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THE INFLUENCE OF TOTAL QUALITY MANAGEMENT ON THE EFFECTIVENESS OF THE LEARNING PROCESS

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Abstract:
The increasing demands of the times force educational institutions to improve their quality. The implementation of Total Quality Management (TQM) is very important in changing the paradigm of educational management. This study aims to explore more deeply how TQM can contribute to improving the quality of education and achieving optimal performance, especially in terms of student learning satisfaction. The method used is quantitative with a correlational design, through questionnaires, interviews, and documentation. The results of the analysis show that the implementation of TQM, especially in the aspects of learning planning, teacher training, and continuous evaluation, has a significant effect on learning effectiveness. The analysis shows a positive correlation between TQM and learning effectiveness, with a correlation value of 0.456. learning effectiveness is influenced by the implementation of TQM at MTs NU Putra 2 Buntet Pesantren. It is recommended that madrasahs continue to develop a culture of quality through the consistent application of TQM principles to improve the quality of education.

KATA KUNCI
Total Quality Management, Kualitas Pendidikan, Pembelajaran

Abstrak:
Tuntutan zaman yang terus meningkat memaksa lembaga pendidikan untuk meningkatkan kualitasnya. Penerapan Total Quality Management (TQM) menjadi sangat penting dalam mengubah paradigma manajemen pendidikan. Penelitian ini bertujuan untuk menggali lebih dalam tentang bagaimana TQM dapat berkontribusi dalam meningkatkan kualitas pendidikan dan mencapai kinerja yang optimal, terutama dalam hal kepuasan pembelajaran siswa. Metode yang digunakan adalah kuantitatif dengan desain korelasional, melalui angket, wawancara, dan dokumentasi, Hasil analisis menunjukkan bahwa penerapan TQM, terutama dalam aspek perencanaan pembelajaran, pelatihan guru, dan evaluasi berkelanjutan, berpengaruh signifikan terhadap efektivitas pembelajaran. Analisis menunjukkan korelasi positif antara TQM dan efektivitas pembelajaran dengan nilai korelasi sebesar 0,456 efektivitas pembelajaran dipengaruhi oleh penerapan TQM di MTs NU Putra 2 Buntet Pesantren. Disarankan agar madrasah terus mengembangkan budaya mutu melalui penerapan prinsip-prinsip TQM secara konsisten untuk meningkatkan kualitas pendidikan.

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INTRODUCTION

The government has made every effort to realize quality education, considering the demands of the times that are increasing rapidly day by day. One of the things they have set is to determine the minimum standards of education. This is none other than to increase competitiveness so that education in Indonesia remains synergistic and provides many contributions to success in the field of science. The main point for increasing competitiveness in the era of globalization is quality. Quality in both small and large areas is a firm determination for the spirit of education drivers. Many of them are always trying to appear more dashing and brave in developing all aspects of education, of course, in improving its quality, so that there is no doubt that education can color their success in facing the demands of the times (Maulansyah et al., 2023; Yu et al., 2020). Then, Sinambela stated that the quality of education is how deeply the implementation of education can provide added value for users, both teachers and students (Ernawati et al., 2020; Supadi, 2021).

Despite various efforts, the reality on the ground still shows that many schools and madrasahs in Indonesia face challenges in ensuring the effectiveness of the learning process. The low level of well-planned quality management results in disparities in learning outcomes, minimal student participation, and a lack of innovation in learning practices (Musnandar et al., 2024; Wibowo & Subhan, 2020).

One of the managerial approaches that has proven effective in improving the quality of education is Total Quality Management (TQM). This is supported by the findings of Fahruddin's research (2020). At the madrasah level, MA Mamba'ul Hisan Sidayu Gresik applies four Total Quality Management (TQM) concepts as an effort to improve the quality of education. This includes the student admission process, maintaining customer satisfaction, making continuous improvements, and involving all components of the institution (Fahruddin, 2020). In addition, from Rosyidah's research (2022), Sekolah Indonesia Kuala Lumpur (SIKL) implements five steps of Total Quality Management (TQM), including continuous improvement and organizational culture transformation, as an effort to improve the quality of education in the era of globalization and achieve student satisfaction (Rosyidah, 2022).

