

Development of Traditional Management Model of Traditional Islamic Boarding School Education Based on Total Quality Management in Islamic Education (Tqm-Ie) in Aceh Province, Indonesia

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Abstract

The purpose of this study was to develop an effective and feasible model of traditional pesantren education management based on Total Quality Management in Islamic Education (M2P2TQM-IE) to be applied to traditional Islamic boarding schools in Aceh province. This research uses quantitative and qualitative approaches with the type of research and development designed by Borg and Gall [3]. The location of this research is in 24 Islamic boarding schools in Aceh Province. The subjects of the research were the leaders of the pesantren, pesantren teachers, community leaders and the Head of the Dayah Education Office. This research produces, first: a factual model of traditional pesantren education management in Aceh province so far with the following steps: Planning, implementation, and supervision have not been effective and feasible. Second, the trial of the Traditional Islamic Boarding School Education Management Model Based on Total Quality Management in Islamic Education (M2P2TQM-IE) was feasible because it received support from internal customers and external customers. M2P2TQM-IE goes through the following steps: (a) planning which includes setting goals, formulating pesantren values, continuous improvement, and preparing integrated quality programs; (b) organization which includes the formation of committees, formation of work units, description of institutional models, division of tasks, job qualifications; (c) implementation which includes leadership, communication and training implementation using the steering committee method; (d) supervision which includes quality control, quality assessment and quality improvement using 360-degree feedback and reporting methods. Third, the M2P2TQM-IE development which has been tested in 24 Islamic boarding schools in Aceh province is proposed to be developed throughout Aceh and has met the effectiveness level of the model with a score of 91.23, including the very good category, the efficiency level is quite good, and the practical level is sufficient. good so that it deserves to be developed in all traditional pesantren and other educational institutions in Aceh Province.

Keywords: Education Management, Traditional Islamic Boarding School, TQM-IE

1. INTRODUCTION

In Indonesia, apart from general educational institutions, there are so-called Islamic educational institutions, namely Islamic boarding schools. Today's developments, pesantren are starting to become a concern and alternative education for the upper-middle class, because they have advantages in the field of religious education. In 1979, the Minister of Religion issued

Regulation no. 3 of 1979 which reveals the form of Islamic boarding schools, with several types, including Type A, namely Islamic boarding schools where students study and live in boarding schools with traditional teaching (wetonan or sorogon). Type B, namely Islamic boarding schools that provide classical teaching (madrasah) and teaching by Kiai is an application and given at certain times. The students live in the dormitory environment of the Islamic

boarding school. Type C, namely Islamic boarding schools which are only dormitories, while the students study outside (madrassas or public schools) and the Kiai are only supervisors and mental coaches for these students. Type D, namely Islamic boarding schools that organize a boarding school system as well as a school and madrasa system.

Based on the results of the study explained that "in the education system of salaf pesantren, Kiai is the highest authority in determining the direction, educational goals, curriculum/learning materials in pesantren. Kiai has the authority to determine the books of certain Ulama".[19] Traditional Islamic boarding schools are salafiyah schools, which come from the word salaf which means "old", "formerly", or "traditional". Salafiyah Islamic boarding schools are Islamic boarding schools that organize learning with a traditional approach. Salafi pesantren (traditional Islamic boarding schools) are pesantren that maintain lessons with classical books and are not given general knowledge.[23] The teaching model is also as commonly applied in traditional pesantren, namely the sorogan and weton methods. The output of Islamic boarding schools is that they must have achievements in the education and learning process as well as management in Islamic boarding schools. The output of Islamic boarding schools is grouped into four types: 1) output in the form of academic religious knowledge achievement, 2) output in the form of general academic knowledge achievement, 3) output in the form of skill or life skills achievement, 4) output in the form of achievements in non-academic fields.[8] Characteristics of an effective pesantren include having inputs with the following characteristics: 1) the existence of clear policies, goals, and quality targets, 2) available and ready resources, 3) competent, highly dedicated, and well-mannered staff, 4) having high achievement expectations, 5) focus on customers, especially for students, 6) there is adequate management input to run the wheels of the Islamic boarding school. The purpose of Islamic boarding school

education can be seen in two objectives, namely: 1) general goals, namely guiding students to become human beings with Islamic personalities. Students with their religious knowledge can become preachers in the surrounding community through their knowledge and religion. 2) special goals, namely to prepare students to become pious people in religious knowledge recommended by the Kiai concerned and to practice them in society. Based on the explanation above, it can be concluded that the purpose of traditional pesantren (dayah salafiyah) is to create dai-dai or ulema in broadcasting Islam, especially religious sciences so that people understand more about religious sciences. Furthermore, people who have understood the religious sciences will be able to pass this knowledge on to their families and especially their children.

Management is the process of planning, organizing, implementing, and controlling, activities of organizational members and activities using other organizational resources to achieve organizational goals. Meanwhile, this study focuses on the management of education in Islamic boarding schools. Educational management in Islamic boarding schools is a process, namely an activity that relies on the effective application of management, and managerial functions, although some existing Islamic boarding schools rarely use modern management systems like what is applied in other formal educational institutions. Management of Islamic boarding school education is essentially a process of structuring and managing Islamic boarding schools that involve human and non-human resources in mobilizing to achieve the goals of pesantren education effectively and efficiently.[8] What is called effective and efficient is management that successfully achieves the target perfectly, quickly, precisely, and safely. What is ineffective is management that does not succeed in meeting its objectives because there is mismanagement, then ineffective management is management that does not succeed in achieving organizational goals.

The pesantren management model is as follows: The education model in pesantren is divided into dualism management models, namely the modern pesantren management model and the traditional pesantren management model. [8] The traditional pesantren management model is a model that does not accept madrasa's understanding of the pesantren, and in such a pesantren model, no management model refers to a modern management system at all, it tends to run as it is. And in this traditional pesantren, it is difficult to accept management changes.

In Aceh, there is a traditional Islamic boarding school called Dayah. Dayah is the main educational institution in Acehese culture, for hundreds of years. The dayah educational institution has several disciplines and has produced many experts in the field of religion.

Qanun of Nanggroe Aceh Darussalam Province No. 23 of 2002 concerning the implementation of education in NAD in article 16, paragraph 1, it is stated that dayah/Islamic boarding schools are Islamic educational institutions with a Pondok/ranking system led by the ulama, organized by foundations, social agencies, individuals, and/or the government. And paragraph 2 also states that dayah education / Islamic boarding schools consists of Salafiyah Dayah (traditional) which does not organize a madrasa education program system and Integrated Dayah which organizes a madrasa education program system at various levels. Modern Dayah and traditional Dayah are located in a complex which has buildings apart from the santri dormitory and the Teungku house, madrasa building, sports field, canteen, cooperative, agricultural land and/or livestock land.[14] The leadership patterns of traditional pesantren and modern pesantren are different. The leadership pattern of modern pesantren is in the form of foundations, while the leadership pattern of traditional pesantren is independent and does not have an organizational structure so that when the first leader is no longer there, the quality of the pesantren decreases and the pesantren has no

successor. The results of research in one of the traditional pesantren in Aceh show that the pesantren have carried out religious activities like other dayah, but their implementation has not been optimal and still requires improvement and improvement in several ways. In the santri aspect, better handling is needed, and a more regular arrangement of facilities. As a further action, several recommendations need to be submitted to the Dayah leadership for follow-up, especially those relating to recitation teachers as the main factor for improving the quality of students.[7]

Based on the research above, it is necessary to improve the quality of management in Islamic boarding schools to improve quality in various aspects. The advantage of traditional pesantren in Aceh is that the founders and caregivers of the dayah are role models in Acehese society. The Tengku dayah (ulama) leads the community both socially and politically. Dayah clerics also provide scientific directions to the government. These experts in the field of religion, known as ulama, are the main role models in Acehese society and can improve children's character. According to the results of the study explained: "Dayah is the oldest educational institution in Aceh. Its existence has brought a very positive contribution to the intelligence of the Acehese people, especially in the context of internalizing the values of Islamic teachings and also playing a role as a social control function of the Acehese people".[11] Furthermore, based on the results of the study explain "the Islamic internalization process of Islam value takes several steps namely transformation values; transaction values, and trans-internalization values".[1].

