Integrated Quality Management Islamic Education Foundation In Improving Teacher Competencies At The Al-Muhajirin Foundation Purwakarta

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Abstract

As an educational institution, the integrated quality of the Education Foundation is a factor that needs to be considered because it must be in line with the demands of developments and changes occurring in society. In general, the aim of this research is to obtain an overview of the integrated quality management of the Islamic Education Foundation in improving teacher competency at the Al Muhajirin Foundation, Purwakarta. Specifically, the aim of this research is to obtain a description of quality planning, quality control and integrated quality improvement of the Islamic Education Foundation in improving teacher competency. This research uses a qualitative approach with a case study method. The data sources for this research are primary data and secondary data. Data collection techniques through observation, interviews and documentation. Research data analysis was carried out through the following steps: (1) collecting data, (2) reducing data, (3) presenting data, and (4) drawing conclusions. The results of the research are: 1) The Islamic Education Foundation's integrated quality planning management capability in improving teacher competency at the Al-Muhajirin Purwakarta Foundation has been successful through a teacher recruitment system for the needs of the schools it oversees; 2) The Islamic Education Foundation's integrated quality control management capability in improving teacher competency at the Al-Muhajirin Purwakarta Foundation has been successful through teacher supervision, evaluation of school activities, and teacher involvement in the community; 3) The Islamic Education Foundation's integrated quality improvement management capability in improving teacher competence at the Al-Muhajirin Purwakarta Foundation has been successful through developing teacher competence, starting from pedagogical, social, personality and professional competence. From the overall integrated quality management of the Islamic Education Foundation, it can be stated that the Al-Muhajirin Purwakarta Foundation has been able to improve teacher competency.

Keywords: *Integrated Quality Management, Islamic Education Foundation, Teacher Competency.*

INTRODUCTION

Education actually has a very important role in developing Islamic civilization and achieving the glory of Muslims. Judging from its formal object, education is a means for human abilities to be discussed and developed. In historical experience, no country has been able to achieve genuine progress without the support of educational improvements. European countries which are known as developed countries are actually a result of their educational development. Education is a very important issue in human life. Whether a nation advances or not really depends on the nation's education. This means that a nation's education can produce "human beings" who are physically and mentally qualified. Automatically the nation will progress, be peaceful and stable. On the other hand, if a nation's education experiences stagnation, that nation will be backward in all fields.

Talking about the quality of human resources. Islam views that human resource development cannot be separated from thinking about humans themselves, thus Islam has a very clear, complete and comprehensive concept regarding human resource development. This concept remains current and relevant to be applied throughout the ages.

In an effort to improve the integrated quality management of the Islamic Education Foundation, the competence of teaching staff is very responsible in terms of dignified national character and civilization in order to educate the life of the nation, aiming to develop the potential of students to become human beings who believe and are devoted to God Almighty, with good morals. noble, healthy, knowledgeable, capable, creative, independent, and a democratic and responsible citizen.

As an organization, schools function to develop creative and innovative human resources (HR), not only their students but also their teaching staff. School organizations must be the right organizational model for all levels, from elementary, middle and high levels. Schools are required to seek and implement management that is oriented towards quality and continuous improvement. Failure to improve the quality of education due to weak management will lead to generational failure in both micro and macro dimensions. Therefore, school management must develop creativity, innovation, modernization and focus on educational customers.

The quality of educational products will be influenced by the extent to which the institution is able to manage all potential optimally starting from educational staff, students, learning processes, educational facilities, finances and including its relationship with the community. On this occasion, Islamic educational institutions must be able to change the new paradigm of education which is oriented towards the quality of all activities that interact within it, all of which aim at achieving quality.

Globalization demands a paradigm shift in the world of education. To do this, the role of educational management is very significant in creating quality schools or madrasas. Quality graduates are the human resources we expect to come from quality (effective) schools or madrasas. Is our education system ready to produce quality human resources capable of competing professionally with other nations? Before we go there, the world of education must fulfill the following things: (1) Improvement of school or madrasah education management, (2) Supply of professional educational staff, (3) Changes in school/madrasah culture (vision, mission, goals and values) , (4) Increasing education financing, (5) Optimizing community support for education.

Apart from that, to answer various problems that exist in the educational environment, especially Islamic education, lies in Integrated Quality Management which will provide solutions for educational professionals to answer current and future challenges. Because Integrated Quality Management can be used to build alliances between education, business and government. Integrated Quality Management can form a society responsive to changes in society's demands in this era of globalization. Integrated Quality Management can also form schools that are responsive and able to respond to changes occurring in the education sector in order to provide satisfaction to stakeholders.

