

Building a Quality Culture in Islamic Educational Institutions

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Abstract :

Quality culture is a value sistem that creates an atmosphere that supports continuous quality improvement in educational institutions. In this article, quality culture is defined as a combination of values, thoughts, symbols, and practices that influence behavior and beliefs within educational institutions. The process of forming a quality culture involves important elements such as ethics, integrity, teamwork, appreciation, and communication, all of which aim to improve the overall quality of education. Factors that shape a quality culture include the environment, values, role models, routine rituals, and communication networks. Strategies for creating a quality culture include understanding, habituation, and giving rewards and sanctions. Through quality culture-oriented management, the five pillars of educational quality – focus on students, total involvement, measurement, commitment, and continuous improvement – become the foundation for transforming the education sistem. This article also emphasizes the importance of implementing quality culture values in building an education sistem that is ready to face future challenges, based on the principles of fairness, integrity, and continuous learning.

Keywords: *Quality Culture, Islamic Educational Institutions, Educational Quality*

Abstrak :

Budaya mutu di lembaga pendidikan Islam sangat penting untuk meningkatkan kualitas pendidikan dan relevansi lulusan di tengah perkembangan Ilmu Pengetahuan, Teknologi, dan Seni (IPTEKs) yang pesat. Budaya mutu berperan sebagai fondasi dalam menciptakan lingkungan pendidikan yang kondusif, yang mendorong pengembangan tidak hanya aspek akademis, tetapi juga karakter dan etika siswa. Penelitian ini bertujuan untuk mengeksplorasi penerapan budaya mutu dalam meningkatkan kualitas pendidikan dan karakter siswa, dengan mengintegrasikan prinsip-prinsip Total Quality Management (TQM) serta nilai-nilai ajaran Islam. Metode yang digunakan adalah studi kepustakaan, dengan pengumpulan data dari berbagai buku, penelitian sebelumnya, dan artikel relevan tentang Manajemen Mutu. Hasil penelitian menunjukkan bahwa budaya mutu dapat menciptakan lingkungan pembelajaran yang mendukung, yang mengutamakan pengembangan keterampilan praktis siswa. Selain itu, kolaborasi antara lembaga pendidikan, industri, pemerintah, dan komunitas sangat diperlukan untuk mendukung implementasi budaya mutu. Penelitian ini berkontribusi dalam mengembangkan model baru untuk penerapan budaya mutu di lembaga pendidikan Islam, serta peningkatan relevansi pendidikan dalam menghadapi tantangan global, sehingga menghasilkan lulusan yang tidak hanya cerdas secara akademis, tetapi juga berakhlak baik.

Kata Kunci: *Budaya Mutu, Lembaga Pendidikan Islam, Kualitas Pendidikan*

INTRODUCTION

The development of science, technology, and the arts has made rapid progress and has significant impacts on various aspects of human life. As a result of this advancement, individuals must hone not only basic but also advanced skills, essential for enhancing social relationships and interactions, as well as adaptability in a constantly evolving society. The enhancement of learning quality is one of the main focuses in the broader development of education. The improvement of educators' competencies reflects this, as they must be able to provide comprehensive education that is relevant to the times. On the other hand, the demands from the job market and society for educational output are increasing. In addition to meeting academic standards, employers expect graduates to possess practical skills applicable in the real world.¹

When external customers, be it industry, organizations, or communities, convey their need for competent graduates, this creates a positive pressure to improve the quality of education. These customers are crucial because they want diplomas to match the current and future needs of all sectors of life. Therefore, people view education not just as a means of acquiring knowledge, but also as a tool that constantly adapts and responds to societal changes. Quality education will produce graduates who are not only ready to pursue careers in various fields but also able to contribute positively to social and economic progress.²

In this context, it is important for educational institutions to continue to evaluate and innovate in curriculum, teaching methods, and guidance methods for students. Collaboration between educational institutions and the industrial sector, government, and communities is essential to create synergies that can facilitate the development of science and technology and meet existing demands. In this way, education can serve as a tool to improve the quality of life of society as a whole, as well as build a better future for future generations.³

