

# IMPLEMENTATION OF TOTAL QUALITY MANAGEMENT (TQM) IN RAISING THE QUALITY OF EDUCATION IN PRIVATE MADRASAH TSANAWIYAH

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## ABSTRACT

This research in purposes is to implement the Total Quality Management (TQM) to raise the Quality of education in private Madrasah Tsanawiyah (MTs. Muhammadiyah Bandung. The research method used is qualitative method. The sampling technique is purposive sampling. Data will use primer data, which taken directly from the respondent and secondary data which become supporting data. Based on the research result, the Implementation of Total Quality Management of privat Madrasah Tsanawiyah is very good. By good steps and commitment effort and also focus in realizing the vision, mission, and purposes of the school applying school's program strategically and continuously. Exploring the potential of human and natural resources and developing relationship with harmony between schools and the stakeholders and also processing creativity and innovation program of the school. Every obstacle and innovation became the first step to motivate the school to optimize the potentials so we can act that every weak and obstacle is never exist.

**Keywords:** Total Quality Management, Vision and mission, School Innovation

## ABSTRAK

*Tujuan penelitian ini adalah untuk menganalisis Implementasi Total Quality Management (TQM) Dalam Peningkatan Mutu Pendidikan Madrasah Tsanawiyah Swasta di MTs. Muhammadiyah Bandung. Metode penelitian yang digunakan adalah penelitian kualitatif. Teknik pengambilan sampel adalah purposive sampling. Data yang digunakan data primer yaitu data yang diperoleh secara langsung dari responden dan data sekunder yaitu data pendukung lainnya. Berdasarkan hasil penelitian Implementasi Total Quality Management (TQM) Dalam Peningkatan Mutu Pendidikan di sekolah MTs. Muhammadiyah Bandung sangatlah baik. Dengan langkah dan upaya komitmen serta fokus merealisasikan Visi, Misi dan Tujuan Sekolah dengan menerapkan program-program sekolah secara strategis dan kontinu. Memanfaatkan dan mengeksplorasi potensi-potensi SDM dan Sumber daya yang ada serta membangun silaturahmi yang harmonis antara pihak sekolah dengan stakeholder. Serta mengolah kreativitas dan inovasi program sekolah. Segala hambatan dan kekurangan yang ada adalah modal awal untuk memotivasi agar potensi-potensi yang ada dioptimalkan sehingga kekurangan dan hambatan seakan tidak ada.*

**Kata kunci:** Total Quality Management (TQM), Visi dan Misi, Inovasi Sekolah

## INTRODUCTION

The Total Quality Management Concept in raising the quality of education at schools is a part of the effort so the education quality standardized by The Government can be applicated smoothly. And so do Madrasah such as MI, MTs, dan Madrasah Aliyah, The Total Quality Management Concept can be applicate. All of these are part of cooperation between The Government and schools (educational institutions). The eight educaton standard that became regulation and also reference by every school or madrasah act as macro system and became basic for education institution to create a better education quality. And also it becomes a part of micro system that has to be developed as priority program and identity for the operator school. Besides, this macro system is a part of education policy from The Government, the education institution has to describe it into a local program or curriculum to make a good quality of education that already became the goal altogether.

Describing macro education policy by priority programs in every school, the headmaster's role is determine, because the headmaster is the one who arranges and plans that program. Therefore, a headmaster must be clever, board minded and has a high integrity so his school has it's own identity by his priority program.

The management focused on it's costumer need accomplishment and continue reparation is a *Total Quality Management* (Khoiriyah, 2015)

*"Research is valuable to both management scholars and managers themselves because TQM is one of the main management approach for improving firm performance, along with customer satisfaction, loyalty, and activities to develop firm strategies."*(Aquilani et al., 2017) TQM is one of main management phenomenological to increase the company performance, together with customer satisfaction, loyalty, and the event o develop company strategy.

