asri Karolina³, Saipul Annur⁴

Universitas Islam Negeri Raden Fatah Palembang, Indonesia.¹²³⁴

Email: yenijanuernippg@gmail.com, ahmadzainuri_uin@radenfatah.ac.id,
asrikarolina_uin@radenfatah.ac.id, saipulannur_uin@radenfatah.ac.id

*Corresponding author: yenijanuernippg@gmail.com

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Abstract

This study aims to evaluate the implementation of Total Quality Management (TQM) within the Internal Quality Assurance System (SPMI) at Madrasah Ibtidaiyah Hijriyah II Palembang. The research focuses on key TQM principles, including leadership commitment, total involvement, process approach, fact-based decision making, continuous improvement, and customer focus. A qualitative descriptive method was employed, with data collected through observation, interviews, and documentation. The findings indicate that the madrasah has conceptually adopted TQM principles and implemented quality mechanisms such as the PPEPP cycle. However, the implementation remains partial and transitional, particularly in terms of teacher involvement, consistency of process execution, data utilization, and stakeholder participation. Although leadership demonstrates an active role in promoting quality initiatives, the internalization of a sustainable quality culture has not yet been fully achieved. These findings suggest that the implementation of TQM in the Internal Quality Assurance System (SPMI) still requires stronger

integration between organizational culture, human resources, and quality management practices.

Keywords: *Total Quality Management, Internal Quality Assurance System (SPMI), educational quality, madrasah, continuous improvement.*

Abstrak

Penelitian ini bertujuan untuk mengevaluasi implementasi Total Quality Management (TQM) dalam Sistem Penjaminan Mutu Internal (SPMI) di Madrasah Ibtidaiyah Hijriyah II Palembang. Penelitian ini berfokus pada prinsip-prinsip utama TQM, meliputi leadership commitment, total involvement, process approach, fact-based decision making, continuous improvement, dan customer focus. Metode penelitian yang digunakan adalah kualitatif deskriptif dengan teknik pengumpulan data melalui observasi, wawancara, dan dokumentasi. Hasil penelitian menunjukkan bahwa madrasah secara konseptual telah mengadopsi prinsip-prinsip TQM dan menerapkan mekanisme mutu seperti siklus PPEPP. Namun, implementasinya masih bersifat parsial dan berada pada tahap transisi, terutama dalam aspek keterlibatan guru, konsistensi pelaksanaan proses, pemanfaatan data, dan partisipasi pemangku kepentingan. Meskipun kepemimpinan menunjukkan peran aktif dalam mendorong inisiatif mutu, internalisasi budaya mutu yang berkelanjutan belum sepenuhnya tercapai. Temuan ini menunjukkan bahwa implementasi TQM dalam Sistem Penjaminan Mutu Internal (SPMI) masih memerlukan penguatan integrasi antara budaya organisasi, sumber daya manusia, dan praktik manajemen mutu.

Kata Kunci: *Total Quality Management, SPMI, mutu pendidikan, madrasah, perbaikan berkelanjutan*

INTRODUCTION

In the era of educational globalization, educational institutions are increasingly required to ensure sustainable quality and public accountability through systematic quality management approaches. Educational quality is no longer limited to learning outcomes but also includes planning, implementation, evaluation, and continuous improvement processes carried out collaboratively by all institutional elements (Romadlon et al., 2022). In the context of Islamic education, madrasahs are expected not only to achieve academic excellence but also to strengthen moral and spiritual values aligned with national education objectives. Therefore, internal quality assurance systems play an essential role in developing adaptive, participatory, and sustainable educational management practices.

National education policies, including the Ministry of Education Regulation No. 28 of 2016 and the Decree of the Director General of Islamic Education (KMA No. 624 of 2021), require educational institutions to implement the Internal Quality Assurance

System (SPMI) through a continuous quality cycle. These policies aim to strengthen school-based management, improve teacher performance, and institutionalize a culture of quality within educational organizations (Nanin diah Kurniawati, maemunah sa'diyah, 2024). However, many madrasahs still experience challenges related to institutional commitment, implementation consistency, and the limited understanding of quality assurance as a continuous improvement system. In this context, *Total Quality Management* (TQM) provides a relevant framework by emphasizing leadership commitment, stakeholder involvement, customer focus, and continuous improvement in educational quality management.

