



**The Islamic Education Quality Development Model  
based on Joseph M. Juran concepts at MAN 1 Tulungagung**

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**ABSTRACT :**

Education plays an important role in efforts to produce qualified human resources. Qualified education is education that can provide benefits and positive changes for education users. Juran, who is a quality of development expert, put forward the concept of quality, namely "quality is fitness for use". The Juran trilogy namely, quality planning, quality control, and quality improvement which was originally used in the business world, was then adopted in educational institutions, including Islamic educational institutions, in achieving the goal of creating quality of education. This research used a qualitative case study type approach and was conducted at Madrasah Aliyah Negeri (MAN) 1 Tulungagung. The results showed that the quality planning at MAN 1 Tulungagung was carried out by preparing competent and committed teachers and educational staff, the quality control was carried out by controlling the services provided by the teachers and educational staff so that they were always following their respective duties and functions, and the quality improvement stage was carried out by providing periodic training as an effort to improve the knowledge and skills of teaching and educational staff.

**Key words:** *quality development model, the quality of education, islamic education, Joseph M. Juran*

## INTRODUCTION

Globalization, which is marked by advances in information technology towards digitalization, is taking place increasingly rapidly. Globalization has had a major impact on various aspects of human life, like ideology, politics, economics, social, culture, and also in education. This important for every country to improve itself in facing various existing challenges, one way is by improving the quality of it's human resources. Because quality of human resources will be able to face various changes, competition, and global challenges.

Based on statistical data from the 2019 GTCI (Global Talent Competitiveness Index), namely a ranking of countries' competitiveness seen from the capabilities of their human resources, it shows that Indonesia still has weak competitiveness. This can be seen from Indonesia which is ranked 67th out of 125 countries in the world, while in the ASEAN region, Indonesia is ranked sixth<sup>1</sup>. Meanwhile, in 2022, Indonesia's ranking will be in 82nd position out of 133 countries<sup>2</sup>.

<sup>1</sup> Yusnia Binti Kholifah, *Model Pengembangan Mutu Pendidikan Joseph M. Juran*. Jurnal Al-Fatih: 56, 2020.

<sup>2</sup> \_\_\_\_, *The Global Talent Competitiveness Index 2022: The Tectonics of Talent: Is the World Drifting Towards Increased Talent Inequalities?*. (France: INSEAD, Portulans Institute, and the Human Capital Leadership Institute, 2022). p.56.

Looking at these statistical data, the Indonesian government needs to continue to strive to improve the quality of its human resources so that it can become a highly competitive country.

Education plays an important role in efforts to produce quality of human resources. Education is the development of potential so that humans have intelligence in thinking and behaving. Education must be able to produce graduates who are qualified, intelligent, creative and innovative. Southerland, Gadsden and Herrington stated that education must continue to produce the latest ideas, the latest innovations, and new approaches<sup>3</sup>. This means that in producing quality of human resources, quality of education is also needed.

Lee and Walsh stated that if young people are given quality education, they will create people who are productive and able to face challenges in their own lives, even national and world challenges<sup>4</sup>. For this reason, quality education is something that must be considered and needs to be done immediately.

Quality education is education that can provide benefits and positive changes for education users. As stated by Juran regarding the concept of quality, namely "quality is fitness for use", quality is conformity to a person's taste, according to taste here it is intended to provide benefits to the user of the goods or services.

Joseph M. Juran was a quality development expert who assisted Japanese leaders in structuring industry so that it was able to export products to world markets. Juran practices three managerial processes for managing the finances of an organization known as the Juran trilogy, namely, quality planning, quality control, quality improvement. The quality theory put forward by Juran is basically a quality theory used in the business world to achieve profits. However, this theory can be adopted in educational institutions, including Islamic educational institutions, in achieving the goal of creating quality education.

Based on this description, the author is interested in conducting research entitled The Islamic Education Quality Development Model based on Joseph M. Juran concepts . This research was conducted at Madrasah Aliyah Negeri (MAN) 1 Tulungagung which is an Islamic educational institution. MAN 1 Tulungagung city which has a vision of creating a quality generation characterized by intelligence, skills and good morals.

## Methods

This research uses a qualitative approach which is a case study type.. The research was conducted at Madrasah Aliyah Negeri 1 Tulungagung. Data on models for developing the quality of Islamic education were obtained from interviews with headmasters, deputy principal for public

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<sup>3</sup> Yusnia Binti Kholifah, *Model Pengembangan Mutu Pendidikan Joseph M. Juran*. Jurnal Al-Fatih: 56, 2020.

<sup>4</sup> Madeleine Fombad, *Knowledge Management for Poverty Eradication: a South African Perspective*. Journal of Information, Communication and Ethics in Society: Emerald Publishing Limited, XVI (2): 66, 2018.

relations, deputy principal for curriculum, deputy principal for student affairs, and observations during the research process. Other data to strengthen the research results was taken from documentation. All collected data is analyzed to reach conclusions.

