

STRATEGY STRENGTHENING QUALITY MANAGEMENT IN MADRASAH THROUGH QUALITY COST

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Abstract:

This study aims to examine the application of the concept of quality costs in strengthening quality management in Madrasah. This concept involves four main aspects, namely prevention costs, appraisal costs, internal failure costs, and external failure costs. This study uses a qualitative research method with a literature study approach, by collecting data through literature reviews from various sources such as books, scientific articles, and relevant journals. The implementation of quality costs can help Madrasahs in improving operational efficiency, reducing waste of resources, and ensuring that the quality of education produced is in accordance with community expectations. This study found that by managing quality costs in a structured manner, Madrasahs can improve the quality of learning, improve the image of the institution, and become more competitive. In addition, this study also proposes the importance of improving communication and transparency with the community, as well as routine maintenance of facilities as a strategy to strengthen quality management. This study suggests that further research explores the long-term impacts of implementing quality costs and involves more stakeholders in evaluating the success of its implementation.

Abstrak:

Penelitian ini bertujuan untuk mengkaji penerapan konsep biaya mutu dalam penguatan manajemen mutu di Madrasah. Konsep ini melibatkan empat aspek utama, yaitu biaya pencegahan, biaya penilaian, biaya kegagalan internal, dan biaya kegagalan eksternal. Penelitian ini menggunakan metode penelitian kualitatif dengan pendekatan studi pustaka, dengan mengumpulkan data melalui kajian pustaka dari berbagai sumber seperti buku, artikel ilmiah, dan jurnal yang relevan. Penerapan biaya mutu dapat membantu Madrasah dalam meningkatkan efisiensi operasional, mengurangi pemborosan sumber daya, dan memastikan mutu pendidikan yang dihasilkan sesuai dengan harapan masyarakat. Penelitian ini menemukan bahwa dengan mengelola biaya mutu secara terstruktur, Madrasah dapat meningkatkan mutu pembelajaran, meningkatkan citra lembaga, dan menjadi lebih kompetitif. Selain itu, penelitian ini juga mengusulkan pentingnya peningkatan komunikasi dan transparansi dengan masyarakat, serta pemeliharaan rutin fasilitas sebagai strategi penguatan manajemen mutu. Penelitian ini menyarankan agar penelitian selanjutnya mengeksplorasi dampak jangka panjang dari penerapan biaya mutu dan melibatkan lebih banyak pemangku kepentingan dalam mengevaluasi keberhasilan penerapannya.

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INTRODUCTION

Islamic religious-based education, such as Madrasah and Islamic Boarding Schools, still often face the stigma of being second-class educational institutions. This is due to the assumption that these institutions are not yet able to compete with public schools, especially in accommodating the needs of modern society that wants Islamic-based education. science, technology, and development of student talents (Bahrudin, 2023) . The community, especially from the upper economic class, often views that Madrasahs are less competitive in producing globally competent graduates (Bahri, 2019) . As a result, interest in making Madrasahs as the primary choice of education for children tends to be low .

This view emerged because there is still a gap in quality management in many Islamic educational institutions. Lack of attention to the management of educational quality, both in terms of facilities, teaching staff, and curriculum, is one of the main reasons for the weak competitiveness of Madrasahs. (Akbar, 2021) . In this modern era, society increasingly demands education that is not only religious but also able to prepare a generation that is adaptive to the development of the times (C. Green et al., 2020; Jubba, et.al., 2022) . Therefore, concrete steps are needed to strengthen quality management in Islamic educational institutions so that this negative stigma can be minimized.

One approach that can be taken is to apply the concept of cost of quality / quality cost, which aims to ensure that all aspects of educational operations are directed at achieving the best quality (Tharaba, 2019) . This approach involves structured cost management, including prevention, replacement, review, and quality improvement so that the educational outcomes produced are in accordance with community expectations (TJ Green, 2007) . Thus, Madrasahs can build a more positive image as quality educational institutions that are in demand by various levels of society.

In various previous studies, efforts to improve the quality of education in Madrasahs and Islamic educational institutions have been a major concern, but most studies focus more on aspects of the curriculum, teaching staff, and educational facilities. For example, research conducted by Haq et.al., (2023) highlights the urgency of technology-based curriculum updates and forgets efforts to strengthen through quality cost management. Other research findings conducted by Baitiyah et.al., (2024) found strategies related to improving the quality of learning through building the competence of teaching staff and improving educational facilities but did not explain the management of quality costs. Other findings in research (Gouws & Wolmarans, 2002) and also Qomarudin, (2018) have begun to highlight strategies in introducing quality costs globally. The study did not highlight steps or efforts to strengthen quality management, especially in the quality cost approach in Madrasahs.

