

Research Article

Analysis of Quality Management System at MIN 1 Musi Banyuasin

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Abstract: The implementation of a quality management system in educational institutions is a strategic step in ensuring the quality of the process and sustainable learning outcomes. However, in reality, many madrasas still face obstacles in implementing the system effectively and comprehensively. This study aims to analyze in depth the quality management system implemented at MIN 1 Musi Banyuasin, including planning, implementation, evaluation, and strengthening strategies. The research method used is qualitative descriptive with a case study approach, where data is collected through observation, documentation, and in-depth interviews with relevant parties in the institutional structure of the madrasa. The results of the study indicate that the quality management system in this madrasa has adequate structural devices and formal documents, but its implementation is still administrative, not fully integrated into the work culture, and not supported by digitalization of information systems and optimization of stakeholder participation. Strengthening is needed in the aspects of technical training, utilization of technology, and instilling a culture of quality so that the system built can run sustainably and have a real impact on improving the quality of education.

Keywords: Quality Management System, Madrasah, Education, Quality Evaluation.

1. Introduction

In the era of globalization and development that continues to accelerate, the education system is required to continuously improve its quality in order to produce adaptive, innovative, and competitive generations. Education is not only interpreted as a process of transferring knowledge, but also as a systemic effort to build character, competence, and integrity of students. To achieve these national education goals, educational institutions are needed that apply professional and sustainable management principles [1]. One relevant approach is the implementation of a Quality Management System (QMS) as a strategic framework to ensure consistency and improvement of the quality of education. The Quality Management System does not only rely on achieving output, but also on a continuous improvement process, the involvement of all stakeholders, and accountability that can be measured systematically [2]. This concept is actually a response to the needs of the increasingly complex world of education, which cannot only rely on conventional administrative approaches, but rather demands a system that is integrated as a whole and based on quality.

However, in reality, there are still many educational institutions in Indonesia that face challenges in implementing Quality Management Systems effectively and comprehensively. A common phenomenon that is often encountered is the inconsistency between the formulated quality policies and technical implementation in the field. Many educational institutions experience a gap between strategic planning and the execution of sustainable quality programs. [3]. One of the root problems that is often found is the low understanding of the principles of quality management and weak commitment to the evaluation and monitoring process. In addition, the lack of training for educators and education personnel in understanding education quality standards is also an inhibiting factor. This causes efforts to improve quality to often run sporadically, without a clear direction and not systematically documented.

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This condition has an impact on decreasing public trust in education services and slow improvement in student competence, which ultimately hinders the achievement of national education goals.

Data from the School Self-Evaluation Report (EDS) compiled by various educational institutions shows that many schools/madrasahs are still in the sufficient category in terms of implementing national education standards, especially in terms of quality management. Based on data from the National Accreditation Board for Schools/Madrasahs (BAN-S/M), until 2024, only around 41.3% of madrasahs in Indonesia have succeeded in achieving A accreditation, with the majority of others struggling in categories B and C [4]. This indicates that the implementation of the quality management system is still uneven and not optimal. The report also revealed that the aspect that is most often noted for evaluation is internal quality management, especially in the consistency of the implementation of quality improvement programs, documentation of quality activities, and the involvement of all elements of the school in the continuous quality improvement process [5]. This gap shows the importance of a deeper study of the implementation of the quality management system, especially in the madrasah environment which has its own characteristics and challenges compared to public schools.

Several previous studies have attempted to discuss this issue from various perspectives. Research by [6] highlighted the importance of principal leadership in supporting the implementation of ISO 9001:2015-based QMS in junior high schools, with the conclusion that the success of quality is highly dependent on a visionary and participatory leadership style. Another study by [7] discussed quality management strategies in Islamic senior high schools, with the finding that the success of QMS implementation is largely determined by strategic planning and ongoing periodic evaluation. The study by [8] focused more on the role of educational supervisors in fostering the implementation of quality management in Islamic schools, and concluded that the external supervision function has a significant influence on strengthening the internal quality of Islamic schools. These three studies provide significant contributions to understanding the key factors for the success of QMS implementation in educational institutions, but the focus of the study is still limited to partial aspects such as leadership or supervision only.

