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IMPLEMENTATION OF TEACHER PERFORMANCE-BASED MANAGEMENT ON INTEGRATED QUALITY MANAGEMENT AT THE ISLAMIC BOARDING SCHOOL AND PKBM OF THE HUFFAZH PULPIT

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Keywords:
Teacher Performance Management 1, Integrated Quality Management 2, TQM 3, Islamic boarding schools 4, PKBM 5

ABSTRACT

This study aims to analyze the implementation of teacher performance-based management in Integrated Quality Management (Total Quality Management) in PKBM and Mimbar Huffazh Islamic Boarding School Karawang. The research uses an evaluative descriptive qualitative method with data collection techniques through observation, interviews, and documentation. The results of the study show that the implementation of teacher performance management has run very well and systematically at all stages, the planning aspect has reached a score of 92%, implementation of 93.6%, evaluation of 89.6%, and follow-up of 89.6%, all of which are in the "very good" category. Planning is prepared systematically, data-based, and quality-improved. Implementation is supported by clear organization, proportional division of tasks, and continuous human resource development. Performance evaluation is carried out regularly and in stages as a means of quality control, while follow-up is realized through a constructive and educational feedback and coaching culture. Overall, teacher performance-based management at Mimbar Huffazh Karawang has proven to be effective, adaptive, and oriented towards continuous improvement, and reflects the practice of TQM based on Islamic values. Nevertheless, it is still necessary to strengthen the aspects of teacher competency mapping, follow-up standardization, and performance documentation so that the system is more robust, measurable, and sustainable in supporting the improvement of the quality of education.

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A. INTRODUCTION

Government Regulation Number 17 of 2010 emphasizes that education management must ensure quality, competitiveness, relevance, and be oriented towards effectiveness, efficiency, and accountability. In the context of Islamic education, quality is a fundamental factor so that institutions are able to survive and compete (Arcaro, 2007), so that optimal management of human resources and infrastructure facilities is needed to realize sustainable quality of education (Chotimah, C., & Fathurrohman, 2018).

The success of educational institutions is highly dependent on the effectiveness of management in planning, implementing, and evaluating organizational activities (Nursam, 2017). Various internal and external constraints often hinder managerial functions, so adaptive and responsive management is needed to change in adaptability. In the context of education quality management, quality is not only determined by standards, but also by management's ability to handle problems and make continuous improvements (Setyaningrum, 2022).

Academic quality is generally supported by the implementation of the PDCA (Plan–Do–Check–Act) cycle which includes four main stages, namely: (1) the planning stage which focuses on policy formulation, indicator determination, and the preparation of quality improvement programs; (2) the implementation stage of the plan that has been set; (3) the evaluation stage through monitoring, measurement, and analysis activities on various irregularities that occur; and (4) the follow-up stage in the form of standardization of practices that have proven to be effective and the implementation of continuous improvements. Through this cycle, quality improvement can take place more efficiently and sustainably, both at the grade level and the

education unit (Ministry of National Education, 2020; Mulyasa E, 2022; Syafaruddin, 2002).

Based on the concept of teacher performance management according to Mulyasa, the PDCA indicators in this study were developed as follows:

Table 1. Teacher Performance Management Indicators

Yes	Planning	Theoretical Source
1.	Teachers prepare lesson plans (RPP/Teaching Modules)	(Mulyasa, 2013)
2.	The school sets teacher performance standards	(Mulyasa, 2013)
3.	Schools develop teacher performance targets	(Mulyasa, 2013)
4.	Preparation of teacher competency improvement programs	(Mulyasa, 2022)
5.	Planning based on previous evaluation results	(Mulyasa, 2022)
6.	Teacher needs-based planning	(Mulyasa, 2013)
7.	Alignment of planning with the school's vision and mission	(Mulyasa, 2013)
8.	Involvement of teachers in program planning	(Mulyasa, 2013)
9.	Preparation of academic supervision programs	(Mulyasa, 2022)
10.	Teacher performance planning documentation	(Mulyasa, 2022)
Yes	**Implementation**	**Theoretical Source**
1.	Teachers carry out learning according to planning	(Mulyasa, 2013)
2.	Teachers carry out professional duties in a disciplined manner	(Mulyasa, 2013)
3.	Teachers perform additional tasks	(Mulyasa, 2013)
4.	Teachers use learning methods and media	(Mulyasa, 2013)
5.	Teachers carry out learning assessments	(Mulyasa, 2013)
6.	Teachers participate in self-development activities	(Mulyasa, 2013)
7.	Teachers carry out learning administration	(Mulyasa, 2013)
8.	Teachers participate in school activities	(Mulyasa, 2022)
9.	The school carries out construction supervision	(Mulyasa, 2013)
10.	Documentation of the implementation of teacher performance	(Mulyasa, 2022)
No.	**Evaluation**	**Theoretical Source**
1.	The existence of teacher performance assessment instruments	(Mulyasa, 2013)
2.	Teacher performance assessments are carried out periodically	(Mulyasa, 2013)
3.	Classroom learning observation	(Mulyasa, 2013)
4.	Learning administration assessment	(Mulyasa, 2013)
5.	Assessment of discipline and responsibility	(Mulyasa, 2013)
6.	Assessment of pedagogic competence	(Mulyasa, 2013)
7.	Professional competency assessment	(Mulyasa, 2013)
8.	Personality competency assessment	(Mulyasa, 2013)
9	Social competency assessment	(Mulyasa, 2013)