TQM is a holistic concept to motivate related person by education system. To motivate someone, relation that needed has to be built between the structure and management process (Hasan et al., 2018). That the education quality guarantee is a systematic and integral event by education program or unit in local government, The Government, and citizen to increase National level of intelligence through education.(Islam & Sunan, 2019)

*"TQM should be adopted in a manner to raise quality in the educational process."*(Khadijah et al., 2016). *Total Quality Management* (TQM) is not only as a concept that pointed to the final product quality, but also need to develop and prioritize the quality of process, working environment and human resources creates the product as consumers need and want. (Heizer, 2005)

By the research of Eleni Sfakianaki and friends, the leader or teacher in education environment that follow participatory process show their respect to the students, and by this, the education quality that promote The TQM principle will continuously create satisfaction. (Sfakianaki et al., 2018). The implementation of TQM to control the quality power can give the contribution in attainment company purposes. Some of TQM concrete steps: a.) The company should appreciate the employee, b.) The company can give competency to the employee to have more role, c.) The leader or the company always

try to give motivation or support to their employee, d.) The leader should try maximally or actively in increasing human resource quality; always try to increase openness in communication, to make a policy (Suyitno, 2016).

*Total Quality Management (TQM)* implementation in education institution is, to make *continuous improvement*; to decide *Quality assurance*; to make a *change of culture*; to set an *upside-down-organization*; and to keep *close to the customer*). The TQM implementation needs also implementation strategy that is preparation phase, planning phase, and implementation phase. The TQM implementation success or fail is depend on the commitment and cooperation from all education institution element start from the top until staff level (Ismail, 2018). Then we need to prepare carefully the preparation, planning, and implementation. Even the TQM specifically can be implemented in Study process. The TQM is a useful strategy for education institution, because it engaging the teacher and students and raising a teaching quality for our students (Saha, 2016).

*“Total quality management is one of the useful tools in the teaching and learning used in the school /college especially in the classroom, even though it was developed initially for the manufacturing industries.”*(Print, 2016) *“This demonstrated the rigour of TQM meaning its dynamic to first improve internal environment of an organisation.”* (Psomas & Antony, 2017). TQM is a common philosophy management that has possibility for an institution to chase quality definition and a medium to reach quality. By the quality, it will increase a consumer satisfaction continuously by the service they receive (Singal et al., 2016).

At Bandung, there are so many Madrasah Tsanawiyah both private or public. But in this research, something will be the object is Madrasah Tsanawiyah Muhammadiyah Bandung is old enough, since 1982, it has facility like a big Masjid, computer lab. Art studio (Music studio), library, etc. Madrasah Tsanawiyah Muhammadiyah Bandung is also a school which already implemented the TQM system. By seeing the total of students every year, we can say that it is a success of TQM system. And Madrasah Tsanawiyah Muhammadiyah also can compete in every way with other MTs. MTs Muhammadiyah also make relationship between the headmaster and the teacher, staffs, and committee of Madrasah. MTs. Mts Muhammadiyah also had a deterioration once, but it was not significant. It maybe because of a change from the former headmaster to a new headmaster. But all of this for me is very interesting to become researching object because I want to know deeply about management operational term in MTs. Muhammadiyah Bandung and has orientation in repairing continuously as a continuous improvement. This repairment is not only in the teacher's area of concern, but also involving all components in holding education in madrasah, the madrasah leader's role becomes very important and prime in running the school or madrasah to get the students' and stake holders' satisfaction. The Headmaster as leader should have a visionary soul (Antonius666, 2013) Every organization activity that is guided by better future orientation, more successful, and more wanted then today will make easier the leader's role in creating the purpose has been planned.(Sunarta, 2006) For those, appropriate to the problems, then I get interested in TQM implementation process to the increase of education

quality, that through the role of the headmaster as educator, manager, administrator, supervisor, leader, innovator, and motivator. Dalam sebuah penelitian deskriptif ini diberi judul In a descriptive research titled “**Implementation of Total Quality Management (TQM) in Raising The Quality of Education in Private Madrasah Tsanawiyah** in Madrasah Tsanawiyah Muhammadiyah in Bandung. The purpose is to understand the implementation effort and obstacle of TQM and how it was implemented in MTs Muhammadiyah Bandung to increase the quality of education.

