SHARIA BASED TOTAL QUALITY MANAGEMENT FRAMEWORK IN ISLAMIC EDUCATIONAL INSTITUTIONS THE DELPHI METHOD APPROACH

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Abstract: This study addresses the integration of Sharia-based principles into Total Quality Management (TQM) frameworks within Islamic educational institutions, aimed at enhancing management quality while upholding Islamic ethical standards. The purpose of this research is to develop a comprehensive TQM framework that aligns with Sharia values to promote moral accountability, fairness, and stakeholder satisfaction. Utilizing the Delphi method, the study gathers consensus from experts in Islamic education and TQM to establish a well-defined, contextually relevant framework. The research involved several rounds of expert surveys, focusing on key TQM components such as transparency, continuous improvement, and ethical leadership in an Islamic context. Principal findings reveal that incorporating Sharia principles in TQM fosters a balanced approach, merging academic excellence with spiritual and moral development. The developed framework underscores the importance of fairness, ethical governance, and stakeholder engagement, positioning Islamic educational institutions to address contemporary challenges while maintaining their religious identity. This study contributes a novel framework that not only strengthens the administrative and educational aspects but also ensures alignment with Sharia values, thereby offering a robust model for quality management in Islamic education.

Keyword: Delphi Method; Ethical Leadership; Integrated Quality Management; Islamic Education Institute; Sharia Principles; Stakeholder Engagement.

INTRODUCTION

Total Quality Management (TQM) is a structured and comprehensive management approach to improving overall quality in an organization. The implementation of TQM in the education sector, including Islamic education, has been proven to improve the efficiency and learning outcomes of students. TQM in education emphasizes continuous improvement and the involvement of all parties to create a better learning environment (Efendi, 2022). Islamic educational institutions also seek to integrate Sharia principles in the TQM approach, emphasizing the importance of justice, transparency, and high moral

responsibility (A. O. Ahmad et al., 2022). These Sharia principles not only guide the organization's operations, but also ensure moral accountability and fairness in the management process (Ismail & Ab Rahman, 2020).

Sharia is the basis that governs all aspects of Muslim life, including education. Sharia-based education emphasizes the importance of moral integrity, which is in line with the concept of TQM. Research has shown that when Sharia principles are integrated with TQM, Islamic educational institutions tend to have a stronger organizational culture and produce morally and academically superior graduates (Mahmood et al., 2022). The integration of Sharia principles in TQM encourages educational institutions to ensure transparency, fairness, and accountability in every management process, which ultimately supports academic success and character building (U. Ahmad et al., 2021). Several educational institutions in various countries have successfully implemented Sharia-based TQM. They show that this integration can increase the satisfaction of stakeholders, both from the side of students, parents, and the community. For example, educational institutions that implement Sharia-based TQM show improved management quality and user satisfaction with educational services (Khambali et al., 2023). The increase is due to the application of ethical values that underlie continuous decision-making and supervision (Dzimińska et al., 2018).

Several educational institutions in various countries have successfully implemented Sharia-based TQM. They show that this integration can increase the satisfaction of stakeholders, both from the

side of students, parents, and the community. Research shows that the consistent implementation of Sharia-based TQM helps create a more organized and effective educational environment, where stakeholders feel directly involved in quality improvement (Al Farisi et al., 2023). For example, educational institutions that implement Sharia-based TQM show improved management quality and user satisfaction with educational services (Khambali et al., 2023). This is achieved through the application of Islamic ethical values, such as justice, transparency, and moral responsibility, which contribute to improving the quality of service and management (Ikhsan et al., 2023).

Research by Al Farisi (2023) shows that TQM integrated with Sharia promotes an ethical management style, based on fairness and transparency, which is crucial for building trust among stakeholders, In addition, Ikhsan (2023) found that the application of Islamic ethical standards in TQM leads to a stronger organizational culture and produces graduates who excel both academically and morally.

