

Application of Total Quality Management (TQM) in the Administration of the El-Barqī Arabic Language Study Institution

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Abstrak: Lembaga Kajian Bahasa Arab El-Barqī dalam pelaksanaan programnya menggunakan konsep Total Quality Management (TQM) menurut teori Arthur R. Tenner dengan tiga prinsip utama dalam TQM. Ketiga hal tersebut ialah; pertama, fokus kepada pelanggan, El-Barqī memberikan fasilitas lengkap kepada pendidik untuk membantu mendukung suksesnya proses belajar. Salah satunya yaitu dengan mendatangkan penutur asli bahasa Arab untuk menunjang praktek berkomunikasi bahasa Arab langsung dengan penutur aslinya. El-Barqī juga senantiasa melakukan pendekatan dengan wali santri/santriwati melalui kajian Islami dengan wali santri. Dampak yang jelas terlihat akibat memfokuskan kepuasan pada pelanggan maka penerimaan santri/santriwati pada tiap tahunnya senantiasa terus meningkat dan banyaknya institusi negeri maupun swasta yang merajut kerjasama dengan El-Barqī; kedua, perbaikan proses, dengan pengembangan program-programnya merupakan salah satu perbaikan proses yang dilakukan El-Barqī. Seperti penambahan program kajian bahasa yaitu non camp dengan camp, diadakannya Program Bimbingan Study Timur Tengah; dan ketiga, keikutsertaan total, El-Barqī mencetak alumni yang mumpuni dibidang bahasa Arab, dengan banyaknya prestasi yang telah diraih oleh para alumninya. Maka hal ini tentunya tidak luput dari kerjasama tim El-Barqī yang sangat bagus dalam menjalankan program yang telah diadakan. Maka dari itu penerapan TQM sangat berpengaruh terhadap peningkatan mutu pendidikan.

Kata Kunci: Mutu Pendidikan, Lembaga Kajian Bahasa Arab El-Barqī, Total Quality Management

Abstract: The El-Barqī Arabic Language Study Institution implements the concept of Total Quality Management (TQM) in its programme, following Arthur R. Tenner's theory. TQM is guided by three core concepts. The ideas encompassed are as follows: firstly, a strong emphasis on customer focus, where El-Barqī offers extensive resources to educators in order to facilitate and enhance the effectiveness of the learning process. One of these amenities involves the provision of native Arabic speakers to facilitate direct Arabic language communication practice with native speakers. El-Barqī constantly engages with the parents of pupils through Islamic studies. The tangible effect of prioritising customer satisfaction is apparent in the growing annual intake of students and the extensive partnerships established with both public and private institutions by El-Barqī. Additionally, El-Barqī has implemented process improvement measures, including the enhancement of its programmes. This encompasses the implementation of language study programmes, both non-residential and residential, as well as the establishment of the Middle East Study Guidance Programme. Additionally, El-Barqī ensures full engagement, resulting in the production of highly skilled Arabic language graduates who have achieved numerous notable accomplishments. The outstanding collaboration inside El-Barqī has undeniably led to the successful implementation of its programmes. Hence, the adoption of Total Quality Management (TQM) has a substantial influence on enhancing the standard of education.

Keywords: Educational Quality, El-Barqī Arabic Language Study Institution, Total Quality Management

INTRODUCTION

The progress of society, together with the increase of scientific and technological knowledge, necessitates an enhancement in the quality of education across multiple domains. This enhancement is not restricted to a solitary facet but embraces diverse facets pertaining to the educational procedure, including inputs, methods, and outcomes. The improvement is predicated on effective administration. Efficient implementation of management in an educational institution will certainly lead to the production of high-quality performance and outcomes.¹ An institution with rigorous quality control is a crucial aspect in facilitating student' acquisition of Arabic language skills and enhancing their ability to converse proficiently in Arabic. Supervision, testing, and assessments of students' language learning results are necessary for this.² Management is the capacity to efficiently coordinate and execute operations.³ The core principles of quality management as derived from original Islamic sources. There are several pieces of evidence, derived from the Quran and Sunnah, that are consistently and directly linked to quality management. According to the narration by 'Aishah RA, Allah has a special affection for individuals who diligently and skillfully carry out their tasks.⁴ Integrated Quality Management, also known as Total Quality Management, is a comprehensive approach to managing the total quality of education that may be implemented in any educational institution. Total Quality Management (TQM) is a systematic approach focused on the ongoing enhancement of education quality, aiming to deliver optimal service and elevate customer satisfaction.⁵

