TOTAL QUALITY MANAGEMENT IN PROMOTING SUPERIOR MADRASAH IN STATE MADRASAH ALIYAH 2 PAYAKUMBUH

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Abstract: Total quality management is oriented towards the interests and needs of users. Therefore it is a strategic choice in managing and providing the best service to every user. This article seeks to explore how the school principal's policy in using total quality management for the realization of superior madrasas at Madrasah Aliyah Negeri 2 Payakumbuh. MAN 2 Payakumbuh which has obtained accreditation A has shown its contribution to learning through strategic policies and flagship programs. This research utilizes qualitative methods. Using observation, interviews and documentation in data collection. As well as conducting analysis with data reduction techniques, data display, and data verification. This article finds that the principal's policy, especially in the flagship program, has shown good results and responses from users. The school principal realizes total quality management in terms of school policies, especially in academic and non-academic programs. In addition, MAN 2 Payakumbuh has been awarded as a child-friendly school and favorite Islamic school in terms of quality of education by President Joko Widodo. These results can be expressed as the implementation of total quality that works in realizing superior madrasas.

Keyword: *Total Quality Management, Superior Madrasah, MAN 2 Payakumbuh*

Abstrak: Manajemen mutu terpadu berorientasi pada kepentingan dan kebutuhan pengguna. Oleh karena itu ia menjadi pilihan strategis dalam mengelola dan memberi pelayanan terbaik terhadap setiap pengguna. Artikel ini berupaya mendalam bagaimana kebijakan kepala sekolah dalam menggunakan manajemen mutu terpadu terhadap perwujudan madrasah unggulan di Madrasah Aliyah Negeri 2 Payakumbuh. MAN 2 Payakumbuh yang telah memperoleh akreditasi A telah memperlihatkan kontribusinya terhadap pembelajaran melalui kebijakan strategis dan program unggulan. Penelitian ini memanfaatkan metode kualitatif. Menggunakan observasi, wawancara dan dokumentasi dalam pengumpulan data. Serta melakukan analisis dengan teknik reduksi data, display data, dan verifikasi data. Artikel ini menemukan bahwa kebijakan kepala sekolah terkhusus dalam program unggulan telah memperlihatkan hasil dan respon yang baik dari pengguna. Kepala sekolah mewujudkan manajemen mutu terpadu dalam hal kebijakan sekolah terkhusus pada program akademik dan non akademik. Selain itu MAN 2 Payakumbuh telah memperoleh penghargaan sebagai sekolah ramah anak dan sekolah Islam favorit dalam hal mutu pendidikan oleh Presiden Joko Widodo. Hasil tersebut dapat dinyatakan sebagai pelaksanaan mutu terpadu yang bekerja dalam mewujudkan madrasah unggulan

Kata kunci: *Manajemen Mutu Terpadu, Madrasah Unggulan, MAN 2 Payakumbuh*

PENDAHULUAN

Improving the quality of education regarding professional teachers, curriculum and teaching methods, educational infrastructure, monitoring and evaluation, parental and community participation, and providing more equitable access for all citizens is the government's agenda.[1] One of the ways to improve the quality of an Islamic educational institution is to focus on the quality of education. The quality of Islamic education refers to the process and results of education. Components of the teaching and learning process, both for curricular and extracurricular activities. While the quality of education refers to school achievements with achievements, in the form of academic and non-academic skills, as well as intangible achievements, such as an atmosphere of discipline, familiarity, and so on.[2]

Thus it seems important to manage quality educational institutions within the Islamic education environment or under the Ministry of Religion. It is difficult to deny, various perceptions of urban or rural communities underestimate Islamic education institutions, both from Madrasah Ibtidaiyah, Madrasah Tsanawiyah, and Madrasah Aliyah. Negative stigma is generally shown with the view that Islamic educational institutions are unable to compete with general education.[3]

However, this is also easy to dispute after public education seems to have failed in moral education, and various criminal acts have occurred which are difficult to avoid. It is even worse if public education is often found to be a vessel for the spread of radicalism from a young age.[4] Therefore Islamic educational institutions have hopes to compete in terms of academic quality, as well as non-academic. It thus becomes a demand to provide answers to questions that are outdated by the general public. Therefore, quality management for an educational institution is a necessity.

