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HYBRIDIZED SPIRITUAL–TOTAL QUALITY MANAGEMENT IN ISLAMIC BOARDING SCHOOLS: MANAGING A SUSTAINABLE ARABIC LANGUAGE ENVIRONMENT

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Abstract

This study aims to look into the management of the Arabic language environment (Biah Arabiyah) in Pondok Pesantren Darullughah Wadda'wah (Dalwa), Indonesia, using the Total Quality Management (TQM) theory with the integration of spiritual values. This study sought to explore the role of the management of the organization in the sustainability of the Arabic Language Environment. This current study used a qualitative case study method. Participants of the current study included the pesantren management, the language program management, teachers, and students, as they were the key individuals involved in the implementation of the Arabic Language Environment. Thematic analysis of the data revealed the following findings: The sustainability of the Arabic Language Environment is supported by the following three mechanisms: the planning of the language environment, the embedding of the use of the Arabic Language in the academic and social activities of the pesantren, and the supervision of the institution. In addition, spiritual values embedded in the pesantren culture strengthen students' intrinsic motivation to maintain the use of Arabic in daily communication. These findings lead to the development of a conceptual framework called the Hybridized Spiritual–TQM Model, which integrates quality management principles with spiritual values to sustain the language learning environment.

Keywords: Arabic Language Environment; Spiritual Culture; Total Quality Management.

Abstrak

Penelitian ini bertujuan untuk mengkaji pengelolaan lingkungan berbahasa Arab (Biah Arabiyah) di Pondok Pesantren Darullughah Wadda'wah (Dalwa), Indonesia, menggunakan teori Total Quality Management (TQM) dengan integrasi nilai-nilai spiritual. Penelitian ini berupaya mengeksplorasi peran manajemen organisasi dalam keberlanjutan Lingkungan Berbahasa Arab. Penelitian ini menggunakan pendekatan kualitatif jenis studi kasus. Partisipan meliputi manajemen pesantren, manajemen program bahasa, guru, dan siswa, karena mereka adalah individu kunci yang terlibat dalam implementasi Lingkungan Berbahasa Arab. Analisis tematik data mengungkapkan temuan sebagai berikut: Keberlanjutan Lingkungan Berbahasa Arab didukung oleh tiga mekanisme berikut: perencanaan lingkungan bahasa, pengintegrasian penggunaan Bahasa Arab dalam kegiatan akademik dan sosial pesantren, dan pengawasan lembaga. Selain itu, nilai-nilai spiritual yang tertanam dalam budaya pesantren memperkuat motivasi intrinsik siswa untuk mempertahankan penggunaan Bahasa Arab dalam komunikasi sehari-hari. Temuan-temuan ini mengarah pada pengembangan kerangka kerja konseptual yang disebut Model Spiritual-TQM Hibrida, yang mengintegrasikan prinsip-prinsip manajemen mutu dengan nilai-nilai spiritual untuk mempertahankan lingkungan pembelajaran bahasa.

Kata kunci: Budaya Spiritual; Lingkungan Bahasa Arab; Manajemen Mutu Total.

A. INTRODUCTION.

The current global challenge in educational management is how educational institutions are able to sustain quality in terms of academic standards without compromising the cultural identity and values on which the organization is founded (Banwo et al., 2021; Kyambade et al., 2024). The dilemma is compounded in faith-based educational institutions because they are not only educational institutions but also arenas for internalizing spiritual and moral values (Khoirurrijal et al., 2025). A number of studies have shown that educational organizations that are able to internalize modern management systems with high levels of organizational values are those that are able to achieve high levels of sustainability (Rodríguez et al., 2025; Roos et al., 2022). Therefore, the research on quality management systems in faith-based educational institutions is becoming highly relevant in contemporary educational management discourses.

