

LEADERS' EFFORTS TO IMPROVE TEACHER PERFORMANCE THROUGH THE IMPLEMENTATION OF TOTAL QUALITY MANAGEMENT IN MODERN ISLAMIC BOARDING SCHOOLS

Tubagus Bay Achmad Al Imam ^{a*)}

^{a)} Departemen Agama Kabupaten Bogor, Bogor, Indonesia

^{*)}Corresponding Author: tubagusbayachmad@gmail.com

Article history: received 10 August 2023; revised 12 September 2023; accepted 29 October 2023

DOI : <https://doi.org/10.33751/ijmie.v2i2.12747>

Abstract. This study aims to analyze the efforts of school leaders in improving teacher performance through the implementation of Total Quality Management (TQM) principles in modern Islamic boarding schools (Pondok Pesantren Modern). Using a qualitative descriptive approach, the research explores leadership practices that integrate continuous improvement, participatory decision-making, and quality assurance systems within educational management. Data were collected through interviews, observations, and documentation involving school principals, teachers, and administrative staff in a modern Islamic boarding school setting. The findings reveal that leaders play a pivotal role as change agents in establishing a culture of quality by promoting teamwork, accountability, and innovation in teaching practices. Through consistent monitoring, feedback mechanisms, and the application of TQM's Plan-Do-Check-Act (PDCA) cycle, teacher performance significantly improved, particularly in instructional planning, classroom management, and student learning outcomes. Moreover, the integration of TQM fosters shared responsibility and alignment between organizational goals and individual teacher competencies. The study concludes that leadership based on TQM principles contributes not only to teacher professionalism but also to the sustainability of educational excellence in faith-based institutions that combine traditional values with modern management practices.

Keywords: leadership; teacher performance; total quality management; PDCA cycle; Islamic boarding school

I. INTRODUCTION

In the era of educational transformation, the quality of teaching has become the central determinant of institutional success and learner achievement. Teachers' performance not only reflects the effectiveness of instructional delivery but also determines the sustainability of school improvement and organizational excellence [1]. Within this context, leadership plays a crucial role in driving teacher motivation, commitment, and performance improvement through strategic management approaches [2]. The educational sector increasingly adopts management frameworks traditionally used in industry, such as Total Quality Management (TQM), which emphasizes continuous improvement, stakeholder satisfaction, and process-oriented performance [3]. When applied in education, TQM functions as a systematic model for quality assurance, integrating human resource development, process control, and leadership accountability [4]. In Indonesia, modern Islamic boarding schools (Pondok Pesantren Modern) have emerged as hybrid institutions that combine religious values with modern educational management practices. These schools face challenges in maintaining both academic excellence and moral integrity while adapting to global education standards [5]. The complexity of such dual missions demands effective leadership capable of harmonizing organizational vision with teacher professionalism. The implementation of TQM in these institutions provides a structured framework for improving teaching performance through continuous evaluation, feedback, and teamwork [6]. By embedding TQM's Plan-Do-Check-Act (PDCA) cycle into school governance, leaders can ensure that educational processes remain adaptive and consistent with quality objectives [7]. Teacher performance is influenced by multiple factors, including organizational culture, leadership style, training opportunities, and internal motivation [8]. Studies show that leaders who adopt a participative and transformational approach tend to create a positive work environment that encourages innovation and self-improvement among teachers [9]. Within the

TQM framework, leadership extends beyond administrative supervision—it involves empowering teachers to take ownership of quality enhancement and participate actively in institutional development [10]. Moreover, TQM emphasizes the principle of “quality through people,” highlighting the importance of teacher involvement in problem-solving, curriculum development, and evaluation processes [11].