Scientifically, efforts to enhance the quality of education are achieved by implementing the Total Quality Management (TQM) concept. Where the essence of the TQM concept is a philosophy and refers to cultural change in an organization (education) and can touch the hearts and minds of people towards the desired quality.⁴ The TQM concept identifies several quality pillars as references for its implementation. Of the several core quality pillars, the part that is considered difficult in its implementation is how to design and create, maintain, and maintain the sustainability of a total work culture within a framework of in-depth supervision in the implementation of education. School culture is the most important factor in shaping students into people who are full of optimism, courage, performance, cooperative behavior, and personal and academic skills. Sallis explains that "TQM requires a change of culture. This is notoriously difficult to bring about and takes

¹ Dwi Handayani Ratnasari and Nursiwi Nugraheni, "Peningkatan Kualitas Pendidikan Di Indonesia Dalam Mewujudkan Program Sustainable Development Goals (SDGS)," *Jurnal Citra Pendidikan* 4, no. 2 (April 30, 2024): 1652–65, <https://doi.org/10.38048/jcp.v4i2.3622>.

² Ahmad Sawal M, Pardiman Pardiman, and Nurhidayah Nurhidayah, "Sosialisasi Pendidikan Tinggi Dalam Peningkatan Pembangunan Sumber Daya Manusia Berkualitas," *Jurnal SOLMA* 13, no. 1 (April 30, 2024): 503–12, <https://doi.org/10.22236/solma.v13i1.14444>.

³ Auliya Nurul Faizah and Nursiwi Nugraheni, "Pendidikan Berkelanjutan Berbasis Konservasi Dan Teknologi Sebagai Aksi Nyata Dalam Mewujudkan SDGs," *Socius: Jurnal Penelitian Ilmu-Ilmu Sosial* 1, no. 10 (May 9, 2024): 73–80, <https://doi.org/10.5281/zenodo.11152410>.

⁴ Fitriani Fitriani, "Persiapan Total Quality Management (TQM)," *Adaara: Jurnal Manajemen Pendidikan Islam* 9, no. 2 (August 1, 2019): 908–19, <https://doi.org/10.35673/ajmpi.v9i2.426>.

time to implement. It requires a change of attitudes and working methods.”⁵ This statement makes it clear that the key to achieving quality is to create a quality work culture that is measurable, on time, on target, and efficient in terms of time, energy, and costs.

Quality culture in Islamic educational institutions plays a very vital role in realizing quality and sustainable education. In this context, education does not only focus on the intellectual aspect but also on the development of moral and ethical values that are in line with Islamic teachings. Quality culture in Islamic educational institutions must include the integration of religious values in every aspect of the learning process, from the curriculum and teaching methods to the interaction between educators and students. The formation of student character also reflects the implications of quality culture in Islamic education. Islamic educational institutions need to apply principles such as honesty, discipline, and responsibility as part of a quality culture. This will not only produce individuals who are academically intelligent but also have good character and are ready to contribute positively to society. This approach is in line with the TQM principle, which emphasizes the importance of cultural change in achieving the desired quality. In addition, Islamic educational institutions must continue to innovate by developing a curriculum that is relevant and in accordance with the needs of the times without neglecting Islamic values. The use of technology in learning is also an important aspect in creating a quality culture, where students do not only learn from textbooks but also through digital media that can enrich their learning experience. Thus, the application of technology must be carried out wisely so that it can maintain a balance between mastery of science and moral development.

Furthermore, collaboration between Islamic educational institutions with communities and industry is also a key factor in creating a culture of quality. Through this collaboration, Islamic education can adjust its programs and activities according to the needs of the community while providing opportunities for students to apply the knowledge they have acquired in real contexts. This not only improves students' practical abilities but also strengthens the relevance of Islamic education in modern society. Overall, the implementation of a culture of quality in Islamic educational institutions must be seen as a holistic effort that includes improving academic quality and character development while still upholding Islamic values. Thus, Islamic educational institutions not only function as a place to learn but also as a vehicle for the formation of knowledgeable, moral, and capable people who are able to face challenges in the current global era.

⁵ Mubin Noho, Muh Hizbul Muflihah, and Minggusta Juliadarma, “Reaktualisasi Budaya Mutu Di Lembaga Pendidikan,” *Al Qodiri: Jurnal Pendidikan, Sosial Dan Keagamaan* 20, no. 2 (August 16, 2022): 166–75, <https://doi.org/10.53515/qodiri.2022.20.2.166-175>.