Based on several previous studies, it seems that most researchers only focus on individual variables such as leadership, evaluation strategies, or the role of external supervisors, and do not focus on the integration of quality management systems holistically in the context of madrasahs as a single system. In fact, the challenges of implementing quality in madrasahs are not only in one aspect, but are distributed across various components, from planning, implementation, evaluation to the quality culture that develops in the institution's environment. Therefore, to fill this gap, this study will focus more on a comprehensive analysis of the quality management system implemented in madrasah education units, by tracing the processes, actors, policies, and obstacles faced systematically, so that it can produce a more accurate and comprehensive quality mapping.

This problem is also clearly seen in the context of what happened at MIN 1 Musi Banyuasin, an Islamic-based junior high school educational institution in South Sumatra which in recent years has attempted to improve the quality of its services through a quality management approach. Although it has adopted various quality improvement policies and sought the participation of all elements of the madrasah in its implementation, in its implementation, various obstacles are still found, such as the lack of synchronization between work units, the less than optimal implementation of quality program evaluations, and the low level of systematic documentation of quality activities. In addition, the existence of disparities in the understanding of quality standards between educators, as well as limitations in utilizing technology as a quality information management tool, are also problems that require concrete solutions. This condition reflects the importance of an in-depth study of the extent to which the quality management system has been designed, implemented, and evaluated at MIN 1 Musi Banyuasin as a basis for making strategic decisions in the future.

Based on the background, the purpose of this study is to analyze the quality management system implemented in MIN 1 Musi Banyuasin as a whole, covering aspects of quality planning, implementation of quality programs, evaluation and follow-up, and obstacles faced in the process. This study also aims to identify supporting and inhibiting factors in the implementation of quality management in the madrasah environment, so that the results of this study are expected to provide theoretical and practical contributions to the development of a better madrasah quality system in the future. With an analytical and reflective approach, this study is expected to be able to provide concrete recommendations for optimizing the quality

management system in madrasahs, especially those in a geographical and social context similar to MIN 1 Musi Banyuasin.

2. Literature Review

2.1. Concept of Quality Management System in Education

Quality Management System (QMS) in the context of education is a systematic approach that aims to improve the quality of education provision in a sustainable manner through measurable quality standards, documented processes, and the involvement of all stakeholders. This concept is basically rooted in the principles of quality management that have developed in the industrial world, as reflected in the ISO 9001 framework, and then adapted in the world of education to ensure quality service to students. The implementation of QMS in educational institutions includes several important stages, such as quality planning, implementation of quality programs, evaluation, follow-up, and continuous improvement. According to [9], quality-based education is not only oriented towards the end result, but also emphasizes the process and satisfaction of education customers, in this case students and the community.

In its implementation, the quality management system requires the active involvement of all elements in the educational unit, including the principal/madrasah, teachers, education personnel, students, and the school committee. This collaboration is important so that the implementation of the quality program is not trapped at the administrative level, but truly creates a culture of quality that lives in the daily practices of the school. The quality system also requires data-based performance measurement and reporting so that every policy taken can be rationally and objectively accounted for. Therefore, the QMS is not only technical, but also involves a cultural dimension that demands a change in the mindset and behavior of all school residents. In the context of madrasahs, the implementation of this system has its own challenges because it must be collaborated with religious values and limited resources that often limit the optimization of overall quality implementation.

2.2. Madrasah Quality Management and Its Implementation Challenges

Quality management in madrasahs occupies a strategic position in encouraging improvements in educational services based on Islamic and national values. Madrasahs as formal educational institutions with religious characteristics have their own challenges in implementing modern management principles because they must bridge the needs between management professionalism and inherent spiritual characteristics. According to [10], the success of madrasah quality is largely determined by the synergy between institutional management, human resource capacity, and the suitability of the curriculum to the demands of the times. One of the main challenges in implementing quality management in madrasahs is the limited understanding of the concept of quality as a whole and the weak administrative documentation of the planning, implementation, and evaluation processes of quality activities. This is exacerbated by limited facilities, information technology, and ongoing training for educators and education personnel.

In the context of madrasah quality management, the commitment of the institution's leaders is very crucial. The head of the madrasah must be able to act as a transformational leader who can encourage changes in the quality culture as a whole. Not only that, the success of quality management also requires the active involvement of teachers and staff in quality planning and evaluation. Without the support of a solid team, quality implementation will be trapped in administrative routines without significant results. Madrasah self-evaluation and the use of internal quality assurance instruments are also important components in quality management, but in many cases madrasahs only implement them as formalities without deep evaluative meaning. Therefore, it is important to analyze the extent to which the madrasah quality management system runs functionally and not only procedurally, especially in the context of state madrasahs in areas such as MIN 1 Musi Banyuasin which have their own geographical and social characteristics.