One managerial approach used to improve the quality of educational organizations is Total Quality Management (TQM). This concept emphasizes the importance of continuous improvement, the involvement of all organizational members, and an orientation toward stakeholder satisfaction as the basis for effective institutional management (Lepistö et al., 2023; Yahiaoui, Aichouche, et al., 2022). In the education sector, TQM implementation not only aims to improve administrative efficiency but also ensures that the learning process, organizational culture, and human resource management are systematic and quality-oriented

(Hasbi et al., 2025; Ulkhaq et al., 2026). In other words, TQM provides a managerial concept that enables educational institutions to build sustainable quality assurance systems.

However, faith-based educational institutions face unique challenges when implementing TQM. Unlike other educational organizations, which are mostly based on a rational bureaucratic model, faith-based educational institutions are often based on charismatic authority, spiritual values, and strong organizational traditions. Numerous studies have substantiated that the discord between contemporary management systems and organizational traditions can significantly hinder the adoption of effective quality management practices (Antony et al., 2023; Kumar et al., 2021). Therefore, a model is needed that can reconcile the rationality of management with the spiritual values on which the organizational identity is based.

In the context of Islamic educational institutions, Islamic boarding schools or pesantren have organizational characteristics that are unique. They not only play the role of educational institutions but also social communities that shape the intellectual, moral, and spiritual identities of their students (Wahono et al., 2023). Research studies have shown that the success of Islamic boarding schools in sustaining the quality of their educational institutions is influenced by the organizational culture, charismatic leadership, and internalization of religious values in the daily lives of their students (Arifin et al., 2024; Humaisi & Thoyib, 2025). These factors form a unique ecosystem of educational institutions that is quite different from the conventional modern education system.

One of the educational practices characteristic of several Islamic boarding schools is the implementation of an immersive language environment, particularly in Arabic language learning. This language environment is known as Biah Arabiyah, a social system that encourages the active use of Arabic in all students' daily activities. Research on language learning indicates that the success of an immersive environment depends heavily on consistent language use and the existence of systematic monitoring mechanisms (Tao et al., 2025; Tisoglu et al., 2025). Without a strong management system, the immersive language environment has the potential to degrade due to the influence of local languages and informal communication habits, which can lead to a decline in students' proficiency in Arabic and hinder their overall language development.

While numerous studies have investigated Islamic boarding schools regarding leadership, organizational culture, and language acquisition methodologies, research on the role of organizational quality management systems in fostering the sustainability of immersive language environments remains comparatively scarce. The majority of existing research has focused on pedagogical elements or personal leadership, with little consideration for organizational quality management mechanisms (Mahmud & Ramli, 2025; Wibowo, 2025). This limitation represents a research gap with respect to

understanding the integration of quality management principles with organizational spiritual values.

Moreover, the more recent literature has started to emphasize the role of spiritual capital as a factor affecting the effectiveness of the management of the organization. Spiritual capital, as a concept, “refers to values, beliefs, meanings, and moral commitments as a source of internal motivation for the individuals of the organization” (Vasconcelos, 2025; Yasin et al., 2022). In the context of faith-based education, spiritual capital can function as a social control mechanism that strengthens compliance with organizational rules without relying solely on formal oversight systems. However, the relationship between spiritual capital and TQM implementation in educational organizations remains largely unstudied empirically.

Based on these gaps, this study attempts to explore how a quality management system is implemented in a religious-based educational environment through a case study at the Darullughah Wadda’wah (Dalwa) Islamic Boarding School, Indonesia. Specifically, this study focuses on three main aspects, namely: (1) how the quality planning mechanism is formulated in the management of the Arabic language curriculum, (2) how quality assurance and quality control are implemented in the daily lives of students, and (3) how organizational culture and spiritual values influence the effectiveness of the implementation of the quality management system.

By answering these research questions, this research intends to develop a conceptual model dubbed “Hybridized Spiritual-TQM,” a quality management model that incorporates elements of TQM with spiritual values in an organization. This conceptual model is expected to generate theoretical contributions to the development of educational management studies, particularly in relation to how faith-based educational institutions can accommodate modern management concepts without compromising their cultural and spiritual identity. Moreover, this research is expected to generate practical implications for faith-based educational managers in developing a quality assurance system in an ever-changing global environment.