Dayah is also often a place for deliberations on every social and political problem in Acehese society. If the dayahs have political science subjects, the graduates will understand the world of politics and will be able to make neutral decisions that are fair for all parties when faced with political issues that develop in society.[21] Dayah graduates will not be deceived and can apply their

knowledge well. If there is no political curriculum in the dayah, but the graduates enter the world of politics, the students will be like people jumping from a helicopter without a parachute.

About improving the quality of santri, that dayah in Aceh made changes to increase scientific competence and skills. [23] The development of facilities and infrastructure to improve the quality of the learning process is increasingly being encouraged. The presence of the Dayah Agency within the Aceh Government is a strategic step to empower the development of dayah in Aceh Province. This agency has assisted the dayah in human resource development by providing subsidies and training related to the management of dayah development in Aceh.

After a long time of existence, some of the Dayahs in Aceh have their network. For example, the Al-Ziziyah dayah network. The Alziziyah Dayah Network is the dayahs established by the graduates of the Mesra Samalanga MUDI Dayah, since Abon Aziz and after. Based on the results of the study, the MUDI Mesra Samalanga Islamic boarding school became the epicentre of the Al-Ziziyah Islamic Boarding School. Because a district/city in Aceh already has a network of Al-Ziziyah pesantren. The number of Islamic boarding schools that use the name Al-Ziziyah as the epicentre of the MUDI Mesra Samalanga Islamic boarding school continues to grow. Based on data from the 2017 MUDI Mesra Samalanga Islamic boarding school, it states that the Al-Ziziyah network of pesantren totals 130 pesantren, plus 314 study centres. So the number of pesantren with Al-Ziziyah network is 444 units of the MUDI Mesra Samalanga Islamic Boarding School. The Al-Ziziyah network is seen as a big family of the pesantren community originating from the MUDI Mesra Samalanga Islamic boarding school.[12]

The Aceh government through the Aceh Dayah Education Development Agency (BPPD) has prepared a plan for developing a dayah education institution in Aceh. The following is a picture of the dayah

development plan in Aceh. The dayah teachers have limited ability to communicate using Arabic so the students are also unable to communicate well in Arabic. This resulted in, in the field of communicating in Arabic, modern pesantren are superior to dayah. Meanwhile, traditional pesantren excel in Islamic laws and master the yellow book.

Traditional Islamic boarding schools (dayah) are often faced with various problems that are not light.[9] It is known that an Islamic education system contains various components that are interrelated with one another. These components include the foundation, objectives, curriculum, teacher competence and professionalism, teacher-student relationship patterns, learning methodologies, infrastructure, evaluation, financing, and so on in the face of globalization. The various components contained in this education often run as they are, natural and traditional, because they are carried out without careful conceptual planning. As a result of this situation, the quality of Islamic education in the face of modern times often shows an unsatisfactory situation. The results of the study show that the marginalization of traditional Islamic educational institutions when dealing with modern educational institutions that are more organized does not only occur in the archipelago but other countries such as Turkey, Egypt and others.[5] The development of an increasingly competitive society requires everyone to compete healthily. Likewise, an institution, including an Islamic educational institution, seems to be the case with Islamic boarding schools competing to win the market, demanding each institution to prioritize quality and quality in its managerial and learning processes. Quality in education has distinctive characteristics because education is not an industry. In education, educational products are not goods but services. However, education experts in Integrated Quality Management (MMT) at least apply the Five Pillars, including 1) Customer focus, 2) total involvement, 3) measurement, 4) commitment, and 5) continuous

improvement.

According to the results of a 2017 study by the Dayah Education Office in Aceh, eighty per cent (80%), of traditional pesantren (dayah) still face obstacles regarding the availability of professional human resources and the application of traditional management, for example, ownership is still private and not a foundation. no administrative staff, no organizational structure. As for the organizational structure, the dayah is only filled by the Tengku. The role of the Teungku in community leadership is influenced by his leadership style in the pesantren. In contrast to other leaders, the pesantren's Tengku often occupies or even is placed as the sole leader who has advantages that are not shared by the community in general. The weakness of this leadership style appears when the style is adopted continuously by the students when at that time the knowledge of the students and some teachers are still lacking. This weakness will also be biased toward the development of the dayah because everything depends on the leadership's decision. Teachers as creative personnel who help in the course of education will hesitate to be active in contributing their creativity. Another weakness is the absence of systematic planning in the leadership replacement process (generally leadership changes are caused by natural factors, such as death). From here, the most urgent thing that must be addressed by pesantren as an anticipatory step is to improve management patterns, because pesantren management patterns tend to be carried out incidentally and pay less attention to their hierarchically systematized goals.

The management of pesantren education is a problem in itself because so far pesantren is identical to the education of the Kiai which does not require development towards a more advanced future. Meanwhile, in reality, the world of Islamic boarding school education has become one of the alternative institutions in neutralizing globalization, so the demands for the development of Islamic boarding school education management are important.

Regarding the pesantren education system, it is usually done naturally with a managerial pattern that remains the same every year. Fundamental changes in the management of pesantren have not been seen. Acceptance of new students, for example, is still open to all individuals with diverse backgrounds and abilities without conducting a pre-test. Efforts to categorize and classify students qualitatively are rarely done.

Such patterns of pesantren management should begin to change towards management that prioritizes the quality of education, which is better known as Total Quality Management in Islamic Education (TQM-IE). The principles of this management concept have also been used by the government to improve the quality of educational institutions in Indonesia with the term School-Based Quality Improvement Management (MPMBS) but the results are not optimal, there are still weaknesses that must be improved.

TQM with all long-term strategic planning and comprehensive employee involvement has its strategy for dealing with challenges and changes in each phase or stage. [16]

This phase will also turn into a reformer and an innovator, if: developing integrated quality in Islamic education, developing ways to adapt and finding the right way to maintain customer relationships, the experience of the institution or organization is used as the basis for further development, maintaining dynamics and entrepreneurship/ independence when there is rapid change, must periodically read the goals and evaluate for the success of the institution, organizational decline and destruction cannot be avoided, the revitalization process must periodically be carried out and tested continuously, and maintain the cultural values of traditional pesantren which become local wisdom, Acehese people.

When reading the TQM model in education, it turns out that Sallis also answered that there is no standard organizational form in TQM although there

are some structures that are more appropriate to apply than others. The structure used must be appropriate and facilitate the TQM process [16]. Islamic educational institutions or institutions that develop TQM must eliminate the hierarchical system and replace it with a system that is more parallel to inter-institutional relations. So the right model in TQM-IE (Total Quality In Islamic Education) is a simple, lean form, and is built in a strong work team and instils the cultural values of traditional pesantren, with values of obedience, discipline in the worship of students, teachers and staff at the leadership and the cultural values of this traditional pesantren can be applied in any educational institution. Some writers, such as Peters, warn that the matrix structure with the complexity of the relationship can hinder the quality process.

The high hierarchy in educational institutions and excessive layers of management can create difficulties in the learning space so that staff cannot carry out their work effectively. So, the TQM concept emphasizes teamwork, development, and strengthening of work teams to simplify and lighten the performance of middle managers.

Middle management becomes the leader in quality control and plays a role in encouraging the team and fostering their development otherwise their function can decline drastically. Meanwhile, teams that have too much autonomy can cause their movements to be uncoordinated and ineffective, so teamwork must be regulated by simple, effective management that must be able to understand the vision and policies of the institution. This is what makes TQM special, which also emphasizes the importance of vision.