The implementation of quality management is a result of ongoing endeavours stemming from the establishment of metrics and the organization's commitment to implementing principles for enhancing quality.⁶ Total Quality Management (TQM) is a management technique that engages company personnel in the ongoing enhancement of products, services, the environmental impact of the firm's products, and overall company management using novel scientific approaches.⁷ Total Quality Management examines significant variables pertaining to the possibilities and challenges encountered.⁸ According to Lailatul Maghfiroh this approach regards the client as the highest authority.⁹ Total

¹ Feiby Ismail, "Implementasi Total Quality Management (TQM) Di Lembaga Pendidikan.," *Jurnal Ilmiah Iqra* 10 (2) (2016), <http://dx.doi.org/10.30984/jii.v10i2.591>.

² Durrurul Masruroh, "Service Quality Control Dalam Pengembangan Pembelajaran Bahasa Arab di Excellent Language.," *Aafiyah: Jurnal Multidisiplin Ilmu* 1 (2) (2023): 12–22.

³ Nur Efendi, "Manajemen Mutu Terpadu Dalam Perspektif Al-Qur'an dan Al-Hadits.," *Al-Ifkar: Jurnal Pengembangan Ilmu Keislaman* 18(02) (2022): 103–27.

⁴ Amal Hayati Ishak and Muhamad Rahimi Osman, "A Systematic Literature Review on Islamic Values Applied in Quality Management Context.," *Journal of Business Ethics* 138, no. 1 (September 2016): 103–12, <https://doi.org/10.1007/s10551-015-2619-z>.

⁵ Ulfatur Rahmah, "Implementasi Total Quality Management (TQM) di SD Al-Hikmah Surabaya.," *Manageria: Jurnal Manajemen Pendidikan Islam* 3(1), (2018): 111–31.

⁶ Muchamad Arif Kurniawan, Willa Putri, and Krisna Ardawinata, "Kebijakan Kepala Sekolah dalam Meningkatkan Mutu Pendidikan MAN 1 Yogyakarta.," *Journal for Islamic Studies* 6, no. 3 (2023).

⁷ Feliana Sulijaya and Nurainun Bangun, "Pengaruh Total Quality Management, Motivasi Dan Komitmen Organisasi Terhadap Kinerja Manajerial Pada PT Sekar Bumi, TBK.," *Jurnal Akuntansi* 19, no. 3 (March 3, 2017): 433, <https://doi.org/10.24912/ja.v19i3.90>.

⁸ Feri Rustandi, Nova Ismawati, and Gozali, "Peluang dan Tantangan Pengelolaan Sekolah Islam Terpadu: Perspektif Total Quality Management.," *JEMSI (Jurnal Ekonomi, Manajemen, dan Akuntansi)* 9, no. 5 (October 1, 2023): 2219–27, <https://doi.org/10.35870/jemsi.v9i5.1587>.

⁹ Lailatul Maghfiroh, "Strategi Peningkatan Mutu Pendidikan Madrasah melalui Total Quality Management (TQM) di Madrasah Ibtidaiyah Wahid Hasyim Yogyakarta.," *TA'LIM: Jurnal Studi Pendidikan Islam* 1, no. 1 (January 31, 2018): 19–39, <https://doi.org/10.52166/talim.v1i1.623>.

