

Implementation of Integrated Quality Management in Curriculum Development at MAN 1 Bandung

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Abstract

This research aims to implement integrated quality management in curriculum development at MAN 1 Bandung, establishing a significant link between the two through a thorough literature review and on-site observations. The impact of integrated quality management is palpable in the heightened relevance and meticulous review processes preceding curriculum formulation, ensuring the educational institution produces high-quality outputs. Employing a qualitative research methodology, the study delves into the intricate dynamics of integrated quality management and its transformative influence on curriculum development. Qualitative methods, including interviews, document analysis, and participant observations, enable an in-depth exploration of stakeholder perspectives and experiences, aiming to uncover the underlying mechanisms that enhance the overall quality of the curriculum. By critically analyzing qualitative data, the research identifies areas of improvement, effective practices, and challenges associated with integrating quality management principles, providing actionable insights for educational stakeholders. Ultimately, the study contributes to the academic discourse on curriculum development and guides ongoing efforts to optimize educational processes at MAN 1 Bandung through the integration of a robust quality management framework.

Keywords: implementation of integrated quality management, curriculum development, and education

Abstrak

Penelitian ini bertujuan untuk menerapkan manajemen mutu terpadu dalam pengembangan kurikulum di MAN 1 Bandung, membangun hubungan yang signifikan antara keduanya melalui tinjauan literatur menyeluruh dan observasi lapangan. Dampak dari manajemen mutu terpadu terlihat jelas dalam peningkatan relevansi dan proses peninjauan yang cermat sebelum perumusan kurikulum, yang memastikan lembaga pendidikan menghasilkan keluaran berkualitas tinggi. Dengan menggunakan metodologi penelitian kualitatif, penelitian ini menggali dinamika rumit manajemen mutu terpadu dan pengaruh transformatifnya terhadap pengembangan kurikulum. Metode kualitatif, termasuk wawancara, analisis dokumen, dan observasi partisipan, memungkinkan eksplorasi mendalam terhadap perspektif dan pengalaman pemangku kepentingan, yang bertujuan untuk mengungkap mekanisme mendasar yang meningkatkan kualitas kurikulum secara keseluruhan. Dengan menganalisis data kualitatif secara kritis, penelitian ini mengidentifikasi area perbaikan, praktik efektif, dan tantangan yang terkait dengan pengintegrasian prinsip-prinsip manajemen mutu, sehingga memberikan wawasan yang dapat ditindaklanjuti bagi pemangku kepentingan pendidikan. Pada akhirnya, penelitian ini berkontribusi pada wacana akademis mengenai pengembangan kurikulum dan memandu upaya berkelanjutan untuk mengoptimalkan proses pendidikan di MAN 1 Bandung melalui integrasi kerangka manajemen mutu yang kuat.

Kata Kunci: penerapan manajemen mutu terpadu, pengembangan kurikulum, dan pendidikan

BACKGROUND

The educational process is an event of changing something into something else. The processes in question include the decision making process, institutional management process, program management

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process, teaching and learning process, as well as the monitoring and evaluation process (Suranto, 2019). The process can be said to be of high quality if the organization and harmonization and integration of school input are carried out in a harmonious and integrated manner so as to encourage student motivation and interest in learning.

Educational output is school performance, namely school achievement resulting from school behavior/processes. School performance can be measured from its quality, effectiveness, productivity, innovation and efficiency, quality of work life and work morale. One of the school's output results can be said to be high, such as (a) academic achievement in the form of daily test scores, portfolio scores, general test scores or competency completion achievement scores, NUAN/NUAS, scientific work, academic competitions, other student work, (b) non-academic achievements, for example, honesty, politeness, sports, arts, vocational skills, and so on.

From an Indonesian perspective, the meaning, function and objectives of education are formulated in the National Education System Law Number 20 of 2003 articles 1 and 3,

"Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble morals, and the skills needed by themselves, society and the country."

National education functions to develop abilities and shape the character and civilization of a dignified nation in order to make the nation's life more intelligent, aimed at developing the potential of students to become human beings who have faith and are devoted to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens (Hermanto, 2020). Meanwhile, in the Islamic perspective, the meaning of education refers to several terms, namely "al-tarbiyah, al-ta'dib, al-ta'lim". Of these three terms, the most popular one used in referring to the practice of Islamic education is the term "al-tarbiyah", such as the term "al-Tarbiyah al-Islamiyah" which means Islamic education (Kurniadin et al., 2013).