B. RESEARCH METHOD

This research applies a qualitative research approach with a case study design to gain deep insight into the quality management practice in managing the Arabic language environment at the Darullughah Wadda'wah Islamic Boarding School (Dalwa), Indonesia. A qualitative research approach is used because this research allows the researchers to explore the social world contextually and the meanings that educational actors have developed in their practices. A case study design is used as the research design because this research is conducted at one school that has unique characteristics in the implementation of the Arabic language environment system as part of the educational culture at the Islamic boarding school. This research design allows the researchers to gain deep insight

into the dynamics of quality management implementation at the school context (Creswell & Poth, 2017; Yin, 2009, 2018).

The research location was purposively selected at the Darullughah Wadda'wah Islamic Boarding School (Dalwa), an Islamic educational institution known for its intensive Arabic language learning system through the implementation of Biah Arabiyah. This Islamic boarding school was chosen because it has a structured language management system and a supervisory mechanism that is integrated into the daily lives of its students. These characteristics make this Islamic boarding school a relevant context for examining how quality management principles are applied in a religious community-based educational environment. By selecting a location with strong institutional practices, this study seeks to generate a deep understanding of the relationship between organizational culture, spiritual values, and quality management systems.

The research participants were individuals directly responsible for overseeing the linguistic environment in Islamic boarding schools. Participants were selected using a purposive sampling method, taking into account their position, experience, and involvement in the management of the Arabic language management system in Islamic boarding schools. These informants included the head of the Islamic boarding school, language program managers, Islamic religious teachers (ustadz), and students actively involved in daily language activities. The selection of informants from various organizational levels aimed to obtain a comprehensive perspective on how policies, implementation, and experiences of quality management practices take place in Islamic boarding school educational environments (Patton, 2014; Tajik et al., 2025).

Data collection was conducted through in-depth interviews, participant observation, and documentation studies. In-depth interviews were used to determine informants' perspectives on policies, practices, and challenges related to managing the Arabic language environment in an Islamic boarding school. On the other hand, participatory observations were used to directly grasp the Arabic language environment and its practice in the daily activities of the students, including their interactions, learning processes, and student organizations. Furthermore, documentation studies were conducted on various institutional documents such as language usage regulations, Arabic language curricula, and internal Islamic boarding school policies related to language environment management (Khan et al., 2025; Morgan, 2022).

The process of data collection was carried out progressively, taking into consideration the contextual engagement principle. The researchers had direct interaction with the Islamic boarding school to acquire a more holistic understanding of the language practices' dynamics within the lives of the students. During the observation process, the researchers documented various language practices, monitoring mechanisms, and sanctions used to maintain uniform use of the Arabic language. Such observations helped the researchers to identify the

social practices that might not be fully revealed through formal interviews (Lim, 2025; Younas et al., 2022).

We employed validation tools to make sure the data was reliable. Triangulation was employed by contrasting data acquired from diverse sources, methodologies, and informant viewpoints. Also, member checking was done by having a few informants look at the first interpretations to make sure that the research results matched what they had seen in the field. This stage is very important for making people more confident in the research results and less likely to misinterpret them (Lincoln & Guba, 1985; Morgan, 2024).

Data analysis was done through thematic analysis, which seeks to identify patterns of meaning in the data collected for the research. The process of data analysis involved the organization of the data through the transcription of the interviews conducted, the collection of the observations, and the organization of the relevant documents collected for the research. After that, the coding process was done in order to identify the main themes concerning quality management in the management of Arabic environments in Islamic boarding schools. The themes were then interpreted in order to identify the influences that the lives of the students have in the areas of policy, culture, and language (Braun & Clarke, 2021; Christou, 2024; Squires, 2023).

Through this analysis process, this study seeks to construct a conceptual understanding of how quality management principles are applied in the context of Islamic boarding school education. Data interpretation focuses not only on formal practices established in institutional policies, but also on social practices that develop within the life of the Islamic boarding school community. Thus, this study is expected to provide a more comprehensive picture of the integration between quality management systems and spiritual values in managing the Arabic language environment in Islamic boarding schools.