Quality Management, is a management approach that encompasses all areas of a firm and involves all individuals within the organisation. It is based on the principles of quality, teamwork, productivity, and customer happiness.¹⁰ To enhance the quality, it is vital to get guidance from education specialists. Quality management serves as a technique that enables educational professionals to harness the “change power” that hinders growth in our educational system. Gaining information is crucial for the transformation of our educational system. Experts face a major challenge in their inability to address the “failed system” which hinders the advancement or adoption of current educational approaches aimed at enhancing the quality of education.¹¹ TQM is not just the responsibility of senior managers, who subsequently pass it on to their subordinates. The term “total” underscores the necessity for all individuals concerned to actively engage in ongoing endeavours to enhance quality.¹² The methodology aimed at improving the quality of education,¹³ encompasses Islamic educational establishments¹⁴ which have the ability to mould the character of students, serving as a remarkable and evidence-based educational advancement.¹⁵ Enhancing the quality of education can be achieved through several factors, such as government backing for madrasas, competent leadership by madrasah principals, exemplary teacher performance, pertinent curricula, exceptional graduates, a productive organisational culture and environment, and support from the community and parents. The adoption of management methods focused on enhancing the quality of education is regarded as a pragmatic approach, with the expectation that it may effectively align quality indicators to improve the overall quality of education.¹⁶ Educational institutions must acknowledge and adopt educational quality management in order to align with the direction of the quality improvement method. This technique provides multiple formulas that can be applied in management operations to effectively enhance quality. These quality-related issues are integrated into educational management activities with the goal of attaining quality in educational institutions. It is anticipated that these endeavours will enhance progress in accordance with the growth, needs, and fluctuations in communities, while tackling obstacles in education administration.

The research conducted by Ahmad et al., reveals that State Madrasah Aliyah 2 Makassar demonstrates superior educational quality in comparison to the other two

¹⁰ Tjiptono Fandy and Anastasia Diana., *Total Quality Manajemen*, Edisi Revisi. (Yogyakarta.: Andy: " ., 2003).

¹¹ Mochamad Iskarim, “The Quality Management of Arabic Language Education Based on The Quality Management System (SMM) ISO 9001:2015,” *ALSINATUNA* 3, no. 2 (August 20, 2018): 225, <https://doi.org/10.28918/alsinatuna.v3i2.1238>.

¹² Kurniawan, Putri, and Ardawinata, “Kebijakan Kepala Sekolah dalam Meningkatkan Mutu Pendidikan MAN 1 Yogyakarta.”

¹³ Luthfi Setya Rahmadani and Muhammad Ja’far Soddiq, “Implementasi Total Quality Management untuk meningkatkan mutu pendidikan di Madrasah Tsanawiyah Ma’arif Darussolihin Sumberadi Mlati Sleman,” *Indonesian Journal of Educational Management and Leadership* 1, no. 1 (January 22, 2023): 57–70, <https://doi.org/10.51214/ijemal.v1i1.500>.

¹⁴ Sagaf S. Pettalongi, “Konsep Total Quality Management Dalam Pengembangan Kurikulum Pendidikan Islam,” *HUNAFa: Jurnal Studia Islamika* 7, no. 1 (June 15, 2010): 37, <https://doi.org/10.24239/jsi.v7i1.107.37-46>.

¹⁵ Novan Ardy Wiyani, Muhammad Najib, and Sholichin Sholichin, “Penerapan Tqm Dalam Pendidikan Akhlak,” *Jurnal Pendidikan Islam* 28, no. 2 (February 22, 2016): 221, <https://doi.org/10.15575/jpi.v28i2.545>.

¹⁶ Usman Ahmad, Mansyur Ramly, and Ahmad Hakim, “Implementation Of Total Quality Management To Support Improving The Quality Of Education At Aliyah State Madrasah In Makassar City,” *INTERNATIONAL JOURNAL OF SOCIAL SCIENCES* 91 (1) (oktober 2021): 1–22.

