
SCHOOL OR MADRASAH-BASED QUALITY IMPROVEMENT MANAGEMENT IN INTEGRATED QUALITY MANAGEMENT OF EDUCATION FROM AN ISLAMIC PERSPECTIVE

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Abstract

School or madrasa-based quality improvement management is an essential effort to enhance the quality of education, especially from an Islamic perspective. In Islam, education is not only seen as an intellectual process but also as a means to enhance faith and morals. Therefore, the management of education must pay attention to Islamic values, which include tawhid, akhlakul karimah, ihsan, and justice. Additionally, quality education is influenced by the development of teacher competencies, the use of technology in learning, and the development of curricula that are relevant to the needs of the times. Education in Islam emphasizes the importance of knowledge, as reflected in various verses of the Qur'an that honor knowledge. As an implementation of this principle, education must integrate academic knowledge with moral and spiritual values. To achieve high-quality education, educational management must apply effective managerial principles, including planning, organizing, implementing, and evaluating based on quality standards. From the perspective of Islamic educational management, integrated quality development is carried out by incorporating Islamic values into the education system, improving teacher quality through continuous training, and utilizing technology to enhance learning quality. Good management can strengthen the role of schools/madrassas in creating a safe, comfortable, and productive educational environment, as well as preparing students to become individuals who are faithful, virtuous, and competent in their fields.

Keywords: Management, Quality Improvement of Schools/Madrassas from an Islamic Perspective

INTRODUCTION

Education is an effort to develop human potential through the learning process or other methods that are recognized and accepted by society. Good education will produce quality

knowledge, and in Islam, Allah SWT loves those who are knowledgeable, even granting them high positions. This is explained in the Qur'an, Surah Al-Mujadilah: 11:

يَا أَيُّهَا الَّذِينَ آمَنُوا إِذَا قِيلَ لَكُمْ تَفَسَّحُوا فِي الْمَجَالِسِ فَافْسَحُوا يَفْسَحَ اللَّهُ لَكُمْ وَإِذَا قِيلَ انشُزُوا فَانْشُزُوا يَرْفَعِ اللَّهُ الَّذِينَ آمَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ وَاللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ ۝ ۱۱

Translation: "O you who have believed, when it is said to you, 'Make room for one another in the assemblies,' then make room; Allah will make room for you. And when it is said, 'Rise up,' then rise up; Allah will raise those who have believed among you and those who have been given knowledge by degrees. And Allah is Aware of what you do" (Q.S. Al-Mujadilah: 11).

Islam commands its followers to be a knowledgeable and high-quality ummah in fulfilling their existence as creatures of Allah SWT (Afrin et al., 2024). Therefore, Muslims are encouraged to develop their inherent potential through knowledge. The Qur'an, as the guiding principle for Muslims, not only addresses

شَهِدَ اللَّهُ أَنَّهُ لَا إِلَهَ إِلَّا هُوَ وَالْمَلَائِكَةُ وَأُولُوا الْعِلْمِ قَانِمًا بِالْقِسْطِ لَا إِلَهَ إِلَّا هُوَ الْعَزِيزُ الْحَكِيمُ ١٨

Translation: "Allah bears witness that there is no deity except Him, as do the angels and those who have knowledge – establishing justice. There is no deity except Him, the Exalted in Might, the Wise" (Q.S. Ali Imran: 18).

In Islam, achieving high knowledge will improve the quality of life, as has been aspired to by humanity (Kader, 2021). The Prophet Muhammad (PBUH) himself emphasized the importance of seeking knowledge through the first revelation, which commanded reading and writing, and sought to eradicate illiteracy and ignorance. Numerous Hadiths emphasize that there is no limit for both men and women in the pursuit of knowledge.

However, in the context of education in Indonesia, various

"National education functions to develop the capabilities and shape the character and civilization of a nation in order to enlighten the nation's life, with the aim that students develop into individuals who are faithful and devoted to God Almighty, of noble character, knowledgeable, competent, creative, independent, democratic citizens, and responsible."

To create high-quality education, it is the responsibility of every element of society and educational institutions. It is mentioned that the principle of education administration is to empower all components of society through participation in the organization and quality control of education services.

