

Leadership model in integrated quality management in Islamic elementary school and state elementary school

Sitirahma Bahrin*, Maemunah Sa'diyah, Ahmad

Universitas Ibn Khaldun Bogor, Indonesia

*sitirahmabahrino2@gmail.com

Abstract

This study aims to analyze and compare the leadership models of principals in the implementation of Total Quality Management (TQM) in Islamic elementary schools and public elementary schools, namely SD S Terpadu Bina Ilmu and SDN Panaragan Kidul. The study used a qualitative approach with a comparative study type through field studies. Data were obtained from the principal, vice principal, teachers, and staff through observation techniques, in-depth interviews, and documentation, then analyzed using the interactive analysis model of Miles, Huberman, and Saldana which includes data reduction, data presentation, and drawing conclusions. The results of the study indicate that both schools implement TQM through four main leadership functions, namely planning, organizing, motivating, and controlling, which are carried out systematically and continuously. Principals in both institutions play a strategic role as planners, change drivers, quality controllers, and role models in building a culture of educational quality. Differences in leadership models are evident in value orientation and implementation approaches. SD S Terpadu Bina Ilmu applies TQM leadership based on religious values with an emphasis on moral development, internalization of Qur'anic values, and strengthening school culture. Meanwhile, SDN Panaragan Kidul implements TQM leadership that is oriented towards national systems and regulations by utilizing Education Report Card data, National Assessment, and RKS and RKAS-based planning. This study concludes that the success of TQM implementation in elementary schools is largely determined by the strength of the principal's leadership in building a shared vision, instilling a culture of quality, and involving all school members in a participatory manner according to the context and characteristics of the educational institution.

Keywords: *quality culture; principal leadership; total quality management; elementary school; TQM.*

Abstrak

Penelitian ini bertujuan untuk menganalisis dan membandingkan model kepemimpinan kepala sekolah dalam penerapan Manajemen Mutu Terpadu (Total Quality Management/TQM) di sekolah dasar Islam dan sekolah dasar negeri, yaitu SD S Terpadu Bina Ilmu dan SDN Panaragan Kidul. Penelitian menggunakan pendekatan kualitatif dengan jenis studi komparatif melalui studi lapangan. Data diperoleh dari kepala sekolah, wakil kepala sekolah, guru, dan staf

melalui teknik observasi, wawancara mendalam, dan dokumentasi, kemudian dianalisis menggunakan model analisis interaktif Miles, Huberman, dan Saldana yang meliputi reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa kedua sekolah menerapkan TQM melalui empat fungsi kepemimpinan utama, yaitu perencanaan, pengorganisasian, penggerakan, dan pengendalian, yang dijalankan secara sistematis dan berkelanjutan. Kepala sekolah di kedua lembaga berperan strategis sebagai perencana, penggerak perubahan, pengendali mutu, serta teladan dalam membangun budaya mutu pendidikan. Perbedaan model kepemimpinan tampak pada orientasi nilai dan pendekatan implementasi. SD S Terpadu Bina Ilmu menerapkan kepemimpinan TQM berbasis nilai religius dengan penekanan pada pembinaan akhlak, internalisasi nilai Qur'ani, dan penguatan budaya sekolah. Sementara itu, SDN Panaragan Kidul menerapkan kepemimpinan TQM yang berorientasi pada sistem dan regulasi nasional dengan pemanfaatan data Rapor Pendidikan, Asesmen Nasional, serta perencanaan berbasis RKS dan RKAS. Penelitian ini menyimpulkan bahwa keberhasilan penerapan TQM di sekolah dasar sangat ditentukan oleh kekuatan kepemimpinan kepala sekolah dalam membangun visi bersama, menanamkan budaya mutu, serta melibatkan seluruh warga sekolah secara partisipatif sesuai dengan konteks dan karakteristik lembaga pendidikan.

Kata kunci: budaya mutu; kepemimpinan kepala sekolah; manajemen mutu terpadu; sekolah dasar; TQM.

Introduction

Education plays a very strategic role in advancing a nation, as it can improve the overall quality of human resources. The low quality of human resources, particularly in academics, demands continuous improvement in the quality of education (Azkiya et al., 2022). Good, quality education is the primary benchmark for a nation's progress, reflected in its ability to optimally shape individual character, competence, and personality. This aligns with the function of national education as stipulated in Law Number 20 of 2003, Article 3, concerning the National Education System, which affirms that education serves to develop abilities, shape character, and foster a dignified national civilization in order to enrich the nation's life (Syamsuriyanti & Sukirno, 2018).