The education system in traditional pesantren (dayah) needs to be maximally developed based on Total Quality Management because the problems experienced in traditional pesantren revolve around the problem of learning methodologies that tend to be traditional. A study explaining total quality management is a perception, which educational institutions

can only attain thorough long period of planning, by formulation and execution of annual quality programs, which substantially moves towards the accomplishment of the vision".[4] Traditional Islamic Boarding Schools need to implement it with various processes and stages, because Total quality management is a perception, where educational institutions can only achieve a mature planning period, with the formulation and implementation of an annual quality program, which substantially moves towards achieving the vision. One of the quality problems in traditional pesantren is: In daily life, the dayah students use local languages to communicate so that students will have difficulty communicating with Islamic religious experts abroad, almost all of whom use Arabic or English. This is different from the modern Islamic boarding school students who use Arabic and English in their daily communication. In addition, the dayahs in Aceh do not yet have a curriculum on other skills, apart from Islamic law. This was explained by Helmi Abubakar about the role of dayah ulama in the era of globalization. Dayahs should produce graduates who have other skills in addition to studying religion, especially for students who do not want to continue their studies to become a scholar. Because of the demands of modern times or the demands of development in the field of science and technology now (portalsatu.com). Next explain: experience, training, and education in a course similar to this one will help you develop good management skills. Because management skills are so important skill-building.[10] Experience, exercises, and education courses are very important in improving or managing skills.

However, it is alleged that previously learning other than religious sciences had been taught by dayah in Aceh during the struggle of Tengku Fakinah. Tengku Fakinah was a warrior and also an educational figure in Aceh who founded several dayahs throughout Aceh, as stated in a study that in Tengku Fakinah's dayahs, apart from religious knowledge, general sciences and

handicrafts were also taught; such as embroidery, sewing and carpentry. However, currently, only some of the dayahs in Aceh are implementing learning programs such as that implemented by Tengku Fakinah. Although the learning process is not routine, this pattern needs to be further developed and more focused.[22]

In Aceh, there is a government agency that manages traditional, integrated or modern dayahs, namely the Dayah Education Office which is now by Permendagri Number 95 of 2016 concerning Aceh Regional Apparatus. Based on data from the Aceh Dayah Education Office, the total number of modern, integrated and traditional pesantren is 740 pesantren. Of the 740 pesantren, which include traditional pesantren, there are 380 dayah or 51.5%. Only one traditional dayah has implemented a management pattern, although it has not been maximized and there is 5 traditional pesantren in the management development stage by the Aceh Dayah Education Office. Based on the data above, it can be concluded that the traditional dayahs have not implemented quality management and management patterns, and the government has also not made qanuns or regulations regarding the formalities of education in the dayahs. This causes the dayah students to not be able to continue with formal education, this is also because the Dayah Education Office has not set a routine curriculum and management pattern by the functions and management principles in traditional dayah (salafiyah) to improve the quality of dayah based on Total Quality Management.

The Dayah Education Office in Aceh has established the Dayah Accreditation Board by conducting the Dayah accreditation which is spread throughout Aceh Province. The purpose of the Dayah Education Office to carry out accreditation is to improve the quality of dayah education. The Dayah Accreditation Board at the Dayah Education Office assesses the quality of the dayah from five dimensions, namely: (a) curriculum, the existence of a tiered applicable curriculum that is arranged in the dayah syllabus, (b)

facilities and infrastructure that support the teaching and learning process in dayah, (c) a clear status of ownership of dayah assets, (d) educational resources, namely the dayah institution must have clear teacher criteria according to the qualifications of their field of knowledge, (e) clear sources of funds, namely dayah must have clear sources of funds both sourced from asset management waqf, as well as plantation products so that with a clear source of funds the dayah can last a long time even though there is no assistance from the government or from other institutions, (f) the teaching and learning process, namely the dayah educational institution must have a special schedule for the continuity of the learning process every day, and (g) have an official legal entity from the government, namely the dayah must have a notary deed, have an operational permit from the government. District/City Ministry of Religious Affairs Pekapontren, and a permit for implementation from the District/City Dayah Education Office. Every year the dayah category does not experience a significant increase and even stagnates. This percentage also shows that the management pattern in the dayah is not by the functions and principles of management and in improving the quality of education it has not been maximized.

Total Quality Management (TQM) or comprehensive quality management is a management concept that has been developed 50 years ago from various aspects/management practices as well as efforts to increase and develop productivity. TQM introduces the development of an organization's product and service processes systematically and continuously. The approach seeks to involve all relevant parties, and ensures that their experiences and ideas contribute to the development of quality. The findings in a study explain that Total Quality Management (TQM) in its application in Islamic educational institutions in Islamic boarding schools aims to provide satisfaction to customer needs as efficiently as possible. [6] Even Total Quality Management (TQM) in education can benefit all parties with the

condition that leaders improve the performance of teachers and organizations continuously in line with internal and external developments of the dayah. In all fields, especially the quality of education has an important thing. Total Quality Management as an important element always has a direct influence on human improvement.

Starting from the description above, the importance of improving the quality of education in traditional Islamic boarding schools (Dayah). And dayah must welcome

2. METHOD

The research method used in this study is a research and development (R&D) approach. The method used in this study is a research and development (R&D) model, the research and development procedure is divided into ten main steps, namely preliminary studies, model planning, model development, limited trial, model design revision, dissimulation & implementation, model refinement, model revision, total model testing, and model enhancement.[3]

The development model in this research goes through the stages; theoretical models, hypothetical models, and finalization models. A theoretical model is a model that describes a framework of thinking based on relevant theories and supported by empirical data. The hypothetical model is a model that has received expert and practitioner input through a two-stage Focus Group Discussion (FGD). The final model is a model that has been tested empirically. The development of the model in this study is referred to as the Traditional Islamic Boarding School Education Management Model based on Total Quality Management (TQM) by reviewing the planning, implementation, evaluation and development of traditional Islamic boarding schools with 5 main elements of TQM, namely customer focus, continuous improvement, respect for everyone,

and implement TQM in education as part of the desire to achieve quality both by internal and external customers. Where quality as a "subject" is referred to and controlled. This of course can be achieved by applying appropriate approach methods in TQM based on dayah management indicators, namely planning, organizing implementation, evaluation and monitoring. So that it can develop a model of education management in traditional pesantren (dayah) based on integrated quality management (Total Quality Management in Islamic Education). management based on facts, and customer satisfaction.

What was developed in this study was a traditional pesantren education management model based on total quality management in Islamic Education. The development model carried out is by testing the model or product. Product or model testing is a very important part of development research, which is carried out after the product design is complete. The trial of the model or product aims to determine whether the product made is suitable for use or not. Model or product trials also see the extent to which the products made can achieve the goals and objectives. The trial was carried out 3 times; 1) a one-time limited test was carried out on a small group of 3 pesantren, 2) a limited trial of 10 pesantren, and 3) a total test (field testing) of 24 pesantren.

Testing the quality of the developed model or product is truly an empirically valid construct. The steps in conducting the analysis taken in research and development include; 1) preliminary study by collecting initial data through in-depth interviews, and observation, 2) model planning, 3) model development, 4) limited trial phase I as many as 3 Islamic boarding schools, 5) revising the test model results, 6) model stabilization is carried out with the second limited trial of 10 pesantren for the leaders of dayah, teachers, staff and students, 7) refinement of the model, 8) model stabilization by testing all pesantren leaders, teachers, staff and students in 24

traditional pesantren, 9) refinement of the model, and 10) dissemination and implementation.