Previous studies have generally examined SPMI implementation descriptively, yet few studies have evaluated it through the perspective of TQM principles, particularly in madrasahs experiencing declining quality trends. Empirical evidence shows that many madrasahs have not fully internalized quality assurance as a sustainable managerial culture, as quality activities are often limited to administrative documentation rather than systematic improvement processes (Khotimah et al., 2023). Weak leadership support, limited professional training, and inadequate monitoring systems further hinder the effectiveness of quality implementation. As emphasized in TQM, quality should become a shared institutional responsibility rather than merely an administrative obligation (Sulastris, 2020). Consequently, improvements in educational services, institutional management, and learning quality remain inconsistent.

Data from the Directorate of Madrasah KSKK (2023) indicates that only around 48% of madrasahs in Indonesia consistently implement the complete SPMI cycle, while others remain in partial implementation stages (Ula et al., 2021). In South Sumatra, the integration of quality assurance into institutional management is still relatively limited. Similarly, Madrasah Ibtidaiyah Hijriyah II Palembang demonstrates a declining trend in quality implementation between 2020 and 2024, reflected in reduced consistency of the PDCA cycle, limited teacher participation, weak follow-up mechanisms, and declining stakeholder satisfaction (Apriyani et al., 2025). This condition highlights the importance of evaluating SPMI implementation through the lens of TQM, which integrates managerial, cultural, and continuous improvement dimensions. In addition, aligning TQM principles with Islamic values such as *ihسان*, *amanah*, and *istiqamah* can strengthen sustainable quality culture in madrasahs (Mardhiyah et al., 2023; Masduqi, 2020).

This study aims to evaluate the implementation of the Internal Quality Assurance System (SPMI) at Madrasah Ibtidaiyah Hijriyah II Palembang using *Total Quality Management* (TQM) principles as the analytical framework. The study focuses on examining the extent to which TQM principles have been internalized within madrasah management, identifying key obstacles in implementation, and analyzing continuous improvement efforts to strengthen sustainable educational quality management.

RESEARCH METHODS

1. Research Design

This study employed a qualitative descriptive approach to gain an in-depth and contextual understanding of the implementation of the Internal Quality Assurance System (SPMI) based on Total Quality Management (TQM) principles (Sugiyono, 2021). The research was conducted at Madrasah Ibtidaiyah Hijriyah II Palembang, South Sumatra, which was selected due to its structured implementation of SPMI and its institutional commitment to quality improvement grounded in Islamic values and educational professionalism. This setting provides a relevant empirical context to explore leadership dynamics, stakeholder involvement, and continuous improvement practices within a quality management framework. The study followed an interpretive and contextual analysis approach as suggested by (J. W. Creswell & Creswell, 2023), and was carried out from October 2025 to April 2026, covering stages from instrument preparation, data collection, analysis, to final reporting.

2. Participant Selection Criteria

Participants were selected using purposive sampling based on their direct involvement and understanding of SPMI implementation within the madrasah. This approach was intended to obtain rich and relevant data from multiple institutional perspectives. The informants consisted of the head of the madrasah, the internal quality assurance coordinator, teachers, administrative staff, and representatives of the madrasah committee.

Table 1. Research Informant

Informant Code	Name/Role	Position/Function	Description
IF-01	Head of Madrasah	Institutional Leader	Responsible for overall SPMI implementation and quality culture development
IF-02	Head of Internal Quality Assurance Team	Quality Coordinator	Coordinates PPEPP implementation, evaluation, and quality monitoring
IF-03	Classroom Teacher	Learning Quality Implementer	Implements learning standards and participates in academic quality evaluation
IF-04	Educational Staff	Administrative Staff	Manages quality documents, reports, and administrative support

IF-05	Madrasah Committee	Stakeholder Representative	Provides perspectives educational service quality	external regarding
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Source: Researcher Observation Data (2026)

3. Data Collection Procedures

Data were collected through three techniques to ensure data triangulation and research credibility. First, semi-structured interviews were conducted to explore participants' experiences, perceptions, and strategies regarding the implementation of SPMI based on TQM principles. Second, direct observations were carried out to examine the implementation of the PPEPP cycle, institutional interactions, and quality evaluation practices within the madrasah environment. Third, documentation studies were conducted by analyzing institutional records such as quality manuals, internal audit reports, evaluation documents, meeting minutes, and other supporting documents related to quality assurance practices.