Madrasah Aliyah schools. This is apparent in the curricular framework, as State Madrasah Aliyah 2 achieves a score of 81, whereas the other two madrasahs achieve a score of 75. Furthermore, the average scores for theory and practical exams at State Madrasah Aliyah 2 during the learning process are 80.90, whereas State Madrasah Aliyah 1 and State Madrasah Aliyah 3 have average scores of 78.30. Moreover, State Madrasah Aliyah 2 boasts a remarkable 90% of professors who exhibit proficiency in their specific areas of expertise, while State Madrasah Aliyah 1 and State Madrasah Aliyah 3 only showcase 70% and 60% competence, respectively. The facilities management of State Madrasah Aliyah 2 closely resembles that of State Madrasah Aliyah 1, while the infrastructure at State Madrasah Aliyah 2 is more comprehensive. The public relations management of State Madrasah Aliyah 2 excels in cultivating positive relationships with the community, surpassing the efforts of State Madrasah Aliyah 1 and State Madrasah Aliyah 3. The report highlights that all madrasah stakeholders not only anticipate but also demand great education. Educational institutions must offer exceptional service and quality in order to effectively compete with other educational institutions. Moreover, the improvement of education quality can be achieved by means of governmental assistance, efficient administration, teacher competence, pertinent syllabi, competent graduates, a productive organisational culture and environment, as well as backing from the community and parents. Therefore, the use of management methods to enhance educational quality is a genuine and efficient solution, with the objective of coordinating quality indicators to collectively improve the quality of education.¹⁷

Sudirman Hasan examines the implementation of Total Quality Management (TQM) in the management of waqf (Islamic endowment). Total Quality Management (TQM) is a management strategy widely adopted by large corporations to improve the quality of their products, with the ultimate goal of delighting consumers. Total Quality Management (TQM) is implemented not just by organisations driven by profit, but also by organisations driven by non-profit motives. An example of this is Dompot Dhuafa, which has achieved the ISO 9001:2008 Quality Management System certification. The inference made from this text is that the integration of Total Quality Management (TQM) principles in waqf management at Dompot Dhuafa can be regarded as comparatively sophisticated. The institution has a praiseworthy emphasis on both external and internal customers. Dompot Dhuafa exhibits a deliberate and systematic approach to enhancing processes and fostering complete participation. This is achieved by involving all aspects of the organisation in a comprehensive manner.¹⁸

Iskarim conducted a study on quality management in Arabic language education, specifically focusing on the implementation of the seven principles of the ISO 9001:2015 Quality Management System (QMS). The ideas encompassed in this framework are customer-centricity, effective leadership, employee engagement, process-oriented approach, ongoing enhancement, data-driven decision making, and relationship management. The implementation of Arabic language education with this quality management is anticipated to generate quality processes and produce graduates who are prepared to compete at both national and international levels. ISO 9001:2015 QMS-based quality management offers assistance to educational institutions, particularly those focused on Arabic language instruction, to achieve ongoing improvement and ultimately ensure

¹⁷ Ahmad, Ramly, and Hakim.

¹⁸ Sudirman Hasan, "Implementasi Total Quality Management dalam Pengelolaan Wakaf di Dompot Dhuafa," *AHKAM: Jurnal Ilmu Syariah* 12, no. 1 (February 1, 2012), <https://doi.org/10.15408/ajis.v12i1.983>.

customer or user satisfaction. ISO 9001:2015 QMS helps educational institutions develop competent graduates who can effectively compete in both local and global contexts.¹⁹

After reviewing the aforementioned papers, the researcher noticed a deficiency, specifically the absence of Arthur R. Tenner's theory in the application of Total Quality Management (TQM). Hence, the objective of this investigation is to scrutinise the execution of Total Quality Management (TQM) by El-Barqī, an Arabic language study institution, utilising Arthur R. Tenner's theory as a framework.