Improving the quality of education requires improvement and transfer of authority in making decisions from the government to every educational institution. This will open up a variety of creativity and maximum school management which will have an impact on institutions, teachers, students, and parents who have the potential to control the learning process provided. Thus the responsibility for the quality of an educational institution is not only borne by the principal, but all related elements can contribute to overseeing the quality of education provided.[5]

Total Quality Management (TQM) can be used as a theoretical framework to improve the quality of educational institutions, especially Islamic education. This is important to consider because the TQM concept is in an effort to produce education that is in accordance with the vision and mission of national education goals. Educational institutions as institutions that create human resources can be said to be successful if they apply the TQM concept with the main goal of customer satisfaction. The main mover is the principal with all other personnel in the educational institution.[6]

Educational institutions can pay attention to the eight parts of TQM, namely ethics, integrity, trust, leadership, teamwork, training, appreciation, and communication. The role of

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[1] Abdul Rachman Saleh, *Madrasah Dan Pendidikan Anak Bangsa: Visi, Misi, Aksi* (Jakarta: Raja Grafindo Persada Prakarsa, 2004), 12.

[2] Sutrisno, *Pendidikan Islam Yang Menghidupkan* (Yogyakarta: Kota Kembang, 2008), 52.

[3] Aisyah Tidjani, "Manajemen Lembaga Pendidikan Islam Menghadapi Tantangan Globalisasi," *Reflektika* 12, no. 1 (2017): 96–133.

[4] Ramli Rasyid, "Tantangan Lembaga Pendidikan Islam Sebagai Benteng Pertahanan Moral Bangsa," *Lentera Pendidikan: Jurnal Ilmu Tarbiyah Dan Keguruan* 17, no. 2 (2014): 243–55.

[5] Prim Masrokan Mutohar, *Manajemen Mutu Sekolah: Strategi Peningkatan Mutu Dan Daya Saing Lembaga Pendidikan Islam* (Yogyakarta: Ar-Ruzz Media, 2014).

[6] Nurul Mukarromah, Istikomah Istikomah, and Eni Fariyatul Fahyuni, "Urgency of Quality Concepts and Total Quality Management (TQM) in Islamic Education Institutions," in *Conference of Management of Islamic Education Leadership in The Era of Revolution 4.0*, vol. 6, 2020, https://icecrs.umsida.ac.id/index.php/icecrs/article/view/381.

the institutional leader is highly defined because he is able to develop, train, and apply the eight parts of TQM to the implementation of school programs. Implementing TQM without ethics, integrity and trust is pointless. With the correct implementation of TQM, it is hoped that good quality work will be obtained, creating a comfortable atmosphere at school, sharing useful knowledge, and getting awards according to their performance.[7]

The results of other studies show that madrasas can implement TQM in stages. All school components that contribute to the implementation of TQM and have their respective functions and roles. Solutions to existing problems by setting priorities, namely customer focus, commitment, total involvement and so on. The strategies offered to improve TQM implementation based on priority are empowering human resources, developing strong coordination, compiling curriculum, and giving trust to teachers.[8]

Superior Madrasahs can certainly not only be seen from one aspect, but must pay attention to various kinds of indicators that can support the implementation of various education. Madrasas as Islamic educational institutions can at least apply several important parts of TQM such as ethics, integrity, trust, and leadership that have been embedded in an Islamic educational institution. Leading Madrasah seeks to change the image of an institution for the better with its quality. The quality of the madrasah, in its management and output, has the added value expected by the community. Basically, the superior madrasas are motivated by the low quality of Islamic education, especially the problem of output and quality of madrasah management.[9]

The flagship madrasa within the Ministry of Religion is a madrasa with a superior program to have Islamic educational institutions that excel at the national and world levels in mastering science and technology and upholding good morals. While superior Islamic schools are developing schools to achieve excellence in terms of output. Thus to obtain it all components of the school must be supported to achieve these goals.[10]

Total Quality Management Based on User Needs

Total Quality Management (TQM) is a systematic approach to managing the quality of products or services within an organization. It covers all aspects of business, including processes, human resources, technology, education and the environment. The aim is to ensure that the products or services received by customers meet or exceed their expectations and meet or exceed applicable industry standards. TQM can be understood as a philosophy of continuous improvement so that organizational goals can be achieved by involving all components within the organization.[11]

MMT is a procedure where everyone strives to continuously improve the path to success. MMT is not a set of rigid rules and regulations, but is a process and procedure for improving performance. MMT also harmonizes the efforts of the people as best they can so that these people face their duties with enthusiasm and participate in the improvement of work performance. In another sense, it is stated that integrated quality management is functional management with an approach that is continuously focused on improving quality, so that the

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[7] Faujia Umasugi and Bakar Djibat, "Qualified School Through Total Quality Management Implementation," in *1st Borobudur International Symposium on Humanities, Economics and Social Sciences (BIS-HESS 2019)* (Atlantis Press, 2020), 842.