4. Data Analysis Techniques

Data analysis followed the interactive model of Miles, Huberman, and Saldaña, consisting of data reduction, data display, and conclusion drawing. In the data reduction stage, interview transcripts, observation notes, and documentation data were coded and categorized based on TQM principles, including leadership commitment, total involvement, process approach, fact-based decision making, continuous improvement, and customer focus. For instance, statements describing the active involvement of the principal in quality evaluation and teacher coordination were coded under the category "leadership commitment." Data were subsequently presented in descriptive narratives, matrices, and tables to compare ideal TQM concepts with actual implementation practices. Finally, conclusions were drawn through interpretative analysis and verified using triangulation techniques to ensure the validity, consistency, and credibility of the findings (J. Creswell, 2017).

5. Ethical Considerations

Ethical principles were maintained throughout the research process. All participants provided informed consent prior to data collection, and anonymity was ensured through the use of informant codes (IF-01 to IF-05). The collected data were securely stored and used exclusively for academic purposes. These procedures were implemented to maintain research credibility, participant confidentiality, and ethical integrity throughout the study.

RESULTS AND DISCUSSION

RESULTS

1. Research Setting

Madrasah Ibtidaiyah Hijriyah II Palembang represents a long-standing Islamic elementary institution with deep historical roots and strong socio-religious significance in shaping community-based education. Initially emerging from a non-formal Qur'anic learning center (TPA), the institution gradually transformed into a formal educational system due to increasing community demand for structured Islamic education. This transformation was driven by collective awareness and visionary leadership, particularly by K.H.M. Amin Bin Abdul Majid, who officially established the madrasah in 1964 with the aim of integrating religious and general knowledge. The name "Hijriyah" itself reflects a philosophical commitment to transformation and continuous improvement, symbolizing a shift toward a more structured and modern educational system while maintaining Islamic values. Despite early limitations in facilities, strong dedication and leadership enabled the institution to grow, develop a quality-oriented culture, and gain public trust. The madrasah also demonstrated resilience through major challenges, such as the 2006 fire disaster, which, although destructive, became a turning point for institutional recovery, solidarity, and further development toward a more adaptive and sustainable organization.

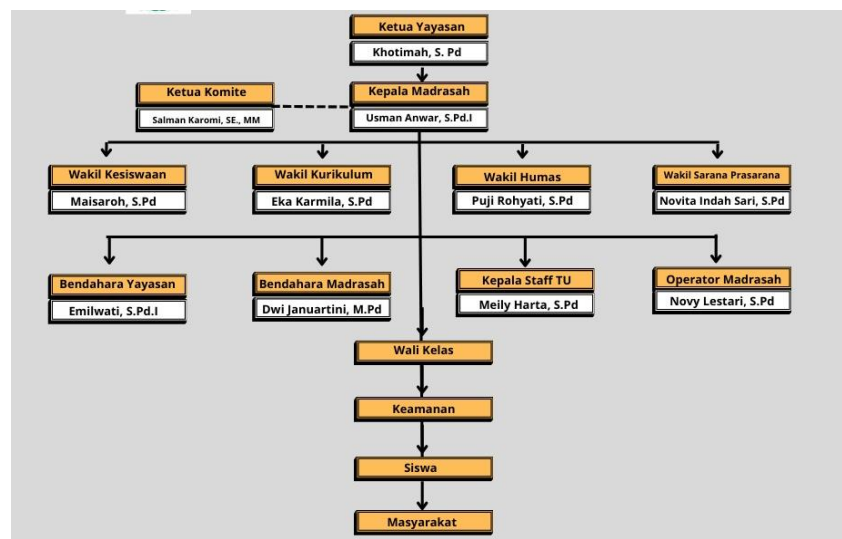


Figure 1. Organizational Structure of MI Hijriyah II Palembang

Source: Researcher Documentation (2026)