## **METHODS**

The research used is a qualitative researching method by purposive sample technique according to the purpose of data information from the headmaster. This method using interview method, observation, and documentation to the researching subject. The data used is primer data (Headmaster’s role, efforts, and obstacles or the headmaster’s challenges and implementation of education quality), also secondary data (profile, history, facilities, teachers’ condition, administration staffs, and students)

## **THE RESULT**

The result is about TQM implementation to the education quality in MTs. Muhammadiyah Bandung by some steps:

### 1. Interview Method

The interview result with the headmaster that TQM implementation steps to the education quality in MTs Muhammadiyah are:

- Focus to implement the vision, mission, purposes and the school programs, maximally.
- Supporting and motivating the employee, from the teachers, administration staffs, another staffs, and students to explore their potentials, professional in teaching and working and also studying.
- Intensive controlling system to the employees.
- Evaluating and developing the school curriculum the best they can.
- Never stop to build trust to the society, donors, school committee, Boarding School Leader and also the stakeholders.
- A unique new students admission, it is different with Open House Program, Primary school try out with 500 students, Art performance had appreciated by public and students.
- Harmonizing the Muhammadiyah’s bases communication, both alumniees, sympathizers, or common people.
- The most important thing is chasing the output program. The students will become pious, smart, and boarminded after graduated from madrasah. Then they can continue to study to the next level by their own will both to the best Boarding School, Public Madrasah Aliyah, Public Senior High School, even they can also continue to prestigious universities inside the country or abroad.

**Obstacles and weakness:**

- Lack of teachers for some specific subject
- There is incompatibility between education background of the teachers with some subjects they teach.
- Lack of teachers for extracurricular events.
- Lack of extracurricular event.
- Some teachers or education staff are unqualified for education level that required

**Power or Potential:**

- There is trust from public, especially 'Warga Muhammadiyah' and also the alumniees to school.
- The school has unique programs
- The quantity target aren't so many, so it can be maximized.
- The school facilities are complete, clean, comfortable, and safe
- Has a permanent donors to keep the school development run well, even in building, learning system, and also for the teachers' and staffs' welfare

**Chances and Opportunities:**

- The means and infrastructures of the school can be developed and completed
- The students' quantity and quality can be better by promoting the school and increasing education quality
- Increasing the teachers' and staffs' quality so they can be more professional and welfare
- The stakeholders can reach school's output.

## 2. Observation Method

Observation method is one of fundamental thing from all data collecting method in qualitative research, especially in respect of social studies and human behavior (Hasanah, 2017). This observation result is appropriate to interview result with the headmaster, from the street banner and vision, mission, and school purposes board at the center of the school location and easy to read by public also by school members. The good school building and very tidy in every classroom. Because it has 2 floors, from front side and back side there are some clean and comfortable ladders. Study activities are very interesting and active. Students events, from the extracurricular and another additional events such as, muhadhoroh (speech rehearsal) look very interesting, enthusiastic, and educative. The merchants are orderly from outside and can cooperate in keeping the environment clean. The socialization between teachers, students, staffs, and another school members and also outsiders like the merchants, are very close, respectful, and appreciate each other. At Zhuhur time, all of school members shalat in jamaah.