3. Method

The research method used in this study is a descriptive qualitative method, which aims to provide a comprehensive and in-depth picture of the quality management system implemented at MIN 1 Musi Banyuasin [11]. This approach was chosen because it is able to reveal complex social and managerial realities in the context of education, especially related to how

the quality system is planned, implemented, and evaluated in real terms in the madrasah environment. Qualitative research allows researchers to trace the meaning, understanding, and experience of research subjects directly, so that contextual and interpretive data can be obtained. The data sources in this study consist of primary and secondary data [12]. Primary data were obtained through in-depth interviews and field observations, while secondary data were obtained through documentation, such as the Madrasah Work Plan and Budget (RKAM), madrasah self-evaluation reports, quality program documents, and other internal activity archives related to the implementation of the quality management system [13]. This study focuses on the actual reality in the implementation of quality and not on quantitative measurements, so that researchers emphasize more on the description of the process and meaning behind the quality policy being implemented.

The informants in this study were selected purposively, namely by considering their positions and roles that are directly relevant to the quality management system in the madrasah [14]. The main informants in this study were: (1) Mrs. E, as the Head of the Madrasah, who plays a role as a policy maker and the main person responsible for implementing quality; (2) Mr. K, as the Coordinator of the Curriculum Unit, who has the authority in planning and supervising the quality of the learning process; and (3) Mr. M, as the Head of the Internal Quality Assurance Team (TPMI) who is responsible for compiling quality documents, quality control, and evaluative reporting related to madrasah quality activities. The data collection techniques used were in-depth interviews, participatory observation, and documentation studies. Interviews were conducted directly and openly with a semi-structured interview guide to explore information flexibly but still focused. Observations were made on the daily activities of the madrasah, the implementation of the quality program, and the work atmosphere between units [15]. Documentation was carried out on institutional archives that were relevant to quality policies and implementation. The data analysis technique uses an interactive model from Miles and Huberman which includes the stages of data reduction, data presentation, and drawing conclusions/verification. Through this approach, data is analyzed repeatedly and in depth until patterns, themes, and meanings are obtained that represent the quality management system applicable at MIN 1 Musi Banyuasin in a complete and critical manner.

4. Results and Discussion

MIN 1 Musi Banyuasin is one of the junior high school madrasahs under the auspices of the Ministry of Religion of the Republic of Indonesia, located in Musi Banyuasin Regency, South Sumatra Province. This madrasah is located in a fairly strategic environment, namely in a relatively dense but still beautiful residential area, and is easily accessible by public or private vehicles. Administratively, MIN 1 Musi Banyuasin has strong legality as an Islamic-based formal educational institution and has an operational permit that is renewed periodically. This madrasah accommodates students from various socio-economic and cultural backgrounds, which reflects the diversity of student characters which is a challenge in itself in managing the quality of education. In addition, MIN 1 Musi Banyuasin also establishes partnerships with several educational institutions and community institutions in an effort to strengthen quality, both in academic and non-academic aspects.

Institutionally, MIN 1 Musi Banyuasin has an organizational structure consisting of the head of the madrasah, the Curriculum Unit Coordinator, subject teachers, education personnel, and the internal quality assurance team (TPMI) who play an active role in compiling quality programs and documents. The facilities available at this madrasah are adequate to support the learning process, such as classrooms, science laboratories, libraries, computer rooms, and places of worship. However, challenges in quality management remain, especially in the aspects of continuous evaluation, strengthening quality culture, and consistency in implementing planned quality improvement programs. Therefore, MIN 1 Musi Banyuasin is a relevant and representative location to be analyzed in the context of implementing a quality management system, in order to determine the extent to which the components of educational quality are implemented effectively and sustainably.