The vision, mission, and organizational structure of MI Hijriyah II Palembang further reflect its commitment to holistic education that integrates academic excellence, moral character, and environmental awareness. Its vision emphasizes becoming an outstanding madrasah that excels in achievement, noble character, and

environmental culture, supported by missions focusing on faith development, quality learning, environmental responsibility, and a conducive educational environment. These are operationalized through clear educational goals that aim to produce intellectually capable, spiritually grounded, and environmentally conscious students. The organizational structure, ranging from the foundation leadership to operational staff and stakeholders, illustrates a well-integrated management system that supports the implementation of Internal Quality Assurance (SPMI) based on Total Quality Management (TQM) principles. Each role contributes strategically to planning, implementation, evaluation, and continuous improvement processes, ensuring coordination, participation, and data-based decision-making. Overall, the madrasah demonstrates a professional, participatory, and quality-oriented management approach that aligns with modern educational demands while preserving its Islamic identity.

2. Research findings

Based on field observations and interview results, the implementation of the Internal Quality Assurance System (SPMI) at Madrasah Ibtidaiyah Hijriyah II Palembang demonstrates a systematic effort to develop educational quality management aligned with *Total Quality Management* (TQM) principles. The madrasah has established several formal quality mechanisms, including a quality assurance team, standardized quality documents, periodic evaluations, and the implementation of the PPEPP cycle. However, the implementation has not yet been fully integrated into the organizational culture, particularly in terms of teacher involvement, data utilization, and consistency in quality follow-up processes. These findings indicate that the implementation of TQM remains in a transitional stage toward a more integrated and sustainable quality management system.

a. Leadership Commitment

Leadership commitment emerged as one of the strongest aspects of TQM implementation within the madrasah. The head of the madrasah actively encouraged quality awareness through direct involvement in evaluation activities, coordination with the quality assurance team, and teacher development programs. This condition is reflected in the following statement:

“Kami berupaya menjadikan mutu sebagai bagian dari budaya kerja di madrasah, bukan hanya sebagai kewajiban administratif. Saya selalu mendorong guru dan tim mutu untuk tidak hanya melaksanakan program, tetapi juga memahami makna dari setiap proses yang dilakukan, sehingga ada kesadaran bersama dalam meningkatkan kualitas pendidikan.” (IF-01)



Figure 2. Documentation of Interviews with the Head of Madrasah and the Quality Assurance Team

Source: Researcher Documentation (2026)

The statement indicates that leadership practices are oriented toward building a sustainable quality culture rather than merely fulfilling administrative obligations. Nevertheless, the findings also reveal that the internalization of TQM values among organizational members remains uneven, suggesting that leadership strengthening is still needed to ensure shared understanding and consistent implementation of quality management practices.

b. Process Approach

The implementation of the PPEPP cycle reflects the madrasah's effort to adopt a systematic quality management process. However, several stages of implementation, particularly control and follow-up activities, have not yet been carried out consistently and comprehensively. This is reflected in the following statement:

"Kami sudah menjalankan tahapan PPEPP, mulai dari perencanaan hingga evaluasi, tetapi memang dalam beberapa tahap seperti pengendalian dan tindak lanjut masih belum optimal karena keterbatasan waktu, koordinasi, dan pemahaman teknis dari beberapa guru." (IF-02)

These findings indicate that the process approach remains procedural and has not yet fully developed into a continuous improvement culture. Evaluation results are often not followed by systematic corrective actions, limiting the effectiveness of quality improvement efforts in both learning and institutional management.

c. Total Involvement

Teacher and staff participation in quality assurance activities varies significantly. Some teachers demonstrate active participation in evaluation and quality development programs, while others still perceive SPMI activities as administrative requirements rather than instruments for improving educational quality. This condition is reflected in the following statement:

"Kami mengikuti kegiatan evaluasi mutu dan rapat-rapat yang diadakan, tetapi terkadang masih merasa bahwa kegiatan tersebut lebih banyak berkaitan dengan administrasi dibandingkan dengan perbaikan langsung dalam pembelajaran di kelas."
(IF-03)

The findings suggest that participation is still largely formalistic and not fully supported by intrinsic awareness regarding the importance of continuous quality improvement. Consequently, innovation and reflective practices in classroom learning remain limited. Strengthening teacher involvement therefore requires continuous mentoring, professional development, and collaborative quality culture development.

d. Fact-Based Decision Making

Another challenge identified in the findings relates to data management and utilization. Although evaluation data and institutional reports are available, they have not yet been systematically integrated into decision-making processes. This condition is reflected in the statement:

"Data terkait evaluasi pembelajaran dan kegiatan madrasah memang sudah ada, tetapi belum semuanya terdokumentasi dengan rapi dan belum sepenuhnya digunakan sebagai dasar dalam pengambilan keputusan karena keterbatasan sistem dan pengelolaan data." (IF-04)

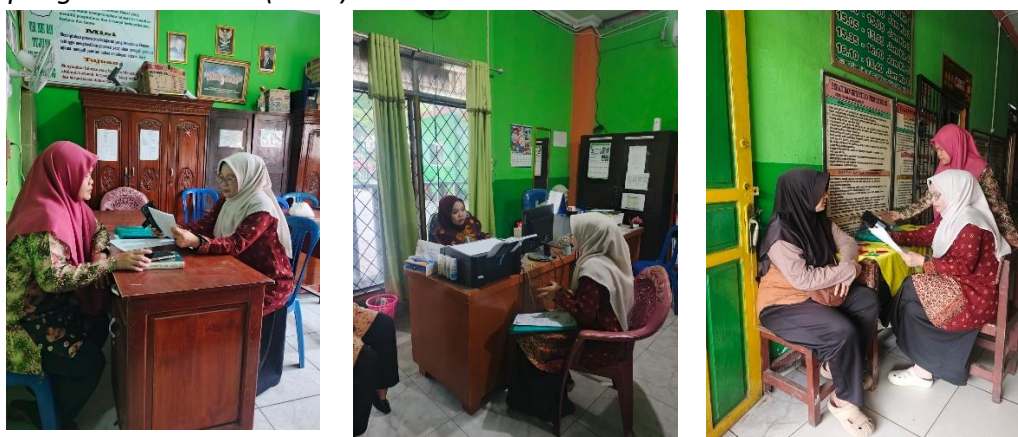


Figure 3. Documentation of Interviews with Classroom Teachers, Administrative Staff, and the Madrasah Committee

Source: Researcher Documentation (2026)

As a result, institutional decisions often rely on subjective considerations rather than evidence-based analysis. These findings demonstrate that the implementation of fact-based decision making remains relatively weak and requires stronger data management systems to support objective, measurable, and sustainable quality improvement.

e. Customer Focus

From the perspective of customer focus, the madrasah has attempted to improve educational services and stakeholder satisfaction. However, communication and transparency with parents and external stakeholders still require improvement. This is reflected in the following statement:

"Secara umum kami melihat bahwa madrasah sudah berupaya memberikan pelayanan yang baik kepada siswa, tetapi masih perlu peningkatan dalam beberapa aspek seperti komunikasi dengan orang tua dan transparansi program mutu yang dijalankan." (IF-05)

The findings indicate that stakeholder engagement has not yet been optimally developed through participatory communication mechanisms. As a result, opportunities for feedback and collaborative quality improvement remain limited.

Table 2. TQM Principles vs. Actual Implementation at MI Hijriyah II Palembang

TQM Principles	Ideal Implementation	Actual Conditions at MI Hijriyah II
Leadership Commitment	Leaders actively internalize quality culture across all institutional levels	Leadership involvement is strong, but quality culture is not yet fully internalized
Process Approach	PPEPP cycle implemented consistently and systematically	PPEPP implementation remains inconsistent, especially in follow-up stages
Total Involvement	All organizational members participate actively in quality improvement	Teacher involvement varies and is often administrative in nature
Fact-Based Decision Making	Decisions are based on integrated and systematic data analysis	Data management remains weak and underutilized in decision-making
Customer Focus	Stakeholders are actively involved through transparent communication	Stakeholder communication and participation remain limited
Continuous Improvement	Evaluation results are consistently followed by corrective actions	Follow-up actions are not always systematic or sustainable

Source: Researcher Data Analysis (2026)

Further analysis reveals that the implementation of TQM within SPMI is constrained by several factors, including limited teacher understanding of quality concepts, inconsistent implementation of the PPEPP cycle, weak data management systems, and insufficient stakeholder participation. Despite these challenges, the madrasah has initiated several improvement strategies, including regular evaluation meetings, teacher training programs, improved document management, and efforts to strengthen collaboration with parents and the madrasah committee.

