



Islamic Value-Based Quality Management: Evaluation and Implementation Strategy for Globally Competitive Education

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ABSTRACT

This article discusses the concept of Islamic value-based quality management, evaluation strategies, and implementation in globally competitive education. By combining Islamic principles such as *ihsan* (perfection) and *shura* (deliberation), and the Total Quality Management (TQM) approach, this article offers a guide to improving the quality of education and achieving global excellence. The results of the study indicate that the application of Islamic values in educational quality management can improve the quality of education and student competence in facing global challenges. Quality management in Islamic education is more popularly known as Total Quality Management (integrated quality). In the implementation of Islamic education quality management, there are several things that must be considered: Continuous Improvement, Setting Quality Standards, Changing Organizations. Quality improvement must be carried out comprehensively based on the size, level, provisions and assessment of the quality of goods or services (products) according to customer satisfaction. This utilization is carried out through effective, efficient and productive cooperation to achieve happiness and prosperity both in the world and in the hereafter.

Keywords: *Quality Management*, Evaluation Strategy, Islamic Education

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INTRODUCTION

Education is one of the most important sectors in creating a highly competitive society. In the era of globalization, the challenges faced by educational institutions are increasingly complex, requiring a holistic and sustainable quality management approach. Islamic values provide a strong foundation for quality management in education, which can help educational institutions achieve global standards. This article aims to explore how Islamic values can be integrated into educational quality management, appropriate evaluation strategies, and implementation steps to achieve global excellence.

Management is the ability to organize and carry out activities well. In education, management is very necessary to achieve educational goals. If the implementation of education has been running without being accompanied by management functions, then the goals of education will not be achieved because the implementers of education run alone.

In Islamic teachings, to do work must be planned, measured and directed, (QS. As-Sajdah [32]: 5) as an embodiment of Islamic values, this indicates that something that will be done must be programmed. Education is a basic structure that provides facilities for citizens to be able to determine what goods and services are needed. Even in macro terms, education is the "heart" and "backbone" of the future of the nation and state. even the success of a nation is determined by the success in improving and renewing the education sector. While on the other hand, the Islamic education system is a crucible that forms perfect humans as the initial foundation in the development of civil civilization,4 and realizes blessings for all mankind.

However, various indicators of the quality of Islamic education have not shown significant improvement. Functionally, Islamic education is basically aimed at maintaining and developing whole humans (*insan kamil*), namely quality humans according to the Islamic perspective.

METHOD

This research uses the library research method, namely an approach that aims to critically examine relevant library materials to solve problems specific. Library materials are used as a basis for drawing conclusions from existing knowledge, exploring new ideas, developing theoretical frameworks, and finding solutions to the problems being studied. Data were collected through a documentation approach, namely by analyzing written records made by individuals or institutions as part of a study of an event. This method provides authentic sources of data, evidence, and information that are difficult to find through other means, while also opening up opportunities to deepen understanding of the topic being studied. The analysis process is carried out using content analysis, which allows for a systematic and objective description of information with valid conclusions (M Choirul Muzaini et al., 2024). In this article, the thing that we want to review is "Islamic Value-Based Quality Management: Evaluation and Implementation Strategies for Globally Competitive Education" Through this research process, it is hoped that it can fulfill the function of the literature review.

RESULTS AND DISCUSSION

1. Islamic Value-Based Quality Management Concept

The Quran talks about social issues, such as politics, economics, social, culture, and education. Imam Al Ghazali, as quoted by Shihab, explained that all branches of science, both past and future, both known and unknown, all originate from the Quran. The Quran is a source of existing knowledge, from the Quran we can also explore and develop new knowledge that was previously unknown to humans. The Quran contains guidelines for every human being in managing themselves to achieve success in the world and happiness in the hereafter. To succeed, someone needs to understand and be able to apply management science well. Management can be interpreted as the management, administration and use of resources effectively to achieve desired goals. The word management literally means leading, guiding or organizing. So from the origin of this word, management can be interpreted as management, control, leading or guiding. According to experts, management is the process of utilizing people or other resources to achieve

organizational goals effectively and efficiently. The limitations of management as a process that concerns.

with the overall efforts of individuals with the help of other individuals and other resources, using efficient and effective methods to achieve the specified goals.

Quality management in Islamic education involves the application of the principles of *ihsan*, which means doing everything with perfection, and *shura*, which means deliberation or consultation. These principles are in line with the TQM approach which emphasizes continuous improvement, participation of all parties, and the development of high quality standards.