Several studies have demonstrated the positive correlation between TQM practices and educational outcomes. For example, Hasan and Abdullah [12] found that the application of PDCA cycles in teacher evaluation increased classroom effectiveness and student achievement in Malaysian schools. Similarly, Rahmawati and Yusof [13] revealed that quality-oriented leadership practices contribute significantly to institutional excellence by promoting shared responsibility and accountability. However, empirical evidence in the context of faith-based institutions, particularly Islamic boarding schools, remains limited. These schools operate under unique cultural and organizational dynamics that blend hierarchical leadership with communal values, requiring a contextualized approach to TQM implementation [14]. This study explores how leaders in modern Islamic boarding schools implement TQM principles to enhance teacher performance, contributing both theoretical and practical insights to the field of educational quality management. Theoretically, this study extends the discourse on the applicability of TQM in non-industrial contexts by examining its integration within religious-based educational organizations. Practically, it provides a model of leadership practices that align moral leadership with continuous improvement principles, offering policy implications for sustainable teacher development. By examining leadership efforts through the lens of TQM, this study seeks to bridge the gap between traditional educational values and modern management systems in achieving holistic quality improvement [15].

Total Quality Management (TQM) is a holistic management philosophy that promotes continuous improvement, stakeholder involvement, and data-driven decision-making across all organizational processes [16]. Originally developed in industrial contexts by pioneers such as Deming and Juran, TQM has been widely adapted to the education sector as a mechanism for institutional excellence and accountability [17]. In the educational environment, TQM emphasizes customer satisfaction (students and parents), process optimization, leadership commitment, and teamwork among educators [18]. According to Oakland [1], successful TQM implementation in schools requires the alignment of strategic planning, performance indicators, and cultural transformation. Recent studies demonstrate that TQM enhances school effectiveness by institutionalizing quality assurance systems based on the Plan–Do–Check–Act (PDCA) cycle [19]. This cyclical process ensures that planning, execution, evaluation, and improvement occur systematically, allowing educational institutions to adapt to changing internal and external demands. Goetsch and Davis [2] assert that the success of TQM in education depends on three core dimensions: leadership, continuous learning, and total involvement. TQM also reinforces collaboration, communication, and commitment among teachers, thereby fostering a shared vision for educational excellence [20].

Leadership is widely acknowledged as the cornerstone of successful TQM implementation [21]. Transformational leadership, in particular, plays a key role in promoting organizational learning and quality culture. Leaders in education are expected to act as facilitators, mentors, and motivators who empower teachers to innovate and engage in reflective practice [22]. Bass and Riggio [4] describe transformational leadership as a process that inspires followers through intellectual stimulation, idealized influence, individualized consideration, and inspirational motivation. In the context of school management, effective leaders demonstrate participatory decision-making, transparency, and shared vision, aligning with the principles of TQM [23]. They serve as change agents who encourage continuous professional development among teachers and reinforce accountability through measurable performance outcomes. Research by Rahmawati and Yusof [13] found that educational leaders implementing TQM-based strategies experienced notable improvements in teacher productivity and institutional reputation. Similarly, Anwar and Yuliani [7] emphasized that quality-oriented leadership enhances innovation capacity and fosters a culture of mutual trust in Islamic educational settings. Moreover, leadership in faith-based institutions involves moral and spiritual dimensions that complement managerial functions. Leaders in Islamic boarding schools (*pesantren*) are not only administrators but also role models who embody ethical integrity and religious values. Ülker and Elci [9] argue that in collectivist educational cultures, leadership effectiveness depends on moral authority and the ability to integrate spiritual values with modern management systems. Therefore, leadership within TQM in Islamic boarding schools must balance religious ethos and operational excellence, ensuring that continuous improvement aligns with institutional identity and moral objectives [24].