Researchers like Ahyani and Saimima,⁶ Juariah,⁷ Azizi et al.,⁸ Faridah,⁹ Fitriyanti et al.,¹⁰ Vitasari et al.,¹¹ and Majid¹² have conducted numerous studies on quality culture in Islamic educational institutions. These studies provide valuable insights into the implementation of quality culture practices and their impact on the quality of education in these institutions. However, this study offers a different approach by emphasizing the integration of Total Quality Management (TQM) principles along with relevant Islamic values.

One of the main differences lies in the focus of this study, which not only explores the influencing factors but also explores how the involvement of all stakeholders, including leaders, educators, and students, can create and maintain a sustainable quality culture in the context of Islamic education. This study will also cover the use of modern technology in strengthening the culture of quality and interaction in the learning environment, which is key to providing an innovative and responsive learning experience to the demands of the times. This study, adopting a more holistic approach, aims to make significant contributions to the development of a quality culture implementation model. This model will not only guide Islamic educational institutions, but also enhance the quality of student character and the relevance of education in addressing global challenges. Therefore, this study is considered important and should be carried out to fill the gap in previous studies and provide more contextual solutions for improving the quality of Islamic education.

RESEARCH METHOD

This study employs a literature study method, which involves the collection of various books, previous studies, and articles that pertain to quality management and quality culture in Islamic educational institutions. We carry out the process in several stages, beginning with problem identification, searching for appropriate information, and ending with the analysis of research results. We systematically analyze the obtained data by selecting, comparing, combining, and sorting various definitions. Furthermore, this study provides an in-depth explanation and understanding, as well as finding new aspects that contribute to strengthening

⁶ Edi Ahyani and M Sahrawi Saimima, "Implementasi Manajemen Perkantoran Berbasis Budaya Mutu Dalam Mewujudkan Lembaga Pendidikan Islam Unggul," *Jurnal Visionary: Penelitian Dan Pengembangan Dibidang Administrasi Pendidikan* 11, no. 1 (April 9, 2023): 45, <https://doi.org/10.33394/vis.v11i1.7064>.

⁷ Neng Yayah Juariah, "Peran Kepemimpinan Islami Dalam Mendorong Budaya Mutu Di Lembaga Pendidikan Islam," *UNISAN JURNAL* 3, no. 2 (February 28, 2024): 801-13.

⁸ Ahmad Raihan Azizi, Leni Hermita Hasibuan, and Lusi Mqfiroh, "Analisis Kebijakan Pendidikan Dalam Meningkatkan Budaya Mutu Di SD IT Tafizil Qur'an Yayasan Islamic Center Sumatera Utara (YIC-SU)," *Jurnal Pendidikan, Bahasa Dan Budaya* 3, no. 1 (January 8, 2024): 77-84, <https://doi.org/10.55606/jpbb.v3i1.2719>.

⁹ Zeni Faridah, "Strategi Pengembangan Budaya Mutu Dalam Meningkatkan Kualitas Unggul Pada Lembaga Madrasah Ibtidaiyah Di Indonesia," *Madrasah Ibtidaiyah Education Journal* 1, no. 2 (April 27, 2024): 60-67.

¹⁰ Estika Fitriyanti, Soedjarwo Soedjarwo, and Muhamad Soholeh, "Strategi Kepala Sekolah Dalam Meningkatkan Budaya Mutu Di Madrasah Aliyah Amanatul Umma," *Dharmas Education Journal (DE_Journal)* 5, no. 1 (April 22, 2024): 74-83, <https://doi.org/10.56667/dejournal.v5i1.1281>.

¹¹ Any Diana Vitasari, Ofri Somanedo, and Irfo Somanedo, "Dampak Kepemimpinan Kepala Sekolah Dan Peningkatan Kompetensi Guru Terhadap Budaya Mutu Sekolah Pada PAUD Inklusi Di Kabupaten Banyuwangi," *Syntax Idea* 6, no. 5 (June 7, 2024): 2393-2407, <https://doi.org/10.46799/syntax-idea.v6i5.3429>.