[8] Efrita Norman, "The Implementation of Total Quality Management at MAN 2 Bogor," *Jurnal Manajemen* 10, no. 1 (2019): 93–110, http://ejournal.uika-bogor.ac.id/index.php/manajemen/article/view/1564%3B.

[9] M Nur Hasan, "Upaya Menjadikan Madrasah Sebagai Lembaga Pendidikan Unggul," *Wahana Akademika* 2, no. 2 (2015), https://journal.walisongo.ac.id/index.php/wahana/article/view/380/pdf.

[10] Mujtahid, "Pengembangan Madrasah Dan Sekolah Islam Unggulan," *El-Hikmah* 6, no. 1 (2011): 55, https://ejournal.uin-malang.ac.id/index.php/elhikmah/article/view/2253/pdf.

[11] Edward Sallis, *Total Quality Management in Education*, III (USA: Taylor & Francis, 2002), 25.

product conforms to the quality standards of the people served in the implementation of public service tasks and community development.[12]

MMT in the field of education has several objectives, namely: a) to be a determinant for an institution in producing quality products or graduates; b) creating educational institutions that have a quality culture; c) provide awareness for teachers and/or employees in order to improve their performance to produce quality alumni; d) Have an advantage.[13]

MMT is built on ethics, integrity and trust. This foundation requires openness, fairness, sincerity to participate in the process of implementing MMT. All three are run concurrently, although they contribute differently and complement one another:[14]

1. *Ethics* is a form of discipline in doing things that are considered good by the company and avoiding actions that are considered bad.
2. *Integrity* This includes honesty, morality, values, fairness, and sincerity.
3. *Trust* is the trust between employees and parties related to the company will facilitate the process of decision making and implementation.

Thus it is important to know the important conditions for obtaining results from the implementation of MMT, namely: commitment, culture, continuous improvement, focus on customers, and control.[15] Commitment is Quality improvement (in all aspects) must be the work of all members of the organization. A clear commitment on the part of management must be provided, removing barriers to continuous quality improvement and necessary steps to create an environment conducive to attitude change. Training and support in this regard should be expanded.

Culture is a successful step of MMT implantation. Therefore, before changes are implemented in organizational culture and attitudes, appropriate training and awareness is required. Continuous improvement is meant, improvement needs to be understood not only as a one-time affair. Rather, it is a continuous process in nature. This is basically the needs of the customer, as well as the service provider.

Customer focus is a customer oriented approach ensuring the intention of the organization is to achieve flawless perfection and provide comprehensive satisfaction to the end user. Users can come from internal or external companies. Control, namely the exercise of process control through routine monitoring and inspection to ensure that there are no deviations from the intended implementation. This is in accordance with the MMT indicators as follows: (1) Customer needs as a reference for quality planning; (2) Involve all personnel; (3) Involve all suppliers; (4) There is teamwork; (5) There is gradual and continuous improvement.[16]

Total Quality Management may not be able to be realized if there is no resource support in realizing the intended quality. Therefore, we also need quality sources to support the maximum implementation of MMT. Quality sources in question, namely: the commitment of the Principal, human resources, and the involvement of all elements.[17]

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[12] Tatang Ibrahim and A Rusdiana, *Manajemen Mutu Terpadu* (Bandung: Yrama Widya, 2021), 20.

[13] Abd Muhith, *Dasar-Dasar Manajemen Mutu Terpadu Dalam Pendidikan* (Yogyakarta: Samudra Biru, 2017), 124.

[14] A A Musyaffa, *Total Quality Manajemen Dalam Meningkatkan Mutu Madrasah* (Serang: Penerbit A-Empat, 2019), 29.