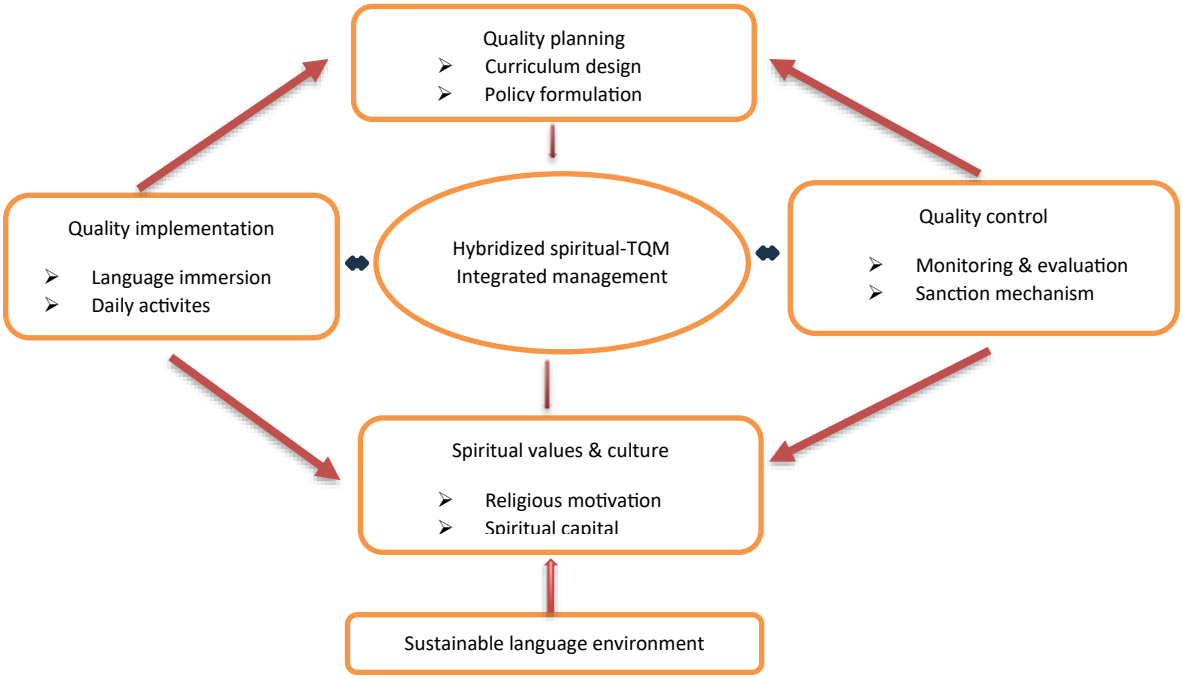
C. RESULTS AND DISCUSSION

RESULTS

The findings from the study show that the management of the Biah Arabiyah language context at Darullughah Wadda'wah Islamic School is not only a pedagogical activity but also an organizational system that is managed via a management system. This implementation reflects the application of Total Quality Management (TQM) principles through a customer-oriented educational service, continuous improvement of language practices, and the active involvement of all institutional elements, including leaders, teachers, student organizations, and students themselves**.** This implementation reflects the integration between quality management practices and the spiritual values of the Islamic boarding school that shape the organizational culture. Based on the analysis of interview data, observations, and documentation, this study found that the management of the language environment at the Darullughah Wadda'wah Islamic Boarding School does not only take place as a pedagogical practice, but also as a structured

organizational management system. The findings further indicate that the sustainability of the Arabic language environment is maintained through systematic quality processes that continuously evaluate students' linguistic competence and institutional learning outcomes as part of stakeholder satisfaction, particularly students and parents. These findings indicate an integration between quality management principles and the spiritual values of the Islamic boarding school. This integration is then conceptualized in a model called the Hybridized Spiritual–TQM Model, as shown in Figure 1.