¹² Mohamad Arif Majid, "Koagulasi Nilai: Pemikiran Membangun Budaya Mutu Madrasah (Suatu Ikhtiar Epistemologis Memajukan Lembaga Pendidikan Islam)," *Journal of Nusantara Education* 3, no. 1 (September 19, 2023): 39-50, <https://doi.org/10.57176/jn.v3i1.82>.

existing theories and their development.

FINDINGS AND DISCUSSION

Definition of Quality Culture

Culture is an acronym of the words “Budi” and “Daya.” Budi means goodness, beauty that arises from the results of someone's contemplation. While “daya” means strength or ability. Etymologically, the term “culture” originates from the English word “culture”. Society also defines culture as a set of rules that become common property, gain acceptance, and guide behavior.¹³ Thus, culture is all values, thoughts, and symbols that influence the behavior, attitudes, beliefs, and habits of a person in an organization.

Quality refers to a measure of an assessment or award given or imposed on goods and/or their performance.¹⁴ Quality refers to the extent, quality, level, or degree of something. Quality implies a structured process to improve the output produced. The quality culture of educational institutions is a system of values of educational institutions that produces an environment that is conducive to the formation and continuous improvement of quality.¹⁵ Enhancing the educational culture, with a focus on school quality, is a dynamic, long-term process that requires systematic and consistent execution to achieve a specific objective. The emergence of a quality culture in the educational environment, sooner or later, will encourage institutional change. This means that quality management can help schools adapt to existing changes in a positive and constructive way. Improving school quality is not instant but rather a process that must be gone through patiently, step by step, which is measured with a clear and definite direction. This means that a quick solution will not solve today's educational problems. Therefore, dedication, focus, and consistency are needed in improving the quality of education.

Elements of Quality Culture

The components of a quality culture within an organization are intricate and multifaceted. In forming an organizational culture, trust and values support and complement each other. A quality culture in schools can be realized by following several basic guidelines, including:

First, let's talk about ethics: they involve a disciplined mindset that considers both good and bad in diverse circumstances. Organizational ethics and individual ethics represent two aspects of the same concept. Organizational ethics form a code of ethics in working and outline several instructions for all its members and must be inherent in their daily work.

Working ethically is synonymous with adhering to the institution's established rules, procedures, and work mechanisms. Procedures and rules in the workplace aim to establish a system of control over the behavior (method of operation) of all education personnel. Thus, the control system in an institution is clearly related to the attitude of employees and the power of situational factors that can produce specific motivation for them while working.¹⁶

¹³ Fathul Fauzi et al., “Manajemen Kepala Madrasah Dalam Mengembangkan Budaya Religius Di Madrasah Aliyah Islam Terpadu Darul Fikri Boarding School Sidoarjo,” *ICO EDUSHA* 3, no. 1 (2022): 15–27.

¹⁴ Azwardi Azwardi, “Konsepsi Mutu Pada Lembaga Pendidikan,” *ALACRITY: Journal of Education*, March 19, 2022, 17–25, <https://doi.org/10.52121/alacrity.v2i1.52>.

¹⁵ Noho, Muflihah, and Juliadarma, “Reaktualisasi Budaya Mutu Di Lembaga Pendidikan.”

¹⁶ Sriwaty Djaman, Bakri Hasanuddin, and Rudin Rudin, “Pengaruh Motivasi Kerja, Disiplin Kerja Dan Budaya Organisasi Terhadap Kinerja Pegawai Kesehatan Rumah Sakit Umum Daerah Tora Belo Kabupaten

In addition to ethics, integrity issues include honesty, morals, values, justice, and loyalty to truth and sincerity. Its characteristics include the realization of what customers, both internal and external, expect and deserve through the provision of the best possible service, with full sincerity and earnestness. This is because it concerns customer trust in the products or services provided by the institution. Thus, trust is a product of integrity and ethical behavior. Building the framework of quality management is impossible without trust. Trust helps develop full participation from all members of the organization.

Second, teamwork is also a key element in creating a quality culture, which is a tool for organizations to achieve success. By using a work team, the organization will be able to obtain quick and precise solutions to all problems. This teamwork arises because of the existence of integrated quality leadership that supports each other, with a reciprocal system between instructions and the wishes of the top leadership, with the hopes and support of members. Leadership may be the most important thing in a quality culture. It appears everywhere in the organization. Effective leadership in quality management necessitates managers who can offer insightful perspectives or visions, formulate clear strategic directions, and instill values as guidelines for their subordinates.