TQM (Total Quality Management) is an important foundation in the world of contemporary education and can change the management paradigm along with the evolution of global competition. TQM is not only a management method, but also a philosophy that permeates the structure and culture of the organization. In facing increasingly complex demands and increasingly tight competition, the implementation of TQM is not only an option but a necessity to ensure the sustainability and excellence of education. TQM emphasizes a strong orientation, understanding that educational success is not only measured in terms of productivity and efficiency, but also by the ability to consistently meet and exceed educational expectations (Panigrahi, 2023; F. Tharaba et al., 2025). By applying principles such as participation of every education

personnel, fact-based management, and systems approach, TQM creates an environment where every education driver feels involved in continuous improvement and positive contribution to overall quality, because schools cannot run alone; they need support from various parties. The process of improvement in schools is ongoing and never finished. A good school is a school that always strives to be better (Atmaja et al., 2022; M. Fahim Tharaba, 2019).

Seeing the improvement of the quality of education as a necessity, this study aims to investigate further related to TQM (Total Quality Management) in helping to improve the quality of education and achieve perfect performance, especially in providing satisfaction with student learning, so that it can be expected to influence the effectiveness of the learning process at MTs NU Putra 2 Buntet Pesantren.

RESEARCH METHOD

This study uses a quantitative approach with a survey method to determine the effect of the implementation of Total Quality Management (TQM) on the effectiveness of the learning process at MTs NU Putra 2 Buntet Pesantren, namely research that aims to determine the relationship or influence between two or more variables (Siregar, 2017; Sugiono, 2019; M. F. Tharaba & Wahyudin, 2024). The population in this study was all teachers, staff, and students of MTs NU Putra 2 Buntet Pesantren. The sampling technique used was random sampling. Samples will be taken from teachers and students, with a total of 25 respondents to ensure the validity and reliability of the research results. The entire population was sampled using the total sampling technique. This selection was based on a relatively small and homogeneous population, so that all respondents were considered to be able to represent the actual conditions in the field comprehensively and accurately (Arikunto, 2010; Jailani, 2023). In addition, all respondents were confirmed to have worked for at least two years in the madrasah, so they were considered to have a sufficient understanding of the internal dynamics of the institution and the implementation of the quality management system that was being applied. This is in line with the recommendation from (Romlah, 2021), which states that in educational studies, respondents who have sufficient work experience will provide more credible and in-depth information. The research variables consist of two types, namely independent variables (X) and dependent variables (Y). The independent variable is the implementation of Total Quality Management (TQM). Meanwhile, the dependent variable is the effectiveness of the learning process. To collect data, the instrument used is a questionnaire.

Each item on the questionnaire is arranged on a Likert scale with five answer choices, ranging from strongly disagree to strongly agree. Data collection was carried out by distributing questionnaires to respondents. After the data was collected, data analysis will be carried out using the linear regression analysis method to see if there is a significant influence between the independent variable (TQM) and the dependent variable (effectiveness of the learning process). Before the analysis, the reliability and validity tests of the questionnaire will be carried out to ensure that the instruments used are feasible and reliable (Prayogi & Kurniawan, 2024; Siregar, 2017).

The research hypothesis to be tested is as follows: Null Hypothesis (H_0): There is no significant influence between the implementation of Total Quality Management

(TQM) on the effectiveness of the learning process at MTs NU Putra 2 Buntet Pesantren. Alternative Hypothesis (H_1): There is a significant influence of the implementation of Total Quality Management (TQM) on the effectiveness of the learning process at MTs NU Putra 2 Buntet Pesantren.

RESULTS AND DISCUSSION

The implementation of Total Quality Management (TQM) at MTs NU Putra 2 has shown significant success in improving learning effectiveness. This finding is in line with research conducted by (Abimbola, B. O. & Kuye, 2021; Zaki et al., 2024), which reveals that TQM not only improves the efficiency of the teaching and learning process but also increases student satisfaction and fosters a culture of quality in the school environment. However, challenges remain. Some teachers still have difficulty adapting to the new quality management system (Khurniawan et al., 2020). In addition, limited funds are also an obstacle to optimizing training and infrastructure development (Purnomo & Maksum, 2020). Despite these challenges, the implementation of TQM has opened up great opportunities for madrasahs to increase competitiveness and public trust in Islamic educational institutions. With the implementation of TQM, the learning that is applied must undergo adjustments. It is hoped that with increased innovation and creativity, the learning process can be better in facilitating students according to existing dynamics (BahjatAL-Tamimi, 2021; Khalim & Tamam, 2023).

