

TRANSFORMATIONAL LEADERSHIP IN THE IMPLEMENTATION OF TOTAL QUALITY MANAGEMENT IN ISLAMIC EDUCATIONAL INSTITUTIONS

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ABSTRACT

The achievement of teacher performance does not only depend on the strategy or approach used, but also depends on the leadership model. The principal of SMPIT Al-Multazam applies a transformational leadership model based on total quality management to improve teacher performance. This research analyzes the principal's role in applying transformational leadership in realizing professional teacher performance. This research uses a case study-based qualitative method, with data collection methods of observation, interviews, and documentation studies. The results found that principals' transformational leadership significantly contributes to improving teachers' motivation, parents' involvement and the implementation of systematic evaluation, which overall improves the quality of education in schools. The active involvement of all stakeholders, including parents, also proved important in supporting the learning process. This study recommends that principals continue to encourage professional development for teachers and increase parental involvement in the education process. Thus, the application of total quality management principles based on transformational leadership can be a model for other Islamic education institutions. The implications of this study show that the application of transformational leadership based on total quality management not only improves teacher performance but also creates an environment conducive to holistic learning.

KEYWORDS:

Islamic Education Institution,
Transformational Leadership,
Total Quality Management

ABSTRAK

Ketercapaian kinerja guru tidak hanya tergantung pada strategi ataupun pendekatan yang digunakan, akan tetapi juga tergantung dari model kepemimpinan. Kepala sekolah SMPIT Al-Multazam menerapkan model kepemimpinan transformasional berbasis total quality management untuk meningkatkan kinerja guru. Penelitian ini menganalisis peran kepala sekolah dalam menerapkan kepemimpinan transformasional dalam mewujudkan kinerja guru yang profesional. Penelitian ini menggunakan metode kualitatif berbasis studi kasus, dengan metode pengumpulan data observasi, wawancara, dan studi dokumentasi. Hasil penelitian menemukan bahwa kepemimpinan transformasional kepala sekolah berkontribusi signifikan dalam meningkatkan motivasi guru, keterlibatan orang tua, dan penerapan evaluasi yang sistematis, yang secara keseluruhan meningkatkan kualitas pendidikan di sekolah. Keterlibatan aktif seluruh pemangku kepentingan, termasuk orang tua, juga terbukti penting dalam mendukung proses pembelajaran. Penelitian ini merekomendasikan agar kepala sekolah terus mendorong pengembangan profesional bagi guru dan meningkatkan keterlibatan orang tua dalam proses pendidikan. Dengan demikian, penerapan prinsip-prinsip total quality management yang berbasis pada kepemimpinan transformasional dapat menjadi model bagi lembaga pendidikan Islam lainnya. Implikasi penelitian menunjukkan penerapan kepemimpinan transformasional berbasis total quality management meningkatkan kinerja guru dan menciptakan lingkungan kondusif untuk pembelajaran holistik.

KATA KUNCI:

Islamic Education Institution,
Transformational Leadership,
Integrated Quality Management

INTRODUCTION

Education plays an important role in building a quality generation, both in terms of academics and morals (Mashuri, 2020; Risnita & Yustiasari Liriwati, 2018). In Indonesia, Islamic educational institutions have a dual responsibility in forming students who excel academically while having good morals in accordance with Islamic values (Aziz et al., 2022; Sabrina & Aslam, 2022). In this context, the application of total quality management is relevant because it provides a management approach that focuses on improving quality as a whole (Rawashdeh, 2018; Widyastuti & Hasanah, 2022). Total quality management emphasizes the involvement of all parties in the organization and continuous improvement that can significantly improve the quality of education (Nawawi & La'alang, 2020; Rahman et al., 2020). However, although the principles of total quality management have been widely applied in the context of business and general education, its application in Islamic educational institutions is still relatively less discussed in the literature.

Previous research confirms that leadership plays an important role in the successful implementation of total quality management. For example, research by Kranioti and Broni (2023) shows that transformational leadership style is positively correlated with all dimensions of total quality management, especially in improving the quality of education in Greek schools, both public and private sectors.