Overall, the findings demonstrate that the implementation of TQM within SPMI at MI Hijriyah II Palembang has partially aligned with the theoretical principles of quality management. However, the implementation remains transitional and requires stronger organizational culture, integrated data systems, and broader stakeholder participation to achieve a more adaptive, collaborative, and sustainable quality management system.

DISCUSSION

3.1 Evaluation of the Implementation of Total Quality Management (TQM) in the Internal Quality Assurance System (SPMI) at MI Hijriyah II Palembang

The implementation of *Total Quality Management* (TQM) within the Internal Quality Assurance System (SPMI) at Madrasah Ibtidaiyah Hijriyah II Palembang demonstrates that the institution has conceptually adopted several fundamental principles of modern quality management, including leadership commitment, continuous improvement, stakeholder involvement, and systematic evaluation mechanisms (Mubarok, Sari, Wibowo, 2025). Nevertheless, the findings indicate that the implementation remains in a transitional stage because the institutional quality culture has not yet been fully integrated into everyday organizational practices. Although the madrasah has established formal structures such as the PPEPP cycle adapted from the PDCA model, the effectiveness of implementation is still constrained by uneven human resource capacity, inconsistent follow-up processes, and limited integration between evaluation outcomes and institutional decision-making. This condition reflects that quality management is still largely procedural and administrative rather than fully functioning as a continuous organizational culture.

From a theoretical perspective, TQM scholars such as W. Edwards Deming, Joseph M. Juran, and Philip B. Crosby emphasize that quality is achieved through continuous and systematic processes involving all members of the organization (Husna Nashihin et al., 2021). In educational institutions, this principle implies that quality should not merely focus on learning outcomes but must also encompass institutional management systems, teacher professionalism, and stakeholder satisfaction (Saepudin, 2025). Deming's perspective on continuous improvement suggests that organizations in a

transitional stage often experience difficulties in building consistency between planning, implementation, evaluation, and corrective actions. This condition is visible in the madrasah, where the PPEPP cycle has been formally implemented but has not yet consistently functioned as an integrated quality improvement mechanism. As a result, evaluation activities frequently remain administrative routines without generating systematic institutional transformation.

Leadership commitment represents one of the strongest aspects of TQM implementation within the madrasah. The active involvement of the head of the madrasah in evaluation activities, teacher development, and coordination of quality programs reflects the strategic role of leadership in directing institutional quality improvement (Meichaty, 2023). This finding supports Deming's argument that top management bears primary responsibility for creating and sustaining quality culture within organizations. However, the study also reveals that leadership effectiveness remains limited by the uneven internalization of quality values among teachers and staff. In practice, several organizational members still perceive SPMI as an administrative obligation related to accreditation rather than a sustainable improvement process. This condition indicates that leadership has succeeded in establishing structural commitment but has not yet fully transformed organizational mindsets and working culture. The findings therefore align with (Syahrul Riyadi et al., 2021), who emphasize that sustainable educational quality management depends not only on managerial control but also on leadership capacity to embed quality awareness into institutional culture.

The principle of total involvement has also not been fully realized within the madrasah. TQM emphasizes that quality improvement can only be achieved when all organizational members actively participate and develop a shared sense of responsibility toward institutional goals (Baig et al., 2021). However, the findings demonstrate that teacher participation remains relatively procedural and is often influenced by administrative demands rather than intrinsic professional commitment. One possible explanation for this condition is the limited understanding of teachers regarding the practical benefits of SPMI implementation for classroom learning improvement. In addition, heavy teaching workloads and limited professional development opportunities may reduce teachers' motivation to engage more actively in quality assurance activities. Consequently, participation tends to focus on completing documents and attending meetings rather than reflecting on instructional improvement and innovation. This finding is consistent with (Husnayayin, 2025), who identifies weak organizational involvement and limited professional awareness as major barriers to successful TQM implementation in educational institutions.