10.	Documentation of the results of teacher performance assessments	(Mulyasa, 2013)
No.	**Follow-up**	**Theoretical Source**
1.	Follow-up of teacher performance assessment results	(Mulyasa, 2013)
2.	Teacher development programme	(Mulyasa, 2013)
3.	Training and competency development programs	(Mulyasa, 2013)
4.	Teacher coaching and mentoring	(Mulyasa, 2013)
5.	Coaching teachers who have not met the standards	(Mulyasa, 2013)
6.	Strengthening of outstanding teachers	(Mulyasa, 2013)
7.	Revision of the learning program	(Mulyasa, 2022)
8.	Revision of performance standards	(Mulyasa, 2022)
9.	Sustainable quality improvement	(Mulyasa, 2022)
10	Formation of a professional culture of teachers	(Mulyasa, 2022)

Educational transformation requires institutions to implement a structured, measurable, and accountable management system to improve quality. The Integrated Quality Management (TQM) approach is relevant because it emphasizes the participation of all components, a focus on stakeholders, continuous improvement, and informed decision-making References (Sofiah et al., 2024). In addition, performance-based management is important because it emphasizes planning, measuring, monitoring, and evaluating performance as an effort to improve the quality of education in a sustainable manner (Armstrong, 2021).

Changes in education policy encourage the implementation of performance-based management to increase the accountability of institutions and teachers (Esteban, 2024), performance management is not only administrative, but based on sharia values, Islamic work ethics, and educational goals (maqā).Ṣid al-tarbiyah), which emphasizes the principles of ihsan, trust, and responsibility (mas'uliyyah) as affirmed in QS. At-Taubah [9]:105.

وَقُلِ اعْمَلُوْا فَسَيَرَى اللّٰهُ عَمَلَكُمْ وَرَسُوْلُهٗ وَالْمُؤْمِنُوْنَۗ

"Work! So Allah, His Messenger, and the believers will see your work."

According to Ibn Katsir, QS. At-Taubah verse 105 is a strict command to all humans to work, do charity, and contribute in a real way, because every action must be under the supervision of Allah, shown to the Messenger on the Day of Resurrection, and known to the believers. This explanation confirms that Islam places the principles of accountability and quality of work as part of the value of worship. In the context of performance management, this interpretation provides the basis that every individual must work professionally, disciplinedly, and oriented to the best results, because performance is not only judged by humans, but also becomes an object of spiritual judgment. This divine supervision creates internal motivation (*Intrinsic motivation*) to maintain quality, while the supervision of the Apostle and the believers reflects the importance of structural and social monitoring. Thus, this verse integrates work ethic,

supervision, evaluation, and accountability which are the core of modern performance management, namely working in a planned, measurable, and accountable manner before God and man (Katsir, 1994).

Improving the quality of education requires optimizing teacher performance, because the success of education is closely related to the quality of performance shown by educators (Intansari, 2017). Efforts to improve school quality require teachers who are competent and have good performance, considering the strategic role of teachers in the learning process as well as professional responsibilities that require mastery of basic skills. Teacher performance reflects the quality and quantity of the implementation of educational tasks carried out (Ansori et al., 2023 ; Faizin et al., 2021) In the context of national education, teachers have a central role as educators and teachers who are responsible for fostering and educating the nation's generation (Law of the Republic of Indonesia Number 14 of 2005).

