

The Implementation of Quality Management in Improving the Quality of Qur'an Learning

Nila Nabilatul Rizqiya^{1*}, As'aril Muhajir², Agus Zaenul Fitri³

^{1,2,3} Universitas Islam Negeri Sayyid Ali Rahmatullah, Tulungagung, Indonesia

¹nilan2076@gmail.com, ²arilmuhajir@uinsatu.ac.id, ³guszain@uinsatu.ac.id

*Correspondence

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Abstract

Improving the quality of Qur'an learning is a challenge for non-formal Qur'an educational institutions amid public demands for professional and sustainable educational services. This study aims to analyze the implementation of Plan-Do-Check-Act (PDCA)-based quality management in improving the quality of Qur'anic education at TPQ Baabussalam in Blitar. The study employs a qualitative approach with a case study design. Data were collected through in-depth interviews, observations, and documentation, which were then analyzed using the Miles and Huberman interactive model. The results indicate that the PDCA quality management cycle has been systematically implemented through the planning of learning programs, the implementation of learning using the Usmani Method, evaluation through tashih activities, and follow-up measures such as remedial instruction, curriculum development, and teacher competency enhancement. The implementation of these four stages fosters a culture of continuous improvement, which has led to increased effectiveness in the learning process, consistency in Qur'an learning standards, and enhanced professionalism among educators. These findings confirm that the application of PDCA-based quality management is a relevant strategy for strengthening the quality of Qur'an learning in non-formal Islamic educational institutions.

Keywords: Implementation, Quality Management, Quality of Qur'an Learning

INTRODUCTION

The implementation of Qur'an education must be carried out systematically and focused on achieving clear competencies. This is in line with the Director General of Islamic Education's Decree No. 91 of 2020 on Guidelines for the Implementation of Qur'anic Education, which emphasizes that Qur'anic education is aimed at producing students who are able to read the Qur'an in accordance with the rules of tajwid, memorize surahs appropriate to their learning level, understand the fundamental values of Islamic

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teachings, and to cultivate attitudes and behaviors that reflect the practice of the Qur'an.¹ These standards indicate that Qur'anic education is not only oriented toward technical Qur'anic literacy skills but also toward the holistic development of students.

The existence of the Qur'an Education Centers (TPQ) has long been one pillar of Qur'anic education in Indonesia.² TPQ not only serve as places to learn reading and writing the Qur'an but also function as venues for moral guidance, the development of religious character, and the instillation of Islamic values from an early age. The Baabussalam Blitar TPQ is one of the rapidly growing Qur'anic educational institutions in Blitar Regency. The Baabussalam Blitar TPQ employs the Usmani method as its primary approach to teaching Qur'anic reading and writing. The Usmani method combines three approaches: the riwayat method, the Qur'an reading method, and the dirayah method.³ To this day, TPQ Baabussalam has approximately 500 students guided by 45 educators. In terms of educational quality, this TPQ has ranked among the top three best students in the Blitar Regency Tashih Usmani and has won championships in the sub-district-level Festival Anak Sholeh Indonesia (FASI) competitions over the past few years.

Quality at the Al-Qur'an Education Center is measured not only by the students' ability to read the Al-Qur'an correctly but also by the institution's success in conducting a well-planned, effective learning process and focused on fostering Islamic character. The quality of a TPQ is reflected in the achievement of learning goals, the competence of the ustaz and ustazah, the availability of adequate facilities and infrastructure, systematic institutional management, and the satisfaction of parents and the community as users of educational services.⁴ From an educational management perspective, quality is the alignment of educational processes and outcomes with established standards. Therefore, achieving quality in TPQ requires a management system capable of ensuring consistency in program implementation, the effectiveness of evaluations, and the continuous improvement of service quality.

The implementation of quality management promotes the optimization of resources, enhances professionalism, strengthens the evaluation system, and produces learning services that are adaptive to community needs. Various studies indicate that TPQ's success in improving the quality of Qur'an education is influenced by a commitment to quality management principles that emphasize continuous improvement,

¹ Kementerian Agama RI, *Keputusan Direktur Jenderal Pendidikan Islam Nomor 91 Tahun 2020 Tentang Petunjuk Pelaksanaan Penyelenggaraan Pendidikan Al-Qur'an.Pdf* (Jakarta: Kementerian Agama RI, 2020).