METHOD

This research constitutes a field study, which entails conducting research directly at the study site or its immediate vicinity. The process entails examining observable occurrences that occur in the designated area, with the aim of producing a scientific report.²⁰ The researcher utilised interviews and documentation as data collecting strategies. This study employs a descriptive research design, employing a qualitative methodology. Descriptive study is carried out in order to methodically, objectively, and precisely depict or elucidate particular facts and attributes of a population.²¹ The researcher then proceeds to qualitatively analyse the gathered data through descriptive methods, which encompass elaboration, comparison, categorization, synthesis, and arrangement. The research will yield descriptive data, obtained through written or oral information provided by the study participants. This data will undergo many phases of processing, including data reduction, triangulation, data display, and verification. The goal of employing the triangulation technique is to uphold the impartiality and validity of the data by juxtaposing information acquired from several sources. The researcher aims to examine the impact of implementing Total Quality Management (TQM) on the quality of education at the El-Barqī Arabic language study institution in Lombok, West Nusa Tenggara. Additionally, the researcher will analyse this impact using Arthur R. Tenner's theory.

RESULT AND DISCUSSION

The El-Barqī Arabic Language Study Institution

Arabic Language Research Institute El-Barqī is an informal educational institution that offers tutoring, classes, and Arabic language studies. Founded in 2015 by Ustādz Muhammad Hanafī Q.H., M.Pd, El-Barqī operates two branches situated in Gelogor Village, Anjani District, East Lombok Regency, and Griya Permata Blok H No. 3, Jempong Baru Village, Sekarbela District, Mataram City. El-Barqī provides language programmes in both non-residential and residential formats. The El-Barqī Camp serves as a hub for the study, research, and application of Arabic language, with a focus on achieving educational objectives. The camp's objective is to cultivate proficient scholars in the Arabic language. In addition to language courses, students also participate in Quran memorising, studying books, and internalising ethical instruction in order to cultivate knowledgeable and cultured individuals. The El-Barqī Camp offers a range of concentration programmes, including

¹⁹ Iskarim, "The Quality Management of Arabic Language Education Based on The Quality Management System (SMM) ISO 9001."

²⁰ Abdurrahmat Fathoni, *Metodologi Penelitian & Teknik Penyusunan Skripsi* ((Jakarta: , PT Rineka Cipta, 2011).

²¹ Wina Sanjaya, *Penelitian Pendidikan: Jenis, Metode, Dan Prosedur* (Jakarta:., Prenada Media Group, 2015).

Arabic Communication (AK), Fahmul Kutub (FK) with Arabic area facilities, public testing every six months, and additional programmes such as Quran and Book Memorization, Women's Studies (Fiqh al-Nisa'), and recreational activities such as Futsal, Table Tennis, and PS4.

The programmes provided by El-Barqī encompass; **(1) Program Fahm Al-Kutub**, A 40-day training programme is offered, which includes classes in *Qirōah* and *Tarjamah*. The programme covers several approaches such as *al-Jāmi'i* and *Mafaza*. The programme focuses on fundamental and advanced *Nahwu-Sharaf*, reading unvoveled texts, and basic translation skills; **(2) Program Arab Komunikasi (Arab Communication Programme)**, a month-long programme centred on verbal communication (*mukallamah*) akin to *hiwār*. The programme is inclusive of individuals of all age groups, with the objective of attaining fluency in *Fusha* Arabic communication and precise translation; **(3) Program Arabiyyah Lil Athfal**, programme is a comprehensive Arabic language programme designed for children. It emphasises the development of communication skills, reading and writing abilities, vocabulary retention, moral education, and ongoing coaching; **(4) Program Bimbel Test masuk MAN, MAK dan MAN IC (Bimbel Test Programme)**, this programme is designed to prepare students for entrance exams to Islamic high schools. It offers both online and offline study techniques, focusing on subjects such as Arabic, English, Indonesian, and interview procedures; **(5) El-Barqī bimbingan Study Timur Tengah (Middle East Study Guidance Programme)**, the programme spans three months and encompasses the study of *Nahwu-Sharaf*, *Ilmu Balaghah*, *Ilmu Kitabah*, Arabic Communication, as well as providing tips and tricks for Ministry of Religious Affairs (Kemenag) and Pusiba tests, along with preparation for the National Insight Test (TWK); **(6) Program Kurma Kuliah Singkat Ramadhan (Ramadan Short Course Programme Establishment)**, this programme focuses on current *Shorof*, encompassing the examination of several Arabic language subjects and culminating in public assessments; **(7) Program KING (Short Course)**, the programme emphasises the identification of positions, *Mafaza* procedures (intelligent Arabic-Indonesian translation), tactical translation techniques, mastery of Indonesian language, and guidance for achieving translator competence.