Teachers play an important role in meaningful education through knowledge transfer, moral values, and exemplary values that affect students' attitudes and school quality (Jadhav et al., 2024). However, the performance of Islamic religious education teachers still faces obstacles such as low discipline, compliance with rules, and mastery of learning planning, while the quality of Islamic religious education is influenced by the quality of educators, students, and infrastructure (Juliawan, 2021). Therefore, the performance of Islamic Religious Education teachers in improving the quality of learning includes the ability to plan, implement, and assess learning as well as work discipline (Khatijah et al., 2017).

Teacher performance measurement is important to be carried out in every institution because it is the basis for improving and improving performance, both formal and non-formal educational institutions that focus on improving the quality of services and teaching staff to improve the quality of learning. According to a 2018 World Bank report, Indonesia has succeeded in expanding access to education, especially for disadvantaged groups, but the quality of education is still low. This is strengthened by the results of PISA 2019 which placed Indonesia at 72nd rank out of 77 countries, showing that students' learning ability is still weak compared to neighboring countries (Maghiszha, 2025).

Research results Rosyadi (2020), showing that motivation and work stress have a significant effect on teacher performance, with work motivation as the most dominant factor in improving performance with a contribution of 91.6%. Meanwhile Recovered (2019), explained that workload imbalances, both too heavy and too light, can have negative impacts in the form of fatigue, burnout, and decreased focus, which ultimately reduces the effectiveness, quality of work, and achievement of teacher performance standards.

Based on this reality, this study is important to find out the implementation of teacher performance management in Islamic educational institutions in Islamic boarding schools and PKBM Mimbar Huffazh, through the implementation of performance-based management within the framework of Integrated Quality Management through four stages of PDCA: planning, implementation, evaluation, and follow-up.

B. METHODS

This study uses the Qualitative descriptive evaluative. The qualitative approach is used to deeply understand the phenomena related to the implementation of performance management in improving the quality of education, especially in the context of planning, implementation, evaluation, and follow-up. Meanwhile, the evaluative descriptive nature aims to describe, assess, and evaluate the implementation of teacher performance based on predetermined criteria or standards (Armstrong, 2021).

The research was carried out in Islamic educational institutions, namely in Islamic boarding schools and PKBM Mimbar Huffazh. Themain data collection techniques used are observations, interviews, semi-structured interviews conducted with school principals, teachers, and stakeholders. The third documentation is carried out by examining various official school documents, such as institutional archives, activity reports, meeting minutes, data on student achievements, and other relevant administrative records, in order to strengthen and complement the data obtained through observations and interviews.

Data analysis was carried out using the Miles & Huberman model, which was carried out with three main steps, namely data reduction, data display, and data verification (Miles, M. B., & Huberman, 1994). As for the data reliability test, the Triangulation technique is carried out, which is to obtain findings and interpretation (interpret or explain) data that is more accurate and credible (Scott, 2015).

C. Results and Discussion

Research Results

The Mimbar Huffazh Karawang Foundation is a renewal of the Mimbar Huffazh Indonesia foundation as a non-profit institution that has pioneered its movement in Bekasi Regency starting in 2009 in the field of Education, Social and Religious, and since 2017 has obtained legality. This foundation was established on the initiative of Kang Guru Dr. H. Uus Mauludin. MA, Al Ustadz Saepuloh. S. Pd. I and Al Ustadz Feri Firmansyah. Lc. M.Esy. who really want to serve the community and play an active role in assisting the government in educating the nation's children through educational, social, and religious channels.

On July 10, 2018 the Indonesian Mimbar Huffazh Foundation has obtained official permission from the Ministry of Religious Affairs of the Karawang Regency Office to establish an educational program named the Mimbar Huffazh Islamic Boarding School with Charter Number 532-15-07496 and Islamic Boarding School Statistics Number 5100- 32-150496 and with this it is legally legal to become an education provider in accordance with the national education system with the excellence of learning the Qur'an called the 9T Pattern (Tisata Method) and 12 branches of Islamic science are standard and are expected to be the cause of the birth of a generation of hafizh scientists and warrior scholars.