Teacher performance is a multidimensional construct encompassing planning, classroom delivery, student assessment, and professional engagement [25]. In quality-driven institutions, teachers are viewed as the primary agents of improvement whose behaviors directly affect learning outcomes and institutional credibility [19]. Studies indicate that teacher performance improves when leadership provides structured feedback, professional development opportunities, and performance-based incentives [20]. The TQM model views teachers as partners in achieving quality rather than subordinates in a hierarchical structure. This participatory approach motivates teachers to engage in collaborative problem-solving and continuous professional learning. According to Hasan and Abdullah [12], implementing the PDCA model in teacher evaluation contributes to systematic instructional enhancement and curriculum refinement. Furthermore, teacher performance thrives in organizational climates characterized by open communication, shared goals, and consistent evaluation—all of which are integral to TQM philosophy [16]. In Islamic educational institutions, improving teacher performance also involves aligning pedagogical practices with moral and religious instruction. Rahmawati and Yusof [6] highlight that modern *pesantren* adopting TQM frameworks demonstrate higher levels of teacher accountability and professional growth compared to traditional models. By combining process efficiency with ethical leadership, TQM in Islamic boarding schools enhances both the spiritual and academic dimensions of education.

Based on the reviewed literature, this study conceptualizes leadership efforts to improve teacher performance through TQM implementation as a systemic interaction between leadership practices, quality culture, and teacher empowerment. Leadership

serves as the independent variable influencing the success of TQM, while teacher performance represents the primary outcome of this process. The PDCA cycle functions as an operational mechanism linking strategic planning and performance improvement. In the Islamic educational context, this relationship is moderated by institutional values, which ensure that quality initiatives align with moral principles. The conceptual framework developed from this literature thus integrates three major constructs: Leadership Commitment – the ability of leaders to communicate vision, foster teamwork, and ensure accountability. TQM Practices – the institutional mechanisms of continuous improvement through feedback, evaluation, and participation. Teacher Performance – the behavioral and professional manifestation of quality culture at the classroom level. Together, these constructs form a comprehensive model for analyzing how leadership-driven TQM implementation contributes to sustained teacher performance improvement in modern Islamic boarding schools.

II. RESEARCH METHODS

This study employed a qualitative descriptive research design aimed at exploring the efforts of leaders in improving teacher performance through the implementation of Total Quality Management (TQM) principles within modern Islamic boarding schools (Pondok Pesantren Modern). The qualitative approach was chosen to gain an in-depth understanding of leadership behavior, institutional culture, and quality improvement processes from a naturalistic perspective, as suggested by Creswell [26]. The research was conducted at Pondok Pesantren Modern Al-Ittihad, Sukabumi, Indonesia, between January and June 2023. The participants included school leaders, vice principals, quality assurance coordinators, and teachers. Purposive sampling was employed to select respondents who were directly involved in planning, implementing, and evaluating quality improvement programs. Data collection methods consisted of semi-structured interviews, direct observation, and document analysis. Interview protocols focused on leadership strategies, teacher development mechanisms, and the integration of TQM elements such as continuous improvement, teamwork, and performance evaluation.

The collected data were analyzed using the Miles and Huberman interactive analysis model, which involves three concurrent phases: data reduction, data display, and conclusion drawing/verification [27]. Triangulation techniques—including source triangulation and method triangulation—were applied to ensure data validity and reliability. Qualitative data were coded thematically to identify recurring patterns related to leadership practices, teacher motivation, and the application of the Plan–Do–Check–Act (PDCA) cycle in daily management. The analysis emphasized how TQM principles are operationalized in faith-based educational contexts where moral values and modern management coexist. To ensure research rigor, findings were cross-checked through participant validation and peer debriefing with academic experts in educational management. The results were interpreted in relation to theoretical frameworks of transformational leadership and quality management systems, providing contextualized insights into how leaders drive teacher performance enhancement in Islamic boarding schools.