² Agus Salim et al., "Peningkatan Kemampuan Membaca Al-Qur'an Di Taman Pendidikan Qur'an (TPQ) As-Syakirin Desa Nibung Kecamatan Selimbau Kabupaten Kapuas Hulu," *Pelayanan Unggulan: Jurnal Pengabdian Masyarakat Terapan* 3, no. 1 (2026): 88–97.

³ Ulfatun Nadhiroh and Raden Rachmy Diana, "Implementasi Metode Usmani Dalam Mengembangkan Kemampuan Membaca Al-Qur'an Anak Usia Dini," *Pesona Pendidikan Anak Usia Dini* 8, no. 2 (2021): 80–92.

⁴ Riza Lirizki, "Mutu Layanan Taman Pendidikan Al Quran (TPQ) Di Era Modern: Service Quality TPQ Daarut Taubah," *INTELEKSIA: Jurnal Pengembangan Ilmu Dakwah* 7, no. 1 (2025): 73–92.

the involvement of all stakeholders, and data-driven decision-making.⁵ Thus, quality management is a crucial strategy for ensuring the sustainability and enhancing the quality of Qur'an education amid rising community expectations.

One widely used approach in the quality development of educational institutions is the Plan-Do-Check-Act (PDCA) cycle developed by Deming. This model emphasizes the importance of continuous improvement through four main stages: planning, implementation, evaluation, and follow-up or improvement. In the context of education, PDCA provides a systematic framework for institutions to plan quality programs, implement activities in accordance with established standards, evaluate the achievements, and formulate improvement measures to enhance the quality of educational services.⁶ The application of the PDCA cycle is crucial because it enables TPQ to not only focus on achieving short-term goals but also to build a culture of quality oriented toward long-term improvement.

Research on quality management in non-formal educational institutions remains relatively limited, especially those that examine its implementation in depth through a case study approach using the PDCA cycle as an analytical framework. In particular, research on the processes of planning, implementation, evaluation, and follow-up regarding quality in the management of Qur'anic education still requires further development. Based on those points, this study is expected to provide a more comprehensive picture of the implementation of quality management through the PDCA cycle in improving the quality of Qur'an instruction at TPQ Baabussalam in Blitar. Furthermore, it is hoped that this study will serve as an evaluation tool and reference for TPQ administrators and stakeholders in developing a Qur'an instruction management system oriented toward continuous improvement.

METHOD

This study employs a qualitative approach using a case study design. The qualitative approach was chosen because this study aims to gain an in-depth understanding of the implementation of quality management in improving the quality of Qur'an learning in a natural and specific context. Thus, the phenomenon under investigation cannot be adequately explained through quantitative measurements alone. According to Moleong, qualitative research aims to understand the phenomena experienced by research subjects holistically through descriptions in the form of words and language within a natural context.⁷ The case study design was used because it allows

⁵ Natasya Afif Adiba and As' aril Muhajir, "Tantangan, Best Practice, Dan Strategi Manajemen Mutu Taman Pendidikan Al-Qur'an (TPQ): Pendekatan Systematic Literature Review," *Journal of Policy Review and Innovation in Educational Management* 1, no. 1 (2026): 24–38.

⁶ Agus Zaenul Fitri, *Sistem Penjaminan Mutu Pendidikan Filosofis Dan Aplikatif-Best Practices* (Malang: Madani, 2022).

⁷ Lexy J. Moleong, *Metode Penelitian Kualitatif* (Bandung: PT. Remaja Rosdakarya, 2017).

the researcher to explore in depth a program, activity, process, or group of individuals within clearly defined system boundaries.⁸

The research was conducted at the TPQ Baabussalam Nglegok in Blitar Regency, East Java. This TPQ was selected through purposive sampling because it is one of the Qur'anic educational institutions that implements a structured learning management system, has a relatively high number of students, and demonstrates strong achievements in Qur'anic education. The research data sources consisted of two main informants selected through purposive sampling: the head of TPQ Baabussalam as the first informant, who serves as the primary person in charge of planning, implementing, and evaluating the institution's programs; and a teacher as the second informant, who is directly involved in the implementation of Qur'anic education and various programs at the institution. The selection of these two informants was intended to provide comprehensive data from the perspectives of both the administrator and the educator.