All components of the school—from leadership to staff—must demonstrate integrated, side-by-side, and hierarchical work in such a way that it will produce quality educational results. This is as stated by Edward Sallis: “The role of senior and middle management in a TQM culture is to support and empower the teaching and support staff and the learners, not to control them.”¹⁷ Integrated leadership not only produces solid and good work results, but it also facilitates communication. Communication will bind everything together. A cement mixture in the form of communication binds all elements, from the foundation to the roof of a quality culture building. It acts as a connecting link between all elements of quality culture.

The third and final element of the entire quality culture system is appreciation. Rewarding suggestions and achievements, whether from a team or an individual, is crucial. We will encourage employees to strive towards earning awards for themselves and their teams. Finding and getting to know the contributors to these positive suggestions and achievements is the job of a supervisor.

Factors that Form Quality Culture

The organization needs the unification of views from human resources (HR) to establish a firm culture that reflects the specifications and character of the educational institution. This work culture will serve as a guide for individuals at all levels within the educational institution. The quality culture of educational institutions is formed by several elements, namely: (1) The environment dictates the actions the educational institution must take to establish a quality culture. (2) Values: These are the fundamental concepts and beliefs that form the foundation of an educational institution. (3) Role models/exemplars: people who become role models or exemplars because of their success. (4) Rites and rituals: routine events held by Islamic educational institutions. (5) Network: information communication network within the school that can be a means of spreading the values of organizational

Sigi,” *JAMIN: Jurnal Aplikasi Manajemen Dan Inovasi Bisnis* 3, no. 2 (April 11, 2021): 25, <https://doi.org/10.47201/jamin.v3i2.74>.

¹⁷ Edward Sallis, *Total Quality Management in Education*, 3rd ed (Hoboken: Taylor and Francis, 2004).

culture.¹⁸

The basic thing that needs to be understood together in creating quality education is the need for a shared commitment in designing, implementing and evaluating educational programs that lead to quality. Thus, a team working culture is very necessary for the realization of quality education.

Strategy for Creating a Quality Culture

According to the perception of most people (parents and society in general), a school is considered quality if most or all of its students get high grades or numbers so that they have the opportunity to continue at a higher level of education. If we recognize grades or numbers as a representation of the totality of learning outcomes, we can trust them to describe the degree of behavior change or mastery of abilities related to cognitive, affective, and psychomotor aspects.

Thus, quality educational outcomes have quantitative and qualitative nuances. This means that, in addition to being indicated by the indicator of how many students excel as seen in obtaining high grades, it is also indicated by how good the personal qualities of the students are, as seen in self-confidence, independence, discipline, hard work and tenacity, skill, good character, faith and piety, social and national responsibility, appreciation, and so on. Therefore, schools must create a culture of quality to enable students to apply it in the school environment.

Efforts to create a school culture can be done in several ways, namely: (1) understanding school culture. (2) Habituation of school culture implementation. (3) Reward and punishment. In this case, the Ministry of National Education (2000) has formulated several factors that should be taken into consideration when creating a school quality culture. (1) Use quality information for improvement, not for control. (2) Authority must be limited to responsibility. Rewards or punishments follow results. (4) Collaboration and synergy, rather than competition, serve as the foundation for cooperation. (5) School residents feel safe about their work. (6) Atmosphere of justice. (7) Rewards commensurate with the value of the work. (8) School residents feel they own the school.¹⁹

Quality Culture Concept

It is only fitting that the education system incorporates a quality culture, as a low level of quality culture among education professionals will hinder the system's effectiveness. So, quality cultureHence, every Islamic education institution must automatically incorporate quality culture as a substantive requirement. Quality culture involves fostering an environment that instills in all education stakeholders a deep awareness, concern, and commitment to productivity values and the philosophy of quality. y, quality culture management is a methodology that can help education professionals answer the challenges of today's environment. And in the end, quality culture management makes it easier for schools or education units to manage change.