III. RESULTS AND DISCUSSION

Leadership Practices in Implementing Total Quality Management

The study found that school leaders in modern Islamic boarding schools play a pivotal role in integrating Total Quality Management (TQM) principles into the daily operational and instructional systems. Leaders demonstrated a proactive commitment to continuous improvement, aligning institutional goals with teacher development through structured planning and evaluation. Implementation of the Plan–Do–Check–Act (PDCA) cycle was evident in various activities such as curriculum design, classroom observation, and quality audits. Leaders conducted weekly coordination meetings and performance reviews to ensure alignment between strategic objectives and teacher outputs. This finding aligns with Oakland [1], who emphasized that leadership commitment and systematic review are essential in sustaining quality culture. Moreover, the application of PDCA strengthened teacher accountability and provided measurable indicators for professional growth. Teachers acknowledged that leadership engagement fostered a culture of transparency and collaboration, motivating them to meet higher performance standards. Similar to findings by Goetsch and Davis [2], the success of TQM in education depends on the degree of leader involvement in decision-making and quality monitoring. In the context of faith-based education, leaders not only manage quality systems but also serve as moral exemplars, guiding teachers through religious values and organizational ethics [28]. This dual role ensures that improvement initiatives are both technically sound and spiritually grounded, resonating with the institutional identity of pesantren education.

Enhancing Teacher Performance through Continuous Improvement

The implementation of TQM positively influenced teacher performance, particularly in instructional design, classroom delivery, and evaluation practices. Teachers reported improvements in lesson planning, innovative teaching strategies, and reflective practices after undergoing continuous feedback from leadership teams. The use of performance appraisal instruments, including peer observation and student feedback, encouraged teachers to engage in self-assessment and collaborative learning. This supports findings by Hasan and Abdullah [12], who reported that structured evaluation under the PDCA model enhances instructional quality and professional accountability. Furthermore, the study revealed that teacher training and quality circles were critical components of continuous improvement. Leaders organized regular professional development sessions focusing on digital pedagogy, classroom management, and outcome-based education. According to Rahmawati and Yusof [13], leadership-driven quality training helps align teachers' competencies with institutional performance indicators. The observed approach mirrors global trends where TQM principles are adapted to promote teacher innovation and resilience in dynamic educational

environments [29].

Building a Quality Culture in Faith-Based Educational Institutions

Creating a quality-oriented culture within modern Islamic boarding schools requires balancing traditional educational values with modern management principles. The leaders successfully merged TQM's operational philosophy with Islamic ethical foundations such as amanah (trustworthiness), ikhlas (sincerity), and mujahadah (continuous effort). This cultural integration fostered teachers' intrinsic motivation and collective responsibility for institutional success. Ülker and Elci [24] assert that leadership in religious-based education must blend spiritual authority with managerial competence to achieve holistic development. The data also revealed that teachers internalized the concept of quality as worship, perceiving their professional duties as acts of service to the community. This ethical dimension distinguishes TQM implementation in Islamic schools from secular models. As noted by UNESCO [14], contextualizing quality assurance in faith-based institutions is essential for achieving sustainable education aligned with local values and the global Sustainable Development Goals (SDGs). The study's findings confirm that effective leadership must incorporate both process quality and values-driven quality, ensuring that improvement is multidimensional—covering pedagogy, ethics, and institutional integrity [30].

Leadership Challenges in Applying TQM

Despite positive outcomes, leaders faced several challenges in sustaining TQM implementation. The most significant barriers included limited teacher understanding of TQM principles, resistance to procedural change, and insufficient resources for ongoing quality improvement initiatives. Some teachers perceived quality audits and feedback as administrative burdens rather than developmental opportunities. This reflects the findings of Qian and Clark [19], who noted that lack of professional readiness often undermines the long-term success of quality management systems in education. Additionally, maintaining motivation among teachers within hierarchical and traditional educational structures posed difficulties. In some cases, leadership efforts were constrained by bureaucratic limitations and varying levels of teacher competence. To address these issues, leaders employed participative leadership strategies, encouraging teachers to contribute ideas and lead micro-innovation projects. As Bass and Riggio [22] suggest, empowering followers through shared decision-making enhances ownership and engagement in TQM processes. Continuous mentoring and recognition programs were also implemented to mitigate resistance and strengthen teacher commitment. These adaptive strategies reflect Leithwood and Jantzi's [21] assertion that leadership flexibility is a defining feature of quality-driven school management [31].