In the field of education, quality management is a modern management concept that seeks to provide fast and accurate responses to all educational

morality or the afterlife but also speaks about knowledge. Knowledge holds a very high position in the Qur'an, with the respect given to it unparalleled in other holy scriptures. The Qur'an contains hundreds of verses discussing knowledge, one of which is in Surah Ali Imran: 18:

challenges need attention. One of the main issues is the low quality of education at different levels, coupled with curriculum changes that lack consistency. Despite various efforts to improve the national education system, indicators of educational quality have yet to show significant improvement. This is highly contradictory to the Indonesian Law No. 20 of 2003 on the National Education System (Sisdiknas), which states in Chapter II, Article 3 that:

institutions (Usman, H Miri; Denok, Sunarsi; Mukhsin, Mukhsin; Mutdi, Ismuni; Haryadi, 2024). Educational quality management represents a challenge to the traditional management concept, which has been more focused on maximizing profits or the welfare of the institution's owners. The approach in quality management focuses on meeting the needs of users or "consumers" of education, providing the highest possible quality.

METHOD

The research method in this document aims to explore and analyze the implementation of school- or madrasa-based quality education management from an Islamic perspective. In this context, the method employed consists of a qualitative approach, with a focus on literature review, observation, and in-depth interviews (Pugu et al., 2024).

The qualitative approach is chosen because the goal is to deeply understand the concepts, practices, and challenges faced in implementing quality education management based on Islamic principles. This research is conducted by examining relevant literature, including books, articles, and journals, related to educational management, quality improvement, and the integration of Islamic values in education.

Observation is carried out at several schools or madrasas to gather direct data related to the implementation of quality education management integrated with Islamic values. The purpose of this observation is to identify the actual practices carried out by educators and educational institution managers in improving the quality of education, such as how they integrate Islamic principles into teaching activities, the curriculum, and the school/madrasa culture.

Additionally, in-depth interviews are conducted with school principals, teachers, and other educational staff to explore their understanding of the concept of Islamic-based quality education management, the challenges faced, and the efforts that have been made to improve the quality of education.

These interviews also provide insights into how they implement policies and strategies that align with the goal of creating a quality and Islamic educational environment.

The data obtained from literature, observations, and interviews are then analyzed qualitatively to identify patterns and relationships between the concept of quality education management and the application of Islamic values. The results of this analysis are expected to provide a clearer picture of strategies and steps that can be taken to improve the quality of education in schools/madrasas from an Islamic perspective.

RESULT

Basic Concepts of Management in Historical and Islamic Perspectives

Management, in its simplest definition, refers to the process of planning, organizing, executing, and controlling organizational resources to achieve the goals that have been set (Nurhikmah, 2024). Management is not a new concept in the world of organizations, as management practices have existed since ancient civilizations. However, as a structured and organized science, management has only been systematically studied in recent centuries. In the book *Manajemen Lembaga Pendidikan Islam; Praktek Manajemen* by Syafaruddin, it is stated that management has been practiced in various sectors, including business, hospitals, schools, universities, government, industry, and banking. Although management has existed since ancient times, the structured study of management as a science has only developed in the modern era.

History of Management



The history of management can be viewed through three important periods: the early development of management, scientific management, and modern management. In ancient civilizations, especially in Mesopotamia and Egypt around 1200 BC, there was already knowledge and use of managerial principles, especially in managing political and administrative affairs (Fakidouma et al., 2023). Similarly, Greek and Roman cultures provided many examples of management practices, particularly in governance and societal organization. In this context, although management existed, the concept of a systematic approach to management as a science had not yet developed.

In the 19th century, the concept of scientific management emerged, pioneered by Frederick Winslow Taylor, who is known as the father of scientific management. Taylor developed this theory through his work *The Principles of Scientific Management*, published in 1911. In this work, Taylor outlined the fundamental principles of scientific management, emphasizing the need for efficiency in work through clear task division, careful employee selection, and systematic training. The principles of scientific management aimed to improve productivity in a measurable and planned manner.