Mulyadi asserts that the presence of 5 (five) pillars of education quality

¹⁸ Guruh Suksmono Aji and Iva Khoiril Mala, "Meningkatkan Kualitas SDM Untuk Mencapai Keunggulan Kompetitif Perusahaan Di Era Digital: Tren, Inovasi, Dan Tantangan," *Jurnal Manajemen Dan Ekonomi Kreatif* 2, no. 3 (May 1, 2024): 01-17, <https://doi.org/10.59024/jumek.v2i3.357>.

¹⁹ Amanda Retno Putri et al., "Strategi Menciptakan Budaya Sekolah Yang Kondusif Melalui Pendidikan Karakter Di SD Negeri 1 Purbawinangun," *Prosiding FKIP UMC* 3, no. 1 (October 4, 2021): 371-79.

defines the criteria for quality culture in school management.²⁰

1. Focus on students (learners).

Education professionals and schools/madrasahs bear a significant duty to maximize students' potential and reap the benefits of the school learning process. In other words, the learning process must be well prepared and managed professionally in order to provide great benefits for the development of students' potential.

2. Total involvement.

Everyone needs to take part in the transformation of quality. Quality is not only the responsibility of the principal; quality is the responsibility of all parties, namely, the committee, teachers, staff, parents, and even the students themselves. Quality means demanding that everyone contribute to quality efforts.

3. Measurement.

This is an area that often fails in many schools, because what is done is not accompanied by measurements to determine the level of success. Traditionally, the measure of quality for school output is student achievement. So education professionals must learn to measure quality (student achievement); they need to understand the collection and analysis of data needed in the process being carried out. Education professionals need to quantify and showcase the enhanced worth of education.

4. Commitment.

Education professionals must be committed to quality. Without commitment, the quality transformation process cannot begin, and even if it does, it will undoubtedly fail. This implies that a shift in culture and management is necessary to facilitate the process of quality improvement. 5. Continuous improvement. The foundation of quality lies in the idea that every process has room for improvement, and no process is infallible. Therefore, education professionals must constantly find ways to address arising problems, improve the processes they develop, and make necessary improvements. However, the most important component of quality culture is the foundation that underlies the building of quality pillars, namely the beliefs and values of the school and the vision and mission that will determine the strength and success of quality transformation. Quality Culture Management (MBM) explains that schools need to establish a robust foundation that encompasses the school's beliefs and values, the surrounding environment, and the individual personalities within the system. Furthermore, the formulation of a vision and mission focuses on fulfilling the needs of both the community and students. Finally, Islamic educational institutions can contribute to developing students into valuable citizens who are better prepared to face academic and life challenges in the future, based on their beliefs, values, vision, and mission. Therefore, schools must strive to improve and strive to make today better than yesterday.

Quality Culture Values

Quality culture is an organizational value system that creates an environment conducive to the sustainability and continuity of quality improvement. Quality culture consists of values, traditions, procedures, and expectations about quality promotion. The Qur'an and Hadith, the thoughts of scholars, and the historical

²⁰ Sunoto, M. Abdul Rosyid, and Yulianto, "Manajemen Mutu Pendidikan Dalam Perspektif Kebijakan Pendidikan Nasional Dan Islam," *Adabuna : Jurnal Pendidikan Dan Pemikiran* 3, no. 1 (October 11, 2023): 1-21, <https://doi.org/10.38073/adabuna.v3i1.992>.

practices of Muslims all articulate the values of Islamic teachings, which form the basis of Islamic education. Various components in education, ranging from objectives, curriculum, teachers, methods, teacher-student relationship patterns, evaluation, infrastructure, environment, and educational evaluation, must be based on Islamic values. We can call a system based on Islamic values an Islamic education system.²¹

School quality culture encompasses the entire physical background, environment, atmosphere, feeling, nature, and climate of the school, which collectively contribute to the school's experience and growth, enabling it to achieve educational success through the spirit and values it has adopted. From the explanations above, it can be concluded that the culture of Islamic education quality is an organizational value system that produces a conducive environment for the sustainability and continuity of improving the quality of education based on the values of Islamic teachings as stated in the Qur'an and al-Hadith as well as in the thoughts of scholars and in the historical practices of Muslims.