The 21st century is a momentum full of challenges for developing countries like Indonesia. We need to look for new models of education management to improve the quality of school/madrasah graduates. There is nothing wrong with studying efforts in the field of education in the last decades of the 20th century in developed countries, such as America, Japan and England. At that time, these countries felt the need to implement TQM (Total Quality Management) or Integrated Quality Management in the education sector, but at the same time as a model that prioritizes continuous improvement.

The definition of Total Quality Management (TQM) according to Edward Sallis is; a philosophy and a methodology which helps institutions to manage change and to set their own agendas for dealing with the plethora of new external pressures. The opinion above emphasizes the understanding that Integrated Quality Management is a philosophy and methodology that helps various institutions, especially industry, in managing change and developing their respective agendas to respond to pressures from external factors. So in other words, Integrated Quality Management (Total Quality Management) is a method that can be used by various educational institutions for the purpose of improving the quality of education.

Integrated Quality Management (Total Quality Management) in the educational context is a methodological philosophy of continuous improvement, which can provide a set of practical tools to every educational institution in meeting customer needs, desires and expectations, now and in the future. TQM is a management system that elevates quality as a business strategy oriented towards customer satisfaction by involving all members of the organization. Total Quality Management is an approach to running a business that tries to maximize an organization's competitiveness through continuous improvement of products, services, people, workforce, processes and the environment.

Educational institutions are a vehicle for the teaching and learning process for students. To improve the quality of learning, many schools have implemented Total Quality Management (TQM) with success in the previous decades.

Nowadays, the development of school or madrasah management thinking is leading to a management system called TQM (Total Quality Management) or Integrated Quality Management. In principle, this management system is a comprehensive supervision of all members of the organization (madrasah residents) regarding madrasah activities. Implementing Integrated Quality Management means that all madrasah residents are responsible for the quality of education.

Before this can be achieved, all parties involved in the academic process, starting from the madrasa committee, madrasa head, head of administration, teachers, students to employees must truly understand the nature and purpose of this education. In other words, every individual involved must understand what the purpose of providing education is. Without a thorough

understanding of the individuals involved, it is impossible to implement Integrated Quality Management.

In the teachings of Integrated Quality Management, educational institutions (madrasas) must position students as "clients" or in company terms as the biggest "stakeholders", so students' voices must be included in every strategic decision-making step of the madrasah organization. Without a democratic atmosphere, management is unable to implement Integrated Quality Management, what happens is that the quality of education is dominated by certain parties who often have interests that are at odds with the essence of education.

The components of the Total Quality Management implementation model in education are as follows: (1) Leadership, (2) Customer focused approach, (3) Organizational climate, (4) Problem solving team, (5) Available meaningful data, (6) Scientific methods and tools, (7) Education and training.

Leaders of Islamic educational institutions, especially in Islamic boarding school and madrasah environments, are motivators, event organizers, and even determine the direction of school and madrasah policies which will determine how educational goals in general are realized. To make this happen, an effective school principal is a school principal who meets the following criteria: (1) Able to empower teachers to carry out the learning process well, smoothly and productively, (2) Able to complete tasks and work in accordance with the time allotted. determined, (3) Able to establish harmonious relationships with the community so that they can actively involve them in realizing school and educational goals, (5) Successfully applying leadership principles that are appropriate to the maturity level of teachers and other employees in the school, (6) Working with Management team, (7) Successfully realizes school goals productively in accordance with predetermined provisions.

In essence, the goal of educational institutions is to create and maintain customer satisfaction and in TQM customer satisfaction is determined by the stakeholders of the educational institution. Therefore, only by understanding the process and customer satisfaction can organizations realize and appreciate quality. All efforts/management in TQM must be directed at a main goal, namely customer satisfaction. What management does is useless if it does not produce customer satisfaction.

The success of the Integrated Quality Management application in schools is measured by the level of customer satisfaction, both internal and external. A school is said to be successful if it is able to provide services according to customer expectations. In other words, the success of a school or madrasah is stated in the school management guide as follows: (1) Students are satisfied with school services, (2) Parents of students are satisfied with services for their children, (3) Users or recipients of graduates are satisfied because they receive graduates with high quality and meets expectations, (4) Teachers and employees are satisfied with school services.

Apart from that, efforts to improve the quality of schools or madrasas need to be carried out as follows: (1) Maintaining a commitment to quality by school/madrasah principals, (2) Strive for a program to improve the quality of schools/madrasas, (3) Improving school/madrasah administrative services. madrasas, (4) Effective leadership of school/madrasah principals, (5) There are quality standards for graduates, (6) Good and extensive collaboration networks, (7) Good school/madrasah organizational arrangements, (8) creating a climate and culture conducive school/madrasah.