Another study by Rahman et al.(2020) found that transformational leadership in the context of secondary schools has a significant positive relationship with teacher quality, mediated by total quality management practices. Furthermore, a study by Frihastama and Hermanto (2022) highlighted how transformational leadership training for school principals can improve quality management implementation and institutional performance. Similar results were also noted by Zawawi (2021), which revealed that madrasah principals who use idealized influence, inspirational motivation and individualized attention can improve staff performance as well as the overall quality of education. In Indonesia, recent research also supports these findings. For example, research by Fauzi (2023) reveals that the implementation of total quality management supported by transformational leadership significantly improves the quality of education services. In addition, research in Aceh by Usman (2023) shows the importance of total quality management integration during the Covid-19 pandemic, with leadership as a key factor in controlling and evaluating online learning. Another study by Alawiyah et.al. (2023) on Islamic boarding schools in Cirebon underlines that transformational leadership dimensions such as inspirational motivation and idealized influence are crucial in improving the quality of faith-based education. Evidence from these studies suggests that the implementation of total quality management in education relies heavily

on transformational leadership that is able to inspire, motivate and engage all stakeholders to achieve common goals, both in the academic context and the development of the character and culture of educational institutions.

In Bass and Avolio's transformational leadership theory (1994) explains that leadership that focuses on vision, motivation, and empowerment is able to drive positive change in organizations. In addition, (Leithwood, 1994) also mentioned that transformational leadership can increase school effectiveness by increasing teacher motivation and commitment. However, research related to the implementation of total quality management in Islamic educational institutions with a transformational leadership approach is still limited. Therefore, this study is needed to complement these shortcomings and provide a deeper understanding of the relationship between transformational leadership and the implementation of total quality management in Islamic educational institutions.

This research focuses on SMPIT Al-Multazam Kuningan, an Islamic educational institution that has implemented the principles of total quality management in its management. The purpose of this study is to explore how the transformational leadership of the principal at SMPIT Al-Multazam affects the implementation of total quality management in order to improve the quality of education. This research is expected to contribute to the literature related to education management, especially in the context of Islamic education, by exploring the role of

transformational leadership in supporting the implementation of total quality management.

With regard to the above, this study aims to analyze the role of transformational leadership in the implementation of total quality management at SMPIT Al-Multazam Kuningan. This research will explore how the principal as a transformational leader can empower teachers, staff and students to be actively involved in improving the quality of education at school. The contribution of this research is expected to provide deeper insights into the role of leadership in shaping quality-oriented organizational culture and Islamic values, as well as enriching the existing literature on quality management in Islamic educational institutions.

Thus, this study aims to analyze the role of transformational leadership in the implementation of total quality management at SMPIT Al-Multazam Kuningan. This research will explore how the principal as a transformational leader can empower teachers, staff and students to be actively involved in improving the quality of education in the school.

The theoretical contribution of this research is that it is expected to enrich the literature on the relationship between transformational leadership and the implementation of total quality management in the context of Islamic education. By highlighting specific aspects of transformational leadership, such as idealized influence, inspirational motivation, and individualized attention, this study provides a more comprehensive

theoretical framework for understanding how this leadership style can support the achievement of quality education based on Islamic values.

The practical contribution of this research is to provide practical guidance for principals and stakeholders in Islamic educational institutions on how to implement total quality management with a transformational leadership approach. The results of this study can be used as a reference in leadership training and development in Islamic educational institutions, thus helping to create an organizational culture that is oriented towards quality, collaboration and innovation. In addition, this study can provide concrete recommendations for school managers to increase the involvement of teachers and staff in the quality management process, which will ultimately improve the overall quality of education services.

THEORY DESCRIPTION

Transformational leadership, as described by Bass and Avolio (1994), includes four main dimensions that are interconnected and mutually supportive in creating positive change within an organization. The four dimensions are Idealized Influence, Inspirational Motivation, Intellectual Stimulation, and Individualized Consideration. Each dimension has a different but complementary role in motivating followers to contribute more optimally, think creatively, and develop their potential in achieving common goals (Baharuddin et al., 2022; Yurni & Hariati, 2022).