The implementation of Total Quality Management (TQM) at MTs NU Putra 2 Buntet Pesantren has a significant impact on increasing the effectiveness of the learning process. This is reflected in several aspects of the test that are the focus of the implementation of TQM, namely:

Validity Test

Total Quality Management Implementation Instruments

N : 25

T tabel : 0,396

The assessment criteria are if the Pearson Correlation value is greater than the T table (0.396), and Sig. is less than 0.05, then the question item is Valid.

No	Question Items	Pearson correlation	Sig Value	Criteria
1	The school focuses on the needs of students and parents.	0,708	0,000	Valid
2	The principal demonstrates strong leadership in quality management.	0,789	0,000	Valid
3	The school has a continuous quality improvement program.	0,893	0,000	Valid
4	Teachers, staff, and students are actively involved in efforts to improve school quality.	0,420	0,037	Valid
5	School performance is measured and analyzed periodically for	0,787	0,000	Valid

	improvement.			
6	The school provides adequate facilities and infrastructure to support learning.	0,782	0,000	Valid
7	Communication between teachers, staff, students, and parents is going well.	0,643	0,001	Valid
8	Schools are always looking for feedback from students and parents to improve quality.	0,863	0,000	Valid
9	There is good coordination between teachers, staff, and school management in managing learning.	0,799	0,000	Valid

Learning Process Effectiveness Instrument

No	Question Items	Pearson correlation	Sig. Value	Criteria
1	Classroom learning helps students understand the material better.	0,558	0,004	Valid
2	Teachers use a variety of learning methods to improve student understanding.	0,790	0,000	Valid
3	Teachers use a variety of learning methods to improve student understanding.	0,878	0,000	Valid
4	The facilities provided by the school support the effectiveness of the learning process.	0,823	0,000	Valid
5	Learning in schools encourages students to think critically and creatively.	0,899	0,000	Valid
6	Teachers provide sufficient guidance to students during the learning process.	0,523	0,007	Valid
7	Assessment of student learning outcomes reflects students' abilities objectively.	0,766	0,000	Valid
8	Students feel satisfied with the learning process taking place at school.	0,593	0,002	Valid
9	Teachers always provide constructive feedback on student learning outcomes.	0,705	0,000	Valid

Instrument Reliability Test

Interpretasi Nilai Cronbach's Alpha:

- $0,9 \leq \alpha \leq 1,0$: Very high reliability (excellent).
- $0,8 \leq \alpha < 0,9$: High reliability(good).
- $0,7 \leq \alpha < 0,8$: Reliability is sufficient(acceptable).
- $0,6 \leq \alpha < 0,7$: Moderate reliability(questionable).
- $0,5 \leq \alpha < 0,6$: Low reliability (poor).
- $\alpha < 0,5$: Very low reliability(unacceptable).

Reliability of TQM Implementation Instruments

Cronbach's Alpha	N of Items
.897	9

With a value of 0.897, the reliability of the instrument is in the high category. This means that each item in the questionnaire has good internal consistency, and the results can be considered stable and reliable. This instrument is strong enough to be used in research because the level of consistency between items is very good.

Reliability of Learning Process Effectiveness Instruments

Cronbach's Alpha	N of Items
.892	9

The Cronbach's Alpha value of 0.892 indicates that the instrument has high reliability. This instrument has very good internal consistency, which means that the items in the instrument correlate well with each other and provide consistent results when tested on the same sample. Overall, this instrument can be considered reliable for measuring the effectiveness of the learning process, so that the measurement results with this instrument are trustworthy and stable.

Normality Test

The assessment criteria are if the Sig. Value is less than 0.05, then Ho is rejected and H1 is accepted, which means that the population is not normally distributed. Conversely, if the Sig. Value is greater than 0.05, then Ho is accepted and H1 is rejected, which indicates that the population is normally distributed.