## **Result**

### **A. Joseph M. Juran**

The study of educational management cannot be separated from the ideas about educational policy put forward by Joseph Moses Juran. Joseph M. Juran was born in Brailia, Romania, on December 24, 1904 as the first of six children from a father named Jacob Juran and a mother named Gitel. Both of his parents were Jews who lived in Gura, Humorului. In 1912 Juran's parents immigrated to America and settled in Minneapolis, Minnesota. Juran is a smart student, especially in mathematics. In 1920 Juran completed his studies at Minneapolis High School. In 1924 Juran continued his undergraduate studies in electrical engineering at the University of Minnesota, which later connected him with the Hawthorne Electric Company<sup>5</sup>.

Juran has published many papers. Juran's literature is more than twenty books and hundreds of papers which have been published. Some of Juran's papers have been translated into 17 different languages. Juran began writing professionally in 1928, when he wrote a pamphlet entitled "Statistical Methods Applied to Manufacturing Problems", which is a statistical method applied to manufacturing problems. This pamphlet became the basis for the famous Quality Control Handbook, which is still published today.

One of Juran's most influential books is the Quality Control Handbook. The original edition of the book was published in 1951 and to date there have been seven editions published. The Quality Control Handbook became the standard reference papers on quality control and established Juran as an authority on quality. Nearly thirty years after Juran visited Japan, Emperor Hirohito recognized Juran's contributions to the development of Japanese quality control and the facilitation of American and Japanese friendship. Juran was awarded the highest honor that could be given to a non-Japanese, the Order of the Sacred Treasure.

### **B. Quality of Islamic Education**

The meaning quality in the Big Indonesian Dictionary is a measure of the good and badness of an object, situation, level or degree (smartness, intelligence, etc)<sup>6</sup>. Quality is a product that can provide customer satisfaction, in this case the meaning of quality is revenue-oriented.

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<sup>5</sup> Himatun Mardhiyah, *Implementasi Konsep Manajemen Mutu Joseph Moses Juran dalam Pengendalian Kinerja Tenaga Pendidik dan Kependidikan di SDIT Tihamab*. Edulead : Journal of Education Management: 130, 2020.

<sup>6</sup> KBBI Online. Acces on March, 28 2023 at 9.20 pm

The highest goal of quality is to provide greater customer satisfaction and increase higher revenues.

In relation to quality, educational quality is defined as the overall description and characteristics of educational services internally and externally which demonstrate their ability to satisfy expected needs, or which are implied to include educational input, process and output<sup>7</sup>. Sudrajat also expressed a similar opinion, that quality education is education that is capable of producing graduates who have abilities or competencies, both academic and non-academic competencies, which are based on personal and social competencies, which are collectively referred as life skills<sup>8</sup>. Meanwhile, according to Dzaujak Ahmad, quality of education is the school's ability to manage operationally and efficiently the components related to the school, thereby producing added value to these components according to applicable norms/standards<sup>9</sup>.

Meanwhile, a number of experts have different opinions about Islamic education. According to Ahmad Tafsir, Islamic education is guidance given by someone to another person so that they develop optimally in accordance with Islamic teachings<sup>10</sup>. Another opinion states that Islamic education is guidance for spiritual and physical growth according to Islamic teachings with the wisdom of directing, teaching, training, nurturing and supervising the implementation of all Islamic teachings<sup>11</sup>. In essence, Islamic education is the formation of a Muslim personality<sup>12</sup>. Based on these several definitions, it can be concluded that Islamic education is basically guidance for students to become Islamic individuals throughout their lives.

Combination between term quality of education and Islamic education we will become Quality of Islamic Education. Based on the explanation above, it can be concluded that the quality of Islamic education is the school's ability to manage all its components in order to provide guidance to students to become complete Muslims.

A school is said to be quality if it is able to show several indicators. The indicators of good quality education in the school environment include a school environment that is safe and orderly, the school has goals and quality targets to be achieved, the school has strong leadership, there is continuous development of school staff in accordance with the demands of science and

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<sup>7</sup> Syaiful Sagala, *Manajemen Strategik dalam Peningkatan Mutu Pendidikan*, (Bandung: Alfabeta, 2011), p. 170

<sup>8</sup> Sudrajat, *Manajemen Peningkatan Mutu Berbasis Sekolah*. (Bandung: Cipta Cekas Grafika, 2005), p. 17

<sup>9</sup> Dzaujak Ahmad, *Petunjuk Peningkatan Mutu Pendidikan di Sekolah Dasar*. (Jakarta: Depdikbud, 1996), p. 8

<sup>10</sup> Ahmad Tafsir, *Ilmu Pendidikan dalam Perspektif Islam*, (Bandung: Remaja Rosda Karya, 2005), p. 32

<sup>11</sup> Arifin, *Ilmu Pendidikan Islam*, (Jakarta: Bumi Aksara, 2001), p. 41

<sup>12</sup> Zakiyah Darajat, *Ilmu Pendidikan Islam*. (Jakarta: PT Bumi Aksara, 2006), p. 27

technology, and the implementation of evaluations. continuous review of various academic and administrative aspects and the use of the results to refine or improve the quality of education<sup>13</sup>.

