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Implementation of Total Quality Management in Tahfidz Education at SMA

Muhammadiyah 1 Ponorogo

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ABSTRACT

Education quality management is an important agenda so that it continues to exist and be in demand by students from time to time. Current facts show that the quality of Islamic education is less of a serious concern for education managers, so that there are fewer students, and even to death do not get students. This educational institution is often "less attractive" for students and guardians due to many things, such as the attitudes and services of educators, heads, and employees, the learning process, and infrastructure that ignore the quality of educational services. This reality is sad because thus educational institutions have lost their great potential as a place of education for generations as the successors of national and religious civilization. This research focuses on the implementation of total quality management in tahfidz education in senior high schools, which is expected to become a wealth in itself amid the development of the implementation of quality education services in Indonesia. Especially at the level of Islam-based high schools, which are concerned with the integration of science in aspects of Islam (Islamic studies), as well as social science and natural science. Can be an inspiration for the development of Islamic high schools in Indonesia. This study is to describe the implementation of total quality management in tahfidz education at SMA Muhammadiyah 1 Ponorogo. Tahfidz education as one of the advantages at SMA Muhammadiyah 1 Ponorogo will be seen from the Total Quality management cycle (Pland-Do-Check-Action/PDCA).

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INTRODUCTION

Education is a conscious effort to prepare students through guidance, teaching or training activities for their role in the future (Indonesia, 2003). Education is needed to make a complete human being, because what distinguishes humans from others is the use of reason. The mind also functions as a determinant of one's attitude, when a person is able to use the mind well, it will have an impact on the good and vice versa. (Abidin et al., 2022)

One way to hone the ability of the mind to think critically and use it well is through the process of education. Islamic educational institutions include Islamic boarding school, schools and madrasah.

SMA Muhammadiyah 1 Ponorogo is a flagship school. In addition to its excellence in aspects of general subjects, extracurriculars, this school has advantages in special abilities in the field of memorization of the Quran. The tahfidz al-Qur'an activity at SMA Muhammadiyah 1 Ponorogo begins with compiling a curriculum as a learning plan in formal education will certainly require a lot of consideration, because if the curriculum in formal education is not in accordance with the Qur'an memorization program (tahfidzul Qur'an) it will certainly interfere with one of the learning processes. At SMA Muhammadiyah 1 Ponorogo students are able to carry out these two educational activities well, as evidenced by several achievements achieved in various competitions, one of the latest is getting 10 juz memorization first place in the competition in Malang and second place in the Tapak Suci competition in Yogyakarta. This success is certainly not easy to do without the encouragement of a good Islamic boarding school management system. This is an advantage possessed by SMA Muhammadiyah 1 Ponorogo in managing education.

Research on total quality management was conducted by Varecha. Varecha's research shows that the use of TQM can assist institutions in the evaluation of education quality (Varecha, 2022). Mughni and Fitriah

in their research revealed that the increase in managerial performance was caused by TQM and work motivation. This provides an important mechanism for companies in improving the framework of improving performance and company goals that have been set. The application of TQM affects Managerial Performance and Work Motivation has no effect on Managerial Performance (Mughni & Fitriah, 2023). Arifin et al. concluded that TQM is able to create an effective and efficient leadership system. Karaywan no longer feels only subordinate and working but also part of the company. The human resource empowerment system can be known through surveys conducted on employees and customers of the company. (Arifin et al., 2022). Different results were found in the study of Imama et al. His research revealed that the variables of democratic leadership style have a positive and significant relationship to teacher performance; while the TQM variable has no relationship to teacher performance. (Imama et al., 2022).

Some of these studies show that there has been no research related to the application of TQM in learning tahfidz al-Qur'an. Therefore, researchers will focus their studies on the TQM process in learning tahfidz al-Qur'an which includes planning, implementation, and evaluation.

METHODS

This research uses qualitative research, namely in the form of field research, by collecting qualitative data from the results of observations of a phenomenon in the field. (Cresswell, 2016)

The subjects of this study were leaders of SMA Muhammadiyah 1 Ponorogo, Deputy Head of Curriculum at SMA Muhammadiyah 1 Ponorogo, educators at SMA Muhammadiyah 1 Ponorogo and students at SMA Muhammadiyah 1 Ponorogo.