The decline in the quality of education in Indonesia in general and the quality of higher education specifically seen from a macro perspective can be caused by the poor national education system and low levels of Human Resources (HR) (Suparliadi, 2021), which is ranked 111th out of 177 countries. This data was obtained in accordance with the results of a survey on the Human Development Index (HDI) by the United Nation Development Program (UNDP). The low level of human resources in Indonesia based on the UNDP survey results is the result of the low quality of education in various types and levels of education, therefore one of the main policies for national education development is improving the quality and relevance of education. Apart from that, expanding and equalizing education and accountability are also national education development policies (UUSPN No. 20 of 2003).

The development of school management thinking currently leads to a management system called integrated quality management (Total Quality Management) which is a program to meet the needs, desires and expectations of its customers now and for the future (Zuhri et al., 2021). Before this can be achieved, all parties involved in the education process, from the school committee, school principal, head of teacher administration, students to employees/staff must understand the nature and purpose of education. One way to improve quality relies on educational institutions by implementing a set of methods based on the availability of qualitative and quantitative data and empowering all members of an educational institution to continuously increase the capacity and ability of the school organization to meet the needs of students and the community.

To create a quality educational institution that is expected by many people, this is not only the responsibility of a school institution but also the responsibility of all parties including school principals, teachers, students, employees, parents of students, and also the community. In general, the quality of an educational institution depends on the ability of the school institution to improve, manage and develop all components or elements of the institution such as educators, educational staff, students, facilities and infrastructure, and finances (Kuntoro, 2019).

By seeing the urgency of curriculum development to produce the best output at MAN 1 Bandung, researchers feel interested in taking further steps in detailing and exploring impacts and innovations which may be produced through the implementation of Integrated Quality Management (Total Quality Management). In this context, this research offers a new contribution by exploring the ways in which the principles of Integrated Quality Management can be specifically applied in curriculum development in educational environments, particularly in schools/madrasahs. Thus, the focus of this research lies in how the values contained in the Integrated Quality Management concept can be applied contextually and effectively in improving the quality of the curriculum at MAN 1 Bandung, thereby creating a new and innovative framework for the formation of superior educational output.

The research that the author conducted was field research, namely research carried out directly in the field to obtain the necessary data. The field or place in question is MAN 1 Bandung (Sugiyono, 2005). This research uses a descriptive analysis approach. The method used in this research is a descriptive qualitative method. The subjects of this research were: the principal as key informant, the deputy principal, 6 teachers, and 10 parents. Data collection techniques involve: 1) observation to observe behavior and activities at the research location using research guidelines in the form of observation sheets, 2) interviews with the Principal, Deputy Principal, teachers and parents of students, 3) documentation to collect data sourced from archives and documents.

.Implementation of Integrated Quality Management 1

Implementation

Implementation is the implementation of a plan that has been prepared neatly and in detail in the form of implementation stages. Implementation is not just implementation, but the stages that have been planned must be in accordance with applicable rules and norms.

Integrated Quality Management

Integrated Quality Management (Total Quality Management) is a management system that promotes and considers quality as a business strategy and is oriented towards customer satisfaction by involving all members of the organization (Juharni, 2017). Another definition of integrated quality management (Total Quality Management) is a quality control system to provide the best possible customer satisfaction.

Semantically, the word management which is commonly used today comes from the verb to manage which means to manage, organize, drive, control, handle, manage, run, organize, lead and implement. The word management comes from Latin, namely *mano* which means hands, being *manus* means working many times using your hands plus the affix *agere* which means doing something then becomes *managiare* which means doing something many times using your hands (Ukas, 2004).

Webster's New Cooligiate Dictionary reveals that the word manage comes from the Italian *managgio* from the word *managiare* which then comes from the Latin word *manus* which means hand.

The word manage in the dictionary is given the meaning of guiding and supervising, managing business or affairs, treating carefully and achieving certain goals (Badrudin, 2013). From various points of view regarding the meaning of management, it can illustrate that management is an effort to organize an organization so that it achieves predetermined goals effectively and efficiently. Effective means being able to achieve goals well, while efficient means doing things correctly (Kurniadin et al., 2013).

Quality is translated as quality, in certain educational institutions quality is made the main agenda that must be achieved and improved to maintain and develop the existence of the educational institution concerned. Edward Sallis stated that quality is related to something different, something that differentiates between good and bad. Sallies stated that quality is a principle that can help an institution to plan change and set an agenda in the face of excessive external pressures (Sallis, 2014).

According to Sallis, quality is a philosophy and methodology that helps institutions plan change and set agendas in the face of excessive external pressures (Sallis, 2014). The definition of quality according to the International Standards Organization (ISO) is a comprehensive description and characteristics of goods or services, which show their ability to satisfy predetermined or implied needs. Quality is not just a result, but a process of heart calling. According to Tasmara in Suryadi Quality is an image that becomes an obsession for every individual who has a work ethic. Quality is a process that is a consequence of walking the straight path (Hilmi, 2023).