Muhaimin stated that quality in the context of Islamic education is basically the same as the quality of education in general, only there is a little addition, namely how schools can balance the process and results of education so that graduates become quality Muslim human beings. This means that students are able to develop a view of life, attitudes and life skills that have an Islamic perspective<sup>14</sup>. Quality human understanding in Islamic thought is often referred to as “*insan kamil*” who have characteristics including harmonious humans (physical and spiritual), moralist humans (as individuals and socially), I'tibar (critical, make ijthad, be dynamic, have a scientific and forward-looking attitude), and become a human being who will prosper the earth.

Quality education will be achieved if it is supported by all educational components that are well organized. Some of these components are input, process, and output. These three components need to receive full support from the school principal as an educational leader who is directly related to the implementation of educational programs in schools. The principal as a policy maker in the school must be able to function his role optimally, be able to lead the school wisely and directedly, and aim at achieving maximum goals in order to improve the quality of education<sup>15</sup>.

In connection with the important role of the school principal, Mulyasa stated that the quality of the school principal is closely related to various aspects of school life, such as school discipline, school cultural and reducing students naughty behavior<sup>16</sup>. School principals need to have good managerial skills, be professional, have a clear and directed vision and mission and support from the community or related parties (stakeholders).

The components of educational quality include input, process and output. Educational input includes: (1) having a quality policy; (2) availability of resources consisting of human resources, culture, money, equipment, supplies and materials; (3) have high achievement expectations; and (4) focus on students<sup>17</sup>. Apart from these four inputs, management input is also needed which includes clear tasks, detailed and systematic plans, programs that support the implementation of plans, clear provisions as guidelines for school members to act, and the

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<sup>13</sup> Mulyasa. E, *Menjadi Kepala Sekolah Profesional: Dalam Konteks Menyukkseskan MBS dan KBK*, (Bandung: PT. Remaja Rosydakarya, 2005), p.85

<sup>14</sup> Muhaimin, *Pengembangan Kurikulum Pendidikan Agama Islam*. (Jakarta: PT.Raja Grafindo Persada, 2005), p. 201

<sup>15</sup> Abdulloh Munir, *Menjadi Kepala Sekolah Efektif*, (Yogyakarta: Ar-Ruzz Media, 2008), p. 6

<sup>16</sup> Mulyasa. E, *Menjadi Kepala Sekolah Profesional: Dalam Konteks Menyukkseskan MBS dan KBK*, (Bandung: PT. Remaja Rosydakarya, 2005), hlm. 24-25

<sup>17</sup> Departemen Pendidikan Nasional, *Manajemen Peningkatan Mutu Berbasis Sekolah*. 2000. p.18

existence of an effective and efficient quality control system. to ensure that agreed targets can be achieved<sup>18</sup>.

Processes which are components of educational quality include: (1) high effectiveness of the teaching and learning process; (2) strong leadership; (3) effective management of educational personnel; (4) the school has a quality culture; (5) the school has strong, intelligent and dynamic team work. Apart from that, schools also require independent authority, school and community participation, management openness, willingness to change both psychologically and physically, continuous evaluation and improvement, responsiveness and anticipatory to needs, accountability and sustainability. Educational output is defined as achievements resulting from the school process which can be measured based on quality, effectiveness, productivity, efficiency, innovation, quality of work life and work morale<sup>19</sup>.

Implementation of school-based quality improvement management is carried out through active and dynamic participation from parents, students, teachers and other staff, including institutions that have school concerns. The implementation stages are as follows<sup>20</sup>:

1. Preparation of databases and school profiles that are representative, accurate, valid, and systematic covering various academic, administrative and financial aspects.
2. Carry out self-evaluation (self-assessment) to analyze strengths, weaknesses, resources, personnel, performance in developing and achieving curriculum targets and the results achieved by students related to intellectual and skill aspects as well as other aspects.
3. Identifying school needs and formulating vision, mission and goals based on self-assessment in order to provide quality education for students in accordance with the national education concept to be achieved.
4. The school and the community plans and develops long-term and short-term programs based on the vision, mission and quality improvement goals. The program contains a number of activities that will be implemented in accordance with established national policies and the increasingly global development of science and technology.

### **C. Joseph M. Juran Quality Development Model**

In the contemporary period of the world of education, various models of managing the quality of education have surfaced by the management model of the industrial world, especially those engaged in the provision of goods or services (products). This adoption ultimately shifts

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<sup>18</sup> Departemen Pendidikan Nasional, *Manajemen Peningkatan Mutu Berbasis Sekolah*. 2000. p.19

<sup>19</sup> *Ibid*, p.11-14

<sup>20</sup> Umaidi, *Manajemen Peningkatan Mutu Berbasis Sekolah "Sebuah Pendekatan Baru dalam Pengelolaan Sekolah untuk Meningkatkan Mutu"*. 1999. p. 16

the paradigm of education as a purely social organization to a production organization that produces educational services and is purchased by consumers<sup>21</sup>.