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Law No. 20 of 2003 concerning Fulfillment of 8 (eight) National Education Standards, namely graduate competency standards, content standards, process standards, educational assessment standards, teacher and education staff standards, facilities and infrastructure standards, management standards, and financing standards. Serious and sincere attention by the parties to efforts to fulfill and realize all these standards will determine the integrated quality of the Education Foundation.

The condition of teacher competency needs to be improved immediately, including: (1) Integrated quality management of the Islamic Education Foundation in improving teacher competency in terms of planning: (a) Regulations binding on teachers, (b) Setting teacher standards. (2) Integrated quality management of the Islamic Education Foundation in improving teacher competence in terms of control: (a) Teacher supervision by the foundation, (b) Review of school activities by the foundation, (c) Teacher performance and involvement in the community. (3) Integrated quality management of the Islamic Education Foundation in improving teacher competency in terms of improving: (a) Guiding activities towards the vision and mission of the foundation, (b) Guiding teachers in terms of Pedagogy. Personality, Social and Professional, (c) Determining a detailed work program.

Based on the results of previous research, there are several problems related to quality management and teacher competency, including: (1) The results of Qurroti A'yun's research (2019) show that teacher motivation in Bani Hasyim educational institutions has three relationships between motivation and responsibility. First, the relationship between motivation and academic responsibility. In this relationship there is a meaning which is a manifestation of an attitude of professionalism in the form of application of educational goals, vision and mission. Second, the relationship between motivation and social responsibility to society. In an effort to fulfill social responsibilities, the role of teachers is not limited to being an academic transformer of knowledge, as well as being a facilitator in the formation of knowledge, skills, attitudes and values in the learning process and in social life. Third, motivational and spiritual relationships. Understanding worship as a form of teacher professionalism leads to spiritual responsibility. (2) The results of Sori Alam Harahap's research (2022) show that (a) The planning carried out by the foundation in developing human resources is through recruiting madrasa teachers, making regulations that are binding on teachers and employees, setting standards for madrasa teachers. (b) Organizing, the Foundation gives orders to madrasas to determine detailed work programs so that activities related to human resources are implemented, such as learning and teaching activities. (c) Directing (actuating), Teachers and Education Personnel are directed to upgrade their abilities in various competencies including pedagogical, personal, social and professional competencies. (5) Controlling, evaluation carried out by the foundation on activity programs that refer to the human resources of teaching staff and educational staff, which includes the performance and active involvement of teachers and employees in the community. The Foundation carries out periodic evaluations at least once

every semester. (3) The research results of M Fahmi Rahmansyah (2022) show that quality management is management that focuses on customer needs and continuous improvement (Total Quality Management). Quality management can also be applied to developing school quality, both for developing the quality of students and developing the quality of educators. This quality development is carried out repeatedly or continuously until the school's goals are achieved. Implementing quality management in improving teacher competency is a method that schools can use to improve school performance for the sake of customer satisfaction, namely students, parents and the surrounding community. This is also supported by Ripley and Franklin's opinion that implementation is what happens after laws are enacted that provide authority for programs, policies, benefits, or some type of real output.

Based on preliminary studies, researchers found the problem that results in low public recognition of the teaching profession is the weaknesses found in teachers themselves, including a low ability to work professionally. Commitment to yourself needs to be increased. Teacher competency is generally quite complex, so that both in pre-service education and while on the job, a certain amount of knowledge and a set of skills regarding the position are required. Therefore, teachers' ability to carry out their duties can be improved through regular and planned competence and supervision.

As an educational institution, the integrated quality of the Education Foundation is a factor that needs to be considered because it must be in line with the demands of developments and changes occurring in society. Education Foundation Quality is a quality level that meets or can even exceed expectations.

The Al Muhajirin Purwakarta Foundation as an education provider from PAUD, Elementary, Middle School, High School to University levels will certainly carry out integrated quality management measures at the Islamic Education Foundation in improving teacher competency. This is interesting for researchers to study because the process of increasing the competency of teachers at the Al Muhajirin Purwakarta Foundation is completely carried out by the foundation.

Based on the explanation above, researchers feel it is necessary to conduct research on Integrated Quality Management of the Islamic Education Foundation in improving teacher competency starting from Quality Planning, Quality Control and Quality Improvement at the Al Muhajirin Foundation, Purwakarta

The formulation of the problem is as follows: (1) Raw Input: Teachers as one of the human resources are personnel who play an important and strategic role, especially in efforts to improve the quality of education, because teachers directly interact with students on a daily basis, (2) Process: Management function which needs to be implemented in the quality management of the Islamic Education Foundation in increasing teacher competency through increasing teacher competency can be achieved effectively and efficiently. (3) Output: The resulting output is of course increased teacher competency carried out by the Al-Muhajirin Foundation. (4) Instrumental Input: Government Policy (in fulfillment of 8 (eight) National Education Standards, namely graduate competency standards, content standards, process standards, educational assessment standards, standards for educators and education personnel, facilities and infrastructure standards, management standards, and financing standards . Serious and sincere attention by the parties to efforts to fulfill and realize all these standards will determine the quality of the Education Foundation, (5) Environmental Input: The Foundation,

in this case, is the policy holder in recruiting teachers, along with a survey of the character of the learning environment, (6) Outcome: A quality foundation is the output of every educational process