Figure 1. Hybridized Spiritual–TQM Model in Managing Sustainable Arabic Language Environment



Language Environment System Planning

The first step in managing the language environment in Islamic boarding schools is the process of institutional planning. In this process, the management of the Islamic boarding school, in collaboration with the language manager, develops a language policy for the use of Arabic as the language of communication in the lives of the students. This includes not only the process of learning but also daily life in the dormitory, organizational life, and religious life. This planning process reflects the TQM principle of customer focus because the institution seeks to meet the expectations of students, parents, and society regarding students' Arabic language competence and Islamic identity development.

This planning also includes the formulation of language usage regulations, the development of an Arabic language curriculum, and the establishment of a special unit responsible for language oversight. This institutional structure demonstrates that the language environment does not develop spontaneously but is designed through systematic organizational mechanisms. Furthermore, the

planning stage demonstrates the principle of continuous process improvement because institutional policies are regularly adjusted based on students' language development and the effectiveness of existing language programs. Thus, the language environment in Islamic boarding schools can be understood as the result of a quality planning process aimed at creating a consistent language learning ecosystem.

In addition, religious values provide the basis for planning. Arabic language use is not only viewed as an aspect of language ability, but it is also used as a means of developing an understanding of Islamic sources of knowledge. The participation of religious authorities, teachers, student administrators, and students in achieving this collective vision also shows that TQM includes the notion of total involvement, whereby quality management of an organization involves all its members. It provides moral legitimacy to the language policy of Islamic boarding schools.

Implementation of Language Environment in the Life of Students

The results of the research indicated that the implementation of the Arabic language environment in the context of Islamic boarding schools occurs through the process of integration between academic activities and the social life of the students. In other words, the students are encouraged to use the Arabic language in various communication situations, both during teaching and learning activities and social interactions inside the boarding school dormitory. This implementation embodies a process-oriented management system that prioritizes consistent daily practices over exclusive reliance on classroom instruction to build quality.

The results of the field observation indicated that the use of the Arabic language became a routine for the students. For instance, daily conversations, group discussions, organizational activities, and various programs aim to create the habit of using the Arabic language. In other words, the process of learning the Arabic language does not occur solely inside the classroom but rather through the social life of the students. Such continuous habituation exemplifies the principle of continuous improvement in TQM, as students develop their language competence incrementally through repeated and structured interactions.

The practice of using the Arabic language inside the Islamic boarding school indicates that the language environment of the Islamic boarding school provides a condition for the students to develop their ability to use the Arabic language in a natural way. Moreover, the participation of teachers, student organizations, dormitory supervisors, and students in implementing the language environment illustrates the collective engagement emphasized in TQM, where quality achievement depends on cooperation among all organizational elements.

Language Quality Monitoring and Assurance System

Research findings also indicate that the success of the language environment is significantly influenced by the existence of a consistent monitoring

system. Islamic boarding schools have a language monitoring mechanism implemented by the language program manager and a student organization specifically designated to monitor language use in daily life. This mechanism reflects the TQM principle of quality assurance through continuous evaluation processes aimed at maintaining institutional standards and ensuring stakeholder satisfaction with language learning outcomes.

The monitoring system is conducted in several ways, such as directly monitoring the dialogue between the students in the dormitory and setting rules that require the use of Arabic at certain times. The monitoring system also includes imposing sanctions on those who fail to comply with the language environment rules in an attempt to encourage disciplined language use. In addition, the monitoring activities demonstrate continuous process control, where corrective actions are implemented to improve students' consistency in using Arabic as part of ongoing quality improvement efforts.

This monitoring mechanism demonstrates the existence of quality control practices within the language environment management system. Through ongoing monitoring, Islamic boarding schools strive to maintain consistent Arabic language use, thereby maintaining the language environment as part of the organizational culture. The active participation of student organizations and supervisors in the monitoring process further confirms the TQM orientation toward the involvement of all organizational members in sustaining educational quality.

The Role of Spiritual Values in Strengthening Language Culture

One of the important findings from this study is the role of spiritual values in strengthening the sustainability of the language environment. The use of the Arabic language in Islamic boarding schools not only derives from rules set by the institution itself, but it is also a part of a religious obligation to the Islamic scholarly tradition. These spiritual values strengthen the customer-oriented dimension of TQM because the institution not only seeks academic achievement but also fulfills the moral and spiritual expectations of students, parents, and the wider Muslim community.

