

INTEGRATED QUALITY MANAGEMENT FOR BLENDED LEARNING IN ISLAMIC EDUCATIONAL INSTITUTIONS

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Abstract

The integrated quality management process in Islamic educational institutions such as Madrasah Tsanawiyah plays an important role in maintaining quality education. The purpose of the study was to obtain an integrated quality assurance framework carried out at Madrasah Tsanawiyah in the blended learning process. The research method used qualitatively. The research was conducted at MTs Umdatur Rasikhien Jakarta. Sample selection was done using the purposive sampling technique. 20 participants were consisting of school principals, teachers and administrative staff. Data collection techniques used observation, interviews, and documents. The data analysis technique consists of the stages of data collection, data reduction, data presentation, and concluding. The data findings conclude that the integrated quality management process in MTs has been carried out in a structured manner. The process of planning, implementing and evaluating various management activities at MTs has been carried out in stages and according to standard operating procedures. The integrated quality management that is carried out also has an impact on the quality of education that is getting better according to current global needs. The obstacle faced during the evaluation process of integrated quality management was communication between the management team which often led to different assumptions about the framework for improving the integrated quality management process for blended learning.

Keywords: *Blended, Learning, Management, Quality*

INTRODUCTION

In the era of technology, learning activities have been oriented by blended learning. Moreover, during the Covid-19 epidemic, face-to-face learning activities are carried out online or in distance learning. Some even use a blended learning system. The advancement of technology today, indirectly trains educators and students to master technology. Distance learning is said to be effective if it is by the portion provided, as previously it was only devoted to higher education, now it is used by various levels of education. Distance learning is in

demand because it can save time and can be done simultaneously with other activities and is packaged like face-to-face learning in schools in general. The teacher explains the material using text that is displayed on the student's device screen or by video conferencing, after which the educator gives assignments, practice questions or exams which then when finished, will be sent via e-mail or other supporting facilities. So that distance learning objectives can be carried out by what is aspired to.

Many studies have been conducted on the effectiveness of blended learning. The effectiveness of using video blogs in mixed learning between online and face-to-face (Shih, 2010). Blended learning is a trend that has advantages in shaping the independence of students, in addition to research also showing several challenges faced in implementing this approach (Kaur, 2013). In line with the results of the study, it explains that blended learning is the most popular learning approach in the future. The research reviews and analyzes studies conducted on blended learning through reflection on the past, present and future (Güzer & Caner, 2014). Blended learning has a big role in the future and will be dominated by distributed learning environments (Graham et al., 2013). In short, recent developments in technology are encouraging teacher educators to implement blended learning in their classrooms. Thus, blended learning becomes an attractive option for students in seeking an independent learning process and by the higher education culture (Garrison & Kanuka, 2004). So, currently blended learning has become part of the development of the educational process that is in accordance with progress.

However, the implementation of blended learning still causes various problems. The results of observations at MTs Umdatur Rasikhien Jakarta found several problems, including lack of or not mastering technology well, monotonous teachers during the teaching process and the methods used were also not according to needs, student learning outcomes decreased compared to the learning process before the Covid-19 pandemic. From the results of interviews with school principals in the initial research, it was concluded that the objectives of providing education had not been fully achieved. Graduates during the Covid-19 pandemic experienced significant changes compared to before the Covid-19 pandemic. Moreover, teacher performance evaluation activities for teaching and learning activities have not been organized and structured during the COVID-19 pandemic. Therefore, this research is oriented towards integrated quality management carried out by private Islamic schools in Jakarta. This is because management in schools is a very important part of achieving educational success and achieving educational goals according to current needs. This means that a good quality management process influences the success of blended learning in Madrasah Jakarta today.

Previous research illustrates that school quality management produces graduates who are skilled and easily absorbed by the industrial world (Sedighi et al., 2015). Thus, quality improvement must be carried out thoroughly based on the size, level, provisions and assessment of the quality of goods and services (products) by customer satisfaction (Kurniyati, 2019). In Islamic educational institutions, customers are directed at achieving student success and achievement. Quality in the school management process is a part that influences the success of the satisfaction of actors involved in educational activities in Madrasahs. So, quality is the main orientation in the implementation of education management. Total Quality Management can improve school performance if implemented properly. Appropriate

application of Total Quality Management can improve teacher performance so that it can affect student achievement and school performance (Nur Fauz et al., 2020). However, there is no basic parameter of total quality philosophy in education (Brinia et al., 2020). Although the majority of schools use certain TQM principles, they do not follow a holistic approach. The application of TQM in schools improves learning outcomes, empowers personnel, and promotes a culture of continuous improvement (Kaiseroglou & Sfakianaki, 2020).