Specifically, the problems in this research are limited to the following: (a) Integrated quality planning of Islamic education foundations in improving teacher competency: (1) Teacher recruitment, (2) Regulations binding teachers, (3) Setting teacher standards. (b) Integrated quality control of Islamic education foundations in improving teacher competency: (1) Teacher supervision by the foundation, (2) Review of school activities by the foundation, (3) Teacher performance and involvement in the community. (c) Improving the integrated quality of Islamic education foundations in improving teacher competency: (1) Guiding activities towards the vision and mission of the foundation, (2) Guiding teachers in terms of Pedagogy. Personality, Social and Professional, (3) Determining a detailed work program.

In general, the aim of this research is to obtain an overview of the integrated quality management of the Islamic Education Foundation in improving teacher competency at the Al Muhajirin Foundation, Purwakarta. Specifically, the objectives of this research are: (a) To obtain a description of the Islamic Education Foundation's integrated quality planning in improving Teacher competency, (b) To obtain a description of the Islamic Education Foundation's integrated quality control in improving Teacher competency, (c) To obtain a description of quality improvement integrated Islamic Education Foundation in improving teacher competency.

Benefits of Research Theoretically, this research can be used as relevant further study material and study material for integrated quality management of Islamic education foundations in improving teacher competency. And practically, the results of this research can be used for: (1) Input to practitioners, observers, and those interested in integrated quality management of Islamic education foundations in improving teacher competency, (2) Input for future researchers in conducting research on integrated quality management of Islamic education foundations in increasing teacher competency, (3) Reference for leaders of the Al Muhajirin Foundation or other institutions in carrying out integrated quality management of Islamic education foundations in improving teacher competency.

To make it easier to answer the research problem formulation, the problem formulation is described in several research questions as follows: (1) How does the Islamic Education Foundation's integrated quality planning improve teacher competency at the Al Muhajirin Foundation, Purwakarta? (2) How does the Islamic Education Foundation's integrated quality control improve teacher competency at the Al Muhajirin Foundation, Purwakarta? (3) How does the integrated quality of the Islamic Education Foundation increase in improving the competence of teachers at the Al Muhajirin Purwakarta Foundation?

METHODOLOGY

This research uses a qualitative approach. According to Kriyantono (2012), qualitative research aims to explain phenomena in as much depth as possible. This research method uses the existing case study research design in general, namely: (1) creating a research question, how is the integrated quality management (planning, control and improvement) carried out by the Islamic Education Foundation in improving teacher competency at the Al-Muhajirin Foundation, Purwakarta?; (2) determine the research proposition by determining the research

objective, namely to describe the integrated quality management (planning, control and improvement) carried out by the Islamic Education Foundation in improving teacher competency at the Al-Muhajirin Foundation, Purwakarta; (3) choosing the research analysis unit, namely the Al-Muhajirin Foundation as the primary analysis unit because this research seeks to examine the integrated quality management (planning, control and improvement) carried out by the Islamic Education Foundation in improving teacher competency at the Al-Muhajirin Foundation, Purwakarta; (4) the logic that links data with propositions is carried out by linking the same information with several propositions from previous research and theory; and (5) criteria for interpreting the findings, namely using qualitative research data analysis techniques from Milles and Hubberman (2009), namely by: data reduction, data display, and verification and conclusions. This qualitative approach with the case study method is used on the basis of the consideration that every symptom or phenomenon that arises cannot be separated from a complete and comprehensive context, so that the researcher tries not to manipulate or even dominate all forms of activity and interaction related to the subject in question. researched.

In this study, researchers collected data in several ways, namely: (1) Observations carried out by researchers aimed to observe teacher competency at the Al-Muhajirin Purwakarta Foundation as well as management designed and implemented by the Al-Muhajirin Purwakarta Foundation in improving teacher competency at the Foundation Al-Muhajirin Purwakarta. (2) An interview is a meeting between two people with the aim of exchanging information and ideas through question and answer activities, so as to produce meaning that can be constructed on a particular topic. (3) Documentation Study is data obtained from document analysis that can be used as supporting and complementary data for primary data obtained through interviews and observations.