Data collection techniques included in-depth interviews and documentation. The interviews were conducted in a semi-structured manner using a flexible interview guide, enabling the researcher to explore information more deeply in accordance with the data emerging in the field. Documentation served as supporting data, including the institution's profile, organizational structure, data on educators and students, learning programs, and other documents relevant to the research focus. Data analysis was conducted using the interactive model proposed by Miles, Huberman, and Saldaña, which comprises three stages: data condensation, data presentation, and drawing conclusions.⁹ To ensure data validity, this study employed source triangulation by comparing data collected from the TPQ principal and teachers, as well as methodological triangulation through the simultaneous use of interviews and documentation.

RESULT AND DISCUSSION

Planning of Educational Quality Management at TPQ Baabussalam Blitar

Planning is the initial stage that determines the direction and effectiveness of quality management implementation in an educational institution. From a quality management perspective, planning serves as the process of setting goals, developing programs, and allocating the resources necessary to achieve the desired quality standards.¹⁰ Systematic planning provides guidelines for all components of the institution in carrying out their duties and responsibilities, while also serving as a reference during evaluation and improvement. Therefore, the quality of learning is not only determined by the implementation of teaching and learning activities but is also influenced by the quality of the planning established from the outset as a reference.

⁸ J. W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (Los Angeles: SAGE, 2014).

⁹ Saldana Miles, M. B & Huberman, A.M, *Analisis Data Kualitatif: Buku Sumber Tentang Metode-Metode Baru* (Jakarta: Universitas Indonesia Publisher, 2014).

¹⁰ Asykriyah Laily Rizki and Samsul Susilawati, "Perencanaan Strategis Penjaminan Mutu Dan Kinerja Lembaga Pendidikan Islam," *AT-TAKLIM: Jurnal Pendidikan Multidisiplin* 2, no. 12 (2025): 343–60.

Quality planning at TPQ Baabussalam stems from the institution's development direction, which has been articulated in its vision, mission, and educational objectives. The vision, mission, and objectives of TPQ Baabussalam were established from the outset by its founders as the foundation for delivering Qur'anic education. However, these formulations are not static; every year, they are periodically reviewed through a consultative forum involving the madrasah principal and the board of directors as a form of evaluation to ensure they remain aligned with the evolving needs of the community and the dynamics of Quranic education. If any content is deemed less relevant, refinements are made without compromising the core values that define the institution's identity.¹¹

The quality planning process is also carried out routinely at the beginning of each semester through coordination meetings involving the madrasah principal, the board of directors, and all ustadz ustadzah. This forum serves as a means to evaluate the program's achievements from the previous semester while formulating targets, strategies, and learning programs to be implemented in the following semester. In addition, the TPQ's agreed-upon vision, mission, and objectives are consistently reiterated at every beginning-of-semester meeting. This activity is intended to refresh all educators' understanding of the institution's development direction while strengthening their shared commitment. The involvement of all management members in the planning process demonstrates a collective commitment to maintaining the quality of learning through participatory decision-making.¹²

TPQ Baabussalam sets competency targets for students that are used as a reference in developing the learning program each semester. These targets are aligned with the standards to be assessed in the Usmani Final Student Assessment, which includes the ability to read the Qur'an properly and accurately according to the rules of tajwid, memorizing Surah Yasin, memorizing the tahlil, short surahs starting from Surah An - Nas to Surah Ad-Dhuha, memorizing the recitations for wudhu and prayer, mastery of tajwid principles, and an understanding of basic Pegon script. The establishment of these targets demonstrates that learning at TPQ Baabussalam is not only focused on the ability to read the Qur'an but also integrates aspects of memorization, an understanding of the science of tajwid, and basic religious skills to equip students for daily life.