One of the quality management models is the Total Quality Education (TQE), model which was adopted from the Total Quality Management concept, with one of its formulators being Joseph Moses Juran. Juran calls quality "quality is fitness for use". Juran's concept emphasizes that the basis of the quality mission for schools is to develop programs and services that meet user needs. The concept of "quality is fitness for use" in this case is determined by the user, not by the giver. Juran's view of quality reflects a rational, fact-based approach to business organizations and emphasizes the importance of quality planning and control processes<sup>22</sup>.

Joseph M. Juran was one of the pioneers of the quality revolution in Japan. Juran is famous for his success in creating "match between goals and benefits". This idea shows that even though the product or service produced meets specifications, it does not necessarily meet the objectives. According to Juran, quality is fitness for use, this means that a product or service should be in accordance with what is needed or expected by the user<sup>23</sup>.

The definition of suitability for use contains five dimensions, namely: design quality, suitability quality, availability, safety and field of use. Meanwhile suitability for use is based on five main characteristics, namely: (1) technology, namely strength or durability; (2) Psychological, namely the image of taste or status; (3) Time, namely reliability; (4) Contractual, namely the existence of a guarantee; and (5) Ethics, namely polite, friendly and honest.

One of Juran's famous quality concepts is the 85/15 concept, a concept which states that 85 percent of quality problems in an organization are the result of poor process design, so implementing the correct system will produce the correct quality. This understanding can also be interpreted that 85 percent of problems are management's responsibility, because management has 85 percent control of the organization<sup>24</sup>.

In the process of realizing quality, Juran introduced three quality processes, namely<sup>25</sup>:

## 1. Quality Planning

Quality planning is a structured process for developing products (goods and services) that can ensure customer needs are met. Quality planning tools and methods are combined together with technological tools for the specific product being developed. Quality planning

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<sup>21</sup> Jaja Jahari dan Amirulloh Syarbini, *Manajemen Madrasah (Teori, Strategi dan Implementasi)*, (Bandung: Alfabeta, 2013), p. 158-159

<sup>22</sup> Edward Sallis, *Total Quality Management in Education*, (Yogyakarta: IRCiSoI, Cet-7, 2008), p. 5-6

<sup>23</sup> Fandy Tjiptono & Anastasia Diana, *Total Quality Management*, (Yogyakarta: Andi, 2003), p. 53

<sup>24</sup> Husaini Usman, *Manajemen*, (Jakarta: Bumi Aksara, 2014), p. 572

<sup>25</sup> Edward Sallis, *Total Quality Management in Education*, (Yogyakarta: IRCiSoI, Cet-7, 2008), p. 52-53

is the first step in the process of achieving educational quality. Careful planning is very necessary so that improving and controlling the quality of education can be carried out well. Juran stated that there are several stages in quality planning, namely<sup>26</sup>:

a. Establish the Project

Management of educational institutions requires stakeholders develop a program to improve the quality of education. This program is a strategy that is formulated and then implemented as a step in achieving quality education. Preparing various activity programs to improve the quality of education is an important first step and departs from strategic issues that exist in the educational institution environment, both internal and external.

b. Identify the Customers

Education differentiates customers into two types, namely internal customers and external customers. These customers are the main consideration in making decisions to achieve quality education. Internal customers include headmaster, teachers and staff. Internal customers are said to be quality if they can develop well, physically and psychologically. Internal customers develop physically if they receive financial rewards, while they develop psychologically if customers get the opportunity to continue learning to develop their abilities, talents and creativity.

Meanwhile, external customers in education include primary external customers (students), secondary external customers (parents, government, and companies), and tertiary external customers (job market and the wider community). Education is said to be quality if students are able to become lifelong learners, good communicators, have skills in daily life, high integrity, problem solvers and knowledge creators and become responsible citizens. Education is also said to be of quality if graduates are able to meet the expectations of parents, the government and companies in carrying out the tasks assigned to them. For tertiary external customers, education is said to be quality if graduates have competence in the world of work and community development, thereby influencing economic growth, people's welfare and social justice.

c. Discover the Customers Needs

The third step of quality planning is knowing the needs of internal and external customers for the product. This step is carried out by identifying/analyzing the internal and external environment to find strategic issues as ingredients in preparing an activity program to meet customer needs. Environmental analysis of educational institutions

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<sup>26</sup> Yusnia Binti Kholifah, *Model Pengembangan Mutu Pendidikan Joseph M. Juran*. (Jurnal Al-Fatih, 2020), p. 56



can be carried out using SWOT analysis, namely by identifying the internal strengths and weaknesses of the institution, and identifying external challenges and opportunities that the institution is facing.

d. Develop the Product

Product development requires product design which is a creative process. Product design is largely based on technological or functional expertise. Additionally, the designer's experience and expertise can contribute to the design process. The output of product design is detailed designs, drawings, models, procedures, specifications, and so on.

e. Develop the Process

The development process is a series of activities to determine specific ways that operational personnel will use to meet product quality goals, including how to manufacture and deliver products in a sustainable manner. The world of education also always requires continuous improvement and improvement to ensure the achievement of quality standards set based on customer needs.

## **2. Quality Control**

a. Choose Control Subjects

The first step taken in the quality control process is selecting the control subject. The subject of control comes from a variety of sources that include customer requirements appropriate to product features, technological analysis to translate customer requirements into product and process features, process features that directly affect product features, industry and government standards, need to protect human safety and the environment, and need to avoid side effects such as irritation to employees or offense to neighboring communities.