The data source is information regarding a phenomenon that fills in a fact. According to Riyanto (2007), research data consists of primary data and secondary data. Based on the opinion above, it can be concluded that the primary data in this research is data obtained by researchers through direct observation and interview methods with research subjects and informants in the form of integrated quality management information designed and implemented by the Islamic Education Foundation in improving teacher competency at the Al-Muhajirin Foundation. Purwakarta, while secondary data is data obtained by researchers through documentation study methods attached to documents, images and videos related to integrated quality management designed and implemented by the Purwakarta Al-Muhajirin Foundation in improving teacher competency.

In collecting the necessary data, the researcher goes through several processes, namely: (1) When the observation is carried out, the researcher carries out a preliminary study which is the initial thing to determine the focus of the research. During the observation, the researcher observed things related to the integrated quality management of the Purwakarta Al-Muhajirin Foundation, which then recorded the results of these observations in field notes. Apart from taking field notes, the researcher also took documentation related to the focus of his research, (2) During the interview, this research began by conveying the aims and objectives of the researcher's visit, showing the research permit and research proposal that had been prepared by the researcher, and determining time and place to conduct the interview. For the process, interviews were conducted based on questions that had been prepared by the researcher. When

conducting an interview, the researcher records the process of the interview activity using a recording device in the form of a voice recording or using video recording so that the results of the interview are clearly detailed without missing anything. The results of the recorded interviews are then compiled in the form of interview transcripts as attached in this research report. (3) This documentation study was carried out by collecting, exploring and reviewing existing written sources in the form of the school's organizational structure, the school's annual program. , school profile book, job description, and other supporting documents. With a documentation study, researchers can obtain data regarding integrated quality management designed and implemented by the Al-Muhajirin Purwakarta Foundation to improve teacher competency. The documents that have been obtained are then studied by the researcher until the researcher can draw a conclusion as stated in the research report that has been prepared.

Miler and Huberman (in Sugiyono, 2009) recommend that "activities in qualitative data analysis are interactive and continue continuously until completion. Activities in data analysis, namely data reduction, data display, and conclusion drawing/verification." The following is a discussion of data analysis techniques, including: (1) Data Reduction. At this stage the researcher tried to select data obtained from the field, namely data that described integrated quality management designed and implemented by the Al-Muhajirin Purwakarta Foundation in improving teacher competency. This is by formulating and directing research results in accordance with the problem formulation and research objectives, (2) Data Display (data presentation). Presentation of data that is prepared briefly, clearly and in detail but comprehensively will make it easier to understand information data from observations regarding management designed and implemented by the Al-Muhajirin Purwakarta Foundation in improving teacher competency. Next, the researcher will present the data in the form of a description or report in accordance with the research data obtained while in the school environment, (3) Conclusion Drawing Verification. This is the procedure that researchers will carry out in carrying out research on integrated quality management which is designed and implemented by the Al-Muhajirin Purwakarta Foundation to improve teacher competency.

By carrying out these stages, it is hoped that the research that will be carried out can obtain data that is in accordance with the problem formulation and research objectives and that the data obtained can be trusted and can be accounted for as correct.

RESULTS AND DISCUSSION

Result

(1) Integrated quality planning at the Al-Muhajirin Purwakarta Foundation led by the Chair of the Foundation, Mrs. Dr. Hj. Ifa Faizah Rohmah, M.Pd. The chairman of the Al-Muhajirin Purwakarta Foundation is the top educational management in this educational institution. The teacher recruitment and selection system starts with recruitment, binding regulations, and teacher standardization (a) Teacher recruitment at the Al-Muhajirin Purwakarta Islamic Education Foundation aims to find and obtain teachers who have morals and competence in accordance with what the school requires. (b) this foundation uses internal and external recruitment sources. However, the foundation receives more from external sources because there are many direct applicants who apply to become teachers at the Al-Muhajirin Islamic Education Foundation, especially considering the provisions of the foundation, even though from internal sources, teacher candidates must still carry out the recruitment and

selection process. And most of the community service teachers in this dormitory feel that it is enough just to be a teacher in the dormitory, as proof of devotion to the dormitory. (c) an open method of recruiting teachers, namely disseminating information widely verbally from one person to another and by utilizing social media. (d) using centralized recruitment techniques, namely that recruitment activities are centralized at the foundation. And the foundation will request a report from the principal of each unit regarding the needs/vacancies of teachers in the school so that the foundation can carry out recruitment and selection activities to meet these teacher needs. (e) accepting applications for new teachers is asking applicants to submit application files directly to the foundation and the foundation will check the completeness of the documents that must be fulfilled such as application letter, personal data, diplomas, photos, supporting certificates and so on. Then applicants are given a prospective teacher data form containing personal biodata and questions that must be filled in at that time. The questions given include psychological test questions, potential and academic insight, then information about selection tests. (f) the main requirements and qualifications that prospective teachers who will apply to the Al-Muhajirin Islamic Education Foundation must have, namely being able to read the Qur'an correctly, having an appropriate background, punctuality, and being ready to follow and obey regulations and policies foundation. (g) academic qualifications are determined through a selection process to match vacant positions with the abilities of prospective teachers according to school needs.