As a fundamental aspect of human resource development, basic education plays a crucial role as it lays the foundation for student development at subsequent levels of education (Hadiansyah & Muhtar, 2023). Elementary schools, as formal educational institutions for children aged 7-12, are educational organizations with complex, dynamic systems and unique characteristics. Schools serve not only as a gathering place for teachers and students, but also as a system comprised of various interrelated components that require intensive management to achieve quality education. The core activity of elementary schools is essentially human resource management, aimed at producing quality

graduates with balanced cognitive, affective, and psychomotor development as preparation for further education. In elementary education, the school learning environment is a crucial factor influencing learning success. The learning environment encompasses physical aspects such as school buildings and facilities, classroom layout, as well as non-physical aspects such as learning strategies, teacher-student interactions, and social conditions that support the teaching and learning process (Rifly, 2023). A conducive learning environment can provide a strong foundation for students' academic, social, and emotional development (Rais Salim et al., 2022). Adequate facilities and effective classroom management contribute to increased student comfort, focus, and motivation (Zaturrahmi, 2019). In an increasingly competitive era of globalization, demands for educational quality are increasing, particularly at the elementary level, which serves as the primary foundation for developing students' character and competencies. To achieve quality education, thorough and systematic educational planning is a crucial component that cannot be ignored. Good planning will determine the direction of school development and the achievement of educational goals. However, the reality on the ground shows that many elementary schools still lack optimal educational planning, resulting in low educational quality (Kusnandi, 2019).

Elementary school quality management is a crucial approach in addressing various contemporary educational challenges, such as limited infrastructure, uneven distribution of teaching staff, and dynamic curriculum changes (Handoyo & Zulkarnaen, 2019). Without proper planning and quality management, efforts to improve education quality tend to be disoriented and difficult to achieve optimal results. On the other hand, increasing public awareness of the importance of education is driving higher demands for quality educational services. Parents and stakeholders expect elementary schools to provide optimal educational services to produce a superior and competitive generation. This emphasizes the importance of integrating educational planning and elementary school quality management (Purwati, Yusuf, & M 2024), both in public schools and Islamic-based private schools.

One management approach that is widely applied in the world of education to continuously improve quality is Total Quality Management (TQM). TQM emphasizes the importance of comprehensive quality improvement by involving all elements of the organization and is oriented towards customer satisfaction, which in the context of education includes students, parents, and the community (Sallis, 2014 in (Hasan & Anita, 2024) TQM is a management philosophy that focuses on continuous improvement through systematic management of educational processes and outcomes (Mahmudah & Jasiah, Dakir, 2025)

In educational institutions, TQM implementation aims to improve the quality of learning, human resource management, and educational services. Various studies have shown that TQM implementation can have a positive impact on improving the quality of learning and educational services (Susanto, Julia & Salsabila, 2024). TQM also emphasizes student satisfaction as the primary customer, data-driven decision-making, and the development of an organizational culture that supports innovation and continuous improvement (Khalim & Tamam, 2023).

The success of TQM implementation is greatly influenced by leadership factors. Research Yuniawati et al., (2023) shows a significant influence of employee work motivation and performance on organizational quality, while Zohriah et al., (2024) emphasized that the implementation of TQM encourages continuous improvement that refers to the quality standards of educational institutions. Research Suhendri, (2024) also concluded that TQM has great potential to improve the overall quality of education. In the educational context, leadership is the main driving force behind organizational cultural change, data-based decision-making, professional development of educators, and implementation of continuous evaluation and improvement (Ula et al., 2025). Leadership in TQM determines the quality of an organization in achieving its stated goals (Darling, 1992). Effective leaders are able to motivate and influence organizational members to take responsibility for continuous quality improvement efforts (Christanti & Witjaksono, 2019).

From an Islamic perspective, leadership is not merely defined as the ability to direct or lead individuals or groups, but rather as a significant mandate that carries responsibilities and consequences, both in this world and the hereafter. Islam provides comprehensive guidelines regarding the concept of leadership, both in social life in general and in the context of education. These guidelines are derived from the Qur'an and Hadith, which serve as the primary foundation for Muslims in their lives, including in the management and implementation of education (Sulistiani & Hasibuan, 2025).

Strong leadership is a fundamental factor in the implementation of Total Quality Management (TQM). Top management is required to establish a clear vision and strategic direction regarding quality orientation, while demonstrating a real commitment to supporting every quality improvement initiative carried out within the organization (Evans & Lindsay, 2017). The principal as an educational leader is required to have a strong commitment to quality, because the implementation of TQM is top-down and highly dependent on the role of the leader (Sallis, 2015). The principal is expected to have leadership competencies that include commitment to the school's vision, communication skills, intellectual

flexibility, assertiveness, and the ability to evaluate and develop the organization (Atmodiwirio, 2000).

Integrated quality education at the elementary and secondary school levels is a crucial aspect in building character and ethical awareness, particularly in an increasingly pluralistic society. Several studies have shown that the implementation of Integrated Quality Management (IQM) plays a significant role in creating an educational organizational culture oriented toward continuous improvement (Paizaluddin et al., 2025). In Indonesia, elementary schools consist of public elementary schools run by the government and private elementary schools managed by private parties, including foundations. One type of private school that is growing rapidly is the Integrated Islamic Elementary School (SDIT). The presence of SDIT reflects efforts to improve the quality of education, emphasizing not only academic aspects but also character development, creativity, independence, and noble morals in students (Saputri & Safitri, 2017).