The subject of control in educational institutions comes from educational customers, and through educational quality standards, both internal and external quality standards. Internal quality standards are quality standards set by each educational institution, while external quality standards are quality standards set by government agencies.

b. Establish Measurement

Measurement is one of the most difficult tasks in quality management. Measurements are carried out using measurement tools taking into account the

frequency of measurements, the way the data will be recorded, the format for reporting the data, and the analysis that will be performed on the data to convert the data.

Data from measurement/evaluation results are used in determining the education quality management process. The measurement results are feedback information for school principals or stakeholders regarding real conditions that describe the quality processes that exist in educational institutions.

c. Establish Standards of Performance

Performance standards in institutional management are often called Standard Operating Procedures (SOP), which are documents relating to procedures for completing a job. SOPs are prepared to obtain the most effective work results.

d. Measure Actual Performance

Measuring the actual performance of a product or process requires sensors, namely special detection devices to make actual measurements. Sensors are designed to recognize the presence and intensity of certain phenomena, and to convert the resulting data into information on which to base decisions. At a small organizational level, measurement results information is real-time and is used for current control. Meanwhile, at a higher level, information is summarized in various ways to provide broader measures, detect trends, and identify important issues.

e. Measure Actual vs Standard

Interpreting differences between standards and real data is carried out by: (1) first, comparing actual quality performance with quality targets; (2) second, interpreting the observed differences; (3) third, determine the action that must be taken; and (4) fourth, stimulate corrective action.

f. Take Action on Difference

Headmaster as managers in the process of improving quality in educational institutions, must be able to make wise decisions based on the various existing differences. School principals are not allowed to have any inclination towards one party, because the quality of education is a common interest. The quality of education must be built together through solid cooperation. Without good cooperation, the quality of education as the main goal of education will be difficult to achieve.

### 3. Quality Improvement

The quality improvement process consists of identifying the need to make improvements, identifying the project to diagnose the error, finding the cause of the error,

making improvements, ensuring that the repaired process is in an effective operational condition, and providing controls to maintain the improvements or improvements that have been achieved. Quality improvement must be carried out continuously.

Steps that can be taken in the quality improvement and improvement process include developing the infrastructure needed to carry out quality improvements, identifying parts that need improvement, forming a project team that is responsible for completing each improvement project, and carrying out improvement projects.

Furthermore, Juran put forward ten steps that can be used to improve quality, namely: (1) creating awareness of the need for improvement and opportunities to make improvements; (2) setting improvement goals; (3) organizing to achieve predetermined goals; (4) provide training; (5) implementing projects aimed at problem solving; (6) reporting progress; (7) giving awards; (8) communicating results; (9) save and maintain the results achieved; and (10) maintaining momentum by making improvements to the company's regular systems.

Next, Juran introduced strategic quality management. Strategic quality management is a three-part process based on staff at different levels making unit contributions to quality improvement. Activities in strategic quality management include senior managers having a strategic view of the organization, middle managers having an operational view of quality, and employees having responsibility for quality control<sup>27</sup>.

#### **D. Efforts to Improve Quality in Islamic Education Institutions**

Efforts to improve the quality of education are influenced by several complex, interrelated factors. Teachers are known as “hidden curriculum”, because attitudes and behavior, professional appearance, individual abilities, and anything inherent in the teacher's personality, will be accepted by students as signs to be emulated or used as learning material. This is in accordance with law number 14 of 2015 concerning teachers and lecturers which states that teachers must have academic qualifications, competencies, educational certificates, be physically and spiritually healthy, and have the ability to realize national education goals. Meanwhile, according to Indonesian government regulation number 19 of 2005 concerning National Education Standards Chapter VI states that the standards for educators (teachers and lecturers) must have pedagogical competence, personality competence, professional competence, and social competence.

In the era of information technology, teachers no longer act as the only source of information and knowledge. Students can easily access any information available via the

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<sup>27</sup> Edward Sallis, *Total Quality Management in Education*, (Yogyakarta: IRCiSoI Cet-7, 2008), p. 52

internet. The role of the teacher changes to become more of a facilitator, motivator and dynamist for students. The quality of educators and educational staff needs to always be improved in carrying out this role.

In general, there are several strategic steps that can be implemented in the educational environment with the aim of improving the quality of educators and educational staff. These strategies include:

1. Self Assessment

Self-evaluation is the first step for every school that plans to improve the quality of human resources. This activity began with brainstorming which was attended by the school principal, teachers and all staff, and also members of the school committee. This self-evaluation activity is also a reflection to raise awareness of the importance of quality education, so that a joint commitment arises to improve quality and formulate starting points for schools. This starting point is important because schools that are already working to improve quality will not start from zero, but from the conditions they have.

2. Formulate the Vision, Mission, and Goals

For a newly established school, the formulation of a vision, mission and goals is the first step that must be taken to explain the direction of education you want to go to. Goals are divided into long term, medium and short term goals. The final goal is formulated in the form of a vision and mission, while the medium-term goals are broken down into annual goals which are usually called targets, in a clear formulation both qualitatively and quantitatively. Short-term goals (1 year) are detailed in the form of planning.