(2) Integrated quality control at the Al-Muhajirin Purwakarta Foundation can be seen from (a) Teacher Supervision by the foundation, namely assessments including: Clarity of the formulation of learning objectives, Selection of teaching materials, Organization of teaching materials, Selection of learning sources/media, Clarity of learning scenarios, Details of learning scenarios, suitability of techniques to learning objectives, completeness of question instruments, (b) Review of school activities by the foundation, lack of awareness of teacher performance motivation at several school levels which is low in professionalism, and (c) Teacher performance and involvement in the middle community, all teachers are able to establish harmonious relationships with the community so that they can actively involve them in realizing the goals of school and education

(3) Integrated quality improvement at the Al-Muhajirin Purwakarta Foundation can be seen from the teacher's guidance in terms of Pedagogy. Personality, Social and Professional, to determine the teacher's pedagogical competence, it is directed through preparing lesson plans and micro teaching tests which aim to determine teaching skills, mastery of material and manage class conditions well. The assessment of social competence seen from the teacher's possession is directed through behavior during the teaching and learning process. The assessment of teachers' social competence is directed at the teacher's ability to communicate and interact effectively and efficiently with students, fellow teachers, parents/guardians of students, and the surrounding community. Teachers' professional competencies are directed through the results of assessments of their pedagogical, social and personal competencies.

Discussion

This is similar to the theory expressed by Dr. Joseph M. Juran (1954) in his book Juran on Leadership for Quality expressed the Juran Trilogy as follows: (1) Quality Planning, namely a process that identifies customers, customer requirements, product features and services that

customers expect, and the process for delivering the product or services with the right attributes and provide facilities for transferring this knowledge to production. (2) Quality Control, namely a production process that is tested and evaluated against the original requirements requested by the customer. Problems are detected and then corrected. (3) Quality Improvement, which is a process that includes resource allocation, assigning tasks to someone to encourage a project, training used to encourage a project, and creating a permanent general structure to improve quality and maintain what has been achieved.

This is also similar to the results of previous research, there are several problems related to quality management and teacher competency, including: (1) The results of Qurroti A'yun's (2019) research that teacher motivation in Bani Hasyim educational institutions has three relationships between motivation and responsibility. answer. First, the relationship between motivation and academic responsibility. In this relationship there is a meaning which is a manifestation of an attitude of professionalism in the form of application of educational goals, vision and mission. Second, the relationship between motivation and social responsibility to society. In an effort to fulfill social responsibilities, the role of teachers is not limited to being an academic transformer of knowledge, as well as being a facilitator in the formation of knowledge, skills, attitudes and values in the learning process and in social life. Third, motivational and spiritual relationships. Understanding worship as a form of teacher professionalism leads to spiritual responsibility. (2) The results of Sori Alam Harahap's research (2022) show that (a) The planning carried out by the foundation in developing human resources is through recruiting madrasa teachers, making regulations that are binding on teachers and employees, setting standards for madrasa teachers. (b) Organizing, the Foundation gives orders to madrasas to determine detailed work programs so that activities related to human resources are implemented, such as learning and teaching activities. (c) Directing (actuating), Teachers and Education Personnel are directed to upgrade their abilities in various competencies including pedagogical, personal, social and professional competencies. (d) Controlling, evaluation carried out by the foundation on activity programs that refer to the human resources of teaching staff and educational staff, which includes the performance and active involvement of teachers and employees in the community. The Foundation carries out periodic evaluations at least once every semester. (3) The research results of M Fahmi Rahmansyah (2022) show that quality management is management that focuses on customer needs and continuous improvement (Total Quality Management). Quality management can also be applied to developing school quality, both for developing the quality of students and developing the quality of educators. This quality development is carried out repeatedly or continuously until the school's goals are achieved. Implementing quality management in improving teacher competency is a method that schools can use to improve school performance for the sake of customer satisfaction, namely students, parents and the surrounding community. This is also supported by Ripley and Franklin's opinion that implementation is what happens after laws are enacted that provide authority for programs, policies, benefits, or some type of real output.