The development of the model in this study is referred to as the Traditional

Islamic Boarding School Education Management Model based on Total Quality Management in Islamic Education. The whole stage can be seen in Figure 1 as follows:

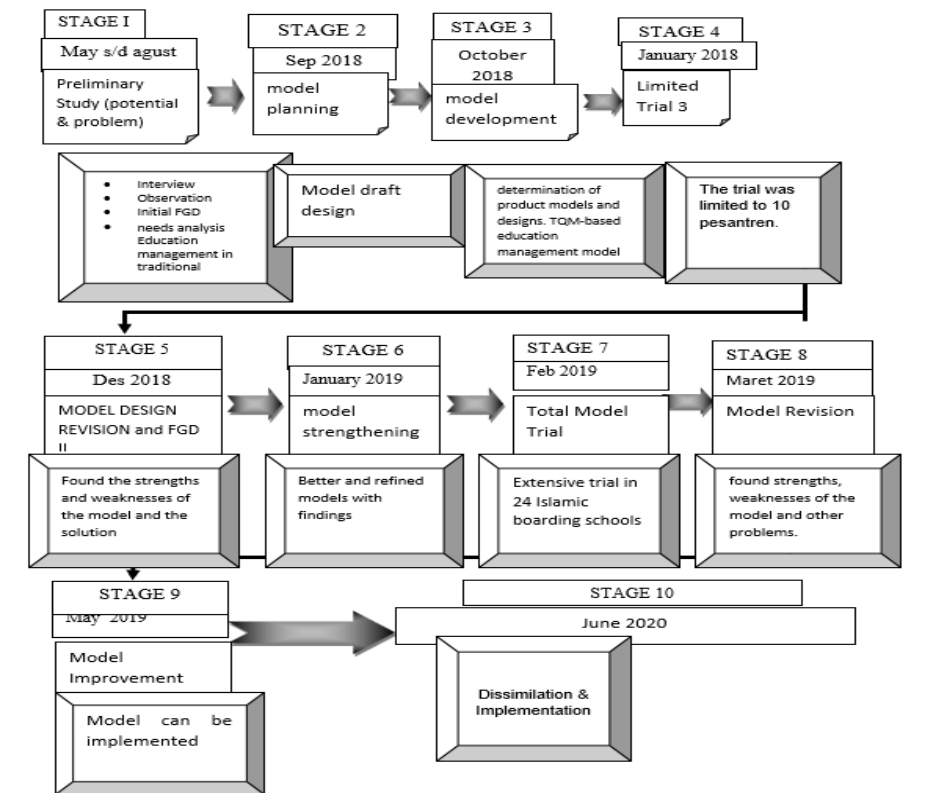


Figure 1 Stages of Model Development

3. RESULTS AND DISCUSSION

Based on the results of the initial research, information was obtained that the implementation pattern of the traditional pesantren education management model in Aceh Province was still in the poor category and had not yet reached the good or very good category. This explains that traditional pesantren based on TQM-IE still need improvement so that the management

of the pesantren runs well or very well. Traditional Islamic boarding school students can meet the times. Without lag behind other formal education. For more details, the pattern of implementation of the traditional pesantren education model will be described respectively. The results of the initial field research conducted in several Islamic boarding schools in Aceh Province can be seen in the following diagram:

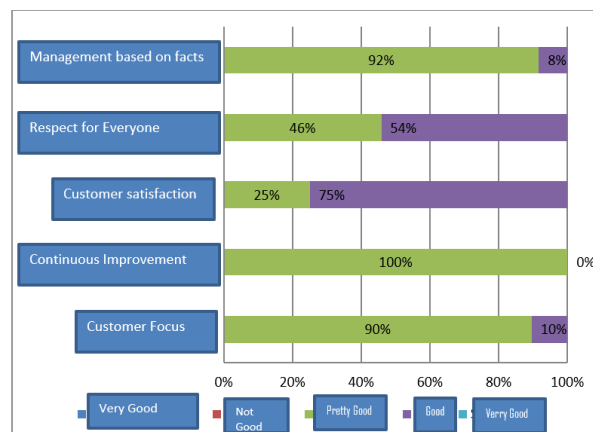


Figure 2 Diagram of Determinants of Implementation M2P2TQM-IE

Management based on facts in the process of implementing the TQM model in traditional Islamic boarding schools in Aceh Province by 92% in the poor category has not reached the good and very good categories. Respect for everyone in the process of implementing the TQM model in traditional Islamic boarding schools in Aceh Province is 54% in the poor category, has not reached the good and very good categories. Customer satisfaction with the process of implementing the TQM model in traditional Islamic boarding schools in Aceh Province is still in the less than 25% category, which must be improved to achieve a good category. All respondents feel that continuous improvement in the implementation process of the TQM model in traditional Islamic boarding schools in Aceh Province is still not good. The focus on customers in the process of implementing the TQM model in traditional Islamic boarding schools in Aceh Province is 90% in the poor category, not yet in the good or very good category.

Based on data processing, four of the five elements of TQM that form the pattern of implementing the traditional pesantren education management model are stated to be not good, not in the good or very good category. The elements referred to are elements of focus on users, elements of continuous improvement, elements of management based on facts and elements of respect for everyone. The four elements that make up the pattern of implementation of the traditional pesantren education management

model are above 50%. The element of customer satisfaction is 75% in the good category. However, with a percentage figure below 50%, it is necessary to make improvements and improvements to the element of customer satisfaction, because this is an important element in Total Quality Management (TQM).

Planning is the first step of the entire policy implementation process, which includes several program activities that must be planned to achieve policy goals, namely, goal setting, is largely determined by five factors, namely: focus on users, continuous improvement, user satisfaction, respect for everyone, management based on fact. Based on the results of interviews about the traditional pesantren education management model in Aceh Province. setting goals about the development of pesantren leadership does not spread the vision. Mission and goals of the pesantren. Goal setting to the consistency of policy orders is only carried out on teacher staff, but not for pesantren leaders. Goal setting to santri is still waiting for orders from the pesantren leadership and goals in terms of data, priorities and performance variability. not understood. Based on the results of observations and documentation studies to find out objectively the initial goal-setting of the identity of the traditional pesantren educational institution, it was found that the manager was not very consistent with the initial goal-setting of the traditional pesantren education model in Aceh Province.

This is due to a management system

that does not have statistics, as quantitative facts submitted to the Aceh District and Provincial Dayah Education Office. This is justified by the results of the questionnaire showing that the elements of continuous improvement are still not good at 100% significantly affecting the management of the implementation of the TQM-IE-based traditional pesantren education model in Aceh Province related to goal setting. It is concluded that the purpose of the traditional pesantren education management model in Aceh Province has not been maximized. The results of interviews with leaders of traditional pesantren, the head of the Aceh Province Dayah Education office, regarding the formulation of the traditional pesantren education management model program in Aceh Province, have been concluded as follows: (1) the formulation of the values of the pesantren, shows that the vision, mission and the purpose of the pesantren are still poorly understood (2) the formulation to internal customers does not understand the ethos of the pesantren, (3) the formulation in terms of action based on results, is still lacking.

The TQM-IE-based traditional pesantren education management organization model in Aceh Province, which consists of several elements of activity, namely, committees, work units, institutional models, division of tasks, and job qualifications, based on the results of interviews, has not been organized and has not been implemented properly. Data from questionnaire interviews, observations and documentation at Islamic boarding schools show that: a) A committee has been formed with a description of the TQM guidelines because the guidelines are not complied with, inadequate infrastructure, late funding, limited management personnel both in terms of quality and quantity, and actions based on results have not been seen, b) The formation of the traditional pesantren work unit, provides a comprehensive picture of management in the division of tasks of the traditional pesantren education model in Aceh Province at this time, it appears that the

part of the education system has not been maximized or the expectations of the TQM model- IE. In short, it can be concluded that the work unit does not clearly describe the functions and duties according to the initial goals of the institution, c) The institutional model is not clearly understood by all internal pesantren and the model used now is more adoptive and not easy to implement causing all subordinates to only follow orders from leadership, because there is no socialization of the adopted model design, even an institutional formulation that is more appropriate to local conditions and situations, d) The division of tasks to teachers and staff is reflected in the picture of the organizational structure of the pesantren, so it does not need to be conceptualized because the teacher (Teungku) already know and understand the task. The division of tasks for teachers and staff of Islamic boarding schools does not have a written concept, and a culture of fear of leaders does not help teachers and staff to take the initiative and innovate in the development of pesantren, e) Job qualifications to the clarity of internal customer development regarding the division of labour by the division of labour officers have been going well, but the authority system of the pesantren leadership is so strong that the obedient attitude of every teacher (teungku) in the task is carried out faithfully with a strong fear, thus there is a need for improvement and development in aspects of job qualifications.