The differences in characteristics between public elementary schools and integrated Islamic elementary schools have the potential to give rise to different leadership models in the implementation of Integrated Quality Management. Suma & Ardana, (2025) examined the role of principal leadership in improving the quality of education at SDN 5 Akar-akar, North Lombok. This study used a qualitative descriptive approach with data collection techniques including interviews, observation, and documentation. The results showed that the principal plays a role in six main aspects: as a manager, administrator, supervisor, educator, leader, and motivator. The principal also plays a role as a driving force in improving infrastructure, teacher competency, and the quality of learning, despite obstacles in the process of improving the quality of education. Other research conducted by Mahlan et al., (2025) which examines the role of leadership from the perspective of Total Quality Management (TQM) in five high schools in Tenggara. This study uses a descriptive-correlational quantitative approach to analyze the relationship between leadership style and the effectiveness of TQM implementation. The results show that transformational leadership contributes significantly to the success of TQM implementation, especially in increasing teacher involvement, managerial effectiveness, and quality evaluation. In contrast, bureaucratic leadership styles tend to face more obstacles in TQM implementation. The main supporting factors include teacher participation and the use of technology, while the main obstacles are limited resources and resistance to change. Furthermore Adipura Nusantara, (2025) This study examined the influence of principal leadership, teacher competence, and organizational commitment on the implementation of integrated management at SDIT Yasir Cipondoh, Tangerang City. This study used quantitative methods

with survey techniques and multiple linear regression analysis. The results showed that principal leadership, teacher competence, and organizational commitment had a positive effect on improving the implementation of integrated management in schools. These findings confirm that principal leadership is a critical factor in the success of quality-based school management.

Previous research generally emphasized the role or influence of school principal leadership on the quality of education, this study specifically examines the leadership model in Integrated Quality Management (TQM) through a comparative study approach between two types of schools, namely Islamic Elementary School (SD S Terpadu Bina Ilmu) and State Elementary School (SDN Panaragan Kidul). This study not only analyzes the leadership role of school principals, but also compares value orientation, planning approaches, implementation patterns, evaluation systems, obstacles, and solution strategies in the implementation of TQM in both schools. Therefore, based on this background, this research is interesting to be studied in depth through a comparative study of the leadership model of school principals in the implementation of Total Quality Management in Islamic Elementary Schools and State Elementary Schools.

Research Methods

This research uses a qualitative approach with a field research method. The qualitative approach was chosen because it is in line with the main purpose of the research, which is to describe and analyze in depth the social phenomenon being studied. According to (Suryana, Opan & Arifudin, 2024), Field research allows researchers to comprehensively understand empirical reality according to the natural context of the research object. Through this approach, the research is expected to be able to explain the research problem in a complete and in-depth manner (Zaelani, Arifudin & Sekhruri, 2025). The type of research used is comparative studies. Comparative study is a study carried out through a comparative process to find similarities and differences between the two objects being studied (Blondel, 2013). The reason why researchers use a comparative qualitative approach is based on several considerations. First, this method is considered the most relevant to reveal relationships related to research focus and be more sensitive in adjusting to various patterns that appear in the field. Second, a comparative qualitative approach allows researchers to gain a deep understanding of the phenomenon being studied through the analysis of similarities and differences between objects, including aspects that have not been previously identified. Thus, this approach provides a solid basis for comprehensively explaining research problems (Agatha, 2025).

This study aims to obtain an overview and analysis of the leadership model in integrated quality management in Islamic Elementary School (SD S Terpadu Bina Ilmu) and State Elementary School (SDN Panaragan Kidul) through a comparative study. The data sources in this study consist of primary data and secondary data (Habibah & Fathurrahman, 2025). Primary data was obtained directly from the main informants, namely the principal, deputy principal for curriculum, teachers, and school staff. Meanwhile, secondary data is sourced from books, scientific journals, articles, school documents, and other sources relevant to the focus of the research.

The data collection techniques used include observation, interviews, and documentation. Observations were made to obtain a real picture of leadership and quality management practices in schools. Interviews are used to dig deep into information from informants, while documentation serves as supporting data that strengthens research findings. Data analysis was carried out using a thematic analysis model from (Miles, Huberman & Saldana, 2018), which includes three stages, namely data reduction, data presentation, and drawing conclusions or verification. This stage is carried out repeatedly and continuously until a complete understanding of the research data is obtained. To ensure the validity of the data, this study uses triangulation techniques. Source triangulation is carried out by comparing data obtained from various informants and other data sources. According to Alfansyur & Mariyani (2020), source triangulation is a technique to test the credibility of data by comparing the results of interviews between informants or between interview data and field facts. In addition, triangulation also serves as a data validity reinforcement because it allows researchers to compare the data obtained with real conditions in the field (Sa'adah, Prasetyo & Rahmayati, 2022).

Results and Discussion

In the implementation of Total Quality Management (TQM), leadership plays a central role in ensuring sustainable quality improvement. TQM leaders are required to have characteristics that support organizational collaboration, including an orientation to teamwork, giving authority in decision-making, and the ability to encourage creativity, initiative, and innovation in every line of the organization. In addition, leaders are also expected to be able to design collaborative programs, be proactive, preventive, and anticipatory to various challenges, and place human resource development as a top priority. In the context of increasingly fierce competition, TQM leadership is required to implement the right strategy, build a positive character, culture, and organizational climate, and adopt a distributed leadership pattern. Basically,

leadership in TQM is related to the leader's ability to make strategic decisions and influence organizational members to achieve common goals (Subiyantoro et al., 2021). However, decision-making authority is still differentiated, where decisions of a policy nature are made by top-level leadership, while operational and technical decisions are delegated to members of the organization according to their respective duties and responsibilities (Nasution et al., 2023).