If related to Management Theory according to this, this is similar to the theory expressed by Dr. Joseph M. Juran (1954) in his book Juran on Leadership for Quality expressed the Juran Trilogy as follows, namely the process used to achieve organizational goals through integrated quality planning, integrated quality control, and integrated quality improvement of the Islamic

Education Foundation in increasing teacher competency at the Al Foundation -Purwakarta Muhajirin, then:

1) Integrated quality planning of the Islamic Education Foundation in improving teacher competency at the Al-Muhajirin Purwakarta Foundation is the initial foundation for the next process so that it can run according to objectives. Integrated quality planning at the foundation level is an activity aimed at answering what must be done and how to do it to realize the goals that have been set/agreed together at the foundation concerned. In other words, planning is the activity of determining in advance what will be done, what procedures and implementation methods will be in order to achieve organizational goals. Integrated quality planning at the Al-Muhajirin Purwakarta Foundation consists of preparation of what will be done to achieve the expected goals. Starting from the teacher recruitment and selection system starting from recruitment, binding regulations and teacher standardization (a) teacher recruitment at the Al-Muhajirin Purwakarta Islamic Education Foundation aims to find and obtain teachers who have morals and have competencies in accordance with what the school requires. (b) this foundation uses internal and external recruitment sources. However, the foundation receives more from external sources because there are many direct applicants who apply to become teachers at the Al-Muhajirin Islamic Education Foundation, especially considering the provisions of the foundation, even though from internal sources, teacher candidates must still carry out the recruitment and selection process. And most of the community service teachers in this hostel feel that it is enough just to be a teacher in the hostel, as proof of devotion to the hostel. (c) an open method of recruiting teachers, namely disseminating information widely verbally from one person to another and by utilizing social media. (d) using centralized recruitment techniques, that is, recruitment activities are centralized at the foundation. And the foundation will request a report from the principal of each unit regarding the needs/vacancies of teachers in the school so that the foundation can carry out recruitment and selection activities to meet these teacher needs. (e) accepting applications for new teachers is asking applicants to submit application files directly to the foundation and the foundation will check the completeness of the documents that must be fulfilled such as application letter, personal data, diplomas, photos, supporting certificates and so on. Then applicants are given a prospective teacher data form containing personal biodata and questions that must be filled in at that time. The questions given include psychological test questions, potential and academic insight, then information about selection tests. (f) the main requirements and qualifications that prospective teachers who will apply to the Al-Muhajirin Islamic Education Foundation must have, namely being able to read the Qur'an correctly, having an appropriate background, punctuality, and being ready to follow and obey regulations and policies foundation. (g) academic qualifications are determined through a selection process to match vacant positions with the abilities of prospective teachers according to school needs.

If seen as a whole, the Al-Muhajirin Purwakarta Foundation has succeeded in creating an integrated quality plan so that it can improve teacher competency.

2) The Islamic Education Foundation's integrated quality control in improving teacher competency at the Al-Muhajirin Purwakarta Foundation is an activity to monitor all activities to ensure that these activities are achieved in accordance with predetermined plans. Control is carried out to "guarantee" that the stated organizational and management goals are achieved. Integrated quality control at the Al-Muhajirin Purwakarta Foundation can be seen from (a)

Teacher Supervision by the foundation, namely assessments including: Clarity of the formulation of learning objectives, Selection of teaching materials, Organization of teaching materials, Selection of learning sources/media, Clarity of learning scenarios, Details of learning scenarios , Suitability of techniques to learning objectives, completeness of question instruments, (b) Review of school activities by the foundation, there is still a lack of awareness of teacher performance motivation at several school levels which is low in professionalism, and (c) Teacher performance and involvement in the community, all Teachers are able to establish harmonious relationships with the community so that they can actively involve them in realizing school and educational goals

If seen as a whole, the Al-Muhajirin Purwakarta Foundation has succeeded in creating integrated quality control so that it can improve teacher competency.

3) Improving the integrated quality of the Islamic Education Foundation in improving teacher competency at the Al-Muhajirin Purwakarta Foundation, namely a process that includes resource allocation, assigning tasks to someone to encourage a project, training used to encourage a project, and creating a general structure permanent means to improve quality and maintain what has been achieved. Integrated quality improvement at the Al-Muhajirin Purwakarta Foundation can be seen from teacher guidance in terms of pedagogy. Personality, Social and Professional, to determine the teacher's pedagogical competence, it is directed through preparing lesson plans and micro teaching tests which aim to determine teaching skills, mastery of material and manage class conditions well. The assessment of social competence seen from the teacher's possession is directed through behavior during the teaching and learning process. The assessment of teachers' social competence is directed at the teacher's ability to communicate and interact effectively and efficiently with students, fellow teachers, parents/guardians of students, and the surrounding community. Teachers' professional competencies are directed through the results of assessments of their pedagogical, social and personal competencies.

If seen as a whole, the Al-Muhajirin Purwakarta Foundation has succeeded in making integrated quality improvements so that it can increase teacher competency.