The Quality Management System (QMS) at MIN 1 Musi Banyuasin is the result of institutional awareness of the importance of improving the quality of education as a whole, both in terms of input, process, and output. Based on the results of observations and interviews, it can be concluded that this madrasah has adopted the basic principles of QMS, although its implementation still faces various structural and cultural challenges. Quality planning carried out by the madrasah is carried out periodically in the form of compiling the Madrasah Work

Plan and Budget (RKAM), which contains quality indicators, achievement targets, and programs to improve the quality of education services. In an interview with Mrs. E as the head of the madrasah, she said, "We prepare a quality plan every year through the madrasah deliberation forum, which involves the coordinator of the curriculum unit, teachers, and the committee. However, we are still constrained in evaluation and reporting because not all parties understand the importance of quality documentation." This statement shows that although managerial commitment has been established, there are still gaps in technical implementation and shared awareness of quality management.

In terms of implementing the quality program, the madrasah has initiated various quality improvement activities, such as internal teacher training, collaborative RPP development, and periodic class supervision programs. However, this implementation has not been fully integrated into a systematic internal quality assurance system. According to Mr. K, the Curriculum Unit Coordinator, "We have routinely conducted learning supervision, but not all teachers have followed up on the results of the supervision into developing their teaching practices. Some still consider supervision as a formality." This reflects that although quality activities are carried out, not all of them have a direct impact on improving learning performance because they are not followed by a continuous improvement cycle. Work culture factors and perceptions of quality are latent obstacles that are difficult to unravel without a deep and continuous cultural approach.

In terms of evaluation and quality control, this madrasah has formed an Internal Quality Assurance Team (TPMI) as a structure responsible for monitoring the implementation of the quality program. However, from the results of an interview with Mr. M, as the head of TPMI, it was found that evaluation activities were still incidental and had not followed a systemic quality evaluation cycle. He said, "We do have a quality assurance team, but monitoring activities have not been running optimally. We need special training on how to compile quality indicators and develop valid evaluation instruments." This shows that although the institutional quality structure has been formed, there are still weaknesses in technical and methodological capacity that cause the evaluation system to not function optimally. In fact, in the ideal SMM framework, quality evaluation should be part of a recurring cycle that leads to consistent improvement of the education process and results.

Quality documentation is also a recurring weak point found in the implementation of SMM at MIN 1 Musi Banyuasin. Many quality activities that have been carried out are not systematically recorded, making it difficult to trace back in the internal or external audit process. As a result, the madrasah has difficulty in showing objective performance achievements to supervisors or accreditation. As explained by Mrs. E, "Sometimes we have carried out many quality activities, but have not had time to document them. This becomes an obstacle during accreditation because physical evidence is not fully available." This is an important note that without strengthening the aspects of documentation and information management, various efforts to improve quality will lose their administrative and strategic value in the long term. Therefore, in the future it is necessary to develop a digital-based quality information system to store, manage, and access quality data more efficiently and in an integrated manner.

In terms of leadership and commitment to quality, MIN 1 Musi Banyuasin has shown progress that deserves appreciation. The principal of the madrasah has demonstrated the role of a transformational leader who is oriented towards institutional development through human resource development, improving facilities, and strengthening collaboration with external parties. He said in an interview, "We want this madrasah to progress comprehensively, not only in terms of academics, but also character, discipline, and work culture." This commitment reflects that there is a long-term vision for the quality of education that is not only technical-administrative, but also touches on ethical and cultural dimensions. This is in line with the theory of Total Quality Management (TQM) in education which emphasizes the importance of visionary leadership in creating a comprehensive quality culture.

From the dimension of participation, the involvement of teachers and education personnel in the preparation and implementation of quality programs is still varied. Some teachers show high enthusiasm in participating in internal training and developing learning innovations, but some still show a passive attitude. Mr. K stated, "There are teachers who are enthusiastic when there is training, but there are also those who don't care because they feel that teaching is enough." This indicates that quality management cannot run effectively without a comprehensive internalization strategy for quality culture. Madrasahs need to strengthen the reward and punishment mechanism and build collective awareness that the quality of education is a shared responsibility. It is also necessary to map the needs for teacher professional development so that quality interventions can be more targeted.

In terms of facilities and infrastructure, although madrasas have adequate basic facilities, such as classrooms, laboratories, and libraries, their use in supporting quality programs is still limited. Not all learning spaces have been integrated with information technology that supports digital learning processes or quality documentation systems. Mr. M said, "We already have computers and internet access, but they have not been maximized for quality training or online reporting. Many still rely on manual methods." This shows that a digital-based quality management system is still underdeveloped, even though an integrated information system can be the backbone in compiling, implementing, and evaluating quality quickly and accurately. Therefore, in the future, technical support and training are needed so that digital transformation in quality management can be accelerated.