Another aspect of focus in quality planning is fulfilling the need for teaching staff. The school principal, together with the administration, periodically conducts an analysis of the requirements for ustadz ustadzah based on changes in student enrollment, class divisions, and the necessary competencies. This analysis serves as the basis for determining the number of teaching staff and establishing the qualifications that prospective teachers must possess, particularly the ability to recite the Qur'an according

¹¹ Fathima Shaheema Mk, Fathima Shirin Pm, and Hassan Shareef Kp, "Zahrawiyya Program as a Model of Integrated Islamic Education for Women in Malabar," *Afkaruna: International Journal of Islamic Studies (AIJIS)* 4, no. 2 (October 2026): 205–26, <https://doi.org/10.38073/aijis.v4i2.5816>.

¹² Sherwina Ranisa, Ahmad Suriansyah, and Ratna Purwanti, "Implementasi Rencana Strategis Sekolah Dalam Meningkatkan Mutu Pendidikan Di Sekolah," *GEMILANG: Jurnal Manajemen Dan Akuntansi* 5, no. 1 (2025): 320–33.

to the Usmani method standards, mastery of tajwid, good character (akhlakul karimah), and a commitment to guiding students. From an Islamic educational perspective, leading by example is one of the most effective teaching methods because the values demonstrated by teachers are more easily internalized by students than simply conveying material verbally.¹³

Interestingly, the recruitment process for ustadz ustadzah at TPQ Baabussalam is not conducted through the standard job posting mechanism typical of formal educational institutions. The board of directors and the school principal prioritize a personal approach by identifying individuals deemed to possess the necessary competence, integrity, and alignment with the institution's vision, mission, and goals. Candidates for ustadz or ustadzah who are deemed to fulfill the criteria are then visited directly at their homes and invited to join the teaching staff at TPQ Baabussalam. This recruitment model was chosen due to the nature of TPQ as non-formal Islamic educational institutions that still face limitations in providing financial benefits to their teaching staff. Consequently, dedication, sincerity, and a shared vision are the primary considerations in the selection of human resources.

Implementation of Educational Quality Management at TPQ Baabussalam Blitar

Do is the implementation phase of all quality plans developed during the planning process in the PDCA cycle. Do phase focuses on carrying out the program in accordance with standards in order to achieve the organization's goals effectively and consistently through the optimization of all educational resources, the curriculum, teaching methods, and administrative systems.¹⁴ At TPQ Baabussalam, the implementation of instruction is based on the outcomes of the initial semester planning meeting, with the Usmani method serving as a guideline for all ustadz ustadzah. This ensures that learning takes place uniformly in accordance with the agreed-upon standards. The consistency of these methods facilitates monitoring of students' progress, maintains consistent learning quality across classes, and supports the achievement of memorization targets that are structured progressively based on grade level, ranging from short surahs to Surah Yasin.

Learning activities at TPQ Baabussalam are held daily from 6:00 PM to 7:30 PM WIB, with classes organized according to students' abilities. Each class consists of 15–20 students, allowing for more intensive interaction between teachers and students. The learning process begins with a classroom-based approach, where all students in a class participate in a group session that includes reviewing recitation and memorization as well as learning new material for that day. After the group session is over, learning continues with the sorogan method, in which each student takes turns coming to the front to recite the Qur'an to the ustadz or ustadzah according to their respective volumes or learning progress. Through this method, the ustadz and ustadzah can directly guide and correct the

¹³ Abuddin Nata, *Ilmu Pendidikan Islam* (Jakarta: Kencana, 2017).

¹⁴ A'imatul Kutbaniyah and Romi Faslah, "Merajut Kualitas Islami: Strategi Transformasi Sistem Penjaminan Mutu PAI Menuju Madrasah Ibtidaiyah Unggul," *An-Nuha* 5, no. 4 (2025): 650–72.

students' recitation if there are errors in pronunciation (makhrāj) or the application of tajwīd.