The research has actually contributed to efforts to improve the quality of madrasahs, but the research did not highlight the management of madrasah quality, especially in the quality cost approach. The existence of this research aims to fill the gap in these studies by examining the concept of quality costs in strengthening madrasah quality management.

RESEARCH METHODS

The methodology employed in this article is grounded in library research using a qualitative approach. This data collection method involves the investigation and examination of theories derived from a diverse range of publications relevant to the research topic. Nazir in Syafitri (2020) elucidates that library research constitutes a data collection technique that entails conducting a literature review of books, academic articles, notes, and reports relevant to the subject matter at hand. Bibliographic sources encompass a variety of materials, including books, journals, magazines, research findings (theses and dissertations), and other suitable resources (such as internet sources and newspapers) (Yufarika, 2023). Furthermore, Zed as referenced in Romadhon, Padil, & Tharaba (2024), delineates four stages involved in the study of library science: the preparation of requisite documents, the organization of work folders, effective time management, and the reading or annotation of research materials. This research methodology regularly organizes and synthesizes concepts related to organizational behavior and culture within the educational context (Danita & Romadhon, 2024). Data collection techniques characteristic of library research may include documentation, which involves seeking information about specific variables through notes, books, articles, journals, and other relevant materials.

RESULTS AND DISCUSSION

Madrasahs still face various challenges in the process of maintaining and improving the quality of education, especially in competitiveness with general educational institutions. One of these problems is the management of financing/budget (Hamidah, 2022). This problem is also directly proportional to the lack of an integrated quality management system so that education management tends to run traditionally and inefficiently (Hanafiah, 2020). As a result, the quality of learning produced often does not match the expectations of the community who want superior Islamic-based education that is relevant to the development of the times (Munadzar & Sulis Rokhmawanto, 2021).

To overcome these challenges, the application of the concept of quality costs (cost of quality / quality cost) is a strategic solution in managing education in Madrasahs. The concept of quality cost offers a systematic approach to ensure that all components of education, from educators to facilities, are managed effectively through structured cost allocation (Isnaini, 2023). The application of quality costs includes four main aspects, namely prevention costs, assessment/review costs, internal failure costs, and external failure costs (TJ Green, 2007). By adopting this approach, Madrasahs can improve operational efficiency, prevent waste of resources, and ensure that the quality of education produced is in line with the needs of the community (Fattah & Gautama, 2017; Qomarudin, 2018; Sallis, 2010). This implementation not only has an impact on the quality of learning, but also on improving the image of Madrasahs as competitive and innovative educational institutions.

The implementation of quality costs not only provides efficiency in resource management but also improves the overall quality of services at the madrasah (Wahyudin, Rizki, Nasirudin, & Prayogi, 2023). Allocation of funding can be carried out by the madrasah. The allocation is based on four main aspects of quality costs such as prevention costs, assessment/review costs, internal failure costs, and external failure costs (Pancawati, 2022). The description of the steps to

strengthen management based on these four aspects is as follows.

1. External Failure Costs

External failure costs are costs that arise due to inconsistencies or declines in the quality of education after the results of education are received by external parties, such as students, parents, or the community (Munawaroh, 2023) . These costs include various expenses that must be borne by educational institutions due to dissatisfaction or failure to meet the quality standards expected by external parties (Sihombing, Gultom, & Situmorang, 2022) . External failure costs usually reflect problems that occur outside the internal processes of the institution. The strategies that can be carried out by madrasas are:

A. Improved Communication and Transparency

Madrasahs need to build open communication with parents, students, and the community to explain the quality standards they uphold and the achievements they have achieved. Communication forums such as regular meetings with parents, periodic reports on student progress, and the use of digital media to share information can help manage expectations and prevent dissatisfaction (Bahrudin, 2023) .

B. Providing Responsive Complaints Services

One of the main causes of external failure is the lack of an effective complaint handling mechanism. Madrasahs must provide easily accessible complaint services, both directly and indirectly/online, to accommodate input and criticism from parents or the community (Khoiriyani, Dani, & Ansyah, 2023) . With a responsive system, complaints can be handled quickly before they impact the image of the institution (Nashrul, 2022) .