Overall, the results of the study indicate that the quality management system at MIN 1 Musi Banyuasin has experienced positive developments, especially in terms of planning and leadership commitment. However, there are still a number of significant challenges in the aspects of implementation, evaluation, documentation, and internalization of quality culture. These findings show that the quality system implemented has not fully touched on the integrative and sustainable aspects as emphasized in the ideal SMM concept. Therefore, a comprehensive improvement strategy is needed, starting from increasing HR capacity, strengthening documentation, developing quality instruments, to internalizing quality values in daily work culture. With improvements at these points, MIN 1 Musi Banyuasin is expected to become a madrasah that is not only superior administratively, but also highly competitive in forming a quality and noble generation.

4.1 . Implementation of Quality Management System in Madrasah Organizational Structure and Programs

The implementation of a quality management system (QMS) in the world of education, especially in madrasas, is an important element in ensuring the sustainability and consistent improvement of the quality of education. QMS is not only an administrative control tool, but a comprehensive approach that emphasizes process efficiency, satisfaction of education stakeholders, and the existence of a continuous improvement mechanism [16] . MIN 1 Musi Banyuasin as one of the Islamic-based junior high school educational institutions under the auspices of the Ministry of Religion, is an entity that has formally adopted a quality management system as part of its institutional governance. However, in concrete implementation, the QMS in this madrasah shows complex dynamics, reflecting the interaction between formal regulations, internal resources, and institutional culture that has been formed over the years.

Structurally, MIN 1 Musi Banyuasin has a complete management tool to support the implementation of SMM. Its organizational structure consists of the head of the madrasah, coordinator of curriculum units, student affairs, facilities and infrastructure, subject teachers, administration, and an internal quality assurance team. This structure allows the madrasah to design, implement, and evaluate quality policies in a hierarchical and coordinated manner. In the planning document, SMM is reflected in the form of the Madrasah Work Plan and Budget (RKAM), as well as derivative documents such as annual work programs, academic and non-academic SOPs, and program evaluation reports. The madrasah also follows an internal quality assurance system designed by the Ministry of Religion, through instruments such as EDM (Madrasah Self-Evaluation) and PMP (Education Quality Assurance). The existence of this document confirms that administratively, SMM has been formed as a data-based and plan-based management system.

However, the biggest challenge does not lie in the existence of documents, but rather in the implementation and consistency of the system. In the context of MIN 1 Musi Banyuasin, the quality system tends to be more prominent in the planning aspect, but has not been fully running optimally in the implementation and evaluation aspects. For example, teacher supervision activities or learning monitoring have been scheduled periodically, but not all supervision findings are followed up in the form of increasing capacity or improving learning methods. This shows that there is a gap between quality planning documents and execution in the field. Often, the implementation of quality programs is carried out simply to meet the administrative demands of supervisors or as a prerequisite for accreditation, not as a reflective effort to improve the education system as a whole.

In terms of learning, MIN 1 Musi Banyuasin has quite good academic potential, with most of the teaching staff already meeting the S1 educational qualifications and some of them

have even taken S2 education. However, SMM has not been fully utilized to encourage innovation in the learning process. The operational curriculum developed by the madrasah tends to be normative and not based on the diverse needs of students [17]. The implementation of remedial, enrichment, and character development programs has not been framed in a measurable quality system. The assessment system is also more summative and does not reflect a continuous formative assessment approach, which should be part of the quality management cycle based on learning outcomes.

Human resource management is another important aspect in quality management. MIN 1 Musi Banyuasin has a relatively complete HR structure, but continuous professional development has not been part of a structured quality system. Activities such as internal training, workshops, or online training have not been scheduled routinely and tend to be carried out only when there is a program from the Ministry of Religion or when facing accreditation. This is one of the main obstacles in improving the quality of learning and education services because the quality of HR is a fundamental element in a sustainable quality system. In addition, the absence of a performance evaluation system based on quality indicators makes the process of coaching and promoting educators not run objectively and systematically.