Data from interviews, questionnaires, and documentation observations show that there are three main things in the implementation of TQM-IE-based traditional pesantren management starting from a) There are times when leadership has been running not according to the TQM pattern because there is a lack of good communication between leaders and employees. The Dayah Education Office is in the field of HR, while the current leadership has only communicated with the pesantren's core management, such as with Deputy Director I, II, III and Lajnah Bahtsul Masail. Meanwhile, communication with the Dayah Education Office is only a

formality. Leadership formally has an ineffective impact on the quality of education for students in Islamic boarding schools. There is a need for improvement and development of the leadership system, according to the lead regulatory system that is officially applicable at the Dayah Education Office, b) the communication between leaders and teachers and education staff does not meet the standards. Leaders need to be more serious about improving and developing communication so that the communication system in pesantren will be better and will affect the quality of pesantren education, c) training for all internal pesantren has not been carried out because it has not become a priority program in management. The consequence is that some of the internal pesantren do not know the correct and correct TQM-IE-based traditional pesantren education management model.

The supervisory system in the management function of developing the current TQM-IE-based traditional pesantren education management model focuses more on two main elements, namely: quality control and quality improvement. The data from interviews, questionnaires, and documentation observations show that: Based on the data from interviews, documentation studies and observations, it can be concluded that, 1) the evaluation from the leadership continues even though it is not routine, but the pesantren visionaries remain loyal to work, because of a sense of obedience to ulama and leadership beliefs 2) aspects of evaluating the performance of pesantren leaders towards traditional pesantren functionaries, especially the teachers remain loyal because they are controlled judicially, as well as organizationally structurally through the authority of pesantren leaders while improving the performance of all functionaries has not been arranged normally. For this reason, there needs to be improvements and developments to the performance evaluation system and a better job improvement. Quality improvement is an evaluation to find information about quality planning and quality control and is carried out

to find out about the implementation of the TQM-IE-based traditional pesantren education management model. How quality improvement is carried out, it can be seen from the conclusion that there is no systematic program on quality improvement models, but pesantren are often used in teacher work meetings and pesantren leaders to discuss various policies and urgent needs to the development of a traditional pesantren education policy management model based on TQM-IE in Aceh Province.

The report has received serious attention so that it was assessed with the best 86% score by the Dayah Education Office regarding the reporting of the completeness and management of TQM-IE-based pesantren education in Aceh Province, this is due to the determination of pesantren accreditation in determining categories A, B, C and D (non-type) to budget the operational costs of the pesantren from the Dayah Education Office.

There are very strong factors that influence the process of managing the traditional pesantren education management model in Aceh Province so the activities are not effective. These factors can be seen through the following analysis: 1) Goal setting because individual goals of the leader are dominant and there is no socialization of institutional goals. 2) Inconsistency in the formulation of individual leadership policies and lack of socialization of institutional policies. 3) Islamic boarding school values are not formulated, 4) The allocation of pesantren management resources is limited in terms of quantity and quality because there is no training program or daily, weekly or monthly training and supervision. 5) The Dayah Education Office does not have a major role in policy formulation for pesantren. 6) Curriculum improvement and development programs have stalled because there is no policy from the leadership of the pesantren and there is no communication between the leaders of the pesantren and the teachers. 7) The formulation of an integrated quality program is still based on the traditional management system.

The factors that influence the steps of

activities in organizing are 1) Committees and work units are formed but do not function properly because of the individual attitude of the leader and there is no intensive communication. 2) Organizational structure but all policies are based on leadership decisions., 3) Institutional descriptions do not have concepts and terms of reference due to limited leadership, no coordination with related parties, 4) Task division is still double duty due to limited quality of human resource management caused by teachers who double as staff do not have pesantren management expertise and there is no leadership coordination with the Dayah Education Office.

The factors that affect the implementation steps are: 1) The leadership is carried out only unilaterally, because there is no coordination with the Dayah Education office, only the policy of the pesantren leadership, 2) Communication is carried out only in a formality because of the determination of policies by the leader, coordination with the team is only a decision from the leadership, 3) the training is not programmed because the leadership does not focus on developing pesantren management and institutional quality, there is no coordination as a form of cooperation with partner agencies and institutions.

The factors that influence the steps of supervision activities are as follows, namely: 1) the development of TQM-based pesantren has not received priority because there are many other more important programs according to the leadership's priorities and there is no coordination with the Dayah Education office, limited institutional human resources to conduct training programs., 2) Evaluations are carried out only on occasion, pesantren evaluation meetings and meetings with pesantren leaders, because the leadership's policy is not coordinated with other parties, 3) Reporting is focused on reports of completeness of data by traditional pesantren operators to the Dayah Education Office, individual reports have not been carried out optimally because the leadership does not have enough time and the leadership only focuses more on reading and understanding the contents of the books according to the core curriculum of traditional pesantren.

Based on the results of the questionnaire on the elements that influence the success or failure of a TQM implementation, there are big differences in the position of several elements and factors that influence the implementation of TQM development programs in traditional pesantren, as shown in the following table:

Table 1 Comparison of Questionnaire Results with Interview Results, Observations and Documentation Studies

Questionnaire Results		Interview Results	
Elements	Score	Elements	Description
Customer Focus	90% (Not good)	Customer Focus	Very good
Continuous improvement	100% (not good)	Continuous improvement	Good
Customer satisfaction	25% (not good)	Customer satisfaction	Good
Respect for everyone	46% (kurang baik)	Respect for everyone	Good
Management by Facts	90% (not good)	Management based on facts	Not good

Based on the results of interviews, observations, documents and questionnaires, it can be concluded that: the implementation of the traditional pesantren education management model in Aceh

Province currently only uses three functions, namely: PAC (planning, implementing and monitoring), Organizing combined with planning, the following picture is shown The current process of

developing a traditional pesantren education management model in Aceh

Province is as follows:

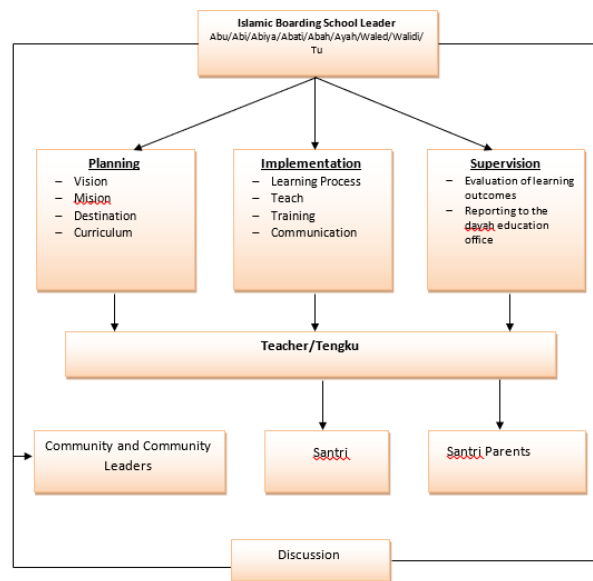


Figure 3 The Factual Model of Islamic Boarding School Education Management So far

Based on the analysis of the data from interviews, observations and documentation studies described above, described here are described according to the traditional pesantren education management model in Aceh Province which only uses three basic management principles, namely PAC (planning, actuating and controlling). Based on the factors mentioned above, it appears that the traditional pesantren education management model in Aceh Province is less effective. This is due to the fact that the elements constituting the activity steps in the three management principles used by PAC are not implemented properly due to the factors described above. So that the inputs that become the strength of the institution are: (1) vision, mission, goals and objectives, (2) programs, (3) personnel, (4) leadership, (5) students, (6) infrastructure, (7) financing, (8) administration, (9) the culture of the pesantren did not provide significant support for the M2P2TQM-IE process in Aceh Province.