[15] Sunil Luthra et al., *Total Quality Management (TQM): Principles, Methods, and Applications* (Boca Raton: CRC press, 2020), 20.

[16] Jens J. Dahlgaard, Kai Kristensen, and Gopal K. Kanji, *Fundamentals of Total Quality Management* (London dan New York: Taylor & Francis, 2007).

[17] Fory Armin Naway, *Manajemen Mutu Terpadu Dalam Pendidikan* (Yogyakarta: Zahir Publishing, 2018), 71.

MMT involves every element in quality control as an effort to achieve user expectations generated by the organization. MMT demands its application in all organizational elements, vertically or horizontally. The special characteristics of MMT include:[18]

1. Active participation of all parties.
2. Quality oriented
3. Management dynamics, top down and bottom up
4. Instill a good 'team work' culture
5. Instill a culture of problem solving through the concept of the PDCA (Plan-Do-Check-Action) approach properly
6. Continuous improvement..

Total Quality Management is the development in managing the quality of an organization or institution. Some of these advantages are useful in solving various problems found in institutional management. However, these advantages can be considered by an institution in realizing quality goals. An understanding of change can be seen through the MMT perspective. The theoretical solutions offered by MMT are expected to be able to answer various questions that arise from the perspective of the needs of quality educational institutions.[19]

Although there are advantages that attract some institutions and organizations to implement MMT in quality management, it is inevitable that there will also be some drawbacks in the application of MMT, both for an educational institution as well as for government organizations and companies. These deficiencies include human resources, attitudes towards quality, institutional culture, relationships between elements, equipment, methods, training, and even information.[20]

Many MMT obstacles involve an element of fear and uncertainty. Fear of the unknown, of doing things differently, trusting others, and making mistakes, are powerful defense and resistance mechanisms. So that employees cannot give their best unless they feel that they are trusted and their views are heard.[21]

In particular, the advantages and disadvantages of TQM can be seen in the following table.

Table 1. Strengths and Weaknesses of TQM [22]

No	Strengths	Weaknesses
1	Process-oriented approach designed to increase productivity, reduce costs and improve quality.	A philosophy developed for business may not be appropriate for a service organization such as an educational institution.
2	TQM improves educational organizations in many ways, such as improving the educational process, creating a motivating educational environment, improving educational curricula, increasing the speed of training services and reducing costs.	Lack of high management commitment.

[18] Bunyamin, *Total Quality Management: Konsep Dan Implementasi Dalam Pendidikan Yang Diperkaya Dengan Perspektif Islam* (Depok: Rajawali Press, 2019), 52.

[19] Buyung Syukron, "Implementasi Manajemen Mutu Terpadu: Studi Transformasi Pada Perguruan Tinggi," *Jurnal Pendidikan Ekonomi Dan Bisnis* 5, no. 1 (2017).

[20] R Z Aziz, *Total Quality Management: Tahapan Implementasi TQM Dan Gugus Kendali Mutu* (Lampung: Darmajaya (DJ) Press, 2019), 32–33.

[21] Edward Sallis, *Total Quality*, 33.

[22] Lenka Girmanová et al., "Quality Management System in Education: Application of Quality Management Models in Educational Organization-Case Study from the Slovak Republic," *Standards* 2, no. 4 (2022): 465, https://www.mdpi.com/2305-6703/2/4/31.

3	TQM is a way to achieve and sustain excellence in higher education.	A cultural change is needed.
4	TQM elements have important roles in process improvement including, "leadership", "vision", "measurement and evaluation", "process control and improvement", "program design", "quality system improvement", "employee engagement", "recognition and awards", "evaluation and training", "student focus", and "other stakeholder focus" in higher education.	Hold on to change.
5	Some MMT tools and techniques are convincingly suitable in education, eg use quality function deployment (QFD) used to incorporate customer and other stakeholder preferences in program design.	High time investment due to personal training.
6	Have the capacity to provide practical solutions and positive results in academic and administrative functions	Difficulties in implementing TQM tools for educational institutions.
7	-	Lack of team leader and staff experience in teamwork.
8	-	TQM tends to put more emphasis on non-academic activities rather than academic activities.
9	-	Problems in measuring the results of educational institutions.
10	-	Coexistence of multiple goals and objectives for educational institutions.
11	-	Emphasis on individualism and a significant degree of internal competition.