In terms of facility and infrastructure management, MIN 1 Musi Banyuasin already has a number of supporting facilities such as a science laboratory, library, and computer room. However, the utilization of these facilities has not been optimally integrated into the quality system. For example, the science laboratory is often not used in the learning process because there is no structured schedule and a lack of competent laboratory staff. Likewise, the library has not been used as an active literacy center for students. An effective SMM should be able to regulate the utilization of existing resources to support improving the quality of learning and creating a conducive learning environment. The lack of integration between physical assets and quality programs causes the potential of the madrasah not to be optimally utilized to create contextual and innovative learning.

From the aspect of SMM governance, it requires active participation from all madrasah stakeholders, starting from the madrasah principal, teachers, administrative staff, students, parents, to the madrasah committee. However, participation in the context of MIN 1 Musi Banyuasin is still limited [18]. The madrasah committee, for example, has not been strategically involved in the preparation of quality indicators or program evaluation. In addition, communication between madrasah managers and parents of students has not been fully directed at building synergy in achieving quality goals. Often, participation is built only in the form of financial support or attendance at ceremonial activities, not in order to create a participatory quality culture. In fact, the success of quality management requires active involvement from all elements to create a sense of ownership and shared responsibility for the quality of education.

Another important aspect in discussing the quality system is the management of information and documentation. One of the characteristics of a good quality system is the existence of organized, digitized, and easily accessible documentation. In the context of MIN 1 Musi Banyuasin, program documentation and quality activity reports have not been fully digitized. Archive storage still uses conventional methods, making it difficult to search for historical data when needed. The absence of a digital-based quality management information system also complicates the monitoring and evaluation process. In fact, a good information system will greatly support the quality assurance process in real time and efficiently. Reliance on manual methods not only increases the administrative workload, but also risks the loss of important data needed for evidence-based decision making (evidence-based policy).

Quality management will not succeed if it is not supported by a quality culture that is inherent in the daily lives of the madrasa community. MIN 1 Musi Banyuasin has a work culture that tends to be traditional, with a work rhythm that is still focused on fulfilling routine obligations rather than achieving quality targets. The absence of a reflective and collaborative culture makes it difficult for quality programs to develop into collective initiatives. To build a quality culture, a transformation in the work paradigm is needed, starting from getting used to working with targets and performance indicators, developing an appreciation system for innovation, to internalizing the values of professionalism and responsibility. Without this cultural change, quality management will be trapped as merely an administrative procedure without transformational power.

By analyzing in depth various aspects of the implementation of the quality management system at MIN 1 Musi Banyuasin, it appears that the system has been formally designed, but still faces obstacles in its substantial implementation. These obstacles are not only technical,

such as lack of training or minimal facilities, but also structural and cultural. Therefore, improving the quality system at this madrasah requires a comprehensive approach, including strengthening internal regulations, increasing human resource capacity, providing a digitalization system for quality management, and instilling quality culture values in all institutional elements. Integration between planning documents with the realization of implementation and ongoing evaluation is the key to building a quality management system that is adaptive and has a direct impact on the quality of education provided. As a religious-based educational institution, MIN 1 Musi Banyuasin also has the unique potential to integrate Islamic spiritual values into quality management practices. Concepts such as amanah, ihsan, and muhasabah can be used as basic principles in building a quality system that is not only based on results and performance, but also on intentions, ethics, and processes that are carried out with integrity. In the long term, the quality management system developed by combining a professional approach and spiritual values will become a model for educational management that is not only technically superior, but also morally superior.

4.2 . Challenges and Strategies for Strengthening the Quality Management System at MIN 1 Musi Banyuasin

The implementation of the Quality Management System (QMS) in the world of education, especially at the madrasah level, requires a solid foundation, both in terms of institutions, human resources, management systems, and work culture. MIN 1 Musi Banyuasin, as a formal educational institution under the auspices of the Ministry of Religion, has shown an initial commitment to the implementation of the quality system through the formation of an organizational structure, quality documents, and the preparation of annual programs based on the Madrasah Work Plan and Budget (RKAM). However, in the reality of its implementation, various challenges still hinder the achievement of optimal quality. These challenges do not stand alone, but are systemic and interrelated, demanding a comprehensive and sustainable strengthening strategy.