Based on the weaknesses in the factual model regarding the TQM-IE-based education management model in traditional

pesantren, it can be realized through the design of a traditional pesantren education management model that behaves in the education management model according to Terry (1960) who developed four basic principles, namely: POAC (planning, organization, actuating and controlling). The four basic principles consist of several main elements as activity steps as follows: a) Planning consisting of activity steps, namely: (1) goal setting, (2) formulation of pesantren values, (3) continuous improvement, (4) preparation of an integrated quality education program (MMT), b) Organizing consisting of the steps of activities, namely: (1) committee, (2) work unit, (3) institutional model, (4) division of tasks and (5) job qualifications, c) Implementation consisting of activity steps, namely: (1) leadership, (2) communication, (3) training and d) supervision consisting of activity steps, namely: (1) quality control, (2) quality improvement and (3) reporting.

Each component has a correlation (reciprocal relationship) with one another, as well as each attribute contained in the component has a correlation between indicators in attributes and indicators in

attributes and indicators outside attributes in other components. The initial development model for traditional

pesantren based on TQM-IE can be seen in full in the following figure:

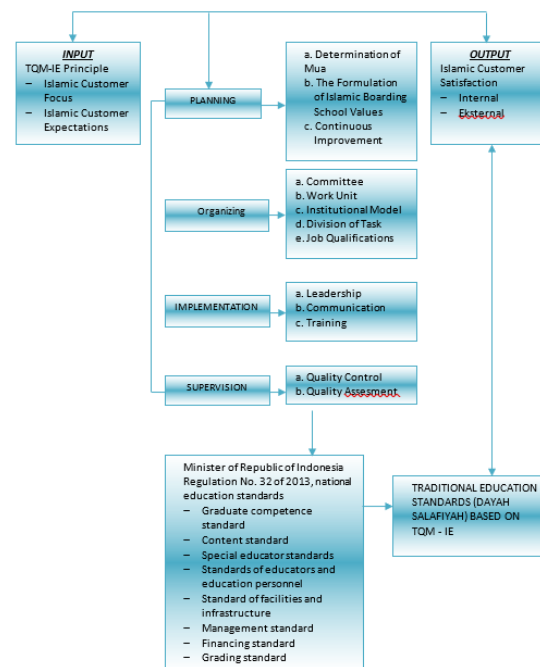


Figure 4. Initial model development

Based on the picture above shows that all the elements of activities described in the four management principles with the POAC function have been running effectively, efficiently and practically, the following outputs can be obtained: internal and external customer satisfaction by expectations, including (1) students will be happy studying in traditional boarding schools (2) increasing students' learning achievement, (3) there is community satisfaction with boarding schools so that community participation increases, (4) a clear organizational structure of institutions, (5) democratic leadership, (6) intensive communication with stakeholders, (8) good communication between leaders and subordinates, (9) more democratic leadership characteristics, (10) training of educators for additional professional curriculum. (11) supervision and reporting training.

The hypothetical model created was then carried out by FGD for internal testing on 13 experts and practitioners. The results of the internal test show the acceptance of the participants to the traditional TQM-IE-based

pesantren models. All FGD participants gave a very positive appreciation with the hope that it can be applied in the field. Some important notes from the FGD results are the results of the internal test Phase I with an average of 74.56 with a passing grade of 70.00 and Phase II with an average value of 75.18 with the following revisions The traditional pesantren education management development model proposed by researchers basically have been in accordance with the theories of implementing the education management model and can be implemented by traditional pesantren, although there are still some things that need to be improved, namely: (1) the vision, mission and goals must be in line with Qanun number 9 of 2018, because Dayah is a local wisdom in Aceh Province, (2) Islamic boarding school education standards must be in accordance with the dayah education standards listed in the Qanun for the implementation of dayah education, (3) community participation must be increased, (4) in the management function process it is necessary to add periodic

evaluations , (5) M2P2TQM-IE must be socialized especially to all Islamic educational institutions so that can form a positive mindset to advance Islamic educational institutions, as well as maintain the existing quality, (6) need to create a collective leadership pattern by carrying out leadership training in TQM-IE-based traditional boarding schools, (7) socialization activities with communicate to the wider community regarding the implementation of the TQM-IE-based pesantren education management model and improve internal and external communication patterns to find out the community's desire for pesantren (8) in the implementation of training there needs to be a competency test and public test of prospective educators and education staff so that there is input from the community, (9) the training carried out by the traditional boarding school team must be effective and continuous by involving certified trainers or instructors, (10) supervision of the need for quality control standards for traditional boarding schools based on the quality

standards of pesantren listed in Qanun number 9 of 2018 concerning the administration of dayah education. (11) on aspects of quality improvement based on planning for continuous improvement (12) effectiveness and efficiency must be considered for that there needs to cost considerations in the management of developing the TQM-IE-based traditional pesantren education model. From the results of the revision, a limited model trial was carried out with a limited trial with an average value of 69.38, then revised again to form the main model. Based on the main model, the main field trial was carried out with an average value of 83.80 and then revised again, from the results of the revision, the final model of the final model was carried out operational trial with an average value of 91.23. So it can be concluded that the average value of the model trial experienced a significant increase from the limited, main and operational trials. The final model as shown in the following figure:

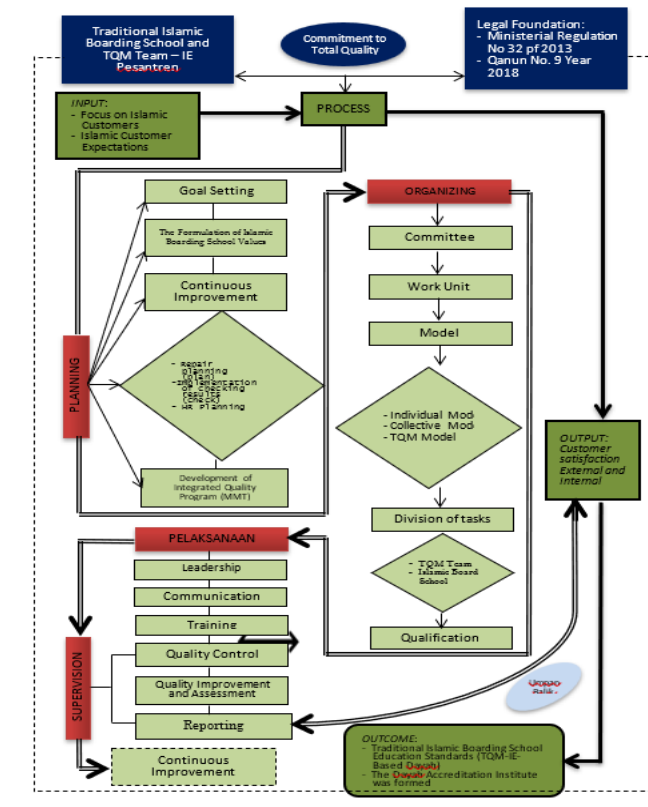


Figure 5 Traditional Islamic Boarding School Education Management Model Based on TQM-IE (M2P2TQM-IE) in Aceh Province (Final/Operational Model)

The final model as presented above is a traditional pesantren education management model based on TQM-IE, which has combined factual models, and hypothetical models and is based on the results of limited trials and main trials.