From the perspective of the process approach, the implementation of the PPEPP cycle indicates an institutional effort to adopt a systematic framework aligned with the PDCA model. However, the findings reveal inconsistencies, particularly in monitoring, control, and follow-up mechanisms (Muthahar, 2019). According to Deming, continuous quality improvement requires organizations to consistently implement planning, evaluation, and corrective actions as interconnected processes rather than isolated activities (Angkarini, 2024). In the case of MI Hijriyah II Palembang, evaluation results are not always followed by measurable corrective strategies, causing the quality cycle to lose its function as a sustainable improvement mechanism. This situation may be influenced by limited technical understanding among teachers, insufficient coordination between organizational units, and the absence of integrated monitoring systems. Consequently, quality management practices remain fragmented and reactive instead of functioning as proactive institutional development strategies. The principles of fact-based decision making, continuous improvement, and customer focus also remain insufficiently implemented. Data utilization within the madrasah is still largely administrative and has not yet become the primary basis for institutional decision-making. This condition weakens the effectiveness of evaluation processes because improvement strategies are frequently based on subjective considerations rather than systematic evidence. Furthermore, stakeholder involvement, particularly from parents and the madrasah committee, remains relatively limited due to insufficient communication and transparency regarding quality programs. In the TQM perspective, customer focus requires educational institutions to actively involve stakeholders in evaluation and improvement processes in order to strengthen institutional accountability and trust. The limited stakeholder participation identified in this study therefore indicates that the implementation of customer-oriented quality management has not yet been fully achieved. Overall, the findings suggest that although the madrasah has established an important structural foundation for quality management, the successful implementation of TQM still depends on strengthening organizational culture, improving human resource capacity, enhancing integrated data systems, and fostering collaborative stakeholder participation to achieve a more adaptive and sustainable quality management system.

3.2 Barriers to TQM Implementation in the Internal Quality Assurance System (SPMI) and Continuous Improvement Efforts at MI Hijriyah II Palembang

The implementation of *Total Quality Management* (TQM) within the Internal Quality Assurance System (SPMI) at MI Hijriyah II Palembang reflects an institutional effort to continuously improve educational quality through systematic management practices. In the TQM perspective, quality is not merely understood as an end result but as a continuous process involving the integration of organizational systems, human

resources, and institutional culture. The implementation of the PPEPP cycle within SPMI demonstrates that the madrasah has attempted to establish a structured quality management framework aimed at improving institutional effectiveness and educational services. This finding supports the argument that sustainable educational quality requires not only formal quality mechanisms but also organizational commitment to continuous improvement and adaptive management practices (Fadhli & Lhokseumawe, 2022). Therefore, TQM implementation in the madrasah should be understood as a long-term transformation process rather than merely an administrative requirement.

The findings indicate that the implementation of TQM in SPMI is influenced by interactions among several organizational components, including leadership practices, teacher participation, learning management, and administrative support systems. These components collectively shape the institutional quality culture and determine the effectiveness of continuous improvement efforts (Idris, 2021). Although core TQM principles such as leadership commitment, total involvement, process approach, and continuous improvement have formally been introduced within the madrasah system, their implementation remains inconsistent across organizational levels. This condition suggests that the existence of quality structures alone is insufficient without strong organizational integration and collective understanding regarding the purpose of quality assurance practices.

One of the most significant barriers identified in this study is the limited understanding among teachers regarding quality management as a continuous and reflective process. Many teachers still perceive SPMI activities primarily as administrative obligations related to accreditation requirements rather than as instruments for improving learning quality and institutional performance (Sufyan et al., 2023). This condition may be influenced by limited professional training opportunities, heavy teaching workloads, and the absence of direct incentives linked to quality assurance participation. As a result, teacher involvement often becomes procedural, focusing mainly on document completion rather than reflective improvement in teaching practices. In the TQM framework, this situation indicates that the principle of total involvement has not yet been fully internalized within the organizational culture, thereby limiting the effectiveness of collective quality improvement initiatives.

Another critical issue relates to inconsistencies in implementing the PPEPP cycle, particularly in monitoring, evaluation, and follow-up stages. Although planning and implementation activities are generally conducted, corrective actions based on evaluation results are not always systematically executed. From Deming's perspective, continuous improvement depends on the consistency of the PDCA cycle as an

interconnected and repetitive organizational process (Nur Kholiq & Mahbub, 2023). However, the findings suggest that quality management practices within the madrasah remain fragmented due to limited coordination, technical understanding, and institutional monitoring systems. Consequently, evaluation activities frequently function only as formal reporting mechanisms rather than as strategic instruments for institutional learning and transformation. This condition weakens the sustainability of quality improvement efforts and contributes to the madrasah's transitional stage in implementing TQM.