The first dimension, Idealized Influence is one of the important elements in the transformational leadership style that emphasizes the role of the leader as a role model. A leader with this characteristic is not only respected but also followed by his followers because of his integrity, morality, and strong vision. Leaders who possess idealized influence are able to build deep trust from followers through concrete actions that are consistent with their values. By demonstrating commitment to ethical principles, such leaders are able to create an inspiring and motivating work environment (Sabrina & Aslam, 2022; Yaseen et al., 2018).

In an organizational context, the ideal influence of a leader is seen in how he sets high standards for himself and for his team members. This kind of leader not only provides direction, but also sets a real example in completing tasks and facing challenges. This example encourages followers to be more confident in achieving organizational goals, because they feel they have a figure they can rely on. In addition, idealized influence leadership also helps create an organizational culture that is oriented towards collaboration and achieving common goals

The second dimension, Inspirational Motivation, is the ability of a leader to motivate followers through a clear, compelling, and meaningful vision. Leaders with these characteristics are able to inspire their followers by instilling optimism for a better future. The vision is not only relevant, but also provides a sense of common purpose that unites

individuals in the team or organization. Through this approach, leaders create an inspiring work atmosphere and encourage followers to work with high dedication and enthusiasm (Suadnyani & Netra, 2018).

In practice, inspirational leaders often use effective communication to deliver uplifting messages. They not only talk about what needs to be achieved, but also why it is important and how each individual's contribution can make a big impact. In addition, such leaders also recognize the efforts of their followers, so they feel valued and more motivated. By creating an optimistic and goal-oriented atmosphere, leaders can build solid teamwork and produce great results.

The third dimension, Intellectual Stimulation, is an important aspect of transformational leadership that aims to encourage creativity and innovation among followers. Leaders with this characteristic have the ability to challenge existing assumptions and encourage followers to think critically. Through this approach, leaders create an atmosphere where followers feel encouraged to explore new ideas without fear of criticism or failure. By making room for divergent thinking, leaders help followers find more innovative solutions to challenges (Firdaus, 2020; Yukl, 2012; Yurni & Hariati, 2022).

Leaders who apply intellectual stimulation also tend to appreciate the diversity of viewpoints in decision making. They use a collaborative approach that involves followers in

the problem-solving process, thus creating a sense of ownership of the results achieved (Risnita & Yustiasari Liriwati, 2018). In addition, such leaders often use reflective questions to encourage followers to explore their intellectual potential more deeply. Thus, intellectual stimulation not only increases individual capacity, but also strengthens the culture of innovation in a team or organization (Pambreni et al., 2019).

The fourth dimension, Individualized Consideration, is a leadership approach in which leaders pay special attention to the needs, aspirations, and potential of each individual in their team. Leaders with these characteristics understand that each follower is unique, both in terms of abilities and needs, so they provide personalized support and encouragement. The support can be in the form of guidance, training, or even listening to personal problems faced by followers. Through this approach, leaders not only help followers overcome challenges, but also encourage them to continue to develop and achieve their best potential (Mulyono, 2021).

In their implementation, leaders who apply individualized consideration often act as mentors who help followers find an appropriate path of self-development. They also provide constructive, personalized feedback to improve followers' performance and confidence. By creating a relationship of mutual respect, leaders are able to build deep trust between themselves and their followers. This approach not only increases follower satisfaction, but also has a

positive impact on overall team performance, as each individual feels valued and supported.

METHODS

This research uses a descriptive qualitative approach with a case study design to explore the application of total quality management at SMPIT Al-Multazam Kuningan. The selection of the research site was based on the consideration that SMPIT Al-Multazam Kuningan has implemented various quality-based policies and has a commitment to improving the quality of education through the application of integrated quality management principles. SMPIT Al-Multazam is also known to have a strong approach to education quality development, making it a relevant place to explore the application of total quality management in the context of Islamic education.

Primary data sources in this study were obtained from 10 purposively selected participants. These participants consisted of the principal, vice-principal, five senior teachers and three administrative staff who have a direct role in quality management at the school. The selection of these participants was based on their experience in managing and implementing the principles of total quality management in schools, which enabled them to provide in-depth insights into the implementation of total quality management and the role of transformational leadership in improving the quality of education.