### 3. Documentation Method

Documentation method is a supporting and completion data from interview and observation result or researcher observation. Therefore I will put some documentation, such as:

#### a) Madrasah Identity

Name of Madrasah	: Madrasah Tsanawiyah Muhammadiyah
Address	: Jl. Otto Iskandardinata 77B/95 Tegallega Barat Kota Bandung
Telephone number	: (022) 5202778
Postal code	: 40243
Madrasah status	: Private
Accreditation status	: A
Madrasah Stat. Number	: 121232730012
NPSN	20219569
Establish year	: 1981
Headmasters' Name	Agus Fahrudin, S.Ag. phone : (022) 5202778
Appointment Letter	: Decision letter Regional Leader of Muhammadiyah Bandung Number 38/KEP/III.O/D/2012
Join KKM Member	: MTs Negeri 1 Kota Bandung

#### b) Short History of MTs. Muhammadiyah

We can describe about the history of Madrasah Tsanawiyah Muhammadiyah Bandung in a glance, that is:

At the first time, this boarding school was lead by DR.KH.E.Z. Muttaqien (alm) from 1968-1980 as the main builder, K.H. Hanbali Ahmad (alm) as Boarding School Headmaster (1968-2002) and K. Endus Supena as Boarding School Vice Headmaster.

The embrio of Tegallega Muhammadiyah Boarding School started from male dormintory Muhammadiyah that the students was taught directly through the recitations at dawn and nigt by K.H Hanbali Ahmad. These recitations was held around 1966 in PGAN Bandung. And by his suggestion and other people to Muhammadiyah Leader in Bandung (H.Umar Ahmad on that time) then the idea about boarding school founding was approved at the end of 1969 M or 1389 H. So then at 1877, Muhammadiyah Boarding School of Bandung was declared. All of students who already 6 years studied in Muhammadiyah Boarding School then followed the Extranei Examination in PGAN Bandung. Then in 1981, Madrasah Tsanawiyah Muhammadiyah Bandung existed under the auspices of Muhammadiyah Boarding School.

c) Vision, Mission, and Purposes of MTs, Muhammadiyah

The Vision and Mission of MTs. Muhammadiyah Bandung is:

Vision of Madrasah

“To create good moral and smart students, and also competent to face the life”

Mission of Madrasah

1. The students can practicing ibadah correctly and orderly according to Al Qur'an and Sunnah.
2. The students can read and write Al Qur'an fluently and in good tartil.
3. The students have respect and obedient to their teachers and give respect to their friends.
4. The students have a large knowledge appropriate to the times requirement and can compete both local or national.
5. The students have trained life skills through The organization (IPM) and extracurricular events.

Purposes of Madrasah

1. To take the students to become real muslim according to Al Qur'an and Sunnah.
2. To build the nation cadre that has a great characters based on iman and taqwa and also boardminded.
3. To create tough dakwah care and useful for many people.
4. The priority and also the character of MTs Muhammadiyah is, that the students can read and understand Al Qur'an.

The facility of MTs Muhammadiyah Bandung about means and infrastructures especially in MTs Muhammadiyah Bandung already done for a half with land's wide arpund 1815 m<sup>2</sup>. With current means, the education process can run well. But, if we refer to PP No. 19 tahun 2005 about National Education Standard and Ministry of Education Regulation No. 24 Year 2007 about Means and Infrastuctures Standard that still unequal especially to National Madrasah Standard. There are some means those are not ready yet, and some of them are good enough. But they are not functional yet. For example: Science Lab and Art Lab which are not in good standard yet. And also some vital facilities but still inadequate yet, such as toilet.

d) Educators and Education Condition

Educators

In MTs Muhammadiyah, there are 25 educators from 3 government officers and 23 honorary officers and 3 volunteers.