In the context of education, education will be said to be of quality if it can provide satisfaction to customers in terms of education. The intended customers are students, parents, the community, education graduates. Referring to Edward Sallis' opinion, a quality school has the following characteristics;

1. The school focuses on customers, both internal and external customers
2. The school focuses on efforts to prevent problems that arise, meaning there is a commitment to work properly from the start
3. Schools have an investment in their human resources
4. Schools have strategies to achieve quality, both at the leadership level, academic staff, administrative staff (Sallis, 2014).
5. Schools manage and treat complaints as feedback to achieve quality and position mistakes as an instrument to do right at the next event or incident
6. Schools have policies in planning to achieve quality in short-term, medium-term and long-term planning
7. The school strives for an improvement process by involving everyone in accordance with their main tasks, functions and responsibilities
8. The school encourages people who have creativity, are able to create quality and stimulate others to work with quality
9. The school has a clear strategy and evaluation criteria
10. The school views and places the quality that has been achieved as a way to improve the quality of services further
11. The school views quality as an integral part of its work culture
12. Schools place continuous quality improvement as a necessity (Wahyuni & Maunah, 2021).

Total Quality Management or also called Integrated Quality Management (MMT) is a management system that focuses on people or customers which aims to continuously increase customer satisfaction at real costs on an ongoing basis (Hamid, 2013). Another definition states that TQM is a management system that prioritizes quality as a business and is customer-oriented by involving all members of the organization (Yusuf, 2023).

Tjiptono and Anastasia Diana Total Quality Management is an approach to running a business that tries to maximize an organization's competitiveness through continuous improvement of products, services, people, processes and the environment. 14 The TQM approach can only be achieved by paying attention to the characteristics

The following TQM characteristics (Lindriany et al., 2022): a) focus on customers (both internal and external customers), b) have a high obsession with quality, c) use a scientific approach in decision making and in solving problems, d) has a long-term commitment, e) requires teamwork, f) improves processes continuously, g) provides education and training, h) provides controlled freedom, i) has the same goals, j) there is employee involvement and empowerment.

Integrated quality management will be created if every part from the beginning of the process to the end of the education delivery process is well controlled, the quality standards that have been set are carried out, deviations are recorded and documented procedures so that there is a quality record for further quality improvement and all procedures for achieving quality have been implemented. well managed and documented (Agustin & Effane, 2022).

According to Dean, the general principles of Integrated Quality Management are as follows following;

1. Organizations that focus on achieving customer satisfaction
2. Leadership
3. Involvement of all participant members of the organization (People Organization)
4. An approach that prioritizes process improvement (Process Approach)
5. Implementation of management using a systems approach (System Approach)
6. Improvement steps carried out continuously (Continual Improvement)
7. Application of decision making based on facts (Factual Approach to Decision Making)
8. Relationships with mutually beneficial suppliers (Mutually Beneficial Relationship).

Madrasah Aliyah Curriculum Development

Curriculum development plays a very important role in increasing success in the education and learning process (Fatmawati, 2021). Because it is the curriculum that directs all educational and learning activities to achieve the stated educational goals and competencies (Endang, 2023). Therefore, the curriculum needs to be designed and refined to improve the quality of education nationally and the quality of human resources in Indonesia, so that the Indonesian nation has competitiveness with other countries in various fields. Curriculum development in an educational institution must pay attention to the psychological principles and development of students, namely:

1. Psychologically, each student has differences in interests, talents and potential, although physically there may be two or more children who are the same, but psychologically they are not actually the same.
2. Children are developing organisms, each stage of development of which has certain characteristics and traits whose rhythms are not the same as each other. Based on these characteristics and characteristics, each child must complete his developmental tasks. Because if tasks at one stage are not completed well, development at the next stage will be disrupted. In this way, children's goals, content, strategies and learning methods must be designed according to their level of development (Agustin & Effane, 2022).

3. The curriculum development team at MAN 1 Bandung combines textbooks with the study of religious literature, which is literature on the psychological development of students' own learning.

CONCLUSION

Based on the results of the literature review and field observations, the relationship between integrated quality management and curriculum development at MAN 1 Bandung is very influential. The influence can be seen from the connection and review before creating a curriculum in integrated quality management, so that the institution will produce good output. Hopefully this research will be useful for readers and it is hoped that this research will be able to contribute to the field of education. In order to improve education, if there are suggestions or improvements, it is hoped that this research will be able to provide guidance or provision for other research.

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