In addition to Taylor, other important figures contributed to the development of scientific management, such as Henry L. Gantt, who was famous for his project planning and control systems, and Frank and Lilian Gilbreth, who developed principles related to time and motion studies in work. Through this scientific approach, management began

to be applied in various industrial sectors with the main goal of increasing efficiency and productivity.

As time passed, modern management emerged, emphasizing the use of scientific principles and technology to improve organizational effectiveness. Henri Fayol in (Peaucelle, 2000), a French engineer, proposed modern management theory in his book *Administration Industrielle et Générale*. Fayol developed this theory by focusing on managerial functions such as planning, organizing, controlling, and overseeing, which were deemed essential in every organization. Fayol also introduced a more holistic management concept by incorporating technical, financial, and social aspects into managerial activities.

In addition to Fayol, other influential figures such as Max Weber, who developed the theory of bureaucracy, Elton Mayo, who pioneered human relations theory, and Peter Drucker, who emphasized the importance of innovation and entrepreneurship, significantly contributed to the development of more complex and applicable management theories in the modern world. With the emergence of these theories, management evolved into a discipline that not only focused on efficiency but also on managing human relations within organizations and recognizing the importance of innovation and strategy in organizational success.

Definition of Management

The definition of management itself has various interpretations that have developed over time. In general, management is the process of planning, organizing, executing, and controlling

organizational resources to achieve established goals (Tavo et al., 2024). Terry, in his work, explains that management is the ability to direct and achieve desired outcomes by utilizing human effort and other resources effectively. Hersey and Blanchard define management as the process of cooperation among individuals, groups, and other resources to reach organizational goals.

Several theorists have defined management in different ways:

1. Henry Fayol: Management is the process of planning, organizing, executing, and controlling organizational resources to achieve the goals that have been set.
2. Frederick Winslow Taylor: Management is the science of studying ways to improve work efficiency and productivity.
3. Peter Drucker: Management is a process involving the planning, organizing, and controlling of organizational resources to achieve defined goals.
4. Mary Parker Follett: Management involves the coordination and integration of organizational resources to achieve established goals.
5. Elton Mayo: Management is the process of managing human relations within an organization to achieve the set goals.
6. Douglas McGregor: Management involves the utilization of human and material resources to achieve the defined goals.
7. Abraham Maslow: Management involves addressing human needs

and motivations to achieve the established goals.

Therefore, management is a process that includes planning, organizing, executing, and controlling organizational resources to achieve predetermined goals.

Integrated Quality Development Strategies for Schools/Madrasahs in the Islamic Perspective

The development and integrated quality strategies for schools/madrasahs from an Islamic perspective can be carried out in several ways. One way is by integrating Islamic values into the curriculum and school activities, enabling students to understand and apply these values in their daily lives. Providing training and professional development for teachers is another way to enhance the quality of education. This allows teachers to serve as role models and improve the quality of their teaching.

Effective teaching methods also play a critical role in improving educational quality. Methods such as active learning, project-based learning, and technology-based learning can be applied to enhance the learning experience. Increasing parental participation by collaborating with parents to monitor and support school activities also helps in achieving better educational outcomes.

Creating an Islamic environment within schools is another important factor. This includes establishing a safe, comfortable, and conducive environment for learning. The integration of technology in education can also enhance the learning process, making it more interactive and efficient. Examples of technology integration in education

include e-learning, digital learning media, educational apps, computers, tablets, the internet, learning management systems, and assistive technologies. By integrating technology, teachers can improve the quality of learning, make the learning process more engaging, and enhance the accessibility of information, thus improving students' technological skills.

Improving leadership quality is also essential in promoting an effective educational environment. Areas of leadership that can be enhanced include strategic abilities, managerial skills, communication abilities, leadership capabilities, decision-making skills, evaluation skills, and the ability to foster innovation. By improving leadership quality, school leaders can improve educational quality, motivate and enhance the performance of teachers and staff, improve the school's reputation, and strengthen relationships with the community.