Qualitative research is basically an investigative process similar to detective work. From a study, the main data and additional data will be collected (Bungin,

2008). The data collection techniques used by researchers include: 1) structured interviews, researchers use several informants to obtain information; 2) observations made by researchers use two types, namely frank and disguised observations and unstructured observations; and 3) documentation, researchers analyze documents in the form of notes, textbooks, journals, papers, memos, letters, meeting minutes and other supporting documents. (Sugiyono, 2015)

Data analysis in qualitative research is carried out at the time when data collection is in progress, and after completion of data collection within a certain period (Sugiyono, 2015). At the time of the interview the researcher has analyzed the answers interviewed, if the answers after analysis are not satisfactory, then the researcher will continue the question to a certain stage. The stages of data analysis are :

1. Data Reduction

Reducing data means summarizing, choosing the main things, focusing on the things that matter, looking for themes and patterns. (Sugiyono, 2015)

2. Display Data

The procedure for presenting data in qualitative research through brief descriptions, charts, relationships between flowchart categories and the like. The presentation of data that is most often used in qualitative research is narrative text. (Sutama, 2019)

3. Conclusion Drawing Verification

The final step in qualitative data analysis is conclusion drawing and verification, the initial conclusions put forward are still provisional, and will change if there is no strong evidence to support the data collection stage regarding the management of tahfidz Al Qur'an at a later stage. But if the conclusions put forward at the initial stage, supported by valid and consistent evidence when researchers return to the field to collect data, then the conclusions put forward are credible conclusions. (Sugiyono, 2015)

In qualitative research, findings or data can be declared valid if there is no difference between what is reported by the researcher

and what actually happens to the object under study (Cresswell, 2016). However, please note that the truth of reality according to qualitative research is not singular, but plural, and depends on human constructions with various backgrounds. With this, the author will use triangulation to analyze the data.

The triangulation used in this study is Source triangulation. To test the credibility of the data is done by checking the data that has been obtained through several sources. Then the data is described, categorized, which views are the same, which are different, and which are specific from the source.

RESULTS AND DISCUSSION

Result

Based on the description described above, the purpose of this study is to determine the management of Islamic education at SMA Muhammadiyah 1 Ponorogo, which includes planning, implementation, and evaluation. The following are the results and discussion of these management activities:

Planning Islamic Education at SMA Muhammadiyah 1 Ponorogo

Some things that are included in planning at SMA tahfizh are determining the requirements to become a student at SMA Muhammadiyah 1 Ponorogo. After that, the determination of teaching materials is carried out according to the level of education taken. The allocation of learning implementation time is carried out every Monday – Friday at 07.30-11.30 AM except Friday until 10.00 AM, because Friday prayers will be carried out. (Interview: Muh. Cholil, June 2022).

Planning at Ma'had Aly is done by selecting prospective students. The material given to students with a percentage of 70% memorization of the Qur'an and others is Dirosah Islamiyah, leadership and life skills. The allocation of time for education in Ma'had Aly is full memorization of the Qur'an every day and for other materials will be done in between memorization. Materials other than memorizing the Qur'an are carried out after receiving notification from the lodge

leader in advance. (Interview: Shodiq, April 2022).

Planning of educational programs for the community around Ponorogo is carried out by providing socialization to people who want to take part in educational programs at SMA Muhammadiyah 1 Ponorogo. The requirements for participating in community education programs at SMA Muhammadiyah 1 Ponorogo do not have standard provisions. The main requirement is to have a strong desire to learn the Qur'an by reading, memorizing, and interpreting Qur'anic Verses as well as learning Islamic values.

The material in the Islamic education program for the community around Ponorogo is determined based on the type of educational program followed. The TFK program received material on the introduction of hijaiyah letters, exemplary stories in Islam, coloring, pasting, memorizing short letters in the Qur'an and introduction to prayer recitation.

In the tahsin program, the material presented is how to read the Qur'an properly and correctly based on the rules of tajweed and makhoriul letters, translation of each word and interpretation of each verse of the Qur'an. In the special letter memorization program, the material delivered is the memorization of selected letters determined by SMA Muhammadiyah 1 Ponorogo.

The time allocation used in the TFK program is one hour in the afternoon, the tahsin program for two hours, and the special letter memorization program is determined based on mutual agreement between the tahsin participants and the teacher. The place where the program took place was in the SMA Muhammadiyah 1 Ponorogo.