These spiritual values are seen as an intrinsic motivation for the students to comply with the language rules. In an interview with several informants, the use of Arabic is often related to the attempt to get closer to Islamic sources of knowledge and to sustain the intellectual identity of the Islamic boarding school. This perspective indicates that the compliance of the students with the language rules is not only regulated by formal systems of supervision, but it is also related to the concept of collective consciousness based on the internalization of spiritual values. This condition also supports the principle of continuous quality improvement because students develop self-discipline and internal motivation that sustain language practices beyond formal institutional control.

This integration between organizational management systems and spiritual values is a distinctive characteristic of language environment management in Islamic boarding schools. The combination of institutional structures, oversight mechanisms, and the internalization of religious values creates a system that enables the language environment to sustainably exist within the life of the Islamic boarding school community. Furthermore, the integration of spiritual culture with organizational systems reflects the TQM principle of total involvement, where quality culture is collectively maintained through shared values, responsibilities, and institutional commitment.

DISCUSSION

The findings of this study revealed that not only is the management of the Arabic language environment an act of pedagogy, but it is also a manifestation of a management system within an organization, which requires intentional strategies and practices to ensure its effectiveness and sustainability. The findings revealed that the formation of a sustainable language environment is not an act of spontaneity but a process of management. This process is in accordance with the fundamental principles of Total Quality Management (TQM) (Syafaruddin et al., 2021). This conclusion is because TQM is based on several principles, including the importance of constant improvements, the involvement of all parties within an organization, and a quality approach to every process within an organization (Lepistö et al., 2023; Yahiaoui, Chergui, et al., 2022). Moreover, it is evident that the management of the Arabic language environment is highly inclined towards meeting the requirements of educational customers, such as students, parents, and Islamic boarding schools, which denotes the aspect of TQM based on customer orientation. It becomes clear how significant the aforementioned principles are in the context of an Islamic boarding school due to the language policy implemented in the daily routine of students of the Darullughah Wadda'dawah Islamic Boarding School through continuous improvement in language acquisition, involvement of students and educators, and quality criteria introduction in educational activities.

The results of the study on the significance of the planning stage in the management of the language environment showed that the effectiveness of an immersive language system is greatly dependent on the organizational policies. The Arabic language policy implemented in Islamic boarding schools serves not only as an administrative rule but also as a normative framework that shapes the communication culture of students. Such a conclusion emphasizes the idea suggested by TQM that quality planning should be process-driven and constantly evaluated to make sure that the goal of the organization matches the needs and interests of the stakeholders and education outcomes. The study confirms conclusions drawn by other researchers about the role played by quality policy planning and commitment of leaders in implementing quality management systems in educational organizations (Rodríguez et al., 2025; Roos et al., 2022;

Wibowo, 2025). Thus, organizational planning serves as a primary foundation for creating an effective learning environment.

In addition to the planning aspect, the research results also indicate that the implementation of the language environment occurs through the integration of academic activities and the social lives of students. The language environment is not only built through formal classroom learning processes but also through ongoing social interactions within the Islamic boarding school environment. This condition reflects the TQM principle of continuous process improvement because language competence is developed systematically through repeated daily interactions supported by the institutional environment. This pattern reflects the immersion-based learning approach, which in language education literature is considered one of the most effective strategies for improving students' language competence (Lee et al., 2025; Xie et al., 2022). A social environment that supports the use of language enables students to gain more contextual language experiences.

Another significant finding is the existence of a monitoring mechanism that functions as a quality assurance system in managing the language environment. Islamic boarding schools apply various control mechanisms to guarantee the application of the Arabic language in the lives of students. This practice includes monitoring language usage and applying sanctions if there is a violation of language rules. The monitoring process also reflects the TQM orientation toward process control and continuous evaluation because institutional quality is maintained through systematic supervision and corrective action. This system is a clear example of the application of quality control principles in managing Islamic boarding schools. From a quality management perspective, a monitoring mechanism is an essential part of quality management that guarantees the application of standards in managing an organization (Hasbi et al., 2025; Ulkhaq et al., 2026).