Developing a relevant curriculum is another key strategy for improving the quality of education. A relevant curriculum ensures that the educational content aligns with students' needs and keeps up with modern developments. Alongside this, improving evaluation quality is critical. Effective evaluation methods ensure that assessments are accurate, objective, and effective in measuring students' abilities and achievements. Aspects such as validity, reliability, objectivity, the quality of instruments, and the evaluation process itself must be considered to ensure high-quality evaluation.

Building a positive school culture is another important factor in improving

educational outcomes. A positive school culture fosters an environment that supports students, teachers, and staff in their learning and growth. Strategies for developing a positive school culture include establishing a clear vision and mission, developing a code of ethics, organizing extracurricular activities, conducting training programs, and performing evaluations.

From an Islamic perspective, the development and integrated quality strategies for schools should also consider Islamic values. Among the core values are:

- **Tawhid:** The fundamental concept in Islam, which emphasizes the oneness of Allah, the only God worthy of worship. Tawhid is central to Islamic faith and righteous deeds and is key to achieving happiness and salvation in both this world and the hereafter.
- **Akhlaq al-Karimah:** Refers to good, noble, and praiseworthy character, such as honesty, trustworthiness, and patience. These traits are emphasized in Islamic education and are considered essential goals for Muslim individuals.
- **Ihsan:** The act of performing good deeds sincerely and selflessly, seeking only the pleasure of Allah, rather than expecting praise or rewards from others. Ihsan is the highest level of worship and righteous action, where every action is done with sincere intention and devotion to Allah.
- **Shura:** Refers to mutual consultation or deliberation,

where decisions are made based on collective agreement for the common good.

- **Justice (Adil):** Refers to giving everyone their due rights and not committing injustice. The goal of justice in Islam is to create balance and fairness in society and to protect the rights of individuals and groups.

By incorporating these Islamic values, educational institutions can develop a holistic and balanced approach to managing quality in education, while aligning with the principles of Islam that promote moral and ethical development.

CONCLUSION

The conclusion of this study shows that school or madrasah-based education quality management from an Islamic perspective is crucial in creating high-quality education, not only academically but also in terms of moral and spiritual aspects. Education in Islam has a more holistic purpose, which is not only to enlighten the mind but also to form good character, faith, and piety towards Allah SWT. Therefore, educational quality management in schools or madrasahs must integrate Islamic values across all aspects of education management.

This study emphasizes that education in Islam highly values knowledge, as reflected in many verses of the Qur'an that elevate the status of knowledgeable people. As such, effective educational management should align with Islamic principles that honor knowledge and provide a high regard for those who possess it. Thus, Islam-based educational management does not solely focus on achieving academic goals but also on shaping noble character and

developing traits in accordance with Islamic teachings.

One of the main aspects that need to be addressed in Islam-based education management is the improvement of human resources, particularly teachers and educators. Teachers, as the frontline of education, play a critical role in shaping character and the quality of learning. Therefore, enhancing teachers' competencies through training and professional development is essential to ensure that they can integrate Islamic values into the teaching process. Additionally, developing a curriculum that is relevant to the times and integrating technology into learning are crucial factors in improving education quality. Technology can be used to enrich teaching methods, increase accessibility, and make learning more engaging and interactive.

Quality management in education also requires a good evaluation system, both in terms of teaching, curriculum management, and student development. Accurate and objective evaluations are important to measure the success of educational goals. However, these evaluations must consider various aspects, such as validity, reliability, and objectivity, to ensure that the results reflect the true condition and can serve as a basis for further improvements.

Furthermore, Islam-based education management must also consider the importance of fostering a positive school or madrasah culture. Creating a safe, comfortable, and conducive learning environment is key to supporting effective learning processes. A positive culture that prioritizes values such as respect, cooperation,

responsibility, and empathy will greatly support the achievement of educational goals. Schools or madrasahs should be places that not only educate academically but also shape students into individuals who are good and useful to society.

By applying sound management principles, integrating Islamic values into every aspect of education, and continuously improving the quality of education through training, evaluation,

curriculum development, and technology, Islam-based education can achieve its ultimate goal: producing a generation that is intelligent, faithful, morally upright, and able to face the challenges of the modern world with confidence. The results of this study are expected to serve as a reference for schools or madrasahs in enhancing education quality comprehensively, both academically and morally.

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