Secondary data sources in this study include relevant documents, such as school annual reports, quality management policy documents, the curriculum implemented, and training materials provided to teachers and staff. These documents provide an overview of the policies, procedures, and programs that support the implementation of total quality management in schools and the role of each party in realizing quality management objectives.

Data validity assurance techniques are carried out through data triangulation, which includes checking data from various sources (interviews, observations, and documentation) to ensure consistency and credibility of findings. In addition, data validity was also maintained by multiplying interactions with informants, double-checking the data obtained, and reviewing the compatibility between observations and interviews. This technique allows the research to provide more accurate and reflective results of the conditions in the field. This study aims to understand the role of transformational leadership of school principals in supporting the implementation of total quality management and contributing to the development of educational management theory, especially in the context of Islamic educational institutions. So with regard to these objectives, the following stages of case study research are presented. The stages presented below refer to the opinion of Robert K. Yin:

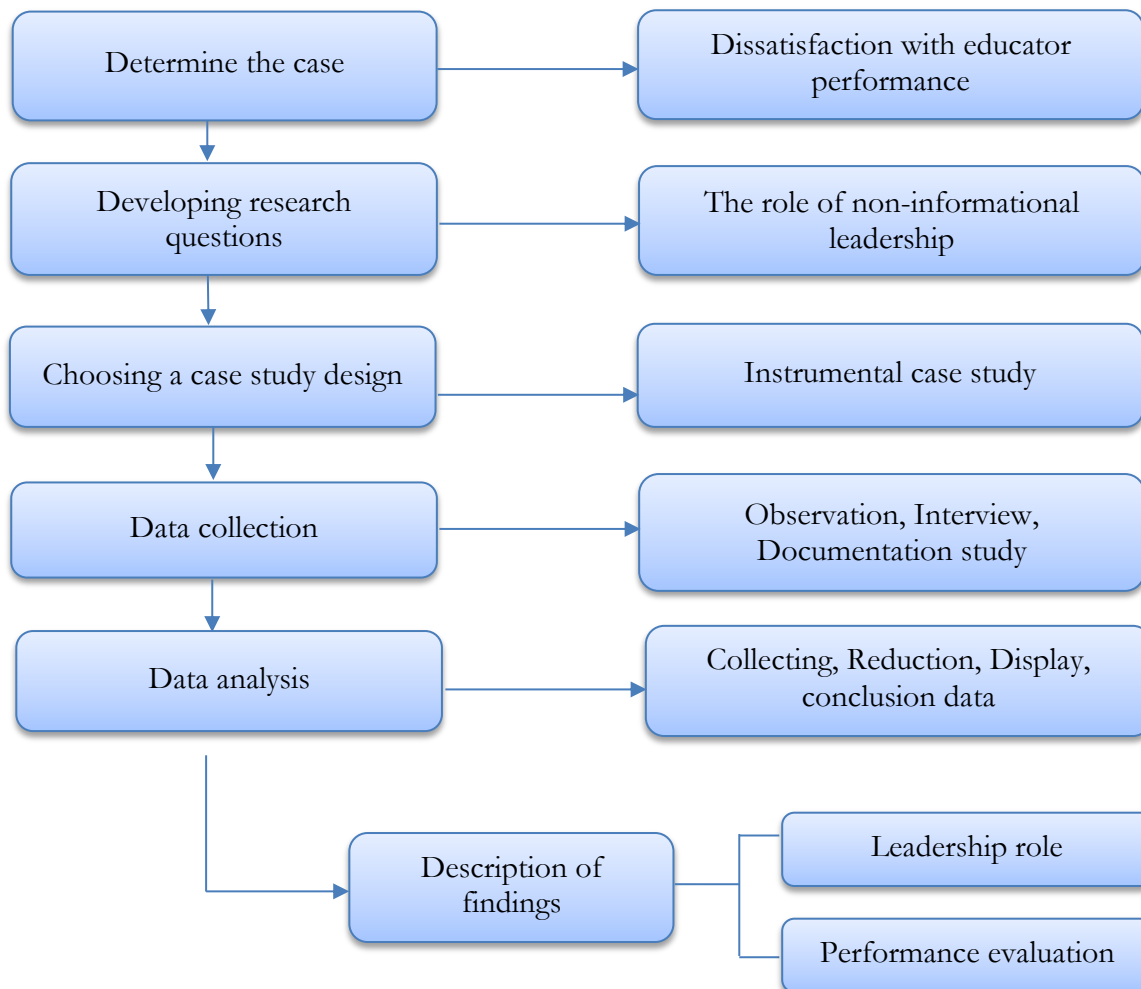


Figure 1. Schematic of Case Study Research Procedures based on Robert K. Yin Theory

RESULTS AND DISCUSSION

This study aims to explore how the implementation of Total Quality Management at SMPIT Al-Multazam Kuningan is influenced by the principal's transformational leadership. Total Quality Management emphasizes continuous quality improvement and the satisfaction of all parties involved, including teachers, students and parents. According to Goetsch and Davis (2016), the implementation of Total Quality Management in education requires not only efficient management, but also leadership that is

able to inspire changes in work culture for the better.

The results of in-depth interviews, direct observation, and document analysis revealed that the principal at SMPIT Al-Multazam acts as a driving force in building a culture of quality. Based on Bass and Avolio's theory (1994), transformational leaders have four main components of idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. These four elements are visible in the principal's leadership that creates a conducive work environment and

motivates teachers to continuously improve their performance. In interviews, teachers described the principal as an inspiring figure. Teachers feel motivated to provide the best teaching because the principal not only provides clear directions, but also appreciation for their performance. Yukl (2012) mentioned that leaders who reward their subordinates are able to increase self-confidence and team commitment. One teacher stated, the principal often holds motivational sessions and provides relevant training. This makes us feel appreciated and excited to work better.