3. Strengthening the Curriculum

The curriculum is a very important and strategic educational instrument in organizing students, learning experiences, in laying the foundations of knowledge, values, skills and expertise, and in forming the capacity attributes needed to face the social changes that occur. Competency requires three basic elements, namely basic, knowledge, skills. Through an effective learning process, from these three basic elements competence and commitment can be formed for every decision taken. This capacity must be the main content of the curriculum and become the basis for developing the learning process in the context of competency formation.

4. Strengthening the School Management Capacity

Currently, many modern management models and principles in the business world have been adopted in the world of education. One of them is School Based Management.

Decentralization in the education sector has caused this model to begin to be developed for implementation.

5. Strengthening the Educator and Staff System

The current learning system requires improvement and strengthening because: (1) the skills required to achieve success will be increasingly high and changing very quickly; (2) the skills required are highly dependent on new technology and innovation, so many of them must be developed and trained through on-the-job training; and (3) the need for expertise is based on individual expertise.

6. Strengthening the Leadership

Diverse personal characteristics mean that leaders of educational institutions need to create a vision to direct educational institutions and their employees. Creating a clear vision will foster employee commitment to quality, focus all educational institutions, efforts on formulating the needs of educational service users, foster a sense of team work in work, foster standards of excellence, and bridge the current and future conditions of educational institutions.

7. Improve the Teaching Quality

This time, schools, especially teachers, are still very limited in carrying out learning innovations. The need for innovation can be seen in two ways, namely for inventions and cultural change in schools, so that an innovation-oriented culture is built, fostering the need to progress and improve, and the need for achievement.

8. Optimize the Functions of Educators

A teacher has a function of being a teacher, counselor, technician, or librarian. Cases of teachers who teach not based on their expertise will have a negative impact on the implementation of an educational process. The process of achieving educational quality requires educational functions that support each other, so that maximum results can be achieved.

9. Continuous Improvement

Commitment to quality begins with a statement of dedication to a shared mission and vision, as well as empowering all parties to realize that vision. Continuous improvement depends on determining the right processes, tools, and skills, and implementing those new skills. The continuous improvement process can be carried out based on the PDCA cycle (Plan, Do, Check, Action).

## 10. Fact-based Management

Decision making must be based on real facts about quality obtained from various sources throughout the organization. So, it is not solely based on intuition, presumption, or organizational politics. Decision making is based on various tools that have been designed and developed to support data collection and analysis, as well as fact-based decision making.

Teachers have a noble position in Islam religion. Teachers are a profession that if they intend to uphold the religion of Allah or jihad fi sabilillah, they will receive rewards that cannot be measured. Al-Qur'an Surah Al-Mujadilah verse 11 emphasizes that Allah SWT will elevate those who believe and those who are given knowledge by several degrees. A history also states that the people in the afterlife who receive intercession are the prophets, then the ulama (plural from the word 'alim), and then the syuhada (those who die in the way of Allah).

Standards for quality teachers from an Islamic perspective include the following<sup>28</sup>:

### 1. Have a sense of Khasyyah (fear of Allah)

A sense of khasyyah (fear of Allah) is the fundamental criterion for a teacher as stated in the Al-Qur'an, Surah Fatir Verse 28. This verse states that people who fear Allah SWT are only ulama.

### 2. Have self-awareness as a teacher

It is hoped that awareness of oneself as an educator and as an ulil amri will continue to be attached to teachers so that they can work in totality. The Qur'an provides an explanation of this in Surah an-Nahl verses 90-92. This verse gives a warning so that people can take lessons from the teachings that Allah SWT has given and ask someone to keep their promises. In relation to education, teachers must maintain their determination to provide services to students.

### 3. Have awareness of own shortcomings

Self-awareness of one's own shortcomings is a representation of the personality competence possessed by educators. Self-awareness of one's own shortcomings when referring to Imam al-Ghazali's opinion in *Ihya 'Ulumuddin*, namely worship, customs, despicable morals, and commendable morals. Al-Gazali mentioned several qualities that educators must fulfill, namely: (1) compassion and gentleness; (2) do not expect wages, praise, thanks or remuneration; (3) honest and trustworthy for his students; (4) guide with compassion, not with anger; (5) nobility and tolerance; (6) does not denigrate other knowledge outside of one's specialization; (7) paying attention to individual differences; and (8) consistent.

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<sup>28</sup> Samsul Hadi, *Model Pengembangan Mutu di Lembaga Pendidikan*. Jurnal Pendidikan dan Ilmu Sosial 3(2), 2020. p.342

4. Have an awareness of other people's strengths.

Self-awareness of other people's strengths is a representation of the social competence that a teacher must have. So it is hoped that a teacher can communicate, collaborate, compete, contribute and achieve.

The quality of Islamic education can be improved through various strategies as explained above. The stages of quality improvement proposed by Joseph M. Juran are one of the efforts to improve the quality of education. The character of educators who are in accordance with the Islamic perspective will also support efforts to improve the quality of education.