Nevertheless, it is also clear that, according to the study’s findings, the success of the language environment system in Islamic boarding schools is not entirely dependent on formal managerial systems. One thing that adds to the sustainability of the language environment is the internalization of spiritual values in the organizational culture of Islamic boarding schools. The use of Arabic is seen not merely as a communication skill but also as part of a religious commitment to understanding Islamic sources of knowledge. In this respect, it becomes possible to note that such spiritual values provide an intrinsic motivation that enables students to follow language rules without being completely dependent on any system of control. In this way, it should be acknowledged that the satisfaction of the customers in religion-centered educational organizations can go beyond the academic sphere.

The above discovery is supported by the literature in spiritual leadership and spiritual capital, as spiritual values act as a form of internal motivation to help organizational members achieve commitment to organizational objectives

(Vasconcelos, 2025; Yasin et al., 2022). When we speak of faith-based educational institutions, spiritual capital can serve as a social control instrument, enabling members to follow organizational regulations, thus contributing to organizational cohesion and shared purpose by creating a community where individual behavior reflects common values and objectives. Furthermore, the involvement of teachers, students, dormitory supervisors, and institutional leaders in maintaining language discipline confirms the TQM principle that sustainable quality can only be achieved through the participation of all organizational elements. In other words, spiritual values define the organizational identity and support the effectiveness of the management system.

Based on these findings, this study proposed a conceptual model that was referred to as the Hybridized Spiritual-TQM Model. This model is a combination of quality management principles and spiritual values in managing religious-based educational organizations. This model proved that the success of a language environment system in Islamic boarding schools is not only determined by the management structure of the organization but also by the internalization of spiritual values that enhance the organizational culture. The model also emphasizes three core TQM dimensions, namely stakeholder orientation, continuous process improvement, and total organizational involvement, all of which are strengthened through spiritual values embedded within the pesantren culture. The combination of the management structure and spiritual values has created an organizational mechanism that sustains the long-term success of a language environment.

The present study has made a valuable contribution to the body of knowledge related to education management, in particular, with regard to the contextualization of the application of the Total Quality Management principles in faith-based educational institutions. While for secular educational institutions, the main purpose of implementing TQM is achieving the greatest possible efficiency of organizational systems and customer satisfaction, in the case of Islamic schools, the principles of TQM become interwoven with religious values.

D. CONCLUSION

This study indicates that the sustainability of the Arabic language environment at the Darullughah Wadda'wah Islamic Boarding School is not only formed through pedagogical practices but also through a structured organizational management system. The research findings indicate that the management of the language environment occurs through three main mechanisms: systematic language policy planning, implementation of language use in students' academic and social activities, and a monitoring mechanism that ensures consistent application of language rules. Furthermore, this study found that the spiritual values that are part of the Islamic boarding school culture play a significant role in strengthening students' commitment to using Arabic in their

daily lives, as these values encourage a deeper connection to the language and its cultural significance.

Theoretically, this study contributes to the development of educational management literature by demonstrating that Total Quality Management (TQM) principles can be adapted in the context of faith-based education through integration with the organization's spiritual values. This integration results in a management approach called the Hybridized Spiritual–TQM Model, a quality management model that combines organizational management mechanisms with the internalization of spiritual values as a source of intrinsic motivation for organizational members. This model demonstrates that the success of an educational management system depends not only on the formal organizational structure but also on the strength of the culture and values that exist within the educational community.

Practically speaking, the implications of the results of the study of the present paper may be beneficial to managers of faith-based educational organizations who aim to build a quality management system. To build an effective learning environment, it is not only important to have organizational policies and oversight but also to have the values of culture and spirituality integrated into the minds of the organizational members, as these values can enhance collaboration, motivation, and a sense of community among staff and students. The present study has limitations since it is based on a single case study of the Islamic boarding school. In the future, the present study may be extended by comparing the quality management systems of other faith-based educational organizations to have a more profound understanding of the dynamics of the integration of values of spirituality with the management of the organizations.

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