Appropriate to the amount of existing workes and the need of educators and administration staffs, they still need some of them to teach some specific subject and also for administration staf. For more clearer, we can see from the table below:

**Table 1: Educators Data**

No.	Subject	Amount of Subject Teacher					
		NIP 15	NIP 13	GT Y	Exist	Needed	Less
1	Al-Quran and Hadits	1	-	-	1	1	-
2	Aqidah and Akhlak	-	-	1	1	1	-
3	Fiqih	-	-	1	1	1	-
4	Islamic History	1	-	-	1	1	-
5	Arabic	-	-	2	2	2	-
6	Indonesian	-	-	1	1	2	1
7	English	-	-	1	1	1	-
8	Math	1	-	1	2	2	-
9	Science	-	-	3	3	3	-
10	Civic Education	-	-	1	1	1	-
11	Social	-	-	3	3	3	-
12	BPTIK	-	-	1	1	1	-
13	Art and Culture	-	-	1	1	1	-
14	Sport	-	-	1	1	1	-
15	Craft	-	-	1	1	1	-
16	a. Sundanese	-	-	1	1	1	-
	b.Kemuhammadiyah	-	-	1	1	1	-
	d. Tapak Suci	-	-	1	1	1	-
Total	3	-	21	24	26	2	



**Table 2 Administrative Data**

No	Position	Admin Staff			
		Exist	Needed	Less	More
1	Head of Administrative Affairs	-	1	1	-
2	Treasurer	1	1	-	-
3	Staffing	1	1	-	-
4	Student Affairs	1	1	-	-
5	Library	1	2	1	-
6	Laborant	1	1	-	-
7	Implementing Assistant	2	3	1	-
8	Security	-	1	1	-
9	Cooperative	1	2	1	-
	Total	8	13	7	

**Table 3 Academic Qualification Data**

No	Education Level	Teachers' Amount and Status					Total	Explanation
		GT /PNS		GTY / Honorary				
		L	P	L	P			
1	S3/S2	-	1	-	-	1		
2	S1	2	-	11	8	21		
3	D4	-	-	-	-	-		
4	D3/Sarjana muda	-	-	-	-	-		
5	D2	-	-	-	-	-		
6	D1	-	-	-	-	-		
7	≤ SMA sederajat	-	-	1	1	2		
	Jumlah	2	1	12	9	24		

**Table 4 Data Administrative Qualification Data**

No	Education Level	Administrations' amount and				Total	Explanation
		P T / PNS		Status PTT			
		L	P	L	P		
1	Bachelor	-	-	2	1	3	
2	≤ High School	-	-	2	1	3	
3	Elementary	-	-	2	-	2	
4	Primary	-	-	-	-	-	
5	Others						
Total		-	-	6	2	8	

e) Curriculum

Curriculum of MTs Muhammadiyah Bandung in it's learning process tries to use a modern method and technique in education system. The curriculum that used is a combination between Ministry of Religion's and Ministry of Education's curriculum.

It is integrated between common and madrasah curriculum that be in a package and based on unit level of education. For madrasah curriculum, the subject will be delivered to the students arranged by the level of educators. MTs Muhammadiyah Bandung operates in 6 working days : Monday, Tuesday, Wednesday, Thursday, Friday, and Saturday.

**Table 5 MTs. Muhammadiyah Bandung curriculum structure**

COMPONENT	TIME ALLOCATION		
	GRADE VII (curriculum 2013)	GRADE VIII (curriculum 2013)	GRADE IX (curriculum 2013)
<b>A. SUBJECT</b>			
1. Qur'an Hadits	2 JP	2 JP	2 JP
2. Aqidah Akhlak	2 JP	2 JP	2 JP
3. Fiqih	2 JP	2 JP	2 JP
4. Islamic History	2 JP	2 JP	2 JP
5. Pancasila and Civic Education	3 JP	3 JP	3 JP
6. Bahasa Indonesia	6 JP	6 JP	6 JP
7. Arabic	3 JP	3 JP	3 JP
8. English	4 JP	4 JP	4 JP
9. Math	5 JP	5 JP	5 JP
10. Science	5 JP	5 JP	5 JP
11. Social	4 JP	4 JP	4 JP
12. Art and Culture	3 JP	3 JP	3 JP
13. Sports	3 JP	3 JP	3 JP
14. Craft	2 JP	2 JP	2 JP
<b>B. LOCAL STUDIES</b>			
1. Sundanese	2 JP	2 JP	2 JP
<b>TOTAL</b>	<b>48 JP</b>	<b>48 JP</b>	<b>48 JP</b>
<b>C. SELF DEVELOPMENT</b>			
1. Counseling			
2. Boyscout			
3. Read, Write, and Tahfidz Qur'an			
4. Kemuhammadiyah			