As proof of concern for the surrounding community and the global community as well as responsibility for the fate of the nation's future generations, the Mimbar Huffazh foundation has committed to take part in helping the government in the fight

against illiteracy and life blindness by establishing a community learning activity center (PKBM) and as of February 12, 2019 has received official permission from the Karawang Regency Government Youth Education and Sports Office Decree number: 421-9/16/PAUD DAN DIKMAS/2018 with the principal number of national schools 9984279 to hold literacy and equality programs with the standards and procedures of PKBM organizers, in accordance with the direction of the Directorate of Community Education Development in 2012. PKBM Program:

1. Literacy education (eradicating illiteracy of the Qur'an and Latin)
2. Education 1Equality Package A, Package B, Package C
3. Life Skills and Entrepreneurship
4. Cooperation with all sectors to educate the nation's children.

In terms of teacher performance-based management in integrated quality management of education, the Karawang Huffazh Pulpit is very concentrated, this is in accordance with the results of interviews conducted with the head of the foundation, the principal, the vice president of curriculum, the head of education quality, and 5 teachers.

1. *Plan*/ Planning

This stage is directed to formulate quality targets, set performance standards and indicators, and prepare a work program based on the results of the analysis of existing quality needs and problems. Through this process, the focus of the improvement that will be carried out as well as the strategy or steps that will be taken to achieve it is determined (Deming, 1994).

The results of the study show that the planning at PKBM and the Mimbar Huffazh Karawang Islamic Boarding School has reflected the implementation of strong teacher performance management, especially in the aspect of performance planning. This can be seen from the preparation of programs that are carried out in a systematic, scheduled, and continuous manner through the mechanism of foundation work meetings, early semester planning, and weekly routine evaluations. The planning is prepared based on the analysis of needs and the results of the previous year's evaluation, so that every program designed both academically, tahfiz, moral development, and human resource development is directly directed to improve teacher performance.

The use of the Annual Work Plan (RKT) and Semester Work Plan (RKS) documents shows that teacher performance management is formulated in a measurable and directed manner. Thus, the planning applied can be understood as an integral part of the teacher performance management system within the framework of Total Quality Management (TQM) which is oriented towards continuous improvement and overall improvement of the quality of education.

2. *Do*/ Implementation

This stage is realized by implementing all the plans that have been formulated, both in the implementation of learning, human resource management, and the

implementation of educational services. The implementation is carried out in stages and measurably so that the potential for errors can be minimized and the repair process runs more controllably (Deming, 1994).

Organizing in integrated performance management and quality assurance at PKBM and the Mimbar Huffazh Karawang Islamic Boarding School is carried out through the arrangement of a clear institutional structure, a directed division of tasks, and systematic coordination among all elements of the institution. The organizational structure includes divisions such as academic, tahfizh, curriculum, student affairs, administration, and quality assurance, where each has duties and responsibilities according to the competence and capacity of teachers and staff. The assignment also considers the individual's personality, educational background, and potential, accompanied by regular coaching through skill upgrading, weekly meetings, and management coaching. While some placements are not yet fully based on ideal competencies, the foundation encourages professional improvement through training and seminars.

3. *Check*/Evaluation

This stage aims to measure and assess the results of implementation by comparing real achievements in the field with predetermined standards or goals. According to Deming, this phase is a key element in quality control and performance assessment, because through this process it can be known to what extent the plan that has been prepared can be carried out effectively (Deming, 1994).

The results of the study show that the implementation of performance evaluation at PKBM and Mimbar Huffazh Karawang Islamic Boarding School has reflected the implementation of systematic and sustainable teacher performance management, especially in the performance appraisal function in the performance management and education quality assurance cycle. The evaluations that are carried out periodically and in stages ranging from weekly evaluations by the principal to monthly evaluations by mudir 'am show that there is a consistent monitoring mechanism for teacher performance management in the aspects of planning and implementation.

Weekly meetings, semester work meetings, and annual work meetings function as a forum for performance reflection to assess program achievements, identify obstacles, and formulate improvement strategies, which shows that evaluation does not stop at assessment, but continues on the function of performance control and improvement, involving feedback from teachers.

This stage is directed to assess and measure the results of implementation by comparing real achievements in the field with targets or standards that have been set. This process acts as a quality control mechanism as well as a means of performance assessment to ensure the achievement of the planned goals.