This view is in line with the thinking of Edwards Deming (1986), as one of the pioneering figures of TQM, who interpreted TQM as a systematic approach to improve the quality of products and services in a sustainable manner through the involvement of all components of the organization. Deming emphasized that the success of TQM implementation is highly dependent on cooperation between personnel and work units, the use of accurate and accountable data in decision-making, and a strong commitment to continuous improvement as the main principle of quality management. Thus, leadership in TQM is not only structural, but also functional and participatory, which moves all elements of the organization towards superior quality.

In the context of Islamic education, leadership has a broader dimension, not only oriented towards the achievement of institutional quality, but also on fostering values and morals. Islamic education leaders are essentially required to have the ability to direct and guide all components of education comprehensively (Al-Attas, 1980). Leadership in an Islamic perspective known as *al-imāmah* or *al-qiyādah* is understood as a mandate that must be accounted for not only before humans, but also before Allah SWT. Therefore, leaders do not only play the role of administrative managers, but also as exemplary figures who are able to instill moral and ethical values in the life of the organization (Al-Mawardi, 1996). Islamic leadership is based on fundamental principles, such as *amanah* as a form of responsibility, *syūrā* or deliberation in decision-making, justice (*'adl*) in treating all members, and *uswah hasanah* as an example of attitude and behavior. These principles are the main foothold in building leadership that balances worldly and *ukhrawi* goals (Sa'adah, Waluyo & Sayuti, 2025). Meanwhile, leadership from a Western perspective, as stated by Hersey and Blanchard, emphasizes more on one's ability to influence others in order to be able to perform optimally in order to achieve organizational goals. Leaders are seen as individuals who play an active role in moving the organization, so the existence of formal positions without the ability to carry out leadership functions cannot be categorized as effective leadership (Hartinah, Sarwani & Sunarsi, 2022). This perspective emphasizes that leadership is a dynamic process that focuses on the interaction, influence, and development of the potential of the organization's members.

Despite these differences in perspectives, basically the leadership function has a universal commonality that must be carried out systematically. These functions include: (1) planning, which is the ability of leaders to formulate goals, determine strategic steps, and estimate the resources needed to achieve organizational goals; (2) organizing, which is related to the division of labor, grouping of human resources, and adjusting tasks to the potential of each individual to create work effectiveness; (3) actuating/leading, which focuses on the leader's ability to build social relations, motivate, and influence organizational members, so that leadership is understood as a process, not just a structural position; and (4) controlling, which is an effort to ensure that all organizational activities run in accordance with the plan and objectives that have been set through continuous evaluation and supervision (Berlina et al., 2025)

This is also in line with management theory according to G.R. Terry in his book *Principles of Management* (Sukarna, 2011), management includes four main functions, namely planning, organizing, implementing, and supervising. Planning is the process of determining and relating various existing facts, as well as compiling estimates or assumptions about future conditions to formulate a series of activities necessary to achieve the goals that have been set. Organizing is the process of determining, grouping, and arranging various activities needed to achieve organizational goals, including the placement of human resources in appropriate tasks, the provision of work facilities, and the determination of authority and responsibility relationships in the implementation of activities. Actuating is an effort to mobilize and motivate all members of the organization to have the will and seriousness to work optimally, in line with the organizational plan and structure that has been set by the leadership. Controlling is the process of setting standards that must be achieved, monitoring the implementation of activities, assessing the results of work, and taking corrective actions if necessary, so that the implementation remains in accordance with the plan and standards that have been determined.

A. SD S Terpadu Bina Ilmu (SD Islam)

Based on the results of in-depth interviews with the principal, vice principal for curriculum, teachers, and school staff, and strengthened through direct observation and analysis of official school documents, data was obtained regarding the vision and mission of SD S Terpadu Bina Ilmu for the 2025/2026 school year.

For the 2025/2026 academic year, SD S Terpadu Bina Ilmu has a vision of "Forming a generation that has Qur'anic morals, is environmentally friendly, is skilled in language, and excels in science and technology (IPTEK)." This vision reflects the school's commitment to developing students who possess strong

Qur'anic character while demonstrating environmental awareness, language proficiency, and competence in science and technology.

To realize this vision, SD S Terpadu Bina Ilmu formulates a comprehensive mission focused on academic, moral, social, and personal development. The school seeks to design engaging and enjoyable learning experiences that motivate students to learn actively and develop their curiosity. At the same time, the school builds an educational environment that fosters noble character through regular religious activities and the application of Islamic values in students' daily interactions. The school also promotes tolerance toward global diversity, appreciation of local culture, and the values of mutual cooperation.

In addition, the school aims to develop students' independence, critical thinking, and creativity while accommodating their diverse interests and talents. School programs are continuously developed to encourage students and educators to respond effectively to changing circumstances and generate innovative ideas. Student achievement is supported through mentoring programs and collaboration between the school and parents. Religious character is strengthened through habituation programs, including congregational prayers, the revival of the Sunnah of the Prophet, the *One Day One Verse* Qur'an memorization program, *tadarus*, *tahsin* Al-Qur'an, and *Mabit* (a program for strengthening faith and piety).