## **Discussion**

### **A. Islamic Education Quality Development Model based on Joseph M. Juran concepts at MAN 1 Tulungagung**

Juran defines quality as fitness for use, this means that a product or service should be fit to need or expected by the user. Juran further introduced three quality development processes known as the Juran trilogy. The Juran Trilogy theory includes Quality Planning, Quality Control, and Quality Improvement.

MAN (Madrasah Aliyah Negeri) 1 Tulungagung is a high school level educational institutions in Tulungagung city. MAN 1 Tulungagung needs to maintain and even improve the quality of education. Based on the Juran Trilogy theory, MAN 1 Tulungagung seeks to improve quality through three stages as follows:

1. Planning the Quality of Teacher and Educational Staff

MAN 1 Tulungagung is an educational institution with state status under the Ministry of Religion. MAN 1 Tulungagung was officially established in 1978 through Decree of the Minister of Religion Number 17 of 1978. Previously MAN 1 Tulungagung was an educational institution with the status of SP IAIN or Sunan Ampel State Islamic Institute Preparatory School which located in Tulungagung.

MAN 1 Tulungagung has potential teacher and educational staff. Human resources consist of 59 civil teachers, 15 non-civil teachers, 3 civil administrative staff, and 18 non-civil administrative staff. There are 12 people at Master's level of education (domestic and foreign), 80 people at bachelor's level, and 3 people at senior high school level. MAN 1 Tulungagung has teachers who have achievements in various fields such as research, sports, arts, language competition, science, etc.

As an educational institution with state status, the teacher and education staff at MAN 1 Tulungagung follow the government's employee placement determination. Meanwhile, to

fulfill the teacher and education staff who are not yet available, recruitment is carried out based on existing vacancies.

The placement of educational staff is adjusted to their competencies, as well as for educational staff. Administrative staff have a minimum qualification of senior high school and have computer operating skills, while cleaning, security and canteen staff are prioritized who have commitment and are able to work according to school regulations. These employees must be friendly and polite, prioritize customer satisfaction, and be ready to provide excellent service to customers, namely parents and students.

## 2. Quality Control of Teacher and Educational Staff

### a. Quality control of teacher

The learning process at MAN 1 Tulungagung takes place 6 days a week. Every morning the learning activity begins with a 15-minute read the Al-Qur'an, followed by reciting shalawat nariyah five times, reciting asmaul husna, and reciting prayers before studying. Every day the teacher also carries out the Dhuha prayer and Dhuhur prayer in congregation for his students.

Teachers prepare learning activities in the form of a Lesson Plan which is prepared based on the applicable curriculum. Teachers also prepare learning equipment such as learning media that supports the learning process. Apart from being tasked with teaching and educating, teachers also have the obligation to provide learning administration includes analysis of effective weeks, annual programs, semester programs, learning goal achievement criteria, learning achievements, teaching journals, and student attendance lists. Teachers at MAN 1 Tulungagung created this learning tool at the beginning of the school year and implemented it according to conditions in the field. All learning tool documents are stored in the academic section of the curriculum in an application called Sister (Integrated Information System).

### b. Quality control of educational staff

Administrative Staff are expected to be able to provide excellent academic services for parents, students, teachers and employees. Providing this service leads to ease in accessing school payments, administration of new student registration, and personnel affairs services.

The distribution of work tasks at MAN 1 Tulungagung is regulated by the headmaster based on the decision of the leadership staff meeting and the committee. The division of work of educational staff such as administrative staff is adjusted to the skills,



which the main skill is the ability to operate a computer well, at least in office applications. This is because the duties and responsibilities of administrative staff will always be related to the administration that requires the software.

An important component in administration is data archives. Archives activities at MAN 1 Tulungagung are quite well organized, although they still need to be improved. The archives are still separate and in their respective divisions, such as the curriculum division, student affairs division, facilities and infrastructure division, public relations division, personnel division, finance and entrepreneurship division, and library division. The absence of a room specifically designated for archival storage is an obstacle in itself when there are monitoring or accreditation activities.

### 3. Quality Improvement of Teacher and Educational Staff

Quality improvement at MAN 1 Tulungagung can be seen from the existence of various skills development programs for teachers. Teacher capacity development programs include seminars, training, Training of Trainers (TOT), etc. both online and offline. This capability development program for teachers was organized by MAN 1 Tulungagung in collaboration with various universities, Job Training Centers, and Course Institutes. MAN 1 Tulungagung also regularly participates in coaching activities held in a structured manner by the Ministry of Religion and also independently brings in resource persons who are competent in their fields. Training and development activities produce expertise and skills that can become valuable assets for madrasas. Training shows more specific abilities that are currently needed, while development provides learning opportunities for MAN 1 Tulungagung teaching and education staff.

The headmaster, as the leader, is expected to always update his knowledge and skills through various kinds of group activities. The headmaster must have a wide network outside the madrasah area in order to recognize his existence in leading.

There is an increasing need to mobilize human resources at MAN 1 Tulungagung to make improvements in various programs that have been planned. These repairs are carried out based on the diagnosis of errors arising from ongoing activities. Improvements need to always be made to prevent errors from getting bigger and recurring in the future.