C. Improving Graduate Quality

The quality of graduates is one of the main benchmarks for community assessment of Madrasahs (Narti, Sriyadi, Rahmayani, & Syarif, 2019) . One of these steps is to ensure that graduates have appropriate output (Roziqin & Rozaq, 2018) . Appropriate output can be output that is accepted at a more adequate further education institution, or its competency can also be in accordance with the needs of the community (Umar & Ismail, 2018) . With these steps, madrasahs can minimize complaints related to the low competitiveness of graduates.

D. Strengthening Relationships with Alumni

Madrasah alumni are important assets that can become ambassadors for institutions in the community (Hakim & Rozi, 2024) . By establishing close relationships through alumni forums, Madrasahs can obtain input on their experiences after graduating and build a positive image through alumni success in the world of work or further education (Dawami, 2022) . Through these strategies, Madrasahs can reduce the negative impact of external failure costs, improve existing weaknesses, and strengthen public trust in Islamic educational institutions. Effective mitigation not only solves problems that arise but also prevents potential failures in the future.

2. Internal Failure Costs

Internal failure costs are costs that arise due to non-conformity or decline in quality in the educational process that occurs within educational

institutions, before the results are received by external parties such as students or parents (Fauzi, 2020). These costs arise when a problem related to quality is identified and must be fixed internally, without involving external parties (Rahman, 2020). Internal failure costs are related to errors or deficiencies that occur in the learning process, administration, or school management (Qomarudin, 2018) . Some strategies that can be implemented to overcome internal failure costs are

A. Preparation of Planning Process in Madrasah Management

Internal failure costs often arise from poor planning, such as the inconsistency of the curriculum with student needs or inefficiency in resource allocation (Maulana, 2020) . To overcome this, Madrasahs need to carry out planning based on data and actual needs, and involve all stakeholders in program preparation (Ningsih, 2024) . This will reduce the risk of failure which will result in additional costs.

B. Teacher Competency Training and Development

Internal failure can occur if teachers do not understand teaching methods or are less competent in managing classes (Muhammad Syahru Romadhon, 2024) . Therefore, Madrasahs must routinely hold training to improve teacher skills and knowledge, both in terms of pedagogy, educational technology, and mastery of subject matter (Hariyanto, 2024) . Skilled teachers will be able to prevent errors in the learning process that can trigger the need for improvement (Yasin, 2011) .

C. Periodic Internal Evaluation

Internal errors often go undetected until they require major repairs. To avoid this, Madrasahs must implement a periodic monitoring and evaluation system for the education and management process (Khuliyati, 2022) . By detecting problems as early as possible, corrective steps can be taken before the problem escalates and triggers additional costs (Ismail & Umar, 2020) .

D. Maximum Management of Facilities and Infrastructure

Damage to learning facilities or infrastructure due to poor maintenance is also one of the causes of internal failure (Islam, 2015) . Therefore, Madrasahs need to have a routine maintenance schedule and a good asset recording system to ensure that facilities are always in optimal condition (Lubis & Fadli, 2024) . This step will reduce the need for major repairs that cost a lot of money.

3. Assessment/Review Fees

Review costs are an important investment in educational quality assurance that allows educational institutions to identify weaknesses, improve teaching processes, and ensure that they meet expected quality standards (TJ Green, 2007) . These reviews also help maintain or enhance the reputation of the institution, increase student and parent satisfaction, and support continuous improvement in the education system (Fauzi, 2020) . Some strengthening strategies in assessment/review costs are

A. Implementation of Technology in the Assessment Process

One way to reduce assessment costs is to utilize digital technology (Kenedi & Hartati, 2022) . For example, Madrasahs can use an online exam system or special software to assess student learning outcomes. This technology not only reduces the cost of printing and distributing

questions, but also speeds up the process of analyzing assessment results so that time and cost efficiency can be achieved. (Mansir, 2020) .

B. Improving Teacher Competence in Periodic Monitoring Assessment

Periodic monitoring/supervision assessment activities need to be carried out periodically to educators. Teachers who are not trained or are less developed in the process of teaching science to students can identify deficiencies that must be improved in the learning process (Mawardi, 2019) . The purpose of supervision is also expected to be able to improve teacher competence periodically in order to improve the teaching process and reduce costs (Utami, 2020) .

C. Use of Integrated Assessment System

Madrasahs can develop an assessment system that is integrated with the curriculum and based on data. An integrated assessment system allows automatic management of student grades, which minimizes errors in data processing and saves manual management costs (Fajri, Ulaini, & Susantri, 2023) . This system also helps facilitate longitudinal analysis to monitor student development as a whole (Haryanto, 2020) .