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Service satisfaction	.134	25	.200*	.929	25	.084

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

In the Kolmogorov-Smirnov test, the statistical value is 0.134 with Sig. or p-value of 0.200. Because the p-value is greater than 0.05, the Service Satisfaction data is considered to be normally distributed according to this test. Meanwhile, in the Shapiro-Wilk test, the statistical value is 0.929, and the p-value is 0.084. A p-value greater than 0.05 also indicates that the Service Satisfaction data is not significantly different from the normal distribution, so it can be said to be normally distributed according to the Shapiro-Wilk test. Both normality tests show that the Service Satisfaction data is not significantly different from the normal distribution (p> 0.05 in both tests). Thus, the

assumption of normality is met, which means that this data is suitable for use in statistical analysis that requires a normal distribution.

Homogeneity Test

The assessment criteria are if the Sig. Value is less than 0.05, then Ho is rejected and H1 is accepted, which means that the data variance is not homogeneous. Conversely, if the Sig. Value is greater than 0.05, then Ho is accepted and H1 is rejected, which indicates that the data variance is homogeneous.

Test of Homogeneity of Variances

Levene Statistic	df1	df2	Sig.
2.843	5	15	.053

The Levene Statistic value obtained is 2.843 with degrees of freedom (df1) of 5 and (df2) of 15, and Sig. (p-value) of 0.053. Since this p-value is slightly above the conventional significance limit of 0.05, this result indicates that there is no strong evidence to reject the null hypothesis, which states that the variance between groups is the same or homogeneous. With a p-value of 0.053, the assumption of homogeneity of variance is almost met, although it is at the limit of significance. In general, this data can still be considered to have homogeneous variance, so it can be used in analyses that require the assumption of homogeneous variance between groups.

Regression Equation

The hypothesis testing criteria are if the Sig. Value is less than 0.05, then Ho is rejected and Ha is accepted, which means the regression equation coefficient is significant. Conversely, if the Sig. Value is greater than 0.05, then Ho is accepted and Ha is rejected, which indicates that the regression equation coefficient is not significant.

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	40.282	1	40.282	6.027	.022[b]
	Residual	153.718	23	6.683		
	Total	194.000	24			

a. Dependent Variable: Y

b. Predictors: (Constant), X

In the Regression row, the Sum of Squares value of 40.282 with a degree of freedom (df) of 1 indicates the variation explained by variable X. The Mean Square value of 40.282 with an F value of 6.027 and a Sig. Value of 0.022. Because the p-value (Sig.) is smaller than 0.05, this result indicates that the regression model using X as a predictor has a significant effect on Y. The Residual section shows a Sum of Squares of 153.718 with a df of 23, which reflects the variation that cannot be explained by variable X and is caused by other factors. A significant p-value (0.022 <0.05) indicates that variable X has a significant effect on Y, so the null hypothesis stating that the regression equation coefficient is not significant can be rejected. This means that in this model, X influences Y, which is significant enough to be used as a predictor for Y in this regression model.

Linearity of Regression Line

The hypothesis testing criteria for this ANOVA analysis are if the significance value (Sig.) is less than 0.05, then the null hypothesis (Ho) is rejected and the alternative hypothesis (Ha) is accepted, which indicates there is no significant difference or relationship between groups or indicates that the linear relationship between variables is not significant. Conversely, if the significance value is greater than 0.05, then Ho is accepted and Ha is rejected, which means there is a significant difference between groups or that the linear relationship between variables is significant.

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Y * X	Between Groups	(Combined)	116.633	9	12.959	2.513	.055
		Linearity	40.282	1	40.282	7.810	.014
		Deviation from Linearity	76.352	8	9.544	1.850	.145
	Within Groups		77.367	15	5.158		
	Total		194.000	24			

Based on the results of the ANOVA analysis in the table, it can be seen that there is a relationship between variables Y and X, which is analyzed through variation between groups, linearity of the relationship, and deviation from linearity. In the Between Groups (Combined) section, the Sum of Squares value of 116,633 with an F value of 2,513 and a p-value of 0.055 indicates that there is variation between groups that approaches the level of significance, but this result is not strong enough at the conventional significance limit of 0.05. This indicates a tendency of influence, although not significant enough.

Furthermore, in the Linearity analysis, with a Sum of Squares value of 40,282 and a p-value of 0.014, the linear relationship between variables Y and X is proven to be significant. A p-value smaller than 0.05 indicates that the linearity hypothesis is accepted, meaning that there is a significant linear relationship between the two variables. On the other hand, Deviation from Linearity has a Sum of Squares value of 76.352 and a p-value of 0.145, indicating that there is no significant deviation from linearity. This indicates that the linear relationship can be relied on as a representation of the relationship between Y and X as a whole.