From exposure to problems and previous research, it can be seen that TQM is needed so that the quality of education in schools is better than before. Education providers should pay more attention to what education needs in their schools. Thus, the study aimed to obtain an integrated quality management framework implemented in Madrasah Tsanawiyah in the blended learning process. The results of this study are expected to provide benefits to the development of the theory of integrated quality management which is indispensable for the implementation of education.

RESEARCH METHODS

The research method was used qualitatively. Qualitative research is intended to interpret phenomena that occur in the field and the researcher is the key instrument (Creswell & Creswell, 2018). So, this study examines and interprets the data found in the field related to integrated quality management used in blended learning in schools. The research was conducted at MTs Umdatur Rasikhien Jakarta. Sample selection was done by the purposive sampling technique. A total of 20 participants consisted of principals, teachers, and administrative staff. Data collection techniques used observation, interviews, and documents. Observations were made to observe the quality management process related to the implementation of blended learning held by Madrasahs. Activities that occur in blended learning are carried out by teachers. Interviews were conducted with teachers, school principals, and administrative staff. The interviews related to the management steps taken, planning, implementation and evaluation of blended learning activities, and the results associated with the integrated quality management process. The document used is the result of an evaluation of the implementation of blended learning for one year during the Covid-19 pandemic for the 2020-2021 academic year. The data analysis technique consists of the stages of data collection, data reduction, data presentation, and concluding.

RESULT AND DISCUSSION

The results of the document analysis of learning outcomes in the blended learning process in Madrasahs show that reporting on the implementation of teaching and learning is carried out regularly and every semester. Although the results of the data analysis of student learning outcomes indicate that students experience a decrease in learning achievement. The cultivation of character values has also not shown success because teachers have to use limited teaching materials by learning emergency conditions. This means that student learning activities must be studied and evaluated, especially in the study of teaching materials that must be mastered by students. While the results of observations made during the two semesters of the 2020-2021 academic year through direct involvement with blended learning activities, it was concluded that the quality management process for the teaching and learning

aspects was good for the Covid pandemic emergency learning conditions. The results of the interviews are explained in the following framework :

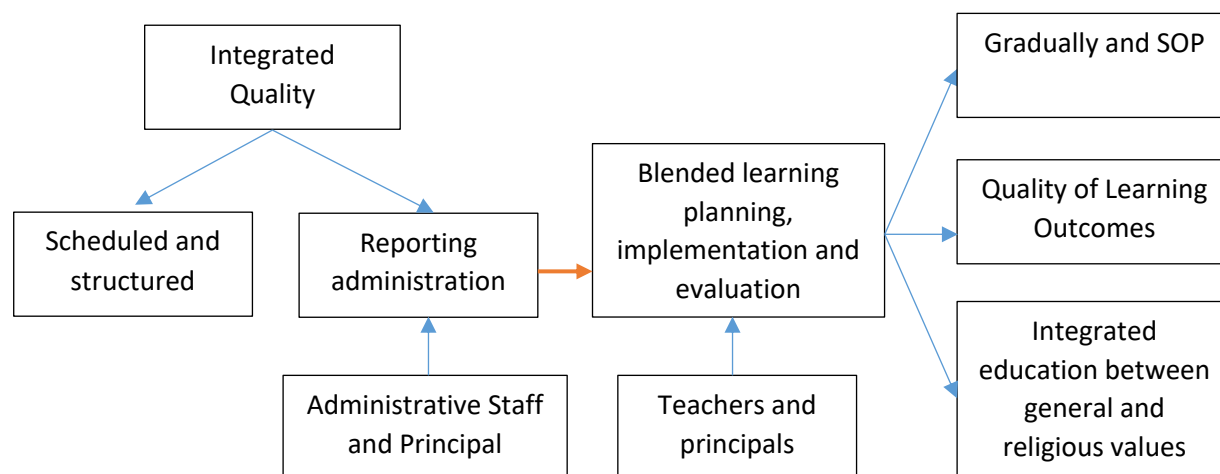


Figure 1. Integrated Quality Management Framework in Blended Learning in Madrasah

Figure 1 shows that the integrated quality management process in MTs has been carried out in a structured and scheduled manner so that management in Madrasahs is carried out neatly. The integrated quality management process is also seen in the administration of reporting the results of teaching and learning activities when the blended learning process is carried out. So, the principal or supervisor can assess the success of the implementation of blended learning. Meanwhile, the process of planning, implementing and evaluating various management activities at Madrasah Tsanawiyah has been carried out in stages and by standard operating procedures. The results of these stages can be seen as the results of the quality of learning. The document findings and observation data shows that the quality of student learning outcomes has decreased. This is because their level of motivation and learning independence during the Covid-19 pandemic has decreased. However, the educational values that are instilled are still related to general knowledge and religious values. Thus, the vision and mission of Madrasah Tsanawiyah can be achieved by the goals and objectives to be achieved.