The main objective of El-Barqī is to enable participants to acquire proficiency in Arabic using the supplied instructional methodologies. The success indicators encompass enhanced proficiency in Arabic communication and the aptitude to translate Arabic materials.

Application Of Total Quality Management (TQM) In The Administration of The *El-Barqī* Arabic Language Study Institution

Total Quality Management (TQM) is a business methodology aimed at optimising an organization's competitiveness by continuously enhancing its products, services, personnel, processes, and environmental aspects. The primary objective of Total Quality Management (TQM) is to realign management systems, staff conduct, organisational priorities, and service acquisition procedures in order to enable service providers to deliver superior and more efficient services that fully satisfy the needs, preferences, and specifications of customers. Multiple scholars have proposed theories regarding Total Quality Management, including ²², They identified three fundamental principles in TQM. The three principles are

²² Arthur R Tenner and Irving J. DeToro, *Total Quality Management, Three Steps to Continuous Improvement* (Massachusetts: Addison- Wesley Publishing Company, 1992).

as follows; the first is *Customer-centric Approach*, quality is predicated on the notion that every individual has a customer. An organisation must consistently meet the desires and expectations of its customers. Hence, in order to ascertain customer preferences, a comprehensive study must be carried out to prevent any errors or mistakes; the second is *Enhancement of Procedures*, the concept of continuous quality improvement is based on the premise that a work outcome is the culmination of a sequence of interconnected actions that ultimately produce a final product. Maintaining constant vigilance over each stage of the work process is necessary in order to minimise variations in output and enhance the dependability of the operation. The primary objective of continuous improvement is to establish a dependable process, ensuring that the output consistently meets set requirements. If the extent of output fluctuations has been reduced but the outcomes remain unsatisfactory, the secondary objective of process enhancement is to revamp the manufacturing process to get superior outcomes that align with customer expectations; for the last is *Complete Engagement*, this strategy commences with proactive guidance from top-level executives and entails using the knowledge and skills of internal staff members to secure a competitive edge in the market. Employees at all hierarchical levels are provided with the necessary tools to enhance their work outcomes through participation in a versatile work framework, aimed at resolving issues, enhancing procedures, and meeting customer expectations. The organisation should actively engage external working partners in collaboration with educated personnel to derive benefits.

The TQM principles developed by R. Tenner are chosen as an analytical instrument to assess the implementation of TQM in the El-Barqī Arabic Language Study Institution.

1) Customer-centric Approach

In the context of Total Quality Management (TQM), both internal and external consumers are seen as key influencers. External consumers are responsible for assessing the quality of the products or services they get, whereas internal customers have a crucial influence on the quality of individuals, procedures, and the overall environment associated with the product or service. Teachers or mentors are internal stakeholders responsible for educating and instructing external stakeholders, specifically the students. By adequately meeting the requirements of both educators and learners, the institution will generate graduates of exceptional calibre and will garner commendation and confidence from the community.



Table.1 The organisational structure of El-Barqī

Table 1 provides comprehensive data on the internal and external stakeholders of the El-Barqī institution, encompassing the advisory board, leaders, dormitory supervisors, mentors, and students. Aside from catering to internal consumers, the university offers extensive amenities for students, including the provision of native Arabic speakers to facilitate direct communication practice. The institution's management has facilitated instructors with comprehensive facilities to enhance the learning process and ensure its success.