Based on the author's observations, Juran's quality improvement model has been implemented well at MAN 1 Tulungagung. The A accreditation that has been given does not make MAN 1 Tulungagung's human resources satisfied in providing excellent service to

students and their parents. Various activity programs are continuously updated through quality improvement activities both internally and externally.

## **B. Obstacles to the Development of Quality Islamic Education based on Joseph M. Juran concepts at MAN 1 Tulungagung**

### **1. Infrastructure**

Limited land is the main obstacle faced by MAN 1 Tulungagung. MAN 1 Tulungagung is located on an area that is not very large, so the school does not have several facilities such as sports fields and adequate green open spaces. Limited land means that several sports activities are carried out outside the school by renting village fields. The ceremony activity, which is supposed to be held once a week, is also carried out with MTsN 1 Tulungagung alternately.

Even though it is located in a less spacious area, the facilities at MAN 1 Tulungagung are complete. This school has a headmaster's room, administrative room, teacher's room, and a nice, clean, and tidy student center hall. There are 36 classrooms with very decent conditions, all classrooms are equipped with LCD projectors, and several classrooms are equipped with air conditioning and digital whiteboards.

Learning support facilities such as a library, sciences laboratory, computer laboratory, language laboratory, workshop room, minimarket, and prayer room are also available although the space is not very large. Some facilities that still need to be repaired include the counseling room, student toilets, canteen, and parking area. A special space to keep school archives and ma'had is also a need realized immediately. However, the availability of infrastructure really supports the development of educational quality.

### **2. Human Resources (HR)**

Technological advances is an obstacles in improving the quality of education at MAN 1 Tulungagung. Technological advances that are not supported by human resources that actively renew themselves will make someone increasingly left behind. One way a teacher's pedagogical competence is assessed is his or her ability to adapt to current developments.

It is undeniable that the existence of technology makes human work easier, including making it easier for teachers to teach. Technology provides new variations of learning for teachers and students, even making it possible to create distance learning. Students can obtain information freely and accurately from the internet so that teachers are no longer the only source of learning. This is where teachers can act as facilitators and motivators for

students so that they do not use technology incorrectly, such as opening inappropriate sites and reducing the culture of irresponsible copy-pasting.

### 3. Policy

Policies can be rules issued by superiors to their subordinates. The headmaster as a policy maker must make policies that have a positive impact on the progress of MAN 1 Tulungagung. Policies that have been made must be socialized so that they are implemented well in order to achieve goals effectively and efficiently. There are times when the policies made by the headmaster are not well socialized, so the impact on their implementation is not as expected.

## **C. Efforts to Develop the Quality of Islamic Education based on Joseph M. Juran concepts at MAN 1 Tulungagung**

### 1. Efforts to develop infrastructure

Fulfill the infrastructure needs is an important thing to be prioritized. Fulfill these infrastructure needs requires financing. So far, MAN 1 Tulungagung's funding sources for providing school infrastructure obtained from: (1) the government, in the form of School Operational Assistance (*Bantuan Operasional Sekolah*/BOS); (2) school independent business, in the form of canteen management activities and school minimarket; (3) parents of students, in the form of infaq or school fee; (4) donations from benefactors/donors and companies, which are carried out through collaboration in various activities, both in the form of monetary assistance and school facilities; and (5) infaq or grants that do not conflict with applicable laws and regulations, where the headmaster needs to prepare a proposal outlining the needs for developing the school program.

### 2. Human Resources Development Efforts

The training that has been attended by teacher and educational staff must be followed with high commitment so that each activity is not in vain and shows the desired results. Considering the varying abilities of teachers, both in terms of pedagogical abilities and abilities in ICT, it is necessary to hold regular training. Training is carried out by inviting competent trainer and contains simple but applicable training material.

### 3. Policy Development Efforts

Policies are issued to make change for the better. However, there are times when a policy is not socialized well, so it cannot be implemented well. Obstacles like this can actually be overcome by building communication between policy makers and implementers. Realizing the importance of communication, the headmaster always holds coordination

meetings with parties related to the policies issued. This coordination meeting is used as a means to socialize the policies made and is also used to monitor the extent to which these policies are implemented.

## Conclusion

Education plays an important role in efforts to produce quality human resources. Quality education is education that can provide benefits and positive changes for education users. Juran, who is a quality development expert, put forward a quality concept, namely "quality is fitness for use". Quality is conformity to a person's taste, intended to provide benefits to the user of the goods or services. Juran practices three managerial processes for managing organizations known as the Juran trilogy, namely, quality planning, quality control, quality improvement. Although initially used in the business world, the quality theory put forward by Juran can be adopted in educational institutions, including Islamic educational institutions, in achieving the goal of creating quality education. The quality planning stage is carried out by preparing competent and committed teacher and educational staff, the quality control stage is carried out by controlling the services provided by teacher and educational staff so that they are always in accordance with their respective duties, and the quality improvement stage is carried out by providing regular training as an effort to improve knowledge and skills of teacher and educational staff.

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