To support the implementation of the quality program, TPQ Baabussalam also employs a simple yet consistently applied learning administration system. Each class is equipped with a student attendance roster and a teacher's teaching journal, which serve as tools for monitoring student engagement as well as the implementation of lessons by the ustadz and ustadzah. Student attendance is recorded at every session to monitor learning continuity, while the teaching journals are used to document the material covered and learning progress in each class. This administrative system plays a vital role in maintaining the orderliness of the learning process while providing data that can be used for evaluation at the end of the learning period.

Teachers are strongly encouraged to pay attention to student attendance rates. Since class teachers work with students on a daily basis, it is impractical for the madrasah principal to directly address attendance-related issues. If a student is absent from classes for several consecutive days, the teacher will contact the student's guardian via WhatsApp to determine the reason for the absence and offer solutions so the student can resume regular attendance. This approach demonstrates synergy between the institution and the family in supporting the continuity of the students' learning process, while also serving as a form of educational service that is responsive to the various challenges faced by students.¹⁵

In addition to student guidance, TPQ Baabussalam also prioritizes the professional development of its teaching staff through the Halaqah Mu'allimil Qur'an (HMQ) program, held regularly every month. This forum serves as a platform for educators to update their knowledge of teaching materials and discuss various issues that arise in the classroom. Through these activities, teachers not only strengthen their pedagogical and professional competencies but also share experiences in resolving teaching challenges encountered in the field.¹⁶ Meanwhile, if an urgent issue arises that requires immediate resolution on the same day, teachers can consult directly with the school principal without having to wait for the next HMQ forum.

Evaluation of Educational Quality Management at TPQ Baabussalam Blitar

Evaluation is one of the key stages in the implementation of quality management, serving to determine the effectiveness of a program in achieving its planned objectives. According to Deming, evaluation is the process of examining and assessing the results of a program's implementation by comparing them to defined standards.¹⁷ Research shows that systematic evaluation has been proven to enhance the effectiveness and quality of educational programs, making it a crucial component of an institution's quality

¹⁵ Elza Nikma Yunita and Ahmad Syakur, "Abu Hanifah Thoughts on Ownership and Wealth Distribution: A Solution to Modern Socio-Economic Inequality," *Afkaruna: International Journal of Islamic Studies (AIJIS)* 3, no. 1 (September 2025): 39–48, <https://doi.org/10.38073/aijis.v3i1.3053>.

¹⁶ Riky Syaputra, "Peran MGMP Dalam Meningkatkan Kompetensi Profesional Guru," *Journal Islamic Education* 2, no. 1 (2025): 1–9.

¹⁷ Edward W. Deming, *Total Quality Management* (Jakarta: Rineka Cipta, 2005).

management.¹⁸ Through this process, institutions can identify the strengths and weaknesses of program implementation to serve as a basis for making improvements in the next cycle.

At TPQ Baabussalam, learning evaluations are conducted in a structured manner through institutional assessment activities held twice each semester—mid-semester and at the end of the semester. The purpose is to measure students' proficiency in reading the Qur'an and their mastery of supporting materials appropriate to their grade level. The evaluation is conducted orally by senior teachers appointed by the madrasah principal based on their competence and experience, thereby ensuring greater objectivity in the assessment results. Through this mechanism, students' progress can be accurately monitored. Meanwhile, the results of the tashih serve as material for reflection through discussions between the examiners and classroom teachers regarding reading errors, material that has not yet been mastered, and learning strategies that need improvement. Thus, the tashih functions not only as an instrument for assessing learning outcomes but also as a tool for evaluating the quality of the learning process.¹⁹

The decision on a student's promotion is based on the assessment results, with consideration given to the learning progress observed by the classroom teacher over the course of one semester. If a student is deemed to have met the established competency standards, they may advance to the next level. Conversely, if their reading skills or mastery of the material do not yet meet the minimum standards, the student is deemed not yet qualified and remains at the same level to receive more optimal guidance before proceeding to the next material. This policy is implemented as part of TPQ Baabussalam's commitment to maintaining the quality of its graduates, ensuring that every student truly possesses competencies aligned with the established learning standards.