In addition to physical amenities, there are other resources available to enhance the skills of educators, such as training programmes. El-Barqī follows the custom established by Maulana Syekh in the transfer of pupils, known as “*marak mayung sebungkul*”, as a means of venerating and respecting knowledge and its practitioners while interacting with parents of students. The advisory board of El-Barqī, directed by TGH. Muhammad Muzayyin Shobri Q.H., M.Pd.I, “stresses the importance of effective information transmission for achieving favourable outcomes. Conversely, if knowledge is entrusted carelessly, the effects will be commensurately unfavourable”. Consequently, on each occasion when a fresh group of students enrolls, El-Barqī consistently oversees the transfer of students from their parents to El-Barqī, with the guidance of TGH, Muhammad Muzayyin Shobri Q.H., M.Pd.I, who imparts religious teachings. This practice fosters a robust sense of brotherhood between the institution and its external clientele.

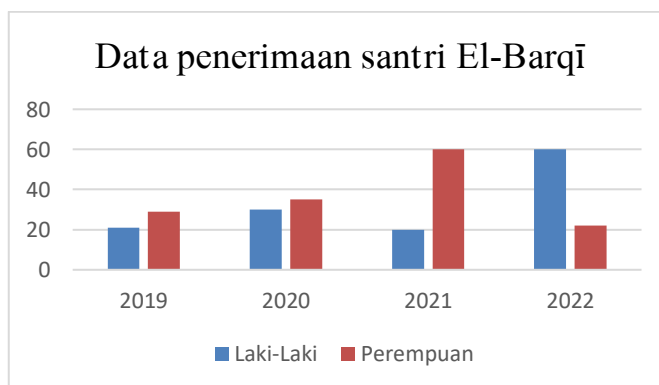


Table. 2 The enrollment of students at El-Barqī from 2019 to 2022

The statistics presented in Table 2 clearly demonstrates a constant upward trend in the total number of students admitted to El-Barqī from 2019 to 2022. The significant expansion can be ascribed to the swift progress and the institution's capacity to form partnerships with numerous public and private institutions in Lombok. The achievement is unquestionably a consequence of the exceptional quality delivered by El-Barqī, as seen by the outputs achieved. The research of El-Barqī's social media accounts revealed the existence of robust ties between El-Barqī and several prominent institutions in Lombok. The collaborations encompass the following:

- a. Ma'had Al-Jami'ah Universitas Islam Negeri Mataram; Collaborating on the Fahm Al-Kutub programme, utilising the Al-Jami'i Method to teach classes in qiro'ah (recitation) and translation.

- b. Yayasan Darul Furqon Al-Ajwadi; Collaboration in the Fahm Al-Kutub programme employing the Al-Jami'i Method, offering courses in qiro'ah (recitation) and translation.
- c. Universitas Islam Negeri Mataram; Cooperation on the Practical Writing II course for the fifth semester in the Arabic Language Education programme.
- d. Universitas Muhammadiyah Mataram; Collaborating to present comprehensive instructional material at the stadium, focusing on the theme "Al-Jami'i Method: A Rapid and Effortless Approach to Reading Simple Books using a Syntactic Approach."
- e. MAN Insan Cendikia Lombok Timur; Collaborating with El-Barqī to provide Arabic and English language tutoring to twelfth-grade students. This includes preparing them for further studies, both in domestic and international settings.
- f. STIT Darussalimin Mantang Lombok Tengah NTB; Cooperation in instructing and enhancing the proficiency of the Arabic language.

The highlighted partnerships exemplify the contentment of the clientele (students and affiliated organisations) with the services and educational excellence offered by El-Barqī.

2) *Enhancement of Procedures*

Each product or service is created by employing distinct procedures inside a given system or environment. Hence, it is imperative to consistently enhance the present system in order to increase the quality of the product.

Over time, educational institutions evolve to accommodate the changing circumstances. As progress accelerates, a multitude of difficulties emerge, necessitating efficient problem-solving. Continuous improvement is necessary for enhancing the quality and standards of the education system.