The school also promotes the implementation of the "Seven S" values—smiling, greeting, salutation, politeness, good manners, enthusiasm, and wholeheartedness—in both the school and wider community. These values are accompanied by efforts to cultivate students' concern for cleanliness, beauty, safety, comfort, health, and a sense of family. Furthermore, the school encourages students to communicate in Arabic, English, and Sundanese as part of its multilingual development program. Finally, SD S Terpadu Bina Ilmu implements competitive, creative, and innovative academic and non-academic learning activities supported by information technology. Through these integrated programs, the school seeks to establish a learning environment that combines Qur'anic character formation, academic excellence, technological competence, and students' holistic development.

B. SDN Panaragan Kidul (SD Negeri)

Based on in-depth interviews with the principal, vice principal for curriculum, teachers, and school staff, complemented by direct observations and an analysis of official school documents, the vision and mission of SDN Panaragan Kidul were identified. The school's vision is "The realization of students who have faith, noble character, Imtaq, and knowledge and technology

(IPTEK) insights.” This vision demonstrates the school’s commitment to developing students who possess strong faith and moral character while maintaining competence in science, technology, and contemporary knowledge.

To achieve this vision, SDN Panaragan Kidul implements several missions that integrate religious, academic, character, and technological development. The school seeks to instill faith and piety in God Almighty through routine and integrated religious activities while incorporating local wisdom into the learning process. Character development is strengthened through the habituation of politeness, honesty, discipline, and responsibility in students’ daily lives. In addition, the school seeks to improve students’ digital literacy and provide balanced learning that integrates science and technology with spiritual and moral values (*imtaq*).

The school also facilitates the development of students’ potential, interests, and talents through extracurricular activities and provides a conducive, religious, and culturally oriented learning environment as a foundation for character formation. Furthermore, students are encouraged to develop critical, creative, and innovative thinking skills in responding to advances in science and technology while maintaining their religious and moral values. Through these missions, SDN Panaragan Kidul seeks to establish an educational environment that balances academic achievement, technological competence, religious values, and character development.

Table 1. Comparison of Integrated Quality Management Leadership Model in SD S Bina (SD Islam) & Ilmu and SDN Panaragan Kidul (SD Negeri)

Aspects	SD S Terpadu Bina Ilmu (SD Islam)	SDN Panaragan Kidul (SD Negeri)
Character of TQM Implementation	Based on values, school culture, and spirituality.	Based on national systems, regulations, and policies.
Planning	Planning is carried out in a participatory manner through a drafting team involving teachers, education staff, school committees, and parents. Using SWOT analysis and aligned with the National Education Standards. The vision and mission are translated into concrete programs of learning, religious activities, and character development of students.	Planning is done collaboratively with teachers, parents, school committees, and stakeholders. The vision and mission are outlined into indicators, operational strategies, and medium- and annual programs that are measured in RKS and RKAS.
Organizing	The principal involves teachers and education personnel in	The principal involves teachers in the preparation of work

	decision-making, work team formation, and supervision. A culture of deliberation and teamwork is the main characteristic. The use of technology supports organizational coordination and communication.	plans, evaluations, and reflections on the program. Teamwork is realized through annual workshops and monthly regular meetings. Teachers are positioned as strategic partners in improving the quality of schools.
Actuating/Leading	Principals act as visionary and transformational leaders by creating a collaborative work climate, providing training, academic supervision, and awards. Focus on teacher competency development, learning innovation, and a quality culture based on religious values.	The principal motivates teachers through training, the provision of facilities, and the reward system. Quality improvement is carried out through the evaluation cycle and improvement of PMM-based learning as well as Education Report data. Leadership emphasizes a sense of ownership of the quality of the school.
Controlling/Controlling	Monitoring and evaluation are carried out systematically through classroom observation, document analysis, and interviews. Decision-making based on academic data and teacher performance. The example of the principal is reflected in discipline, integrity, and transparency.	Monitoring and evaluation are carried out periodically at least twice a year. The results of the evaluation are used for reflection and improvement of the program. The principal emphasized professionalism, openness, empathy, and transparency in school management and the quality of education.
Barriers	Limited resources, resistance to change, administrative burden on teachers, and low understanding of TQM.	Differences in the mindset and character of human resources as well as the mutation of school principals that hinder the sustainability of the program.
Solution	Strengthening the culture of quality, TQM training, foundation involvement, and internalization of religious values.	Quick adaptation of school principals, mapping of teacher characters, formation of solid teams, and institutionalization of TQM as a school culture.

The difference in TQM's leadership model between SD S Terpadu Bina Ilmu and SDN Panaragan Kidul occurs due to differences in institutional character, management system, and value orientation that underlie each school. SD S Terpadu Bina Ilmu as an Islamic foundation-based school has a stronger

leadership orientation on the internalization of religious values. This causes the implementation of TQM not only directed at improving academic quality, but also at the formation of students' Islamic character. These findings are supported by field data showing that school principals actively integrate quality programs with worship habits, religious culture, and moral development. On the other hand, SDN Panaragan Kidul as a public school is in a more formal and regulatory educational bureaucratic system. Therefore, TQM's leadership is more directed towards achieving performance indicators set by the government, such as Education Report Cards, National Assessments, and regulation-based school programs. Field data shows that school principals are more focused on data-based quality management and national policies. However, overall, the results of the study show that the leadership model in integrated quality management in both schools has similarities in aspects of managerial structure and TQM principles. The results of this study show that there is a compatibility with several previous studies that affirm the importance of the leadership role of school principals in the implementation of Integrated Quality Management (TQM) in educational institutions.