Thus, the integrated quality management process carried out at Madrasah Tsanawiyah Jakarta is comprehensively very good and has adjustments to the current conditions of education provision. The integrated quality management that is carried out also has an impact on the quality of education which is getting better by current global needs. Because Madrasahs can make adjustments to the changes that occur. This means that not total quality management within educational institutions must be carried out according to the environment and school needs (Winokur & Kuei, 1994). Aminbeidokhti et al. (2014) showed that TQM had a positive and significant effect on organizational learning, that organizational learning had a significant effect on organizational innovation, but TQM had no positive and significant effect on organizational innovation. The results show that organizational learning can mediate the effect of TQM on organizational innovation.

In an organized structure, education can play a key role in transferring knowledge. Education can be based on national needs and in line with cultural enhancement. Knowledge

of modern management can go hand in hand with this when the management system is oriented towards customer satisfaction and established quality. Since educational institutions and identities are the main determining factors for preparing productive human resources and other services in society, the need to study and apply the principles of 'TQM' in education must be taken more seriously than ever. This significant change requires us to have insight into the future because we cannot avoid the future and have to face it. To face the future, one should have a good plan and vision and mission. With the plan that has been determined as well as possible, then we will automatically implement strategies to achieve what we want through the planned vision and mission. With the planning, it will make it easier for us to take the action that must be done. Not only plans must be prepared as well as possible, but mastery of science and technology must also be carried out to improve the quality of life.

In addition, Indonesian people who have high competitiveness in the era of globalization in the future will have good quality as well. Usman et al. (2014) show that in the national context, education is expected to produce intelligent human beings who can compete with other countries, therefore the improvement of the quality of human resources must be planned, directed, effective and efficient. Education plays an important role in improving the quality of human resources. To improve the quality, the government has tried in various ways, such as improving the curriculum, evaluation system, improving school facilities and infrastructure and conducting training to improve the performance of educators. In the implementation of Islamic education quality management, several things must be observed: Continuous Improvement, Setting Quality Standards, Changing Organizations. This utilization is carried out through effective, efficient, and productive cooperation to achieve happiness and prosperity both in this world and in the hereafter (Kurniyati, 2019).

However, this study also found obstacles during the process of implementing integrated quality management in Madrasahs. The obstacle encountered during the integrated quality management evaluation process was communication between the management team which often gave rise to different assumptions about the framework for improving the integrated quality management process for blended learning. So, TQM will provide educators with professional solutions to meet the challenges of today and tomorrow. Because TQM can be used to build alliances between education, business and government. TQM can also form a society that is responsive to the changing demands of society in this era of globalization. In addition, TQM forms schools that are responsive and able to respond to changes that occur in the field of education to provide satisfaction to stakeholders (Indriyenni, 2017). TQM is closely related to the creation of a quality culture that aims to provide quality education to providers.

CONCLUSION

The results of the study concluded that comprehensively integrated quality management for blended learning activities at Madrasah Tsanawiyah had been carried out in stages and a structured manner. The parties involved in the quality management process in Madrasahs actively cooperate so that they can achieve the vision and mission that has been proclaimed by the Madrasah. The findings also provide an overview of how to carry out an integrated quality management process in schools, especially in Islamic educational institutions, so that the achievement of the goal between creating an environment of general knowledge with religious nuances can meet the needs of teaching and learning.

This research is still limited to the analysis of the integrated quality management framework in blended learning teaching at Madrasah Tsanawiyah in Jakarta. Thus, this research can still be developed by future researchers. This research can be reviewed through aspects of the impact of the integrated quality management process on the quality of education conducted by Madrasahs, student learning outcomes and teacher competence in meeting quality management outcomes. So, the results of this study recommend to schools that communication barriers during the process of implementing integrated quality management can be strengthened by building a solid management team that has the same vision and mission.

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