One of the main challenges is the lack of collective awareness of the importance of quality as an organizational culture, not just an administrative obligation. Although structurally the madrasah has an Internal Quality Assurance Team (TPMI), the implementation of the quality system at MIN 1 Musi Banyuasin still seems formalistic. Many quality activities are carried out only to fulfill the requirements of accreditation documents or annual reports, without any meaningful reflective evaluation of the educational process and results. The lack of understanding of the strategic value of quality has caused most madrasah residents to not place quality management as a priority in daily decision-making. As a result, quality does not become an ingrained culture, but rather a bureaucratic routine that is carried out once a year before an audit or supervision from an external party.

The next challenge is the low capacity of human resources in managing the quality system methodologically and measurably. Quality management is not only about technical management, but also requires knowledge of how to formulate quality indicators, compile evaluation instruments, conduct measurements, and compile data-based recommendations [19] . At MIN 1 Musi Banyuasin, this competence is not evenly possessed by teachers, education personnel, or madrasah leaders. This makes activities such as learning evaluation, class supervision, and quality reporting run partially and are not integrated into a complete system. In addition, the lack of internal training or workshops on quality management makes educators more focused on teaching alone, without linking these activities to institutional quality goals.

Another technical aspect that is a significant challenge is the limitations in the documentation system and digitalization of quality data. MIN 1 Musi Banyuasin still relies on manual methods in storing documents, activity reports, and physical evidence of program implementation. This complicates the quality verification process, especially when historical data is needed for evaluation or accreditation purposes. In addition, the absence of a digital-based quality information system results in the absence of an efficient and accountable reporting and monitoring mechanism. As a result, much activity data is scattered, not systematically documented, or even lost. Whereas in an ideal quality management system, documentation is an important element that reflects accountability, transparency, and institutional maturity.

The inequality in stakeholder participation is also a significant challenge. Although madrasahs have formed school committees and communicated with parents, their involvement in making quality policies or in preparing school development programs is still very limited. In many cases, the relationship between madrasahs and parents is still one-way, where madrasahs only submit reports, without opening up a space for participatory dialogue in formulating

quality visions and strategies. This condition often causes quality policies to only become the internal domain of madrasahs without support or supervision from external parties. In fact, a healthy quality management system requires strategic partnerships between educational units and the surrounding community in order to be able to respond to educational challenges contextually and adaptively.

From the aspect of facility and infrastructure management, challenges arise in the form of lack of utilization of supporting facilities to support strengthening the quality of learning. MIN 1 Musi Banyuasin already has a laboratory, library, and computer room, but not all of them are used optimally in the framework of improving the quality of education services. This shows a gap between the provision of facilities and the planning of their utilization in the quality program. Without good planning and integration, the existence of facilities will only be a passive asset that does not have a significant impact on the learning process. In the context of SMM, the utilization of facilities must be in line with quality indicators and student learning outcomes, so that they can be evaluated systematically and directed towards continuous improvement.

In facing these challenges, a strategy is needed to strengthen the quality management system that is designed comprehensively, gradually, and based on the internal needs of the madrasah. The first strategy that must be carried out is building a quality culture in the madrasah environment. This can be done through internalizing quality values to all members of the madrasah through routine activities such as roll calls, teacher meetings, internal workshops, and strengthening the shared vision [20]. A quality culture must be brought to life not only in the vision and mission documents, but also in daily work behavior, such as punctuality, teaching discipline, learning innovation, and responsibility for work results. When a quality culture has become part of the habit, the quality management system is no longer felt as an administrative burden, but as a collective need.

The second strategy is to strengthen the capacity of human resources in quality management. This can be done through routine training on the preparation of quality documents, formulation of performance indicators, data-based evaluation techniques, and the development of measurable quality improvement programs. This training does not only target teachers, but also madrasah management and other education personnel. By increasing competence, all elements of the madrasah can take an active role in the planning, implementation, monitoring, evaluation, and improvement cycle (PDCA cycle). In addition, training must also be directed at strengthening soft skills such as leadership, teamwork, and strategic communication, which are important capital in creating a learning organization.

The third strategy is the development of a digital-based quality management information system. MIN 1 Musi Banyuasin needs to build or adopt a simple digital platform that can be used to document quality activities, store evaluation data, and create reports automatically. This digitalization not only speeds up the work process, but also facilitates data-based decision making and provides transparency in program implementation. With a digital system, management can access program developments in real time, evaluate indicator achievements, and quickly identify weaknesses for improvement. This system also allows the involvement of parents and madrasah committees in monitoring the quality of education in a more participatory manner.