Research Farhan, Azma & Markama, (2025) about the transformative leadership of the principal at SMK Negeri 3 Luwuk shows that transformative leadership is able to create a positive work climate, increase teacher motivation, and encourage learning innovation. These findings are in line with the results of this study which shows that the leadership of school principals is a key factor in building a quality culture and encouraging the participation of all school residents in the implementation of TQM. The similarity of these findings shows that a visionary and participatory leadership model is a key prerequisite for successful education quality management. Furthermore, research by Saputro & Setiyatna, (2026) on the implementation of TQM in elementary schools shows that the success of TQM implementation is supported by strong leadership, a culture of quality that is built, and intensive communication with parents. These findings are consistent with the results of this study which shows that the involvement of stakeholders, both teachers, parents, and other related parties, has a strategic role in improving the quality of education. In addition, the integration of religious values in learning found in the study is also relevant to the findings of this study, especially in schools that develop a quality approach based on religious values. Argarricha's research, (2025) on the implementation of TQM at SMP Islam Bunga Bangsa Samarinda also shows that the success of TQM is determined by visionary leadership, a continuous evaluation system, and synergy between school components. These findings strengthen the results of this study which shows that TQM cannot run optimally without collaboration

between school principals, teachers, education staff, and external parties. However, the study also revealed challenges in the form of differences in perceptions between generations of teachers and the imbalance between foundation policies and school operations, which were also found in this study although in different forms. Thus, the results of this study enrich the study of educational leadership by showing that the implementation of TQM is not only influenced by the competence of leaders, but also by the character of the organization and the educational system that surrounds it.

Conclusion

Based on the results and discussion of the research, it can be concluded that the leadership of school principals plays a key role in the successful implementation of *Integrated Quality Management (TQM)* in basic education units. Both at SD S Terpadu Bina Ilmu and at SDN Panaragan Kidul, the implementation of TQM is carried out through four main leadership functions, namely planning, organizing, mobilizing, and control, which are carried out systematically and continuously. School principals in both institutions play the role of strategic planners, drivers of change, quality control, as well as role models for all school residents in realizing the improvement of the quality of education. The leadership model at SD S Terpadu Bina Ilmu shows the characteristics of TQM leadership based on religious values, with an emphasis on moral development, internalization of Qur'anic values, and strengthening the culture of quality through moral and spiritual example. Meanwhile, the leadership model at SDN Panaragan Kidul is more oriented towards national systems and regulations, with the use of Education Report Data, National Assessment, and RKS and RKAS-based planning as the main instruments for quality control. Despite differences in value orientation and implementation approach, both schools demonstrate a commitment to the principles of continuous improvement, participatory leadership, and the involvement of all stakeholders in education quality management. This study also found that obstacles in the implementation of TQM in both school's stem from human resource factors, differences in mindset, limited resources, and leadership dynamics. However, through an adaptive, collaborative, and culture-oriented leadership strategy, these barriers can be overcome gradually. Thus, it can be concluded that the effectiveness of the implementation of TQM is highly determined by the leadership strength of the school principal in building a common vision, instilling a culture of quality, and ensuring the sustainability of education quality improvement programs in accordance with the context and characteristics of each school.