The results of the learning evaluation are then documented in a Student Report Card, which details the student's progress in reading the Quran and memorizing the learning material during the semester. This report card is delivered directly to the student's parent during a special meeting at the end of the semester. The face-to-face delivery method was chosen to foster more effective communication between the TPQ and parents, while also providing parent with the opportunity to receive explanations regarding their children's learning progress and to offer feedback related to the learning process.²⁰ By involving parents in the presentation of evaluation results, TPQ Baabussalam strives to build coordination between the TPQ and families to improve the quality of learning.

¹⁸ Syahrir dan A. Fandir, "An Educational Evaluation Model to Strengthen Institutional Accountability and Quality through a Systematic Literature Review Approach," *Panthera: Jurnal Ilmiah Pendidikan Sains Dan Terapan* 5, no. 4 (2025): 1541–65.

¹⁹ Retno Endah Kusuma Wardani and Nasrulloh Nasrulloh, "The Role of Hadith in Shaping Digital Spirituality: An Analysis of Texts on Controlling the Gaze and the Heart," *Pelita: Jurnal Studi Islam Mahasiswa UII Dalwa* 3, no. 1 (November 2025): 93–106, <https://doi.org/10.38073/pelita.v3i1.3649>.

²⁰ Syaikhayah A. Thaib, "Efektivitas Komunikasi Orang Tua Murid Dan Guru Dalam Meningkatkan Kualitas Pembelajaran Di SDIT Firdausa Setiabudi Pamulang, Tangerang Selatan," preprint, Universitas PTIQ Jakarta, 2024.

Follow-Up and Quality Improvement at TPQ Baabussalam in Blitar

The Act step in the PDCA cycle involves following up the results of the evaluation that was conducted in the previous step. According to Deming, quality improvement can only be achieved if every evaluation result is followed up with corrective actions and continuous improvement.²¹ This principle emphasizes that quality is not a static condition but rather a process that evolves through systematic improvements to address program weaknesses. Research on educational management also indicates that a culture of continuous improvement is essential for fostering innovation, enhancing services, and strengthening the achievement of learning objectives.²² Therefore, following up on evaluation results is an integral part of implementing quality management in educational institutions, including non-formal Quranic education institutions such as TPQ.

TPQ Baabussalam implements follow-up on evaluation results through a remedial program for students who have not met the minimum competency standards in the semester-end assessment. The remedial program is not in form of short extra sessions, but rather involves repeating the grade level to give students a broader opportunity to learn the material. This policy can be applied a maximum of two times per semester based on evaluation results. The implementation of this system is based on previous experience, where the maximum number of remedial opportunities was limited to only once per semester, yet this proved insufficient to significantly improve students' ability to read the Qur'an. Therefore, increasing the number of remedial opportunities is viewed as an effective step to ensure students achieve the established competencies before advancing to the next level. This policy also demonstrates that TPQ Baabussalam prioritizes competency mastery over merely accelerating grade progression.

Quality improvement at TPQ Baabussalam is carried out continuously through the evaluation of teaching methods, curriculum development, and the enhancement of educators' competencies. At the end of each academic year, the school principal, together with senior teachers, evaluates learning records and final exam results to identify various challenges, such as unmet targets, ineffective strategies, and technical barriers to learning. The results of these evaluations are discussed in a meeting at the start of the academic year involving the ustadz ustadzah, ensuring that improvement decisions are collectively established and implemented. Additionally, teacher competency is enhanced by providing support for every new teacher to participate in the Quran Teacher Training (PGPQ) program organized by the Central Usmani Office. This program is one of the institution's strategies for maintaining the quality of its human resources, ensuring they possess consistent competencies in delivering education.²³

²¹ Deming, *Total Quality Management*.

²² Ach Chaidar Ghazy and Romi Fasliah, "Pengendalian Mutu Pendidikan: Strategi Membangun Budaya Mutu Dan Mewujudkan Pembelajaran Berkualitas Di Sekolah," *Raudhah Proud To Be Professionals: Jurnal Tarbiyah Islamiyah* 10, no. 3 (2025): 1019–34.

²³ Ach Syafiq Fahmi, Intan Dwi Permatasari, and Tika Hestiarini Utami, "Human Resource Development in Improving the Quality of Islamic Education," *Afkaruna: International Journal of Islamic Studies (AIJIS)* 2, no. 2 (2025): 210–20.