Direct observation revealed a collaborative working atmosphere. Teachers work energetically in an environment that supports interaction and sharing of ideas. This is in line with Robbins and Judge's opinion (2018) which states that transformational leadership can improve team cohesion and operational efficiency, which in turn contributes to the achievement of total quality management objectives. In addition, document analysis shows that principals actively monitor and evaluate the learning process. Through regular meetings, principals and teacher teams discuss strategies to improve the quality of learning and education services. Stoner and Freeman (1995) emphasize that systematic and purposeful evaluation is one of the key elements in the implementation of effective total quality management. Thus, this study reinforces the importance of the role of transformational leadership in integrating the principles of total quality management in

educational institutions. The principal at SMPIT Al-Multazam succeeded in creating an environment that supports innovation and continuous improvement, in accordance with experts' views that transformational leaders are able to bring significant changes in the quality of education.

The study also found that parental involvement plays an important role in supporting student learning. From the documentation data, it can be seen that the school regularly holds meetings with parents through events such as welcoming day and monthly discussions. Parents feel that they are an integral part of the school community. Parents explained that they feel they are given space to contribute to supporting their children's education. These results show that effective communication between the school and parents creates synergy in supporting students' development.

The periodic evaluation process implemented at SMPIT Al-Multazam is one of the key elements in creating a culture of continuous improvement. This evaluation approach focuses not only on individual performance, but also on the performance of the team and the school system as a whole.

Based on an interview with the principal, the evaluation is conducted through a participatory approach, where all teachers are involved in the self- and team-assessment process. This approach is in line with the principle of continuous improvement, which is

at the core of total quality management. The principal explained that an evaluation that involves all parties will result in continuous improvement, because everyone feels responsible for the progress of the school. This opinion is in line with Deming's theory, which states that involving all parties in the evaluation process increases ownership and commitment to quality improvement (Gartner & Naughton, 1988).