Implementation of Islamic Education at SMA Muhammadiyah 1 Ponorogo

The implementation of Islamic education in junior and senior high schools tahfizh using the method used in delivering material is the lecture method plus question and answer and assignment. The implementation technique is that students sit in the classroom on a bench, then listen to the explanation from the teacher well, then point

fingers when they want to ask. The material delivered at tahfizh junior and senior high school is determined based on the grade level and level of education taken. The number of teaching staff who teach subjects is 12 teachers. The supporting facilities used in are textbooks and LCD devices. The textbooks used are held from the cottage according to their education level and grade level and for LCD projectors are used as auxiliary media for visual delivery of material. (Interview: Moh. Syahrur, April 2022).

The implementation of Islamic education in Ma'had Aly using the method of repetition in memorization of the Qur'an. Other materials are delivered by lecture and practice methods. Technical memorization of the Qur'an is deposited every morning after Fajr prayers until 07.00 AM in the mosque. Students sits inside the mosque and anyone who is ready comes forward to deposit memorization to the teacher guide. For other materials, the technicalities are waiting for notification from the leadership. The material presented is 70% memorization of the Qur'an and the others are Islamic studies, leadership and life skills. The teaching staff who teach the material are 3 people and sometimes bring in speakers from outside. The supporting means used in memorization is the Ottoman Qur'an, while for other materials using LCD Projectors as a means of delivery. In addition, for life skill materials, students are invited directly to the place of practice.

Non-academic activities carried out for the development of talent interests at SMA Muhammadiyah 1 Ponorogo include Education in the Physical Sector, Sports and Health, Skills Education, Islamic Art Education, Education, Society, and Education Outside the Environment. (Interview: Susminingsih, May 2022).

The implementation of Islamic education in the community uses methods that are differentiated based on the program followed by the program participants. The method in the TFK program is carried out by the method of telling stories, lectures and sima'i, the tahsin program of the father and mother with the tahsin method, and for a

special letter memorization program with the method of repeating until memorization.

The material presented in each program includes TFK given material about Islamic stories full of wisdom, memorization of short letters, pasting, coloring and introduction to hijaiyah letters. The material of your tahsin is tajweed and makhoriul letters, translation of each word, and interpretation of each verse. As for memorization, a special letter is a letter determined by the cottage. teacher who teach material in the three programs are 7 people and for the tahsin program you empower students from Ma'had Aly to teach.

The means of support for the TFK program are juz 'amma, and memorization of special letters, participants bring their respective Qur'ans.

Evaluation of Islamic Education at SMA Muhammadiyah 1 Ponorogo

The evaluation carried out at SMA Muhammadiyah 1 Ponorogo for memorization material of the Qur'an was carried out by depositing memorization of the Qur'an to the teacher who taught the material every time after the subuh prayer took place in the mosque, technically the students sat in or on the foyer of the mosque, for students who had memorized according to the target directly facing the teacher waiting at the mosque, the deposit time was limited to 07.00 AM. Evaluation for dirosah diniyah, leadership and life skills material is carried out by monitoring the daily activities of students in the cottage. Because these materials can be seen for success through direct practice and evaluation. As for the service program, it is carried out to see the ability of students to carry out programs that have been prepared by the cottage in the community. (Interview: Anton Mukminin, May 2022).

The evaluation carried out by the lodge for Islamic education aimed at the community around Ponorogo was to see the enthusiasm of the participants during the program held by the lodge in general. In particular, the TFK program is evaluated by looking at the progress of students in memorizing, understanding the material

delivered by non-formal dialogue between students and teacher. For the tahsin program is evaluated by observing the development of fluency in reading the Qur'an, translating each word and interpreting each verse in the Qur'an. The evaluation activity was carried out in a non-formal way, so as not to seem patronizing because the main purpose of the tahsin program was to invite your students to understand and love the Qur'an as a guideline for life. For special letter memorization programs are carried out by evaluating the memorization fluency of the program participants at the end of the meeting.

DISCUSSION

Planning Islamic Education at SMA Muhammadiyah 1 Ponorogo

Planning is the activity of planning a goal and what process is needed to be able to determine the results in accordance with the characteristics of the goals that have been set (Ajeng Yurika et al., 2022). This planning is carried out with the aim of identifying problems that arise and drawing conclusions about the factors that influence the occurrence of problems. (Chintya, 2016)

The planning of tahfizh education at SMA Muhammadiyah I Ponorogo is to determine the requirements to become a student. The planning of Tahfidz Education at SMA Muhammadiyah 1 Ponorogo is planned to be three models. (1) Tahfizh Education of SMA Muhammadiyah 1 Ponorogo in collaboration with Ahmad Dahlan boarding school for male tahfizh classes, 2) Tahfidz Education of SMA Muhammadiyah I Ponorogo in collaboration with Aisyiyah boarding school for Tahfizh female.