These various follow-up actions demonstrate that the implementation of quality management at TPQ Baabussalam does not stop at the evaluation process, but is followed by concrete improvement measures regarding learning, curriculum, and human resource development. This continuous improvement cycle serves as a crucial foundation for maintaining consistent quality in Qur'an instruction while simultaneously pushing for the institution's sustained quality improvement. This aligns with Suaeb's findings, which state that continuous improvement in educational quality management must be realized through ongoing enhancements in learning, human resources, and management systems to ensure consistent quality improvement.²⁴

Analysis of the Relationship Between Quality Management and Improvement Quality of Qur'an Learning at TPQ Baabussalam Blitar

The quality of Qur'an learning can be defined as the level of achievement in the learning process in shaping students who are able to read the Qur'an according to the rules of tajwid, understand the values contained within it, and apply them in their daily lives.²⁵ Systematic management in Qur'anic education directly influences the quality of the learning process and the students' abilities. The findings indicate that the implementation of PDCA-based quality management at TPQ Baabussalam creates an interrelated cycle in improving the quality of Qur'anic education, where each stage serves as the foundation for the next. The learning process is not only oriented toward achieving academic targets but also efforts to maintain the consistency of the quality of Qur'anic education services through continuous evaluation and improvement.²⁶

The quality of learning at TPQ Baabussalam is built through systematic planning and consistent implementation within the framework of the quality management cycle. The institution develops learning targets, vision, mission, objectives, educator staffing needs, and semester programs in a participatory manner through pre-semester meetings to foster a shared understanding of the goals to be achieved. This planning serves as the foundation for the implementation of learning, supported by a combination of traditional classroom and sorogan learning systems, orderly administration, monitoring of student attendance, and regular professional development for educators through the HMQ forum. Thus, quality management is not merely reflected in planning documents but is tangibly implemented through a focused learning process, consistent standards across classes, and the availability of space for individual student guidance.

²⁴ Suaeb Suaeb, "Penerapan Prinsip Continuous Improvement Dalam Total Quality Management Untuk Meningkatkan Mutu Pendidikan," *Jurnal PenKoMi: Kajian Pendidikan Dan Ekonomi* 5, no. 1 (2022): 12–27.

²⁵ Khotibul Imam, "Strategi Peningkatan Kualitas Bacaan Dan Hafalan Al-Qur'an Santri/Santriwati Di Rumah Qur'an Baburrahman Tanjungbalai," preprint, Fakultas Pendidikan Agama Islam, Universitas Islam Sumatera Utara, 2024.

²⁶ Siti Khoiroh, Risna Risna, and Sari Febriani, "The Traces of Al-Ghazali's Philosophical Thought in the Fiqh Framework of Sheikh Nawawi al-Bantani's Kasifatussaja in the 19th Century," *Afkaruna: International Journal of Islamic Studies (AIJIS)* 3, no. 1 (September 2025): 85–96, <https://doi.org/10.38073/aijis.v3i1.3324>.

Evaluations are conducted through mid- and end-semester assessments involving external examiners who are not the students' regular teachers. Evaluation results are not only used to determine learning outcomes but also serve as material for reflection and quality protocols to ensure that learning remains in line with the institution's quality standards. Furthermore, these findings are addressed through remedial programs for students who have not yet achieved the required competencies, refinements to teaching methods and curriculum, and improvement of new teachers' competencies through the Qur'an Teacher Training Program (PGPQ). These steps demonstrate that identified weaknesses are not merely noted but are followed up with systematic improvements to sustain quality enhancement. Kutbaniyah emphasized that without corrective actions, the evaluation process would be unable to produce tangible quality improvements in educational institutions.²⁷

Overall, the implementation of the PDCA cycle has had a tangible impact on the quality of Qur'an learning at TPQ Baabussalam Blitar. Clear planning produces a structured learning direction; consistent implementation fosters the effectiveness of the learning process; systematic evaluation is able to detect various learning obstacles early on; while follow-up focused on continuous improvement fosters innovation in learning management and human resource development. The synergy among these stages not only contributes to improving students' ability to read and understand the Qur'an but also strengthens a culture of quality in the TPQ environment, enabling the institution to maintain the quality of its Qur'anic education services amid the ever-evolving demands of society.