Linked to the integrated quality management of the Islamic Education Foundation, it can be stated that the Al-Muhajirin Purwakarta Foundation is a foundation that can improve teacher competency. This is related to research results showing that the Foundation carries out activities based on work plans that have been prepared. This is supported by the results of documentation studies which show that starting from integrated quality planning, integrated quality control and integrated quality improvement, the foundation carries out what has been programmed.

CONCLUSION

Based on the data obtained by the author regarding the Islamic Education Foundation's integrated quality management in improving teacher competency, a conclusion can be drawn to answer all the research problem formulations stating that the Islamic Education Foundation's integrated quality management in improving teacher competency has been very successful. This condition can be seen from the integrated quality planning, integrated quality control and integrated quality improvement carried out by the Al-Muhajirin Purwakarta Foundation. The general conclusions derived from the specific conclusions of each researched are as follows:

1) Integrated quality management capabilities of the Islamic Education Foundation, quality planning, namely increasing the competency of teachers at the foundation, namely the head of the foundation Starting from the teacher recruitment and selection system starting from recruitment, binding regulations and teacher standardization (a) teacher recruitment at the Al-Muhajirin Purwakarta Islamic Education Foundation aims to find and obtain teachers who have morals and have competencies in accordance with what the school requires. (b) this foundation uses internal and external recruitment sources. However, the foundation receives more from external sources because there are many direct applicants who apply to become teachers at the Al-Muhajirin Islamic Education Foundation, especially considering the provisions of the foundation, even though from internal sources, teacher candidates must still carry out the recruitment and selection process. And most of the community service teachers in this hostel feel that it is enough just to be a teacher in the hostel, as proof of devotion to the hostel. (c) an open method of recruiting teachers, namely disseminating information widely verbally from one person to another and by using social media. (d) using centralized recruitment techniques, that is, recruitment activities are centralized at the foundation. And the foundation will request a report from the principal of each unit regarding the needs/vacancies of teachers in the school so that the foundation can carry out recruitment and selection activities to meet these teacher needs. (e) accepting applications for new teachers is asking applicants to submit application files directly to the foundation and the foundation will check the completeness of the documents that must be fulfilled such as application letters, personal data, diplomas, photos, supporting certificates and so on . Then applicants are given a prospective teacher data form containing personal biodata and questions that must be filled in at that time. The questions given include psychological test questions, potential and academic insight, then information about selection tests. (f) the main requirements and qualifications that prospective teachers who will apply to the Al-Muhajirin Islamic Education Foundation must have, namely being able to read the Qur'an correctly, having an appropriate background, punctuality, and being ready to follow and obey regulations and policies foundation. (g) academic qualifications are determined through a selection process to match vacant positions with the abilities of prospective teachers according to school needs. If seen as a whole, the Al-Muhajirin Purwakarta Foundation has succeeded in creating an integrated quality plan so that it can improve teacher competency.

2) The Islamic Education Foundation's integrated quality management capability in improving teacher competency can be seen from quality control, namely control is carried out to "guarantee" that the stated organizational and management goals are achieved. Integrated quality control at the Al-Muhajirin Purwakarta Foundation can be seen from (a) Teacher Supervision by the foundation, namely assessments including: Clarity of the formulation of learning objectives, Selection of teaching materials, Organization of teaching materials, Selection of learning sources/ media, Clarity of learning scenarios, Details of learning scenarios, Suitability of techniques to learning objectives, completeness of question instruments, (b) Review of school activities by the foundation, there is still a lack of awareness of teacher performance motivation at several school levels which is low in professionalism, and (c) Teacher performance and involvement in the community, all Teachers are able to establish harmonious relationships with the community so that they can actively involve them in realizing school and educational goals. If seen as a whole, the Al-Muhajirin Purwakarta Foundation has succeeded in creating integrated quality control so that it can improve teacher competency.

3) The Islamic Education Foundation's integrated quality management capability in improving teacher competency can be seen from quality improvement, namely Integrated quality improvement at the Al-Muhajirin Purwakarta Foundation can be seen from teacher guidance in terms of pedagogy. Personality, Social and Professional, to determine the teacher's pedagogical competence, it is directed through preparing lesson plans and micro teaching tests which aim to determine teaching skills, mastery of material and manage class conditions well. The assessment of social competence seen from the teacher's possession is directed through behavior during the teaching and learning process. The assessment of teachers' social competence is directed at the teacher's ability to communicate and interact effectively and efficiently with students, fellow teachers, parents/guardians of students, and the surrounding community. Teachers' professional competencies are directed through the results of assessments of their pedagogical, social and personal competencies. If seen as a whole, the Al-Muhajirin Purwakarta Foundation has succeeded in making integrated quality improvements so that it can increase teacher competency

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