Bibliography

- Agatha, R. D. I. (2025). Perbandingan implementasi program Desa Anti Politik Uang Bawaslu (Studi komparasi Desa Tutup dan Desa Mojorembun Kabupaten Blora). *Journal of Politic and Government Studies*, 14(2), 355–368.
- Al-Attas, S. M. N. (1980). *The concept of education in Islam: A framework for an Islamic philosophy of education*. Kuala Lumpur, Malaysia: Muslim Youth Movement of Malaysia (ABIM).
- Alfansyur, A., & Mariyani, M. (2020). Seni mengelola data: Penerapan triangulasi teknik, sumber, dan waktu pada penelitian pendidikan sosial. *Historis: Jurnal Kajian, Penelitian dan Pengembangan Pendidikan Sejarah*, 5(2), 146–150.
- Al-Mawardi. (1996). *Al-Ahkam al-sultaniyyah* (W. Ahmadi, Trans.). Jakarta, Indonesia: Pustaka Al-Kautsar.
- Argaricha, A. S., Khojir, K., & Bahrani, B. (2025). Implementasi total quality management dalam membangun budaya mutu pendidikan di era revolusi industri 4.0: Studi kasus di SMP Islam Bunga Bangsa Samarinda. *ITQAN: Jurnal Ilmu-Ilmu Kependidikan*, 16(1), 1–14.
- Atmodiwirio, S. (2000). *Manajemen pendidikan Indonesia*. Jakarta, Indonesia: Ardadizya Jaya.
- Atmodiwirio, S. (2000). *Manajemen pendidikan Indonesia*. Jakarta, Indonesia: Ardadizya Jaya.
- Azkiya, H., Tamrin, M., Yuza, A., & Madona, A. S. (2022). Pengembangan e-modul berbasis nilai-nilai pendidikan multikultural di sekolah dasar Islam. *Jurnal Pendidikan Agama Islam Al-Thariqah*, 7(2), 409–427. [https://doi.org/10.25299/al-thariqah.2022.vol7\(2\).10851](https://doi.org/10.25299/al-thariqah.2022.vol7(2).10851)
- Azkiya, H., Tamrin, M., Yuza, A., & Madona, A. S. (2022). Pengembangan e-modul berbasis nilai-nilai pendidikan multikultural di sekolah dasar Islam. *Jurnal Pendidikan Agama Islam Al-Thariqah*, 7(2), 409–427. [https://doi.org/10.25299/al-thariqah.2022.vol7\(2\).10851](https://doi.org/10.25299/al-thariqah.2022.vol7(2).10851)
- Berlina, B., Layuk, E. B., Randa, L. Y., Dekak, R., & Borotoding, S. (2025). Model kepemimpinan menurut Plato dan relevansinya terhadap pemimpin masa kini. *Humanitis: Jurnal Humaniora, Sosial dan Bisnis*, 3(2), 342–351.
- Blondel, J. (2013). *Comparative government: An introduction* (2nd ed.). New York, NY: Routledge.
- Christanti, N. S., & Witjaksono, A. D. (2019). Pengaruh total quality management terhadap kinerja karyawan melalui kepemimpinan sebagai variabel intervening pada Pabrik Gula Candi Baru Sidoarjo. *Jurnal Manajemen Aset Infrastruktur & Fasilitas*, 3(2).
- Deming, W. E. (1986). *Out of the crisis*. Cambridge, MA: Massachusetts Institute of Technology, Center for Advanced Engineering Study.
- Evans, J. R., & Lindsay, W. M. (2017). *Managing for quality and performance excellence* (10th ed.). Boston, MA: Cengage Learning.
- Farhan, M., Azma, A., & Markarma, A. (2025). Kepemimpinan transformatif kepala

- sekolah dalam menciptakan manajemen mutu pendidikan di SMK Negeri 3 Luwuk. *Jurnal Integrasi Manajemen Pendidikan*, 4(2), 1–10.
- Habibah, A. H., & Fathurrahman, M. (2025). Analisis penerapan model pembelajaran pada modul ajar Pendidikan Pancasila SDN 1 Purwosari Kabupaten Blora. *Journal of Classroom Action Research*, 7(1), 215–222.
- Hadiansyah, Y., & Muhtar, T. (2023). Peran pedagogik futuristik dalam mendukung kurikulum baru. *Naturalistic: Jurnal Kajian dan Penelitian Pendidikan dan Pembelajaran*. <https://doi.org/10.35568/naturalistic.v7i2.3365>
- Handoyo, A. D., & Zulkarnaen. (2019). Faktor-faktor penyebab pendidikan tidak merata di Indonesia. *Prosiding Seminar Nasional*.
- Hartinah, S., Sarwani, S., & Sunarsi, D. (2022). *Kepemimpinan publik dan visioner*. Sumatera Barat, Indonesia: CV Aska Pustaka.
- Hasan, M., & Anita, A. (2024). Penerapan manajemen mutu terpadu terhadap efisiensi administrasi sekolah dalam meningkatkan akreditasi unggul di MTs Al Hidayah Marga Agung Lampung Selatan. *Islamic Management: Jurnal Manajemen Pendidikan Islam*, 7(1), 217–232.
- Khalim, A., & Tamam, A. M. (2023). Islamisasi total quality management (TQM) dan manajemen berbasis sekolah (MBS). *Diversity: Jurnal Ilmiah Pascasarjana*, 3(3), 222–237.
- Kusnandi, K. (2019). Mengartikulasikan perencanaan pendidikan di era digital. *Jurnal Wahana Pendidikan*. <https://doi.org/10.25157/wa.v6i1.2023>
- Mahlan, H., Tambunan, A. A., Dahyanti, D., & Azainil, A. (2025). Peran kepemimpinan dalam perspektif manajemen mutu terpadu (MMT): Strategi inovatif untuk meningkatkan mutu pendidikan. *Scholaria: Jurnal Pendidikan dan Kebudayaan*, 15(2), 208–216.
- Mahmudah, M., Jasiah, J., & Dakir, D. (2025). Manajemen mutu terpadu dalam perspektif Al-Qur'an dan total quality management. *Jurnal Manajemen Pendidikan*, 10(2), 528–536.
- Miles, M. B., Huberman, A. M., & Saldaña, J. (2018). *Qualitative data analysis: A methods sourcebook* (3rd ed.). Thousand Oaks, CA: SAGE Publications.
- Miles, M. B., Huberman, A. M., & Saldaña, J. (2018). *Qualitative data analysis: A methods sourcebook* (3rd ed.). Thousand Oaks, CA: SAGE Publications.
- Nasution, I., Nurhasanah, S., Azizi, A. R., Amalia, C., Siregar, H. P., & Fajar, I. M. (2023). Evaluasi program pendidikan dalam meningkatkan mutu pembelajaran di SD Swasta PAB Sampali Medan. *Mahaguru: Jurnal Pendidikan Guru Sekolah Dasar*, 4(1), 58–67.
- Nusantara, F. A. (2025). Pengaruh kepemimpinan kepala sekolah, kompetensi guru, dan komitmen organisasi terhadap implementasi manajemen terpadu di SDIT Yasir Cipondoh Kota Tangerang. *AKADEMIK: Jurnal Mahasiswa Ekonomi & Bisnis*, 5(2), 821–834.
- Paizaluddin, P., Herawati, E., Irama, D., Abidin, Z., & Pebrikarlepi, E. (2025). Penerapan manajemen mutu terpadu dalam penguatan kinerja, kepemimpinan, dan budaya mutu Madrasah Aliyah Swasta. *Jurnal Kepemimpinan dan Pengurusan Sekolah*, 10(3),

1377–1389.