The study also reveals that data utilization and stakeholder engagement remain relatively weak. Institutional data related to learning evaluation and quality assurance are available but have not yet been optimally integrated into evidence-based decision-making processes. This limitation reduces the accuracy and effectiveness of institutional planning because decisions are still often based on subjective considerations rather than systematic analysis. Furthermore, communication with stakeholders, particularly parents and the madrasah committee, has not yet been fully transparent and participatory. In the TQM perspective, customer focus requires educational institutions to actively involve stakeholders in quality evaluation and improvement processes to strengthen institutional accountability and trust (Badriyah & Supriyanto, 2024). The limited participation identified in this study therefore indicates that the customer focus principle remains partially implemented within the madrasah environment.

Despite these challenges, the madrasah has initiated several continuous improvement efforts that demonstrate organizational commitment to strengthening educational quality. Leadership strengthening has been carried out through the active involvement of the principal in evaluation and coordination activities, while teacher capacity development has been supported through training and mentoring programs. Regular evaluation meetings have also been implemented to improve coordination among organizational units and to identify institutional problems more systematically. In addition, efforts to improve document management and institutional data systems indicate an increasing awareness of the importance of evidence-based quality management. The madrasah has also attempted to strengthen stakeholder participation through more open communication with parents and the madrasah committee. These initiatives reflect that TQM implementation is gradually evolving from procedural compliance toward a more collaborative and sustainable quality management culture.

Overall, the barriers identified in this study demonstrate that the implementation of TQM within SPMI is influenced not only by technical and administrative factors but also by organizational culture, leadership effectiveness, teacher motivation, and

institutional readiness for change. The persistence of these barriers suggests that sustainable quality management requires deeper organizational transformation involving continuous professional development, stronger collaborative culture, integrated monitoring systems, and broader stakeholder engagement. Therefore, the success of TQM implementation at MI Hijriyah II Palembang ultimately depends on the institution's ability to integrate systems, people, and organizational values into a coherent and sustainable educational quality management framework.

CONCLUSION

Based on the findings of this study, the implementation of *Total Quality Management* (TQM) within the Internal Quality Assurance System (SPMI) at MI Hijriyah II Palembang demonstrates that the madrasah has established a relatively strong conceptual foundation for quality management through the implementation of structured quality mechanisms such as the PPEPP cycle and leadership involvement in quality improvement initiatives. However, the implementation remains in a transitional stage because several TQM principles, including total involvement, fact-based decision making, and continuous improvement, have not yet been consistently integrated into organizational practices. The findings indicate that the effectiveness of TQM implementation is influenced not only by the availability of formal quality structures but also by organizational culture, teacher participation, data utilization, and institutional commitment to sustainable improvement. As a result, quality management practices within the madrasah still tend to be partially procedural rather than fully functioning as an integrated and continuous quality culture.

This study is limited to a single madrasah context and relies primarily on qualitative data obtained through interviews, observations, and documentation. Therefore, the findings may not be fully generalizable to other madrasahs with different organizational characteristics and institutional cultures. In addition, the study depends on participants' perceptions and self-reported experiences, which may contain subjective bias. Future research is recommended to employ comparative case studies involving multiple madrasahs, mixed-method approaches, or longitudinal designs to provide broader and more comprehensive insights into the implementation and long-term impact of TQM within educational quality assurance systems.

To strengthen the effectiveness of TQM implementation within SPMI, the madrasah should intensify leadership practices that emphasize the internalization of quality values across all organizational members. Continuous professional development programs, including training and mentoring related to quality management and reflective learning practices, should be implemented regularly to improve teacher engagement and professional commitment. In addition, the madrasah is encouraged to develop an integrated digital dashboard for managing real-time quality assurance

data in order to support evidence-based decision-making, systematic monitoring, and evaluation processes. Consistency in implementing the PPEPP cycle, particularly in monitoring and follow-up stages, also needs to be strengthened through routine evaluation forums and clearer corrective action mechanisms. Furthermore, stakeholder involvement should be expanded through transparent communication and participatory quality evaluation activities involving parents and the madrasah committee. Through these strategic efforts, the madrasah is expected to gradually develop a more adaptive, collaborative, and sustainable quality management system.

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