Table 1. The Relationship Between the PDCA Cycle and the Quality of Qur'an Learning

The PDCA Cycle	Quality Implementation at TPQ Baabussalam	Contributions to the Quality of Qur'an Education
Plan	The early semester meeting consists of setting learning targets, vision, mission, objectives, and an analysis of teachers' needs.	This serves as a guideline for implementing learning so that all programs have clear direction, targets, and standards.
Do	90-minute classroom and one-on-one instruction sessions, student attendance tracking and teaching journals, and teacher development through HMQ.	To enhance the effectiveness of learning, ensure the regularity of the learning process, monitor student engagement, and foster teacher professionalism.
Check	Mid- and end-semester assessments, preparation of report cards, and direct communication with parents.	To identify learning achievements and weaknesses as a basis of improvement and to determine student mastery.
Act	Remedial programs, evaluation of teaching methods and the curriculum,	To promote continuous improvement in teaching, the

²⁷ Kutbaniyah and Faslah, "Merajut Kualitas Islami: Strategi Transformasi Sistem Penjaminan Mutu PAI Menuju Madrasah Ibtidaiyah Unggul."

and sending new teachers to participate in the PGPQ.	curriculum, competencies.	and	teacher
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CONCLUSION

The research findings indicate that the implementation of Plan-Do-Check-Act (PDCA)-based quality management at TPQ Baabussalam Blitar has been carried out systematically and continuously to support improvements in the quality of Qur'an learning. The application of this cycle has successfully integrated the aspects of planning, implementation, evaluation, and follow-up into a single, interconnected management system. As a result, the learning process can proceed in a more focused, controlled, and adaptive manner to address the various needs and challenges faced by the institution. Conversely, the absence of a structured quality management system has the potential to cause educational programs to proceed without a clear direction, result in weak control of learning quality, and make it difficult to implement continuous improvement. This situation demonstrates that quality management serves not only as an organizational management tool but also as a critical strategy for maintaining the consistency of the quality of Qur'anic education.

Based on these findings, TPQ Baabussalam is expected to maintain a culture of continuous improvement by strengthening its quality management system, optimizing utilization of evaluation results as a basis for decision-making, and enhancing the capacity of ustadz and ustadzah through more structured training programs. In practical terms, the results of this study can serve as a reference for TPQ administrators and other non-formal Qur'anic education institutions in developing a PDCA-cycle-based quality management system to continuously improve the learning process. Meanwhile, from a theoretical perspective, this study enriches the study of Islamic education management, particularly regarding the implementation of quality management in non-formal Qur'anic educational institutions, and provides empirical evidence that the application of the PDCA cycle can serve as a relevant framework for realizing more effective, measurable, and quality-oriented in a sustainable manner.

DECLARATION OF AI AND AI ASSISTED TECHNOLOGIES IN THE WRITING PROCESS

In the preparation of this manuscript, the authors utilized DeepLTranslator to assist with translation and language editing, including improving grammar, sentence structure, and the clarity of the English text. All outputs were subsequently reviewed and revised by the authors, who assume full responsibility for the final content of the publication..

AUTHOR CONTRIBUTION STATEMENT

Rizqiya contributed to the conceptualization, research design, and data collection (interviews and documentation) and wrote the original draft. Muhajir contributed to the data analysis, interpretation of the findings, and manuscript revision. Fitri supervised the research and reviewed the final manuscript. All authors read and approved the final version of the manuscript.

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DATA AVAILABILITY STATEMENT

The data supporting the findings of this study, including interview transcripts and institutional documents of TPQ Baabussalam Blitar, are available from the corresponding author upon reasonable request. The data are not publicly available in order to protect the privacy and confidentiality of the informants.

DECLARATION OF INTERESTS

The authors declare that they have no known financial, personal, professional, or other competing interests that could have appeared to influence the work reported in this paper.

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