Formal school public learning activities are carried out at schools and return must be lodged and follow all the rules and regulations that exist in the two institutions, namely Ahmad Dahlan Islamic Boarding School and Aisyiyah Ponorogo Islamic Boarding School.

The tahfizh class general subject learning program is a form of collaboration between SMA Muhammadiyah I Ponorogo and Aisyiyah Islamic Boarding School which is carried out in 3 working days starting at

07.00 AM until 01.00 PM. The maximum agreed lesson load is 34 hours of lessons (non-material Pesantren). This tahfidz class was attended by grades 10 and 11 girls who were interested in tahfidz. Tahfiz and non-tahfidz materials are tried to be balanced. Learning is planned for students to come to SMA Muhammadiyah I Ponorogo to follow formal school subject matter. The class is exclusively for tahfidz classes. Especially material related to Islamic Religious Education, Arabic and Kemuhammadiyah is taught by boarding school teaching staff in the two places with consideration of the material is much broader and deeper, as well as a longer duration of time.

Tahfidz learning begins with the determination of teaching materials according to the level of education taken. The allocation of learning implementation time is carried out every Monday – Friday at 07.30 until 11.30 AM except Friday until 10.00 AM, because Friday prayers will be carried out

For the twelfth grade of the tahfidz program, both boys and girls, all stay at SMA Muhammadiyah I Ponorogo are planned. The reason is because the twelfth grade will face the final school exams organized by the state, so it requires full concentration to study general lessons. The implementation of all classes, both tahfidz classes in collaboration with Ahmad Dahlan Islamic Boarding School and cooperation with Aisyiyah Ponorogo Islamic Boarding School is carried out at the School.

In the Learning Process in schools and huts, General Subject Teachers are the same as regular classes, but for different assignment levels, namely the assignment load for tahfidz classes is lighter. The planned memorization target of the Tahfidz class program at SMA Muhammadiyah 1 Ponorogo is 10 until 15 juz.

Implementation of Islamic Education at SMA Muhammadiyah 1 Ponorogo

TQM principles are put forward by several experts, one of which is Bill Crash who said that TQM programs must have four principles if they want to be successful

in their implementation. The four principles are quality awareness, have a strong human nature, decentralized approach, and must be applied thoroughly. (Hung & Ah-Teck, n.d.)

The implementation of Tahfidz education management at SMA Muhammadiyah 1 Ponorogo both in collaboration with Ahmad Dahlan Islamic Boarding School and Aisyiyah Ponorogo Islamic Boarding School using the method used in delivering material is the lecture method plus question and answer and assignment. The implementation technique is that students sit in the classroom on a bench, listen to the explanation from the teacher well, then point fingers when they want to ask. The material delivered for tahfidz classes in both places is determined based on the grade level and level of education taken. The learning approach model in this program uses a democratic and equal approach. According to Arifin et al. democratic and equal principles are determining factors for the success of learning programs. Students feel valued and respected through these two principles, thus impacting student comfort and compliance to follow the learning process (Arifin et al., 2023). The supporting facilities used in are textbooks and LCD tools. The textbooks used are held from the cottage according to their education level and grade level and for LCD projectors are used as auxiliary media for visual delivery of material.

The implementation of the Tahfidz Class of SMA Muhammadiyah I Ponorogo in collaboration with the Ahmad Dahlan Islamic boarding school and the Aisyiyah Ponorogo Islamic boarding school both use the method of repetition in memorizing the Qur'an. Other materials are delivered by lecture and practice methods. Technical memorization of the Qur'an is deposited every morning after Fajr prayers until 07.00 AM in the mosque. Student sits inside the mosque and anyone who is ready comes forward to deposit memorization to the teacher guide. For other materials, the technicalities are waiting for notification from the leadership. The material presented

is 70% memorization of the Qur'an and the others are Islamic studies, leadership and life skills. The teaching staff who taught Tahfizh material were 3 people at the Ahmad Dahlan boarding school, while at the Aisyiyah Ponorogo boarding school there were 2 people. Sometimes bring in speakers from outside. The supporting means used in memorization is the Ottoman Qur'an, while for other materials using LCD Projectors as a means of delivery. In addition, for life skill materials, students are invited directly to the practice place.