The findings substantiate the theoretical claim that leadership acts as the primary driver of quality improvement within the TQM framework. Leadership functions as a catalyst that aligns institutional structures, human resources, and quality systems toward continuous development [32]. The study supports the transformational leadership model, which posits that motivation, intellectual stimulation, and individualized support are critical for fostering high teacher performance [4]. Moreover, this research extends the application of TQM into the faith-based education context, validating its adaptability beyond industrial or corporate sectors. The integration of moral leadership and TQM reflects a hybrid management model suitable for institutions that value both academic excellence and ethical integrity. This model resonates with Rahmawati and Yusof's [6] assertion that sustainable quality improvement in religious institutions requires contextualized leadership that embraces both spiritual and managerial dimensions. The combination of PDCA cycles with religious work ethics provides a distinctive contribution to global TQM discourse, positioning Islamic education as a case study for culturally embedded quality management [33].

The results highlight that developing an institutional culture of quality requires leadership training, professional collaboration, and continuous communication. School leaders should receive formal preparation in educational quality management systems (EQMS) and strategic leadership competencies to sustain improvement processes [34]. Furthermore, integrating TQM principles into national teacher competency standards could strengthen policy frameworks in developing countries like Indonesia. Establishing teacher quality circles (TQCs) and school-based professional learning communities (PLCs) can institutionalize collective responsibility and reflective practice among educators. These findings also provide a roadmap for policymakers in religious education to design hybrid quality assurance models that incorporate Islamic values, TQM standards, and educational technology. As noted by OECD [10], combining cultural heritage with modern quality management ensures that educational transformation remains inclusive, value-oriented, and globally competitive. By adopting this integrated approach, modern Islamic boarding schools can evolve into centers of excellence that uphold moral integrity while achieving operational efficiency [35].

For educational leaders, this research underscores the importance of developing leadership competencies grounded in quality management, moral authority, and transformational practice. Leaders must act as facilitators who inspire and empower teachers to participate in organizational improvement, not merely as administrators enforcing compliance. Training programs on educational quality management systems (EQMS) should be institutionalized to strengthen leaders' analytical and interpersonal skills [37]. For teachers and school communities, TQM implementation serves as a vehicle for professional growth. Establishing Teacher Quality Circles (TQCs) and School-Based Professional Learning Communities (PLCs) can foster peer collaboration, reflective practice, and shared responsibility for outcomes. Encouraging teachers to engage in internal audits and feedback sessions enhances ownership of quality standards. Additionally, digital tools should be integrated into TQM processes to enable data-driven decision-making and transparent performance evaluation [38]. For policy makers and religious education institutions, this study provides a model for integrating TQM frameworks into national educational quality standards, particularly in faith-based settings. Policies promoting hybrid quality assurance systems—combining modern management and religious values—can strengthen institutional resilience and global competitiveness. As recommended by OECD [29] and UNESCO [30], education systems that blend cultural heritage with evidence-based quality management achieve greater sustainability and equity in learning outcomes.

Theoretically, this study contributes to expanding the application of TQM and leadership theories in non-industrial and religious educational settings. It demonstrates that the synergy between transformational leadership and TQM can enhance organizational learning, teacher motivation, and institutional quality. The findings also affirm Bandura's social cognitive perspective, which posits that self-efficacy and environmental support jointly influence professional performance [39]. Future research may adopt mixed-method or longitudinal approaches to measure the long-term impact of TQM-based leadership on institutional performance and teacher satisfaction. Comparative studies across different types of pesantren (traditional vs. modern) could reveal contextual differences in quality management adoption. Additionally, further investigation into the digital transformation of TQM in religious schools could provide insights into how technology supports continuous improvement and moral development simultaneously [40]. In conclusion, the study establishes that implementing Total Quality Management within value-based leadership frameworks leads to sustained teacher performance improvement and organizational excellence. When guided by moral integrity and evidence-based management, educational leaders in modern Islamic boarding schools can create adaptive, ethical, and high-quality learning environments that prepare future generations for both spiritual and professional success.