Total Quality Management is management that prioritizes quality. Integrated quality management is the process of managing an education with continuous improvement that prioritizes the quality of education and to increase competitiveness for the satisfaction of education customers. MMT is a strategy for managing education by combining all the substance of education management and involving all its members to work together to achieve higher quality schools. In MMT, school principals must have attitudes that are able to encourage, motivate, be honest, have integrity, be creative, be confident, be initiative, be flexible, have cognitive abilities, be knowledgeable in business and be charismatic.[23]

Principal Policy in Encouraging Superior Madrasahs
Excellence is interpreted as a condition that is able to exceed expectations, desires or standards set. Madrasa excellence includes aspects of input, output, and educational outcomes. Superior madrasas are madrasas that are able to bring each student to achieve his abilities in a measurable manner and are able to demonstrate his achievements. Superior madrasas are considered quality madrasas, but in practice, many people think that in the

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[23] Salma Nur Azizah Rahmawati and Achmad Supriyanto, "Pentingnya Kepemimpinan Dan Kerjasama Tim Dalam Implementasi Manajemen Mutu Terpadu," *Jurnal Dinamika Manajemen Pendidikan (JDMP)* 5, no. 1 (2020).

superior category it is implied what expectations can be given to students upon graduation. Hope is very important and is needed by every student's parents, government, society and even by the students themselves.[24]

Education is one of the factors to improve the quality of life. Pre-eminent schools are schools that are able to bring every student to achieve their abilities in a measurable way, indicated by their achievements. In the process the school strictly accepts and selects students who enter with criteria for having high academic achievement. The school principal as the captain in the school and the policy maker in implementing learning is the most important indicator in realizing a superior school. For this reason, school principals must improve human resources in catching up with developed countries. In this effort there must be cooperation between the community and the government, especially in the education sector.[25]

The policy of the principal of MAN 2 Payakumbuh school has contributed to various changes in the administration of education. Principals state their commitment to quality education and to launch or graduate superior alumni with various strategic programs. In his confession, he emphasized that the tahfiz program, worship practices, Friday sermon training, Arabic and English speeches. This program can be useful for students to spread their knowledge in the community.[26]

This policy has influenced as well as contributed to the achievement and image of the madrasa. One of the students won 1st place in tahfiz in 2020 which was organized by the Ministry of Religion Payakumbuh 2020. This has shown the fruit or result of the tahfiz program policy which benefits individual students and madrasas in general. This achievement has increased the popularity of MAN 2 Payakumbuh among the urban community in particular and the people of West Sumatra in general.

Tahfizh MAN 2 Payakumbuh supervisor Miftahul Ghani, said that the implementation of the Tahfizh comprehensive program this time was attended by 60 consisting of 16 men and 44 women. He emphasized that a team of examiners was brought in from Ash Habul Quran Payakumbuh, for the graduation ceremony for the Kompre graduates to be held simultaneously at the ranks of the Ministry of Religion of the city of Payakumbuh which is planned for February 27 2020. In this activity the Principal emphasized that he would give rewords to students who achieved memorization of 20 juz, and in fact there is a student who hafizh 30 juz. In addition, MAN 2 Payakumbuh will also provide awards in the form of Umrah to students who excel at the national level.[27]

Worship practice programs, in general it is not difficult to say that the implementation of religious practices in the community continues to receive the attention of users or the public. Madrasah aliyah students are certainly in the spotlight, at least being a consideration in implementing religious practices in people's lives. Therefore, religious practices that are known by students and practiced in their activities directly participate in campaigning for the madrasa institution where these student study or acquire knowledge.

Speeches in Arabic are certainly everyone's dream to be able to deliver da'wah, religious content, or lectures and speeches in foreign languages. Arabic is certainly an important program in Islamic educational institutions. Interestingly, the practice of this foreign language speech program is carried out in public or in front of all students. Mentally every student will certainly experience and get practice directly. Likewise, the audience will get continuous

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[24] Amir Amir, "Membangun Budaya Mutu Pada Lembaga Pendidikan Islam Menuju Madrasah Unggul," *Al-Tanzim: Jurnal Manajemen Pendidikan Islam* 3, no. 2 (2019): 1–12, https://ejournal.unuja.ac.id/index.php/al-tanzim/article/view/676.