4. *Act*/Follow-up

This stage is a phase of determining strategic steps based on the results of the evaluation that has been carried out. If the program shows success, then effective practices will be established as a standard and their implementation will be

strengthened. On the other hand, if the results are not optimal, adjustments, improvements, and improvements to the previous plan are made. Deming emphasized that this phase is the main key in realizing continuous improvement (Deming, 1994).

The results of the study show that the *feedback* and *coaching* process at PKBM and Mimbar Huffazh Karawang Islamic Boarding School is a tangible manifestation of the ACT (follow-up/continuous improvement) stage in the PDCA cycle as well as an important part of performance improvement in teacher performance management. After the evaluation (Check), the institution does not stop at the assessment stage, but systematically follows up on the evaluation findings through providing feedback, mentoring, and coaching that is carried out regularly, personally, and continuously. Feedback is conveyed through direct communication, evaluation meetings, and special assistance from leaders, principals, and foundations to teachers and unit managers, so that any weaknesses and potential for development can be addressed in a targeted manner.

The culture *of taushiyah* and mutual advice that is applied wisely, objectively, and maintains individual honor shows that the process of improving performance is carried out in an educational and constructive atmosphere, not repressive. Coaching is not only directed to correct shortcomings, but also to guide, improve competencies, and optimize the potential of human resources in order to achieve the quality standards that have been set. Thus, this practice confirms that the institution has carried out the ACT function in PDCA consistently, namely standardizing good practices and making continuous improvement as part of the teacher performance management system based on Islamic values and oriented towards improving the quality of education as a whole

Table 2. Components of Teacher Performance-Based Management at PKBM and Mimbar Huffazh Islamic Boarding School, Karawang

Yes	Components of Teacher Performance-Based Management	Prosentase
1.	*Plan*/ Planning	92%
2.	*Do*/ Implementation	93.6%
3.	*Check*/Evaluation	89.6%
4.	*Act*/Follow-up	89.6%

Very good : > 86%
Good : 70% - 85%
Enough : 55% - 69%
Less : < 55%

Based on the results of the assessment from the head of the foundation, the principal, the vice president of curriculum, the head of education quality, and 5 teachers. then the percentage of score acquisition was obtained: 92% "very good" planning, 93.6% "very good" organization, 89.6% "very good" evaluation, 89.6% "very good" follow-up.

In general, performance-based management at PKBM and Mimbar Huffazh Karawang Islamic Boarding School has been running very well, all management functions starting from planning, organizing, evaluation, and follow-up. has been implemented consistently through the mechanism of routine meetings, tiered supervision, institutional development, and fairly complete program documentation. Planning is carried out systematically and participatory, the organization already has a clear structure, while evaluations are carried out periodically to determine follow-up. Teacher development through coaching and feedback is intensive, and human resource development receives great attention, although it still needs to be strengthened in individual consistency and implementation. Overall, the percentage of assessments that are in the "very good" category shows that the institution has a high commitment to teacher performance management in education quality management.

D. CONCLUSION

Based on the results of the field study, it can be assessed that the implementation of teacher performance management in PKBM and the Mimbar Huffazh Karawang Islamic Boarding School is in the category of very good and systemically mature. This is shown by the achievements in each component of the PDCA, namely the planning aspect (Plan) by 92%, implementation (Do) by 93.6%, evaluation (Check) by 89.6%, and follow-up (Act) by 89.6%, all of which are in the "very good" assessment range.

There is consistency in the implementation of all stages of PDCA in a complete and integrated manner, in the aspect of planning (Plan), the institution has shown managerial maturity through the preparation of programs that are systematic, data-based, measurable, and oriented towards quality improvement. In the implementation aspect (Do), the organization has been effective with a clear structure, proportional division of tasks, and sustainable human resource development, although it still needs to be strengthened in the placement based on ideal competencies. In the aspect of evaluation (Check), the monitoring and performance reflection system has run routinely, in stages, and functionally as a quality control tool, not just an administrative formality. Meanwhile, in the follow-up aspect (Act), the institution shows excellence through a culture of feedback and coaching that is constructive, educational, and development-oriented, so that the cycle of continuous improvement really runs.

Overall, teacher performance management at Mimbar Huffazh Karawang can be considered effective, adaptive, and quality-oriented, and has reflected the practice of Total Quality Management (TQM) based on Islamic values. The areas that still need to be improved are strengthening performance documentation, more precise mapping of teacher competencies, and standardization of follow-up so that the system is stronger, measurable, and sustainable.

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