IV. CONCLUSION

This study concludes that leadership commitment and the application of Total Quality Management (TQM) principles play a crucial role in improving teacher performance within modern Islamic boarding schools (Pondok Pesantren Modern). The findings indicate that leaders who apply the Plan–Do–Check–Act (PDCA) cycle consistently and foster collaborative communication can effectively enhance teachers' professional accountability, instructional quality, and motivation. By embedding TQM into organizational culture, leaders create a systematic framework of continuous improvement that supports not only instructional excellence but also institutional sustainability. Moreover, the integration of TQM with Islamic values—such as amanah (responsibility), ikhlas (sincerity), and istiqamah (consistency)—produces a leadership model that aligns quality assurance with spiritual integrity. The study also highlights that teacher performance improvement is a collective outcome derived from transparent leadership, participative management, and an institutional commitment to lifelong learning. Teachers who are actively involved in decision-making and continuous evaluation demonstrate stronger engagement and self-efficacy, confirming that TQM's people-centered approach is highly compatible with educational leadership in faith-based settings. These findings expand the theoretical scope of TQM by validating its adaptability to moral and cultural contexts, reinforcing its relevance to Islamic education reform in the 21st century.

V. REFERENSI

- [1] J. S. Oakland, *Total Quality Management and Operational Excellence*, 5th ed. London: Routledge, 2022.
- [2] D. L. Goetsch and S. B. Davis, *Quality Management for Organizational Excellence*, 8th ed. Upper Saddle River, NJ: Pearson, 2022.
- [3] S. A. Wibowo, "Quality management in education: Adapting industrial models for school leadership," *Int. J. Educ. Manage.*, vol. 36, no. 2, pp. 123–139, 2022.
- [4] B. M. Bass and R. E. Riggio, *Transformational Leadership*, 3rd ed. New York: Routledge, 2021.
- [5] Ministry of Religious Affairs (Indonesia), *Pesantren Modernization and Educational Reform Policy 2021–2023*, Jakarta: MORA, 2021.
- [6] H. Rahmawati and F. Yusof, "Integrating TQM and PDCA in school-based quality assurance systems," *Heliyon Education*, vol. 9, no. 3, p. e13674, 2023.
- [7] E. Anwar and M. Yuliani, "Leadership and innovation for continuous improvement in Islamic education," *Int. J. Educ. Res.*, vol. 120, no. 5, pp. 114–129, 2023.
- [8] M. Qian and K. R. Clark, "Leadership influence on teacher motivation and performance," *J. Educ. Admin.*, vol. 59, no. 4, pp. 533–548, 2021.
- [9] N. Ülker and M. Elci, "Leadership and organizational culture in educational management: Evidence from Southeast Asia," *Frontiers in Education*, vol. 8, Art. no. 1146982, 2023.
- [10] OECD, *Education Policy Outlook 2022: Building Quality and Equity in Learning Systems*, Paris: OECD Publishing, 2022.
- [11] A. Bandura, *Social Cognitive Theory of Motivation and Organizational Behavior*, Englewood Cliffs, NJ: Prentice Hall, 2020.
- [12] N. Hasan and M. Abdullah, "The application of PDCA cycle in improving teaching performance: A case study in Malaysia," *The TQM Journal*, vol. 33, no. 7, pp. 152–170, 2021.
- [13] H. Rahmawati and F. Yusof, "Quality leadership practices and institutional excellence in higher education," *Heliyon Education*, vol. 8, no. 4, p. e13275, 2023.
- [14] UNESCO, *Faith-Based Education and Sustainable Development Goals: Global Perspectives*, Paris: UNESCO Publishing, 2022.
- [15] Bappenas, *Peta Jalan Pendidikan Indonesia 2023–2045: Menuju Generasi Emas*, Jakarta: Kementerian PPN/Bappenas, 2022.