[25] Fahrina Yustiasari Liriwati, Abdul Syahid, and Mulyadi Mulyadi, "Manajemen Sekolah Menuju Sekolah Unggulan," *Al-Afkar: Jurnal Keislaman & Peradaban* 9, no. 1 (2021): 1–11.

[26] Wawancara, Kepala Sekolah MAN 2 Payakumbuh (2023).

[27] Sasrianti, "Enam Puluh Siswa Kelas XII MAN 2 Payakumbuh Mengikuti Kompre Tahfizh," 2020, https://www.gurusiana.id/read/sasriantiss/article/enam-puluh-siswai-kelas-xii-man-2-payakumbuh-mengikuti-kompre-tahfizh-3699889.

motivation in front of their friends. This shows that the student achievement of MAN 2 Payakumbuh has received attention from the school principal.

MAN 2 Payakumbuh has been named a Sekolah Ramah Anak (SRA) and Favorite Islamic School in Quality and Best Quality of Education by President Jokowi as well as the Indonesian Prestige Award from Anugerah Karya Pendidikan Indonesia (AKPI) which was handed over directly to the Minister of UMKM of the Republic of Indonesia. Indirectly and without us realizing it, it turns out that the achievements of the management of religious education at MAN 2 Payakumbuh are always monitored nationally through social media and the internet. The principal acknowledged that this achievement was the fruit of the collaboration of all parties. Starting in 2018 MAN 2 Payakumbuh again won the Indonesian Prestige Award from the Indonesian Education Work Award. Achievements that must be of concern and consideration in the future by every leader of MAN 2 Payakumbuh.[28]

Figure 1. Some achievements of MAN 2 Payakumbuh

The principal realizes that in realizing a superior madrasa it cannot be done or realized only by individual work or the work of one party, namely educational institutions. However, every party related to the institution is involved and contributes to the implementation of education or creating superior madrasas. He acknowledged that the principal's commitment to madrasah excellence was believed to be due to various things, such as; employee discipline, committee support, community and parents.[29]

Therefore, to ensure public trust and information transparency, MAN 2 Payakumbuh has created a website that can be used for several purposes. Designing and creating a website application using PHP and My SQL helps in conveying information to the wider community and madrasa residents so that there are no delays in delivering information. With this Payakumbuh MAN 2 website application, Payakumbuh MAN 2, especially HUMAS, can convey information about Payakumbuh MAN 2 and introduce themselves to the wider community easily, quickly and accurately.[30]

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[28] Asra Faber, "MAN 2 Payakumbuh Raih Penghargaan," *Pasbana.Com*, 2018, https://www.pasbana.com/2018/01/man-2-payakumbuh-raih-penghargaan.html.

[29] Wawancara, Kepala Sekolah MAN 2 Payakumbuh.

[30] Fery Wongso and Goesderi Lidar, "Perancangan Web Madrasah Aliyah Negeri (MAN) 2 Payakumbuh," *Jurnal Ilmu Komputer Dan Bisnis* 10, no. 1 (2019).

Even the principal of the school seeks to provide consulting services for every student who will continue their studies at tertiary institutions. This is the biggest mistake that often occurs by class XII students, namely choosing the wrong major at the tertiary level. This mistake makes them not enthusiastic about going through the lecture process which is their obligation. One of the factors that trigger mistakes in choosing majors is because they are less or insensitive to adjusting the right majors to the abilities they have. So this is where the strategic role of the school principal provides Comprehensive Counseling Guidance to assist students in recognizing majors in higher education that are in accordance with the interests and abilities of students.[31]

Comprehensive guidance and counseling is a pattern used in currently developing guidance and counseling. Comprehensive guidance and counseling includes basic services, specialization services and individual planning, responsive services, and system support. Guidance and counseling services are an integral part of the National education system which refers to the achievement of National education goals, and is in line with the objectives of guidance and counseling as a science. Guidance and counseling services are needed, in the life of students who are increasingly competitive and at the same time open opportunities for students to achieve their dream goals.

MAN 2 Payakumbuh policy has encouraged the characteristics of an important organizational culture in improving employee performance. MAN 2 Payakumbuh has carried out programs related to the characteristics of organizational culture consisting of individual initiative, tolerance for risky actions, direction, integration, management support, control, identity, reward systems, tolerance for conflict, and communication patterns. Of the ten characteristics of the organizational culture carried out by MAN 2 Payakumbuh this has an impact on employee performance, the culture that greatly impacts employee performance here is a very high communication pattern, with coordination meeting activities, one day closer to the school principal and family culture, they assume that the members in the school are family.