From the definition above, it can be concluded that management is a science or art that regulates the process of utilizing the role of human resources and other resources, supporting the achievement of predetermined goals effectively, efficiently and with quality. While the equivalent of the word quality is quality, which in management, can mean degree or level. Etymologically, quality has various meanings and multiple interpretations. This is because there is no agreement and standard measurement of the meaning of quality, in contrast to quantity which can be stated objectively and absolutely. However, Vincent and Jims simply define quality as a depiction of the direct characteristics of a product or the results of an activity, such as performance, reliability, ease of use, and so on.

Islamic value-based quality management also includes aspects such as responsibility (*amanah*), justice (*adil*), and honesty (*sidik*). In the context of education, these principles are applied through various approaches such as:

- **Curriculum Development:** Integrating Islamic values into the curriculum taught in schools. The curriculum not only covers religious subjects, but also includes Islamic ethical principles in each subject.
- **Teacher Training:** Providing training to teachers to apply Islamic values in the teaching process. This training includes teaching methods based on compassion, justice, and honesty.
- **Parent Participation:** Involving parents in the educational process through effective communication and deliberation. Parents are invited to play an active role in supporting school activities and providing constructive feedback.

Islamic value-based quality management also teaches the importance of *adab* (ethics) in the relationship between teachers and students, as well as between students and fellow students. Values such as respect, listening and cooperation are upheld in every aspect of education.

1) Evaluation Strategy

Evaluation strategies in Islamic value-based quality management include several stages.

main:

- **Planning:** Determining the goals and standards of educational quality based on Islamic values. These goals include developing student character based on Islamic values, as well as high academic

achievement.

- **Organizing:** Building an organizational structure that supports the implementation of quality management. This structure includes clear roles and responsibilities for each member of the school, including teachers, administrative staff, and school management.
- **Implementation:** Implementing teaching strategies and methods that are in accordance with quality standards. These teaching methods include the use of educational technology, project-based learning approaches, and cooperative learning.
- **Evaluation:** Conduct regular assessments of student, teacher, and educational facility performance. This assessment covers academic and non-academic aspects, such as character development, social skills, and extracurricular activity.

This evaluation also involves active participation from all stakeholders, including students, teachers, and parents, through the shura mechanism to provide constructive input. One of the evaluation methods that can be used is the Balanced Scorecard, which measures performance based on four perspectives: financial, customer, internal processes, and learning and growth.

2) Implementation for Global Competitive Education

Implementation of Islamic value-based quality management in globally competitive education involves several important steps:

- **Training and Development:** Improving teacher and staff competencies through training relevant to global standards. This training includes continuing professional development, such as workshops, seminars, and international certification programs.
- **Global Based Curriculum:** Developing a curriculum that integrates Islamic values with global competencies. This curriculum includes foreign language learning, information technology, and 21st century skills such as critical and creative thinking.
- **Facilities and Infrastructure:** Improve educational facilities and infrastructure to support the teaching and learning process. These facilities include science and technology laboratories, digital libraries, and classrooms that support interactive learning.
- **Extracurricular Programs:** Provide programs that can improve students' foreign language skills and other skills relevant to global needs. These programs include debate clubs, sports activities, and international student exchange programs.

This implementation also includes the development of a school culture that supports the implementation of Islamic values, such as a positive learning culture, teamwork, and commitment to quality. The use of sophisticated educational technology is also important to improve the efficiency and effectiveness of the learning process. In addition, collaboration with international educational institutions can broaden students' horizons and provide opportunities to learn from

best practices around the world. This can be achieved through student exchange programs, research collaborations, and participation in international conferences.

CONCLUSION

Islamic value-based quality management offers a comprehensive approach to improving the quality of education and achieving global excellence. By implementing appropriate evaluation strategies and effective implementation steps, educational institutions can ensure that the educational process runs according to the expected quality standards. The application of Islamic values in educational quality management not only improves the quality of education, but also forms strong character and morals of students, so that they are ready to face global challenges.

Quality management in Islamic education is more popularly known as Total Quality Management (integrated quality), which can be defined from three words, namely: total (whole), quality (quality, degree/level of excellence of goods or services), management. (action, art, control, direction). Quality education management is based on customer satisfaction as the main target. Internal customers (principal, teachers, administrative staff, messengers, guards, security guards and canteen mothers/fathers). External customers:

- a) Primary externals (students) become lifelong learners, good communicators, have skills in daily life, high integration, problem solvers and creators of knowledge and become responsible citizens.
- b) Secondary external (parents, government and companies): graduates can meet the expectations of parents, government and companies in terms of carrying out the tasks assigned to them.
- c) Tertiary external (job market and wider society): graduates have competencies in the world of work and community development, thus influencing economic growth, people's welfare and social justice.

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