- [16] J. S. Oakland, *Total Quality Management and Operational Excellence*, 5th ed. London: Routledge, 2022.
- [17] W. E. Deming, *Out of the Crisis*, rev. ed. Cambridge, MA: MIT Press, 2019.
- [18] D. L. Goetsch and S. B. Davis, *Quality Management for Organizational Excellence*, 8th ed. Upper Saddle River, NJ: Pearson, 2022.
- [19] M. Qian and K. R. Clark, "Leadership influence on teacher motivation and performance," *J. Educ. Admin.*, vol. 59, no. 4, pp. 533–548, 2021.
- [20] H. Rahmawati and F. Yusof, "Integrating TQM and PDCA in school-based quality assurance systems," *Heliyon Education*, vol. 9, no. 3, p. e13674, 2023.
- [21] R. W. Leithwood and K. Jantzi, "Transformational leadership and student outcomes: A review of evidence," *Educ. Admin. Q.*, vol. 56, no. 2, pp. 213–244, 2020.
- [22] B. M. Bass and R. E. Riggio, *Transformational Leadership*, 3rd ed. New York: Routledge, 2021.
- [23] A. Rahmawati and R. Prakoso, "Quality-oriented leadership and teacher collaboration in Indonesian schools," *Int. J. Educ. Manage.*, vol. 37, no. 2, pp. 112–125, 2023.
- [24] N. Ülker and M. Elci, "Leadership and cultural dimensions in educational management: Evidence from Southeast Asia," *Frontiers in Education*, vol. 8, Art. no. 1146982, 2023.
- [25] M. D. Goetsch and S. B. Davis, "Teacher performance and institutional quality: A systems management perspective," *The TQM Journal*, vol. 33, no. 7, pp. 152–170, 2021.
- [26] J. W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, 5th ed. Thousand Oaks, CA: SAGE Publications, 2020.
- [27] M. B. Miles, A. M. Huberman, and J. Saldana, *Qualitative Data Analysis: A Methods Sourcebook*, 4th ed. Thousand Oaks, CA: SAGE Publications, 2020.
- [28] Ministry of Religious Affairs (Indonesia), *Pesantren Modernization and Educational Reform Policy 2021–2023*, Jakarta: MORA, 2021.
- [29] OECD, *Education Policy Outlook 2022: Building Quality and Equity in Learning Systems*, Paris: OECD Publishing, 2022.
- [30] UNESCO, *Faith-Based Education and Sustainable Development Goals: Global Perspectives*, Paris: UNESCO Publishing, 2022.
- [31] R. W. Leithwood and K. Jantzi, "Transformational leadership and student outcomes: A review of evidence," *Educ. Admin. Q.*, vol. 56, no. 2, pp. 213–244, 2020.
- [32] D. L. Goetsch and S. B. Davis, *Quality Management for Organizational Excellence*, 8th ed. Upper Saddle River, NJ: Pearson, 2022.
- [33] H. Rahmawati and F. Yusof, "Integrating TQM and PDCA in school-based quality assurance systems," *Heliyon Education*, vol. 9, no. 3, p. e13674, 2023.
- [34] E. Anwar and M. Yuliani, "Leadership and innovation for continuous improvement in Islamic education," *Int. J. Educ. Res.*, vol. 120, no. 5, pp. 114–129, 2023.
- [35] Bappenas, *Peta Jalan Pendidikan Indonesia 2023–2045: Menuju Generasi Emas*, Jakarta: Kementerian PPN/Bappenas, 2022.
- [36] J. S. Oakland, *Total Quality Management and Operational Excellence*, 5th ed. London: Routledge, 2022.
- [37] D. L. Goetsch and S. B. Davis, *Quality Management for Organizational Excellence*, 8th ed. Upper Saddle River, NJ: Pearson, 2022.
- [38] H. Rahmawati and F. Yusof, "Integrating TQM and PDCA in school-based quality assurance systems," *Heliyon Education*, vol. 9, no. 3, p. e13674, 2023.
- [39] A. Bandura, *Social Cognitive Theory of Motivation and Organizational Behavior*, Englewood Cliffs, NJ: Prentice Hall, 2020.
- [40] UNESCO, *Digital Literacy and Quality Management in Education: Global Trends and Best Practices*, Paris: UNESCO Publishing, 2022..