Non-academic activities carried out for the development of talents of interest in the Tahfidz class of SMA Muhammadiyah I Ponorogo in collaboration with the Ahmad Dahlan Ponorogo boarding school and Aisyiah Ponorogo boarding school include Education in the Physical Sector, Sports and Health, Skills Education, Islamic Art Education, Community Education, and Education Outside the Environment.

The technical delivery of tahfidz, dirosyah Islamiyah and formal school subject matter is by sitting in the classroom and following the lessons that take place.

The implementation of the Tahfizh class program at SMA Muhammadiyah 1 Ponorogo, both in collaboration with the Ahmad Dahlan boarding school and the Aisyiyah Ponorogo boarding school is time management, memorization management and the tahfizh method is fully handed over to the two pesantren. SMA Muhammadiyah 1 Ponorogo, only evaluates related to formal subject matter at the high school level.

Evaluation of Islamic Education at SMA Muhammadiyah 1 Ponorogo

Several methods are used to evaluate the Tahfidz education program at SMA Muhammadiyah I Ponorogo both in collaboration with the Ahmad Dahlan boarding school and with the Aisyiyah Ponorogo boarding school. Among them are by assessing tahfizh class activities during the implementation of tahfizh learning and formal school subject matter, impromptu quizzes, midterm exams, one-semester exams and giving control cards

while tahfidz students are on vacation at home.

The evaluation of Tahfizh Education of SMA Muhammadiyah I Ponorogo which was carried out in the Tahfidz Class in collaboration with the Ahmad Dahlan Islamic boarding school and the Aisyiyah Ponorogo boarding school for memorization of the Qur'an was carried out by depositing the memorization of the Qur'an to the teacher who taught the material after every subuh prayer at the mosque. Technically, the students sit in or on the foyer of the mosque, for students who have memorized according to the target directly facing the teacher waiting in the mosque. Deposit time is limited to 07.00 AM.

Evaluation for Islamic studies material, leadership and life skills is carried out by monitoring the daily activities of students in the hut. Because, these materials can be seen for success through direct practice and evaluation. As for the practical program, it is carried out to see the ability of students to carry out the programs that have been prepared by the two Islamic boarding schools. (Katni et al., 2020; Noh et al., 2020)

Evaluation of tahfidz learning in the form of tasmi activities which are carried out openly at the end of every odd semester and the end of even semesters. The amount of memorization that is required is handed over to the tahfidz supervisors in the two Islamic boarding school. The evaluation applied includes oral and written tests that are carried out continuously. Syam and Arifin (2019) states that the effectiveness of research lies in the position of evaluation as the basis for determining future planning.

CONCLUSION

Based on research conducted by researchers at SMA Muhammadiyah 1 Ponorogo which includes tahfizh-based Islamic education management, the following conclusions can be drawn:

First, Islamic education planning carried out at SMA Muhammadiyah 1 Ponorogo is outlined in the curriculum by combining Islamic boarding school material

and the national curriculum which is tailored to the vision, mission and goals of the formation of SMA Muhammadiyah 1 Ponorogo. The education program at SMA Muhammadiyah 1 Ponorogo is not only aimed at students who live in school but also aimed at the community around Ponorogo to learn to read the Qur'an properly and correctly, understand and interpret verses, memorize, and instill love for the Qur'an as a guide to life. Educational program planning includes planning Islamic education at Tahfizh Junior and Senior High School, Ma'had Aly, and community programs around Ponorogo.

Second, the implementation of Islamic education at SMA Muhammadiyah 1 Ponorogo includes methods and technical, materials and teachers as well as supporting infrastructure for Islamic education activities. The implementation of Islamic education at SMA Muhammadiyah 1 Ponorogo has been adjusted to the plan prepared in the education curriculum.

Third, the process evaluation aims to improve the quality of education at SMA Muhammadiyah 1 Ponorogo by sending teachers to attend seminars and training related to the world of education. While the evaluation of the results is used to determine the extent of students understanding of the

lessons delivered by the teacher, its application in everyday life and the progress obtained by students while studying at SMA Muhammadiyah 1 Ponorogo. The evaluation was carried out thoroughly on all educational programs at SMA Muhammadiyah 1 Ponorogo with adjustments to the evaluation with the program being run.

Fourth, the implementation of Islamic education in tahfizh high school and junior high school is carried out in the classroom, for Ma'had Aly carried out in mosques and visits to practitioners' places. Meanwhile, community programs are also carried out in the classroom. In addition to developing academic education, SMA Muhammadiyah 1 Ponorogo also develops activities for all students through non-academic activities.

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