D. Preparation of Efficient Assessment Instruments

Assessment costs can be reduced by developing instruments that are directly relevant to learning objectives. Madrasahs need to ensure that every evaluation instrument, be it exams, assignments, or observations, is designed clearly and not excessively (Fatimah & Rinawati, 2022) . This prevents wasting time and resources on assessments that have little impact on the learning process (Gustiansyah, Sholihah, & Sobri, 2021) .

E. Cooperation between Madrasahs and External Assessment Institutions

To reduce costs in Madrasahs, Madrasahs can collaborate with other institutions in the preparation and implementation of assessments, such as certification bodies or standardized test providers (Mistaruddin, 2021) . This partnership allows Madrasahs to obtain quality assessment instruments without having to develop them from scratch, making them more cost-effective (Zulaiha, Meldina, Saputra, & Astuti, 2019) .

4. Prevention Costs

Prevention costs are costs incurred by educational institutions to prevent problems or quality inconsistencies in the educational process before they arise (TJ Green, 2007) . The purpose of prevention costs is to ensure that high standards of educational quality can be maintained by minimizing the possibility of failure or decline in quality (C. Green et al., 2020) . By making preventive efforts, educational institutions can avoid greater costs associated with fixing or handling quality problems that arise in the future. Strengthening efforts through prevention costs include,

A. Teacher Training Relevant to Modern Developments

One focus of prevention costs is teacher competency development. To reduce costs, Madrasahs can adopt a training approach based on specific teacher needs, such as increasing mastery of educational technology or innovative learning methods. This training can be done through online platforms or collaboration with training institutions so that it is more economical than face-to-face training which requires large costs.

B. Adaptive Curriculum Development

Madrasahs need to develop a curriculum that is in accordance with the needs of students and the development of the times (Moh Sahrur Romadhon, Winaryo, Rohib, & Ahsanuddin, 2023) . A well-designed curriculum will prevent errors in the learning process, such as irrelevant materials or outdated teaching methods (Hariyanto, 2024) . By involving experts and teachers in the curriculum development process, the cost of repetition for future improvements can be minimized (Perbukuan, 2020).

C. Maintenance of Educational Facilities

Prevention costs can be directed towards routine maintenance programs for facilities and infrastructure, such as classrooms, laboratories and technological devices (Fhadillah, 2024) . Regular maintenance can prevent major damage that requires expensive repairs or replacement costs (Ginanjar, Rahman, & Jundullah, 2023). Thus, resources can be used efficiently to support learning activities.

D. Collaboration with Policy Stakeholders

To reduce prevention costs, Madrasahs can build partnerships with various parties, such as the government, religious organizations, or private institutions (Hasan, 2017) . This collaboration is expected to help procure resources, fund training, or provide educational facilities (Al Givari, 2020) . It is hoped that these collaborative activities will not burden the Madrasah budget excessively.

E. Building Quality Awareness in Teachers and Students

Increasing awareness of the importance of quality in all elements of the Madrasah, including teachers, students, and parents, is an important step in preventing failure (Zulhammi & Hasibuan, 2023) . This awareness can be increased through socialization, training, or internal programs that promote a culture of quality (Issyarabin, 2021) .

Strengthening quality management through the application of the concept of quality cost or cost of quality is a strategic step for Madrasahs to answer the challenges of improving the quality of education. By managing the costs of prevention, assessment, internal failure, and external failure efficiently, Madrasahs can create an education system that is not only competitive but also relevant to the needs of society and the development of the times (Hariyanto, 2024) . Through quality cost-based management, Madrasahs have great potential to become a model of quality education and are able to compete at the national and global levels (Setiawan, Bafadal, Supriyanto, & Hadi, 2020) .

CONCLUSION

This study shows that the application of the cost of quality / quality cost concept can be an effective strategy to strengthen quality management in Madrasahs. By managing the four main components of quality costs such as prevention costs, appraisal costs, internal failure costs, and external failure costs, Madrasahs can improve operational efficiency, reduce waste, and ensure the quality of education that is relevant to the needs of the community. Strengthening management based on quality costs not only has an impact on improving the quality of learning, but also helps improve the image of Madrasahs as competitive and innovative Islamic educational institutions. As for suggestions for further

research, it is expected to be able to examine the long-term impact of the implementation of quality costs on Madrasah performance, both in terms of academics, finances, and reputation in the community. In addition, further research can also involve more stakeholders, such as teachers, students, parents, and the community, to understand their perceptions and contributions to influencing the success of the implementation of quality costs in Madrasahs. With further research, the implementation of quality costs in Madrasahs can continue to be refined to support the goal of improving the quality of competitive Islamic-based education in the future.

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