The fourth strategy is optimizing the role of the madrasah committee and external stakeholders in strengthening quality. The madrasah committee should not only be involved in financial support or incidental activities, but needs to be empowered as a strategic partner in quality evaluation, the preparation of service improvement policies, and advocacy for madrasah capacity development. For this reason, it is necessary to conduct socialization of the broader role and function of the committee, as well as build a regular communication forum between the madrasah, committee, parents of students, and the surrounding community. With this collaborative approach, the madrasah does not work alone in improving quality, but obtains moral, social, and even material support from the wider environment.

The final strategy is the restructuring of quality-based infrastructure management. Educational facilities need to be designed and utilized in accordance with the needs of the quality program that has been formulated in the planning document. For example, if the madrasah targets improving science learning outcomes, then the laboratory must be activated periodically with a scheduled practicum program. If improving literacy is the focus of quality, then the library needs to be actively used through reading corners in class, literacy competitions, or speed reading training. This integration will ensure that the quality program does not run in a vacuum, but is supported by all components available in the madrasah synergistically. Thus, the challenges in implementing the Quality Management System at MIN 1 Musi

Banyuasin cannot be resolved through separate solutions, but rather require a systemic approach that involves cultural transformation, capacity building, use of technology, stakeholder involvement, and targeted utilization of facilities. If these strategies are implemented consistently, MIN 1 Musi Banyuasin has great potential to become a leading madrasah that not only meets administrative standards, but is also able to build a strong and sustainable quality of education according to the demands of the times.

5. Comparison

The results of this study indicate that the implementation of the quality management system at MIN 1 Musi Banyuasin has a complete structural framework and fairly systematic planning documents, but its implementation still faces challenges in terms of internalizing quality culture, documentation of activities, utilization of information technology, and comprehensive stakeholder participation. This finding is in line with research [1] which states that many educational units, especially madrasahs, experience a gap between the design of quality policies and technical implementation in the field. This study also strengthens the findings [2] which highlight the weak utilization of resources and the lack of technical training in compiling quality indicators, which causes the quality management system to tend to only run at the administrative level. In this context, MIN 1 Musi Banyuasin represents the general condition of madrasahs that have attempted to implement a quality system, but have not fully succeeded in making it a work culture that is inherent in everyday life.

The results of this study also provide an extension of previous studies by emphasizing the importance of strengthening the digitalization aspect of the quality system and management of facilities based on performance indicators. In contrast to research [3] which focuses more on the role of external supervisors in fostering the quality of madrasahs, this study emphasizes that the internal role, especially in building a quality information system and integrating programs with learning facilities, is a strategic step to achieve effective quality management. Thus, this study fills the gap in the literature that tends to focus on managerial aspects and external supervision, by highlighting the need for systemic transformation at the internal level of madrasahs, including strengthening work culture, technical training, and synergy between units to ensure the sustainability of the quality of education provided.

6. Conclusion

Based on the overall results and discussion, it can be concluded that the quality management system at MIN 1 Musi Banyuasin has an adequate institutional foundation and formal documents, but its implementation still faces various significant obstacles, especially in terms of internalization of quality culture, low technical capacity of human resources, suboptimal utilization of infrastructure, limited digitalization of documentation, and minimal active stakeholder participation. The quality system runs more administratively than substantially, so it has not been fully able to encourage continuous improvement in learning practices and madrasah governance. Thus, the implementation of the quality management system at MIN 1 Musi Banyuasin still requires strengthening in the aspects of implementation, internal supervision, and collaboration between units as a prerequisite for achieving comprehensive and sustainable education quality.

To strengthen the effectiveness of the quality management system at MIN 1 Musi Banyuasin, it is recommended that the madrasah take strategic steps in the form of increasing human resource capacity through technical training focused on planning, implementation, evaluation, and quality documentation; building a digital-based quality information system to improve data management efficiency; and optimizing the use of educational facilities according to the established quality indicators. In addition, it is necessary to internalize the values of quality culture to all members of the madrasah and strengthen the active participation of the committee and parents of students in the planning and quality evaluation process. With a systematic and collaborative approach, MIN 1 Musi Banyuasin is expected to be able to build a quality system that not only meets formal standards, but also has a real impact on the quality of services and educational outcomes.

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