The key to building a superior madrasa must meet several criteria, namely the availability of professional education staff, complete facilities and infrastructure, a professional management system that is modern, transparent and democratic, and the existence of a curriculum that is in accordance with the needs of society and the challenges of the modern world. In addition, madrasas also need to pay attention to continuously improving quality, developing innovation and creativity, and building networks of cooperation (networking), so that input and output are good. In other words, developing superior madrasas requires effective and functional support, such as superior human resources, facilities (representative study rooms, libraries and laboratories), supporting facilities (boarding/ma'had, mosques or prayer rooms). . Leading Madrasahs must be designed in accordance with the vision and mission and institutional goals, analysis of the needs of the academic and institutional systems, and understand the geographic and cultural context. Meanwhile, its development requires togetherness and collective mindset, continuous innovation, and utilizing information technology, building open and principled leadership, improving the quality of madrasa governance, improving the quality of the new student recruitment system, increasing the quantity and quality of extracurricular activities, and increasing the quality of extracurricular activities. coaching and development of the teaching profession.[32]

According to the deputy head of curriculum, the program for graduates to be admitted to tertiary institutions is carried out by collaborating with the Ministry of Religion, Training, and Islamic Universities. Meanwhile, there have been many alumni of MAN 2 Payakumbuh City who have graduated from foreign universities equipped with Arabic and English skills. As well as being given motivation, and paving the way for foreign universities.[33]

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[31] Wawancara, Wakil Kepala Kurikulum (2023).

[32] Agustini Buchari, "Merancang Pengembangan Madrasah Unggul," *Journal of Islamic Education Policy* 1, no. 2 (2016).

[33] Wawancara, Wakil Kepala Kurikulum.

The leadership of MAN 2 Payakumbuh seems to open up and provide flexibility for all students to study at tertiary institutions. Cooperation built both domestically and abroad is a strategic step in determining the increase in the number of graduates to study at various tertiary institutions. Academically, this activity is very helpful for each student in determining the choice of college to go to and their interests can be channeled into a higher education institution.

This further emphasizes that the existence of madrasas has become an institution that can be taken into account by every community in using educational services. Therefore, the goal of establishing a madrasa can begin to materialize. Among the backgrounds of the presence of madrasas, namely: first, there is a view that says that the traditional Islamic education system is felt to be incapable of meeting the pragmatic needs of society. Second, there was concern over the fast development of Dutch schools which would lead to secular thinking in society.[34]

To balance the development of secularism, the Muslim community is trying to carry out reforms through efforts to develop education and empower madrasas. In historical reality, madrasah grew and developed from, by and for the Islamic community itself, so that in fact it had already implemented the concept of community-based education much earlier. Communities, both individually and as an organization, build madrasas to meet their educational needs. It is not surprising that the madrasas built by them can be made as they are or use the place as it is. They are driven by religious enthusiasm or da'wah, and the results do not disappoint.

Conclusion

Conceptually Total Quality Management has given a new color to quality studies. In fact, it enriches the quality of each output or the management of each institution. Therefore, it is oriented towards the needs and interests of the users. This article concludes that the policy of the Payakumbuh MAN 2 school principl has encouraged the implementation of integrated quality management on a regular basis. Principals have a high commitment to maintenance and quality assurance in schools. This is actualized in every education and learning program as well as transparent institutional management. Various student achievements in academic and non-academic fields have become clear evidence that the principal's policy towards quality management at MAN 2 Payakumbuh has produced results. Therefore, the principal's policy is a strategic step in encouraging superior madrasahs with superior programs

Daftar Pustaka

Abdul Rachman Saleh. *Madrasah Dan Pendidikan Anak Bangsa: Visi, Misi, Aksi.* Jakarta: Raja Grafindo Persada Prakarsa, 2004.

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[34] Hasan Baharun and Zamroni, *Manajemen Mutu Pendidikan: Iktiar Dalam Meningkatkan Mutu Pendidikan Madrasah Melalui Pendekatan Balanced Scorecard* (Tulungagung: Akademia Pustaka, 2017).

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