Finally, in the Within Groups section, the Sum of Squares of 77.367 indicates variation that cannot be explained by the model or variable X. Overall, the ANOVA analysis shows that the linear relationship between variables Y and X is significant (p = 0.014), and there is no significant deviation from linearity (p = 0.145), so this linear relationship can be considered quite valid.

Significance Of Correlation

The hypothesis testing criteria for this correlation analysis are as follows: if the Sig. (2-tailed) value is less than 0.05, then Ho is rejected and Ha is accepted, which means there is a significant correlation between variables X and Y. Conversely, if the Sig.

Value is greater than 0.05, then Ho is accepted and Ha is rejected, which indicates that the correlation between variables X and Y is not significant.

Correlations

		X	Y
X	Pearson Correlation	1	.456*
	Sig. (2-tailed)		.022
	N	25	25
Y	Pearson Correlation	.456*	1
	Sig. (2-tailed)	.022	
	N	25	25

*. Correlation is significant at the 0.05 level (2-tailed).

The results of the Pearson correlation analysis between variables X and Y indicate a significant relationship between the two. The Pearson correlation value of 0.456 with a significance (Sig.) of 0.022 indicates a significant positive correlation at a confidence level of 5% ($p < 0.05$). This means that when variable X increases, variable Y tends to increase as well, although this relationship is not very strong. A p-value smaller than 0.05 allows the rejection of the null hypothesis stating that there is no correlation between X and Y. Therefore, it can be concluded that there is a significant relationship between these two variables, with a moderate level of correlation strength.

Overall, starting from the results of the regression test which shows that TQM has a significant influence on learning effectiveness, with a coefficient value of 0.456 and a significance of 0.022 ($p < 0.05$) and is reinforced by the results of the Pearson correlation which shows a moderate positive relationship between TQM and learning effectiveness, and the results of the linearity test also show a significant linear relationship ($p = 0.014$), without significant deviation ($p = 0.145$), which supports the validity of the relationship between the two variables, this indicates that every increase in the implementation of TQM is correlated with an increase in learning effectiveness. The correlation found is in the moderate category, indicating that although TQM makes a significant contribution, other factors may also influence learning effectiveness, such as student motivation, teacher competence, and the availability of learning facilities and environments.

This finding confirms that TQM not only functions as a managerial tool but also as a strategy to improve the quality of education as a whole. Therefore, the implementation of TQM needs to be continuously optimized in the madrasah environment to achieve more effective, efficient, and quality-oriented learning.

CONCLUSION

The results of the regression analysis show that TQM has a significant effect on learning effectiveness, with a significance value of 0.022 ($p < 0.05$), which means that the implementation of TQM is positively correlated with increasing learning effectiveness. The linearity test also shows a significant relationship ($p = 0.014$), indicating that consistent TQM implementation is directly related to the effectiveness of the learning process. The results of the Pearson correlation analysis support this conclusion, showing a positive correlation between TQM and learning effectiveness

with a correlation value of 0.456. Overall, TQM has been shown to play an important role in improving the quality of learning at MTs NU Putra 2 Buntet Pesantren.

As a recommendation, educational institutions, especially Islamic boarding schools or madrasahs, are advised to apply TQM principles in the management and learning process. The implementation of TQM should begin with internal evaluation, teacher training, strengthening a culture of quality, and involving parents and students in decision-making. School management needs to build a data-based monitoring and evaluation system to ensure that the policies taken are by real needs. For further research, it is suggested to expand the scope to madrasahs in different backgrounds and regions. The Levene Statistics value obtained is 2.843 with degrees of freedom (df1) of 5 and (df2) of 15, and Sig. (p-value) of 0.053. Since this p-value is slightly above the conventional significance limit of 0.05, this result indicates that there is no strong evidence to reject the null hypothesis, which states that the variance between groups is the same or homogeneous. With a p-value of 0.053, the assumption of homogeneity of variance is almost met, although it is at the limit of significance. In general, this data can still be considered to have homogeneous variance, so it can be used in analyses that require the assumption of homogeneous variance between groups to find out the influence of TQM in various contexts. In-depth qualitative research is also needed to identify the obstacles to TQM implementation at the classroom and institutional levels.

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