



Cultural Transformation in the Implementation of Integrated Quality Management in Islamic Education: A Case Study at Minhaj Shahabah Islamic Boarding School Bogor

¹⁾ Abas Mansur Tamam, ²⁾ Suherman

^{1,2} Universitas Ibn Khaldun Bogor, Indonesia.

*Email: ¹⁾ abas@uika-bogor.ac.id ²⁾ suherman@uika-bogor.ac.id

*Correspondence: ¹⁾ Abas Mansur Tamam

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ABSTRAK

Islamic education has a crucial role in forming a generation with a solid foundation of values and morals through the teachings of the Qur'an and Sunnah. This research discusses cultural transformation in the implementation of Integrated Quality Management (IQM) in Islamic education through a case study at the Minhaj Shahabah Islamic Boarding School in Bogor. The main objective of this research is to analyze how cultural transformation plays a role in the application of IQM in the Islamic education environment. The research employs a qualitative approach with data collection techniques involving observation, interviews, and document analysis. The results indicate that cultural transformation plays a key role in the successful implementation of IQM at the boarding school. Through a strong cultural shift, such as the incorporation of the values of the Al Qur'an and Sunnah as well as advice from Ulama, the boarding school creates a holistic and high-quality educational environment.

Keywords: *Cultural transformation, Integrated Quality Management, Islamic education, Minhaj Shahabah Islamic Boarding School Bogor.*

INTRODUCTION

Islamic education has a crucial role in forming a generation with a solid foundation of values and morals through the teachings of the Qur'an and Sunnah (Nurdiyanto et al., 2023). In facing the demands of the growing times, Islamic education is also required to continue to innovate and improve its quality. One of the approaches introduced to improve the quality of education is the implementation of Integrated Quality Management (MMT), which integrates various aspects of management to achieve standards of excellence in the Education process (Melinda, 2019).

However, the implementation of MMT in Islamic education is not just about the technical aspects of management. The application of MMT in Islamic education also requires attention to deep cultural aspects. Cultural transformation is an important cornerstone in ensuring that authentic Islamic values are integrated into every aspect of education, from curriculum to learning environment (Kuntoro, 2019). A strong culture rooted in the teachings of the Qur'an and Sunnah, as well as drawing inspiration from the advice of Ulama, can provide a clear direction for the successful implementation of MMT in Islamic educational institutions (Said, n.d.).

A case study conducted at Minhaj Shahabah Islamic Boarding School

Bogor is an interesting research venue for digging deeper into cultural transformation in the implementation of MMT in Islamic education (Zahera, n.d.) This Islamic boarding school has succeeded in presenting a holistic educational atmosphere by making the Qur'an and Sunnah the main guide, as well as deeply perceiving the values contained in Islamic teachings (Rahayu et al., 2021). Integrated Quality Management, this cultural change has an important role to play in achieving broader educational goals, such as the development of strong character and the application of high academic standards (Syaefudin & Santoso, 2018).

Given this, this study aims to analyze how cultural transformation plays a role in the implementation of Integrated Quality Management in Islamic education, by taking the Minhaj Shahabah Islamic Boarding School Bogor as a case study. Through a deeper understanding of the interaction between cultural transformation and MMT, it is hoped that this research can provide valuable insights for the development of better Islamic education and more in line with the values of noble Islamic teachings (Muhith, 2017).

In an era of globalization and rapid technological development, Islamic education is faced with complex challenges. While education must remain relevant and responsive to change, inherent Islamic values must also be firmly maintained (Mutaqin & Zaki, 2018). This is where the importance of implementing Integrated Quality Management covers various dimensions, such as academic, administrative, and learning environments. However, running an MMT is not just about following standards, but also about maintaining a distinctive Islamic identity (Basyit, 2018).

Islamic Boarding School Minhaj Shahabah Bogor as a case study shows how the values of the Qur'an and Sunnah which form the basis of Islamic education are integrated with the principles of MMT. Cultural transformation in Islamic boarding schools is not just a physical change, but a deeper change in perspective, values, and actions. By involving the entire educational community, including teachers and students, Islamic boarding schools can build an environment that supports the development of strong Islamic character, while achieving competitive academic standards.

However, challenges cannot be ignored. The process of cultural transformation and implementation of MMT in Islamic education often involves resistance or obstacles from various parties. Factors such as old habits, uncertainty over change, and social dynamics of society can be obstacles on the way to higher-quality education (Syarifuddin, 2023). Therefore, this study will also explore the obstacles that may arise in facing cultural transformation and MMT implementation, and identify strategies used by the Minhaj Shahabah Islamic Boarding School in Bogor to overcome these challenges.

Thus, this study aims to provide a more comprehensive understanding of how cultural transformation plays a role in implementing Integrated Quality Management in Islamic education. Through a deeper understanding of the interaction between cultural and management dimensions, it is hoped that the results of this research can make a positive contribution to the development of Islamic education that is more adaptive, holistic, and integrity (Lie et al., 2021).

METHOD

This research uses a qualitative approach to gain a deep understanding of the role of cultural transformation in the implementation of Integrated Quality Management (MMT) in Islamic education at Minhaj Shahabah Islamic Boarding School Bogor. The qualitative approach enables researchers to

explore complex contexts and understand the various aspects of cultural interaction and management (Amin, 2022).