### Study time arrangement

1. The effective week in a year (2 semester) are 36 weeks.
2. One hour study (one hour class) is 40 minutes.

Effective learning time per day are:

Monday : 5 hrs 20 mnt (320 mnt), means 8 learning hours

Tuesday : 5 hrs 20 mnt (320 mnt), means 8 learning hours

Wednesday: 5 hrs 20 mnt (320 mnt), means 8 learning hours

Thursday : 5 hrs 20 mnt (320 mnt), means 8 learning hours

Friday : 4 hrs 40 mnt (280 mnt), means 7 learning hours

Saturday : 4 hrs 40 mnt (280 mnt), means 7 learning hours

Learning Hours per week, are:

Curriculum 2013 : 30 hrs 40 mnt (1840 mnt) per week, means 46 learning hours and for a year 1.140 hrs (66.240 mnt)

**Table 6. Learning Time**

<b>GRADE</b>	<b>1 LEARNING HOUR</b>	<b>LEARNING HOUR AMOUNT PER WEEK</b>	<b>EFFECTIVE WEEK PER YEAR</b>	<b>LEARNING TIME PER YEAR</b>
VII	40 MINUTE	46 H	36 WEEKS	66.240 MINUTES
VIII	40 MINUTE	46 H	36 WEEKS	66.240 MINUTES
IX	40 MINUTE	46 H	36 WEEKS	66.240 MINUTES

1. The time allocation for extracurricular is 2 learning hours (80 minutes)
2. The time allocation for structured assignment and unstructured independent activities in package system 0% - 60% from every lesson activity. That time allocation considering students potential and needs to reach the competence.
3. Time allocation for practice, 2 hours practical time in school is the same as one hour in front of the class. Four hours practical is the same as one hour in front of the class.
4. Time allocation to be in front of the class is 40 minutes, structured assignment and unstructured independent activities are 25 minutes.

## DISCUSSION

The researching result about TQM Implementation of Education Quality in Madrasah Tsanawiyah Muhammadiyah Bandung by steps of interview, observation, and document observation had done well.

Interview result from The Headmaster primer data (Mr. Agus Fahrudin, S.Ag) by describing some steps in increasing education quality by using TQM system is very significant and strategic, because it's visionary leadership concept. A visionary leader is a strong vision leader, and give a great impact in practicing that vision to all people, by a strong support all organization element, and demand to everyone to do their activity. Every organization activity will get better because of a better vision also.(Sunarta, 2006)

A focus leadership to reach something forward by strategic steps and supported by all of people elements both common public or 'warga Muhammadiyah', Muhammadiyah Boarding School Headmaster, Committee, Teachers, Staffs, Students, and also The Stakeholders to reach the program. Appropriate to interview result, MTs Muhammadiyah Bandung has many unique programs (different with others) like try out event for primary students and invited 500 students every year. Then Open House, which always different in every year. And also invited the people to get donation, free medication and medical check up. Then creation event such as Art, Tahfidz, or Hizbul Wathan (Boyscout) and Tapak Suci Muhammadiyah (Pencak Silat). Even work improvement program and also professionalism of teachers and staffs always be held every year in different programs such as workshop, seminar, teachers and staffs outbound, and also teachers camping.

That's the way to increase the education quality, because it will make a positive impact for the stakeholders to reach the education quality increasement. They have to build a discussion space so MTs Muhammadiyah become better and develop so they receive a good respond from the donors to donate their fund. And also they need public and 'warga Muhammadiyah' to share their ideas with the teachers and staffs.