Consider the El-Barqī institution, which continually strives for ongoing enhancement of its systems. These enhancements are derived from the institution's vision and mission, which are in harmony with the requirements of both internal and external clients. An instance of this is the progression of programmes, initially providing language study programmes for those who do not reside on-site, and subsequently introducing language study programmes for individuals who reside on-site. Furthermore, a recently launched flagship initiative known as the Middle East Study Guidance Programme caters exclusively to individuals who aspire to pursue academic studies in the Middle East.

3) *Complete Engagement*

In an organisation that adopts Total Quality Management (TQM), comprehensive engagement is required from all facets, encompassing both internal and external dimensions. The El-Barqī course implements a comprehensive

approach that encompasses team collaboration and the establishment of partnerships and relationships among the course institution, students, government agencies, and the surrounding community. The institutional environment consists of various components, and in order to attain high quality, collaboration among these interconnected aspects is important. The constituents of the institution in question include the chairperson of the course institution, teachers/mentors, students, personnel, and the local community. By fostering mutual support, the institution can augment its quality.

The organisational structure of El-Barqī comprises an advisory board, leaders, secretary, treasurer, training section, administration section, facilities and infrastructure section, promotion section, instructor or tutor team, and students who work together to accomplish the objectives of the El-Barqī programme. A coordination meeting is conducted to discuss and resolve concerns and obstacles faced by each department. El-Barqī has the ability to generate exceptional Arabic language graduates, as demonstrated by numerous accomplishments that extend beyond program-specific triumphs. Alumni have attained diverse international honours, such as two former students from El-Barqī have been chosen as mentor teachers at MAN Insan Cendikia East Lombok, NTB, Two former students of El-Barqī, in conjunction with MAN IC, have been successfully admitted as new students at Al-Azhar University in Egypt, Nakda Ittihad, a former student of El-Barqī, emerged as the champion of the *Tahfidz Kitab Mukhtar al-Hadits* competition in Madura, Ahmad Syahredi, who participated in the El-Barqī Camp, achieved the 2nd place in the MDQH NW Anjani competition, Hambara Putrawan Q.H. was ranked 15th, whereas Abdul Karim, Q.H., was placed 6th, two students from El-Barqī Camp, Habibullah and Mujiburrahman, were appointed as immediate (Mutarjim Fauriyyan) and written (Mutarjim Kitabiyen) translators in an Online Ta'lim Study supervised by Sheikh Ahmad Faruq Husain Awwadala, and two former students of El-Barqī, Muhammad Tanthowi Jauhari, Q.H., M.Pd., and Badron, Q.H., S.Pd., have successfully completed their studies and are now pursuing further education at Makkah al-Mukarromah. The successes serve as evidence of the exceptional calibre of El-Barqī participants and alumni, definitely resulting from the exemplary collaboration displayed by El-Barqī in implementing its programmes.

CONCLUSION

Total Quality Management (TQM) is a management methodology employed by organisations to prioritise and enhance quality, with a particular emphasis on the active involvement of all personnel. The objective is to achieve sustained success by ensuring customer satisfaction and delivering advantages to members, the organisation (including its workforce), and society. Total Quality Management, is a business strategy that focuses on customer satisfaction by implementing structured management modifications and ongoing enhancements in an organization's processes, products, and services.

Arthur R. Tenner is a notable pioneer in the field of Total Quality Management (TQM) who has introduced three key management principles: customer focus, constant enhancement, and complete engagement from all essential elements. The idea in question is in line with the Total Quality Management (TQM) principles implemented by the El-Barqī Arabic Language Study Institution. It encompasses several key qualities, including a

strong emphasis on meeting the demands of both internal and external customers, a commitment to continuous improvement driven by customer requirements, and the active participation of all stakeholders in order to attain shared objectives. By incorporating the Total Quality Management (TQM) framework into programme implementation, this institution achieves exceptional output quality, which benefits both internal and external customers.

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