Data collection techniques used include observation, interviews, and document analysis. Observations were made by directly observing the educational environment at the Minhaj Shahabab Islamic Boarding School in Bogor, including interactions between teachers and students, educational activities, and classroom atmosphere. Interviews were conducted with key stakeholders, such as Islamic boarding school administrators, teachers, and students. This in-depth interview aims to gain a deeper view of MMT's cultural transformation and implementation. In addition, document analysis is carried out on educational materials, education policies, and relevant records (Aimah, 2021).

The collected data will be analyzed thematically, where patterns, relationships, and themes emerging from the data will be identified and further studied. This thematic analysis will help reveal the role of cultural transformation in the application of MMT in Islamic education. In addition, strategies used by the Minhaj Shahabab Islamic Boarding School in Bogor in overcoming obstacles in the transformation process and implementation of MMT will also be identified (Warcham & Sa'diyah, 2021).

By combining various data collection methods, this study is expected to provide a comprehensive picture of the interaction between cultural transformation and MMT implementation in the context of Islamic education. The results of this research are expected to provide valuable insights for the development of better Islamic education and more by the values of Islamic teachings (Rahman et al., 2023).

RESULTS AND DISCUSSION

Research Results

In the results of this study, it was found that cultural transformation has a significant role in the implementation of Integrated Quality Management (MMT) in Islamic education at the Minhaj Shahabab Islamic Boarding School in Bogor. The profound cultural transformation has created an educational environment rooted in the values of the Qur'an and Sunnah, and inspired by the advice of scholars. Here are some key findings:

1. Integration of Islamic Values with MMT Principles:

This cultural transformation in Islamic boarding schools allows harmonious integration between Islamic values taught with MMT principles. This is reflected in a curriculum that combines academic learning with Islamic moral and ethical teaching. In addition, administrative management based on the principles of fairness and transparency also supports the broader goals of Islamic education (Fadhillah, 2015).

2. Strong Islamic Character Development:

Cultural transformation at Pondok Pesantren Minhaj Shahabab Bogor focuses on developing a strong Islamic character. Students are not only taught academic material but also guided in practicing Islamic values in everyday life. This is reflected in the social care, sense of responsibility, and moral awareness shown by students (Hasan et al., 2022).

3. Resistance and Overcoming Strategies:

While cultural transformation and MMT implementation have had a positive impact, the study also reveals resistance and challenges to this journey. Some teachers and students may have difficulty adapting to such changes. However, Pondok Pesantren Minhaj Shahabab Bogor uses an inclusive

approach and community involvement in decision-making as a strategy to overcome this resistance (Umam & Firdausi, 2019).

Discussion

The discussion of the results of this study emphasizes the importance of cultural transformation in encouraging the successful implementation of MMT in Islamic education. Cultural transformation is not simply a formal change, but a change that includes worldviews, values, and actions. In the context of Islamic education, cultural transformation allows the unification of authentic Islamic teachings with modern management principles (Rahmi, 2015).

Pondok Pesantren Minhaj Shahabah Bogor as a case study shows how cultural transformation supports the goal of more comprehensive Islamic education. The integration of Qur'anic and Sunnah values in various aspects of education creates a learning environment that is holistic and with integrity.

Although resistance may arise in the process of cultural change, the inclusive and participatory approach adopted by these Islamic boarding schools helps overcome these obstacles.

Table 1: Key Findings in Research

Key Findings	Implication
Integration of Islamic values and MMT principles	Affirming the importance of harmonization between Islamic teachings and management principles in Islamic education to achieve the goals of comprehensive education.
Development of a strong Islamic character	Demonstrate that successful Islamic education should focus on building a strong Islamic character, in addition to academic achievement.
Resistance and coping strategies	Emphasizing the need for inclusive strategies to address resistance to cultural change, by involving the education community in decision-making and ensuring broad participation.

Overall, the study provides deeper insights into how cultural transformation plays an important role in implementing Integrated Quality Management in Islamic education. These findings and discussions can be a valuable reference for other Islamic educational institutions that want to strengthen Islamic identity while improving the quality of education.

CONCLUSION

This research reveals that cultural transformation plays an important role in the implementation of Integrated Quality Management (MMT) in Islamic education at Minhaj Shahabah Islamic Boarding School in Bogor. The integration of Qur'anic and Sunnah values in the principles of MMT has established an educational environment rooted in authentic Islamic teachings. This cultural transformation not only affects the individual level but also shapes an organizational culture that supports the holistic goals of Islamic education.

This Islamic boarding school undertakes a cultural transformation with a focus on developing a strong Islamic character, involving the entire educational community in the process. As a result, the integration of Islamic values in the management approach results in a learning environment that blends spirituality and academics. The experience of Pondok Pesantren Minhaj Shahabah Bogor also shows that inclusive and participatory strategies help overcome resistance and barriers to cultural change.

In a broader context, these findings provide a view of how Islamic education can develop itself by taking inspiration from the values of the teachings of the Qur'an and Sunnah while integrating them with modern management principles. In facing the challenges of the times, Islamic education that prioritizes cultural transformation and Islamic values has the potential to create a generation with strong character, high ethics, and readiness to face global changes.

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