The vision, Mission, and purposes of Mts Muhammadiyah, commonly tries to create it's students to have good akhlak, smart and copetent to face the life. The mission wants to take the students to do Ibadah correctly, able to read and write Qur'an fluently and in good tartil. The students have respect to their friends and obedient to their teachers. The students have boardminded appropriate to the times needsand can cmpete both local or national..

The purposes of MTs Muhammadiyah Bandung is commit to take the students to be good muslims according to Al Qur'an and Sunnah. To build the nation cadres who have characteristic based on iman and taqwa and also have boardminded. Creating strong da'wah cadres and has benefit for the people. The priority is to make students able to read and understand Al Qur'an, to make it significant in increasing the quality of education and always refer to Alqur'an and Hadits. All of these are in a modern curriculum, combination between Ministry of Religion's curriculum and Ministry of Education's curriculum and strengthen by a boarding school program and Kemuhammadiyah. And

also in reading, writing, and recitating Qur'an. Most of them are fluent and good in tartil. Most of the alumniees of MTs Muhammadiyah also joined Public Madrasah Aliyah, Public High School and also famous boarding school inside or outside town. And also to the university, most of them joined UNPAD, UPI, UIN Bandung, UIN Jakarta, UIN Yogyakarta, etc.

In new students admission, MTs. Muhammadiyah has special strategies such as, Open House, Try Out of Primary Exam, Art performance/exhibition, and quantitatively it will increase the amount of new students. And this is the testimony of new students admission year by year

**Table 7 Students Data Year 2019/2020**

No.	Grade	Amount			Study Group Amount
		L	P	Total	
1	VII	29	39	66	2
2	VIII	30	35	63	2
3	IX	47	42	89	3
Total		105	116	220	7

**Table 8 Students Data Year 2018/2019**

No.	Grade	Amount			Study Group Amount
		L	P	Total	
1	VII	31	36	67	2
2	VIII	50	42	92	3
3	IX	33	27	60	2
Total		114	105	219	7

**Table 9 Students Data Year 2017/2018**

No.	Grade	Amount			Study Group Amount
		L	P	Total	
1	VII	51	46	97	3
2	VIII	29	26	55	2
3	IX	21	32	53	2
Total		101	104	205	7

**Table 10 Students Data Year 2016/2017**

No.	Grade	Amount			Study Group
		L	P	Total	Amount
1	VII	28	24	52	2
2	VIII	19	33	52	2
3	IX	31	48	79	2
Total		78	105	183	6

From the table above, we can make conclusion that The students who join MTs Muhammadiyah Bandung get increasement every year significantly. Although the amount of students have limitation, such as:

**Table 11. Final Data for Students Amount Year by Year**

Year	Students Amount
2016/2017	183
2017/2018	205
2018/2019	219
2019/2020	220

From the maintenance and building procurement, The means and infrastructures in MTs Muhammadiyah always develop even not only hassome facilities like Science Lab, Computer Lab, Language Lab, a large and comfortable Masjid Jami', Library, and also music studio, and completed by complete band instruments and also more than decent sound system to support the performance. Because the sound system in MTs Muhammadiyah is always be rented, so they use the money to maintain the instruments and also the sound system.

## **CONCLUSION**

Appropriate to the researching result about TQM Implementation in increasing education quality in MTs Muhammadiyah Bandung is very good and appropriate to the program target has ben planned. By creating the commitment and focus to implementing vision ,mission and school purposes by determining the school programs strategicly and continuously. By utilizing and exploring human resource and natural resource potentials to reach the vision, mission and the purposes. Not only focus in the vision, mission, and the school purposes, make strategy to strengthen and build a good relationship between the school, warga Muhammadiyah, and also the donors. And processing creative and innovative program in school to bring the public interest to build a good relationship and a good modal to motivate and there is no obstacle anymore and all potential can be optimized.

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