According to Woods, as cited by Musfiqon,²² an organization or institution's efforts to implement a quality culture as a whole are founded on six quality culture values: (1) We are all a joint organization (organization, supplier, and customer); (2) No one subordinate or superior is allowed; (3) Open and sincere relationships; (4) Workers can obtain the necessary information; (5) Focus on the process; and (6) There is no success or failure, but rather learning from experience. The quality culture values above can be explained as follows:

Firstly, the position of the organization, suppliers, and customers remains unchanged. In this context, an organization is a system that relies on its members, who collectively perform their duties to achieve the organization's success. Each member of the organization must have a thorough understanding of it, including its building, name, and wealth, as well as its suppliers and customers. For instance, a school requires knowledge not only of its academic staff, support staff, and top management, but also of its students and other interested parties, including parents, the government, scholarship sponsors, and suppliers of goods for the school's educational needs.

Secondly, there is no difference between superiors and subordinates. The relationship with the first value above, which involves the work environment within a group, holds significant value. For a better understanding of this second value, consider a scenario where you work in a school with a highly effective principal who consistently engages in conversations with the staff, seeking their perspectives on daily tasks. Additionally, the principal actively seeks the staff's input in problem-solving situations. The staff perceives the principal as a collaborative partner, encouraging them to freely express their opinions and simultaneously enhance the skills of each staff member.

Thirdly, there is openness and harmonious relationships. In practical application, a principal divides this value into two aspects: First, a principal must proactively view situations from the perspective of others, demonstrating empathy. To maintain positive relations between the teacher and student, a principal should first ask a student why they cannot complete an assignment before punishing them.

²¹ Ahmad Syaddad, "Budaya Mutu Pendidikan Islam," *Salimiya: Jurnal Studi Ilmu Keagamaan Islam* 2, no. 2 (June 3, 2021): 264-83.

²² Musfiqon, "Strengthening Quality Culture in Education Services in Madrasah," *Halaqa: Islamic Education Journal* 4, no. 1 (April 15, 2020): 23-31, <https://doi.org/10.21070/halaqa.v4i1.176>.

Second, a principal needs to be willing to listen to others. To establish a harmonious relationship with staff, the principal needs to learn to listen, not make hasty decisions, and be more open.

Fourthly, a staff member can obtain the necessary information. Prior to the internet and intranet's convenience, a school institution's hierarchy of positions was the only way to communicate information to the lower level. Despite its slowness, the information managed to reach even the lowest staff members. However, this method is no longer appropriate in the current context. Using the internet and intranet, all staff members can access information simply by pressing a computer button. This quality value significantly contributes to the cultivation of a strong relationship between the principal and staff within a school institution.

Fifthly, focus on the process. An organization functions as a system, requiring proper execution of its processes to ensure its success. The process in school educational institutions includes student registration, teaching and learning, exams, and others.

Sixthly, there is no term for success or failure, but learning from experience. Success or failure in a problem or process is temporary and highly dependent on the views and assessments of customers (students) and customer groups. Success is a measure of our strengths so that we can identify our shortcomings and correct them. Failure also does not mean that everything is over. School institutions can learn from failure. School institutions should be able to identify the causes of failure, conduct research, and address all areas of weakness.

Particularly in the 21st century, with its rapid developments and simple access to learning through technology, the selection of learning methods should be adaptable to changes. Overall, the interaction between the use of learning media and learning motivation influences both inside- and outside-the-classroom learning activities.²³

CONCLUSION

Quality culture plays an important role in creating a conducive and sustainable learning environment. The integration of moral and ethical values in accordance with Islamic teachings in every aspect of education contributes to the formation of intelligent and ethical student characters who are able to make a positive contribution to society. We expect the application of Total Quality Management (TQM) principles in Islamic education to transform the culture and achieve the desired quality. Collaboration between educational institutions, industry, government, and communities is crucial to foster synergy in the implementation of a quality culture. This study, adopting a holistic and innovative approach, aims to enhance the relevance and quality of Islamic education in the face of global competition by developing a quality culture implementation model. The application of a sustainable quality culture will produce graduates who are not only academically ready but also have good character.

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²³ Dilla Safira Adzkiya and Maman Suryaman, "Penggunaan Media Pembelajaran Google Site Dalam Pembelajaran Bahasa Inggris Kelas V SD," *Educate : Jurnal Teknologi Pendidikan* 6, no. 2 (July 3, 2021): 20, <https://doi.org/10.32832/educate.v6i2.4891>.

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