Planning consists of activity steps covering strategic elements as follows: (a) setting goals and formulating the values of the M2P2TQM-IE pesantren as a suitable model for use in traditional pesantren and realized so that management is clear and directed by cultural values, values intellectual, and the values of the pesantren's social environment; (b) make plans for continuous improvement in the form of guidelines as a frame of reference and modules so that planning by continuously and continuously improving the pesantren management system will improve the quality of education by making plans in the form of instruments to check (check the results) following developments without leaving the culture traditional pesantren to achieve goals. The implementation of the program certainly requires an allocation of resources consisting of budget calculations (education and living costs), and human resource planning (TQM-IE Team, traditional pesantren organization;). Adequate quality and quantity, as well as the main infrastructure (pesantren furniture) and support for the development of the talents and skills of the santri, which are the responsibility of the pesantren and the Aceh government through the Dayah Education Office; and (c) for the implementation to run smoothly, it is necessary to develop an integrated quality program by the Qanun for Dayah Education No. 9 of 2018 as a national education standard and traditional Islamic boarding school education standards and local content and it is necessary to conduct interviews, make FGDs, develop methods/techniques for implementation and evaluate programs.

The output of the planning model implemented is expected to be able to present various strategic programs in the form of programs, methods and logic that can

be carried out in the TQM-IE-based traditional pesantren education management model process, as a process of systematic thinking activities about what will be achieved, activities that must be carried out, steps, methods, implementers needed to carry out activities to achieve goals that are formulated rationally and logically and vary in the future and are effective, efficient and practical to achieve the institution's goals, namely realizing internal and external satisfaction of Islamic boarding schools.

The outcome of the planning model is the existence of a pesantren work program and the Dayah Education Office for the management of traditional pesantren based on TQM-IE. An explanation of the planning management function model is presented in the following figure. An explanation of the TQM-IE-based traditional pesantren education management planning model.

Organizing management functions in the implementation process through activity steps consisting of: the formation of the M2P2TQM-IE team (TQM-IE Team) as the formulator of various policies, both the terms of reference and the modules that serve as guidelines in managing the M2P2TQM-IE. Then form an organizational structure to provide an overview of the command line and communication procedures between units and fields so that each member of the work unit functionaries can work in accordance with the duties and authorities described clearly and in detail in the job qualifications which include the duties and functions of the TQM-IE Team, leaders, educators and education staff in pesantren organizations and other workers in pesantren organizations, in accordance with the qualifications of the work assigned to them. However, in this section the deputy chairman and treasurer of the TQM-IE Team are omitted.

The expected output from the organizing model which leads to a detailed division of tasks, authorities and responsibilities according to fields and limits of authority is none other than the availability of a model reference for traditional Islamic

boarding schools based on TQM-IE that is appropriate and appropriate to be used in the implementation of model development. Effective TQM-IE based traditional pesantren education so as to achieve internal customer satisfaction and external customers. The expected outcome of the organizing model is the government's policy (Qanun) regarding the institutional accreditation of dayah (pesantren).

The implementation management function within the framework of the TQM-IE-based traditional pesantren education model includes three main elements, namely: (a) The leadership program which includes process improvement and human resource (HR) improvement is the main activity of leadership in TQM-IE which is called quality leadership. . Quality improvement requires a balance between process improvement and improvement or improvement of human resources controlled by quality leadership (b) a communication program that is carried out after the leadership program consisting of downward communication, upward communication and side communication and (c) the training program is continuous learning is a a fundamental element in TQM-IE. Training is conducted for new teachers and staff or teachers and old staff for more professional development. Training activities are carried out in 3 ways, namely consultants as training implementers, periodic training from the government (Dayah Education Office) and training to other agencies or other pesantren (internships). The expected output from the management model of the implementation of the development of the TQM-IE-based traditional pesantren education model is the quality of the quality, the TQM-IE communicator and the steering committee.

While the expected outcome of the management model of the implementation of the development of a traditional pesantren education model based on TQM-IE is the climate and culture of the M2P2TQM-IE pesantren.

Quality systems always require a feedback loop. Feedback mechanisms must exist in the

quality system. It is intended that the final result of a service can be analyzed according to the plan. Monitoring and evaluation are key elements in strategic planning. If a pesantren is to learn from experience and not be static, then the evaluation and feedback process must be an essential element in its culture. Supervision as part of the management function is understood as an activity that includes various programs in relation to quality development which includes quality control and quality assessment. evaluation is carried out using a 360-degree evaluation method, as an evaluation system that involves all assessors and is not limited to one or two parties such as superiors and subordinates but involves oneself, leaders and colleagues.

The supervisory management function of the M2P2TQM-IE consists of quality control and quality assessment which is meant by activities in the form of efforts to find out and evaluate access, services, leadership, resource environment, effective learning, students, teachers/staff, external relations, organization, and standards. standard. The output is carried out using a 360-degree evaluation method and reporting containing performance appraisal and quality assessment, which is made in a concise, relevant and timely manner so that it is accurate and accountable.

The output generated from the supervisory management model is the control of all effective planning and implementation programs, quality data and internal and external customer satisfaction.

After the revision of the main model which later became the final model or operational model, 24 traditional Islamic boarding schools in Aceh Province were tested to see the efficiency and practicality of the model. Then a discussion with 13 experts and practitioners provided several inputs that must be met as a strategic step in the implementation of the final model, namely: (a) there needs to be a regional regulation that guarantees the validity of the program's implementation; (b) the existence of a boarding school accrediting agency in each

region and a TQM-IE consulting agency, so what needs to be added are more adequate resources for the implementation of TQM-IE; (c) the cost is sourced from local government assistance through regional autonomy funds in the field of education; (d) the start of implementation in 2020; (e) the structure of the M2P2TQM-IE management team must be under the Head of Dayah Management at the Dayah Education Office according to the standard structure of government in the field of education; (f) the design team for the implementation of the M2P2TQM-IE will soon be formed by involving elements of government, customs and ulama figures as well as partner institutions (TQM-IE team consultants); (g) an immediate implementation of M2P2TQM-IE and a change of managers to the traditional pesantren education management model in Aceh Province; and (h) Based on the results of the development of the implementation of the M2P2TQM-IE which has been carried out in stages, namely for the first stage starting in three Islamic boarding schools in Aceh Province, the Second Stage six Islamic boarding schools and the third stage or the area of twenty-four traditional Islamic boarding schools in Aceh Province, the implementation of M2P2TQM -IE is very feasible, practical and efficient to be applied in traditional Islamic boarding schools in Aceh Province.

Based on the results of the revised operational model or the final model, it is hoped that the M2P2TQM-IE implementation process, both applied to the pesantren education management model in Aceh Province, can be carried out properly and successfully.

Based on the results of interviews with leaders of traditional Islamic boarding schools in Aceh Province, it was found that the M2P2TQM-IE answers were quite efficient and effective. Furthermore, the researchers cross-checked the Deputy Director and the teacher turned out to give the same answer so that the triangulation check was fulfilled.

The development of traditional pesantren as

M2P2TQM-IE in Aceh Province aims to improve the quality of education and improve the dignity of the community as local wisdom of the Acehnese people, especially the pesantren in Aceh Province so that they can have the ability and skills to adapt to ongoing changes. , raise awareness of the pesantren about the values that are believed to be very much needed in the order of pesantren life to compete in a very competitive global era.

The implementation of M2P2TQM-IE development management needs to have a legal basis as an acknowledgement of its validity and has a clear educational goal, as an Education policy must have the following characteristics: (1) have educational goals; (2) has a legal-formal aspect, and (3) has an operational concept. For this reason, the development of M2P2TQM-IE needs to have a legal basis in the form of a Regional Regulation (Qanun) approved by the Aceh DPR and the Aceh Governor so that it can be implemented in all Islamic boarding schools in Aceh Province. The legality of implementing M2P2TQM-IE as a public policy does not directly guarantee success in achieving the stated goals. There are many factors and aspects that can indicate and hinder the process of achieving goals. This phenomenon has been analyzed by experts on public policy implementation, who state that a public policy, is largely determined by four factors, namely: communication, Resources, Disposition, and Bureautic. [16]

The results of the study have shown that to minimize the negative effects of these five factors, while increasing their positive effects to support the implementation of the development of the TQM-IE-based traditional pesantren education model, it is to create and develop a strategic and effective and efficient system of education management functions.