- Rifly, A. F. (2023). Pengaruh lingkungan belajar di sekolah dasar. [Nama jurnal belum dicantumkan], 4(2), 318–324.
- Saadah, M., Prasetyo, Y. C., & Rahmayati, G. T. (2022). Strategi dalam menjaga keabsahan data pada penelitian kualitatif. *Al-'Adad: Jurnal Tadris Matematika*, 1(2), 54–64.
- Sa'adah, S., Waluyo, B., & Sayuti, A. (2025). Kepemimpinan pendidikan Islam: Konsep, gaya, dan implikasinya. *Unisan Jurnal*, 4(2), 1–9.
- Salim, M. R., Lastori, S. H., & Sarapung, R. R. (2022). Pengaruh lingkungan sekolah terhadap prestasi belajar siswa kelas IV SD Inpres Daeo Kecamatan Morotai Selatan. *Jurnal Pasifik Pendidikan*, 1(1), 9–18. <https://doi.org/10.51135/jukip.v1i1.4>
- Sallis, E. (2015). *Total quality management in education: Model, teknik, dan implementasinya*. Yogyakarta, Indonesia: IRCiSoD.
- Saputri, S. R. A., & Safitri, A. (2017). Perkembangan anak usia sekolah di sekolah dasar negeri dan sekolah dasar Islam terpadu. *Jurnal Ilmiah Ilmu Keperawatan Indonesia*, 7(2), 255–264.
- Saputro, C. A. N., & Setiyatna, H. (2026). Implementasi peningkatan mutu pendidikan melalui pendekatan total quality management di sekolah dasar. *Mudir: Jurnal Manajemen Pendidikan*, 8(1), 452–459.
- Subiyantoro, Afifah, S., Simanjuntak, W. N., Tambak, H. N., Ramadhan, A. H., & Labiba, Z. (2021). *Implementasi manajemen mutu terpadu lembaga pendidikan Islam* (1st ed.). Yogyakarta, Indonesia: Fakultas Ilmu Tarbiyah dan Keguruan UIN Sunan Kalijaga.
- Suhendri, M. (2024). Implementasi total quality management dalam dunia pendidikan. *Innovative: Journal of Social Science Research*, 4(4), 3541–3552.
- Sukarna. (2011). *Dasar-dasar manajemen*. Bandung, Indonesia: CV Mandar Maju.
- Sulisniati, S., & Hasibuan, Z. E. (2025). Dasar kepemimpinan pendidikan dalam Al-Qur'an dan hadist. *AMI: Jurnal Pendidikan dan Riset*, 3(1), 9–13.
- Suma, K., & Ardana, I. M. (2025). Peran kepemimpinan kepala sekolah dalam meningkatkan mutu pendidikan di sekolah dasar. *Pendasi: Jurnal Pendidikan Dasar Indonesia*, 9(1), 126–134.
- Susanto, T. T. D., Julia, A. N., & Salsabila, J. F. (2024). Literature review: Tantangan dan implementasi total quality management (TQM) dalam institusi pendidikan. *Didaktika: Jurnal Kependidikan*, 13(1), 1405–1418.
- Syamsuriyanti, & Sukirno. (2018). Faktor determinan profesionalisme guru. *Jurnal Kependidikan*, 2(1), 56–67.
- Ula, W. F., Khusnia, R., Qommaruddin, M., & Yuana, O. A. (2025). Peran kepala sekolah dalam menerapkan manajemen mutu terpadu (TQM) pada lembaga pendidikan Islam. *Jurnal Manajemen Pendidikan*, 10(4), 3225–3231.
- Yuniawati, A., et al. (2023). Analysis of the effect of total quality management on work motivation and employee performance: A literature review. *Management Studies and Entrepreneurship Journal*, 4(3), 3192–3197.
- Zaelani, I. (2025). The role and implementation of zakat in the development of the real sector. *International Journal of Science Education and Technology Management*

(IJSETM), 4(1), 15–22.

Zaturrahmi. (2019). Lingkungan belajar sebagai pengelolaan kelas. *E-Tech: Jurnal Ilmiah Teknologi Pendidikan*, 7(4), 1–7. <https://doi.org/10.24036/et.v7i2.107071>.

Zohriah, A., Adnan, A., Firdaos, R., & Badri, M. S. M. N. (2024). Implementasi total quality management (TQM) dalam lembaga pendidikan Islam. *Transformasi Manageria: Journal of Islamic Education Management*, 4(1), 204–210.