The evaluation process at SMPIT Al-Multazam includes assessment of various aspects, such as learning effectiveness, classroom management, and interpersonal relationships between teachers and students. The assessment is conducted in a structured manner using instruments developed jointly by the principal and teachers. The following are the results of the documentation study on the results of the teacher performance evaluation in 2024, presented in tabular form:

Table 1. Teacher Performance Evaluation Results in 2024

Evaluation Criteria	Average Score	Category
Teaching Quality	4.5	Very good
Student Engagement	4.2	Good
Innovation in Learning	4.6	Very good
Parent Satisfaction	4.4	Good

Direct observation supports this statement, with structured and transparent evaluation documents found. The document includes an agenda for the evaluation meeting, a list of feedback from teachers and an action plan to address any deficiencies found. The Transparency International Education Policy Report emphasizes that a transparent evaluation system not only increases accountability but also builds trust among team members. Furthermore, evaluation results are not only kept as a report, but also used as a basis for developing teacher development programs and learning strategies. For example, after the evaluation, the principal identifies specific training needs to improve teachers' competence in using educational technology. This is in line with Harris and

Lambert's opinion (2003), which states that effective evaluation must be followed by concrete actions to improve quality. The evaluation process at SMPIT Al-Multazam also reflects the principle of learning organization, where the school functions as a learning community. Teachers are not only evaluated, but also invited to deep reflection on their performance. This reflection enables teachers to understand their strengths and weaknesses and devise strategies for future improvement. Thus, the periodic evaluation process at SMPIT Al-Multazam is not only a tool for measuring performance, but also a mechanism for encouraging innovation and professional development. Structured and transparent participatory evaluation has succeeded in

creating a work culture that is mutually supportive and oriented towards continuous improvement, which is an important foundation in the implementation of total quality management in educational settings.

In an effort to improve learning quality, principals at SMPIT Al-Multazam actively motivate teachers to create interactive and engaging learning methods. These innovations include the use of technology in the learning process, such as digital applications, interactive media and online-based learning platforms. Based on observation, teachers show enthusiasm in adopting these technologies, thanks to relevant training and full support from the principal.

One teacher stated, We are always supported to try new things to increase students' interest in learning. The principal often organizes training and workshops to help us understand how to utilize technology in learning. This approach is in line with constructivist learning theory, which emphasizes the importance of interesting and relevant learning experiences for students. This innovation not only increases student interest but also encourages collaboration between teachers to share ideas and experiences, creating a dynamic and sustainable learning environment.

One of the important points revealed in this study is the principal's attention to student character building. In the interview, the principal said that Islamic values are the basis for every activity in the school. This is reflected in

observations of interactions between teachers and students, where values such as discipline, responsibility and respect are consistently taught.

The results of this study illustrate that effective Total Quality Management implementation requires strong and collaborative leadership. By supporting teachers' professional development, involving parents and creating a transparent evaluation system, SMPIT Al-Multazam managed to improve the overall quality of education. The principal's transformational leadership is a key factor in building an organizational culture that supports innovation and continuous improvement.

For further development, it is recommended that schools continue to strengthen the involvement of all stakeholders in the decision-making process. In addition, teacher training and professional development should be conducted regularly to meet the challenges of today's education. Lastly, evaluation of school facilities should continue to create an optimal learning environment.

CONCLUSION

This study shows that the transformational leadership of the principal at SMPIT Al-Multazam Kuningan has a very significant role in the implementation of Total Quality Management. The results indicated that several key factors, such as teacher motivation, parental involvement and periodic evaluations conducted systematically, contributed greatly to

improving the quality of education in the school. Leaders who apply the principles of transformational leadership succeed in creating an environment that supports the development of teaching quality, increases the involvement of the school community and promotes continuous improvement in every aspect of school operations. With a structured and focused approach, the quality of education at SMPIT Al-Multazam Kuningan continues to develop and experience significant progress. For future research, it is suggested that the focus should not only be limited to academic aspects, but also pay attention to student character development, given the importance of character in creating a holistic educational environment. The limitation of this study lies in the limited number of samples and only involves one educational institution, so the results obtained may not be generalized to all educational institutions. Therefore, further research is expected to include more educational institutions, both similar and different, to obtain a more comprehensive understanding of the application of total quality management in the context of Islamic education. Thus, the results of further research can provide broader and deeper insights into the implementation of total quality management in various educational settings.

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