Management functions that are closely related to the TQM-IE-based traditional pesantren education development model in Aceh Province are: (1) planning (2) organizing (3) leading (4) directing actuating, communicating and (9) budgeting. In other words, only through good education

management functions, the negative influence of these five factors will become supporting factors and not obstacles in implementing the development of the traditional pesantren education model in Aceh Province.

Good management to develop the TQM-IE-based traditional pesantren education model cannot function effectively if there are no resources. Resources are the main factor in realizing the TQM-IE-based traditional pesantren education model program. The theoretical review section of this study does not place resource management as the main substance. However, resource management is an integral part in the analysis of the management process for developing the TQM-IE-based traditional pesantren education policy management process, therefore resource management is part of a management discipline that implements various functions. can be implemented in resource management.[18]

To support the successful management of the development of the TQM-IE-based traditional pesantren education model, three main elements are needed, namely: (1) there is a program or policy to be implemented (2) the target of the pesantren and the community who are the target and are expected to receive benefits and changes and improvement, (3) elements of implementing organizations and individuals who are responsible for the management, implementation and supervision of implementation.

The development of the M2P2TQM-IE educational model is packaged in a process management function which includes three stages of the process, namely process input (implementer) and output (employee performance results). In a policy, the principles of input, process, output, outcome, and impact are elements that are closely related to each other in a policy implementation process. The study is limited to only three elements (input, process, and output).

The terms of reference that are packaged in the management of the process

in implementation are placed in a description of the principles of education management as a whole as mentioned above, which is directed to the main subject determining the implementation of the development of the TQM-IE-based traditional pesantren education model, namely resources. Automatically resources are the most strategic and organizational elements so that there is no other choice for management but to accept the axiom.[17] This means that resources are the central determinant of all traditional pesantren education management programs based on TQM-IE.

As an educational institution, traditional Islamic boarding schools based on TQM-IE have the following inputs: (a) focus on external customers, namely determining the quality of products or services, while focusing on internal customers, which play a major role in determining the quality of the workforce, processes, and the environment. related to products and services; and (b) customer expectations, namely product characteristics desired by customers, level of performance, relative importance (order of priority), and customer satisfaction with current performance.

These input elements strongly support the M2P2TQM-IE process in Aceh, so that the expected outputs are: external and internal customer satisfaction, namely the comparison between the quality of education and the desires, needs and expectations of customers, including: (1) goals and The institution's policies are carried out consistently without deviations, (2) the formation of a TQM-IE team in Aceh province which oversees Islamic boarding schools units, (3) clear and transparent socialization of the goals and policies of the institution, (4) student learning achievement, better character formation. good, (6) clear institutional structure and terms of reference, (7) adequate and clear budget allocation planning, (8) partner institutions can function more, (9) institutional leadership is more democratic, (10) scheduled implementation and supervision, (11) the existence of a management information system in each

traditional pesantren, (12) training programs and improving the performance of leadership, teachers, and staff (13) educational facilities further development of support, (14) periodic quality evaluation programs for pesantren, (15) reporting on the quality of pesantren and (16) community participation. Outcomes are (1) the educational standards of traditional pesantren (dayah based on TQM-IE), and (2) the establishment of a dayah accreditation institution.

Planning provides a mechanism for setting and reviewing objectives, focusing on choices of long-term interests, identifying strategic options, allocating internal resources, coordinating, monitoring and controlling. In other words, planning is the process of compiling a description of future pesantren education activities for the management of M2P2TQM-IE development in Aceh Province which consists of four activities, namely: setting goals and formulating pesantren values, plans for continuous improvement, and developing an integrated quality program. boarding school education. Goal setting is an activity step that must be carried out in the planning section. The setting of these goals must refer to external goals and internal goals. The external goals in question are by the needs of the community, parents of students and the government who will consume the output of the pesantren products and the internal goals are by the needs of human resources who are the subject and actor of the M2P2TQM organization in achieving the goals, namely leaders, students, teachers/staff. The delivery of clear objectives will increase the productive contribution of people in the organization in several ways that are strategically, ethically and socially responsible.[18] For this reason, the objectives must be formulated and disseminated thoroughly and evenly to all parties, especially internal to the M2P2TQM-IE pesantren so that they can work and be productive according to the goals of the pesantren.

organization allows that the M2P2TQM-IE organizational model that has been validated by experts with a score of 71% can minimize the negative influence of the five main factors determining the success or failure of the implementation of TQM-IE. In addition, it also facilitates communication in various policy formulations and decisions and facilitates flexible communication in the principle of synergy and is more democratic. Quality improvement is an evaluation to find information about quality planning and quality control and is carried out to find out about the products produced so that quality improvements or improvements can be made or breakthroughs in quality improvement efforts. Quality improvement is the main target of evaluation. That is why quality improvement can also be called evaluation for quality improvement. Commonly used evaluation tools are checklists and score scales. The information from the evaluation generally relates to three main things, including a) strengths or successes, b) weaknesses or errors, and c) new factors that have arisen. Furthermore, the strengths or successes are maintained, weaknesses are corrected, and updates are made. This process continues to occur because customer needs are also constantly changing so continuous quality improvement through continuous improvement is a fundamental concept and is carried out all the time. Reporting at the end of a program implementation process consists of two substances, namely a report on performance appraisal and learning outcomes or quality, which is carried out in a concise, relevant, planned form report that is relevant, concise, exception-oriented, accurate, complete, timely and concise from the content must be by the facts relating to performance assessment and assessment of learning outcomes (quality) and subsequent program designs to clarify problems to reduce the level of uncertainty in the institutional development process and is a valuable document for further research to improve the quality of the institution.

The effectiveness of the M2P2TQM-IE

4. CONCLUSION

Based on the data analysis and the results of the management model trial for the development of the traditional pesantren education model as an answer to the research question, the conclusions of the study are as follows: The traditional pesantren education management model (salafiyah) which has been held so far (factual model) in Aceh Province is a management model traditional pesantren education with three management functions, namely PAC (planning, actuating, and controlling). The management steps taken are not effective because they are not supported by elements of TQM. So the five elements of TQM have not been implemented properly. Focus on customers (90% good enough), 100% continuous improvement is quite good, customer satisfaction 25.00% is quite good, continuous improvement is 100% good enough, and 90% customer focus is quite good which affects the management of M2P2TQM-IE development which is less developed effectively. This has an impact on the management functions of planning, organizing, implementing and supervising not running effectively so that the output quality of education does not increase/ineffective. 2. Weaknesses and obstacles to educational management in traditional pesantren education (dayah salafiyah) that have existed so far (factual model) are: a) In planning, the goal setting is not more dominant than the pesantren leadership, the formulation of individual leadership policies, the values of the pesantren do not formulate; b) In the organization the committee and work units do not function because of the individual attitude of the leadership being more dominant; c) In the implementation of leadership that is carried out only unilaterally, communication is carried out only as a formality, and training is not programmed because the leadership does not focus on developing pesantren management and the quality of the institution; d) supervision and reporting of pesantren have not received priority because many other programs are more important by the priorities of the leadership. 3. An appropriate

M2P2TQM-IE development management model for Aceh Province is a model designed based on a comparative analysis of the traditional pesantren education management model in Aceh Province. This model is effective because of the support from TQM-IE elements and has been tested for validity by experts and practitioners, its components with an average score of 75.18% M2P2TQM-IE model (references and modules, strategic plan dayah education office, curriculum, traditional boarding school education standards, institutions, students, infrastructure, financing, regulation of pesantren, culture of pesantren). The feasibility of the TQM-IE-based traditional pesantren education management model is because it is positively influenced by factors, management based on facts, respect for everyone, customer satisfaction, continuous improvement and focus on customers who are clean of political will and others, which are controlled by a good management system which is outlined in the four management principles.

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