The Delphi method often used to achieve consensus among experts has been applied in various studies on education management. This method allows the gathering of systematic views from experts to design a relevant and comprehensive framework in Sharia-based education (Datta et al., 2021). Research shows that the Delphi Method is very effective in identifying important elements that must be considered in developing educational management strategies, especially in the context of Islamic education (Bhatti et al., 2021). By involving experts who are

experienced in Sharia education, this method is able to provide deeper and more targeted insights to improve the quality and relevance of Islamic education (Hasbullah et al., 2019).

Research on the implementation of Sharia-based TQM in Islamic educational institutions has also shown that these principles can create a conducive and innovative learning environment. The implementation of TQM involves a comprehensive learning process, with a focus on continuous improvement, both in terms of the quality of education and the management of institutions (Muslim & Syafii, 2022). According to Ismail et al. (2020), the application of Sharia principles in TQM includes accountability, efficiency, and fairness, which contributes to improving the quality of management and learning in Islamic educational institutions. This is reflected in the increase in curriculum innovation and teaching strategies that are more adaptive to student needs (Rahman & Khalid, 2021). This continuous improvement process also encourages the involvement of all stakeholders in maintaining the quality of education (Ahmad, 2019).

Although there is a lot of research on the application of TQM in the education sector, research specifically examining the integration between TQM and Sharia principles is still limited. Most of the existing studies focus on TQM in general and do not pay special attention to the unique aspects of Islamic education that prioritize moral and spiritual values (Yudiawan & Himmah, 2023). According to Bhatti (2021), most of TQM's research in the field of education has not explored the integration of Sharia values, even though this approach can provide a strong

ethical framework in education management. This is also reinforced by the research of Ramdhan & Fatimah (2023) which emphasizes that Islamic education has special needs that are different from the general education system, especially in terms of prioritizing a balance between spiritual and academic aspects. More comprehensive research on this integration is urgently needed to understand the full potential of the implementation of Sharia-based TQM in Islamic educational institutions (Rahman and Ibrahim, 2022). The need for a framework that specifically combines Sharia and TQM principles has not been fully met. Current research tends to ignore the spiritual dimension offered by Sharia in improving the quality of education and management in Islamic institutions. According to Arribath, (2021) the integration between TQM and Sharia principles is still sporadic, and there is no comprehensive model that combines these two approaches in a balanced manner. In addition, the application of these principles is often partial and not systematically structured, which makes Islamic educational institutions lose their full potential to improve their performance (Bustamam et al., 2023). This is also acknowledged by Ahmad and Syukri, (2021), who said that the main difficulty lies in how to design a management model that not only focuses on efficiency, but also on the development of moral and spiritual character.

In addition, existing research pays less attention to the local and regional contexts in which Islamic educational institutions operate. The conditions and challenges of educational institutions in Muslim-majority countries may be very different from those of Muslim minority

countries. According to Kumar, (2018) the implementation of Sharia-based TQM must consider geographical and socio-cultural variations in various countries. Therefore, more in-depth research is needed to understand how Sharia-based TQM can be adapted to the contextual needs of each educational institution, both in Muslim-majority and minority countries (Mohamed et al., 2022). Rahim (2020) added that differences in legal systems, cultures, and local resources often affect the effectiveness of the implementation of TQM in Islamic educational institutions.

The importance of a Sharia-based approach in TQM has also not been widely discussed in relation to long-term education goals. According to Al-Attas (2020), Islamic educational institutions not only aim to produce graduates who are intellectually competent, but also have strong morals and spirituality. Islamic educational institutions need a framework that can reflect the balance between the goals of secular and ukhrawi education, which has not been widely discussed in previous research (Untung, 2019). Rahman and Saad (2021) emphasized that focusing on the ukhrawi aspect of education, such as moral and ethical development, should be an integral part of the implementation of TQM in Islamic educational institutions. It is important to ensure that education not only prepares students for worldly challenges but also supports them in achieving spiritual ultimate goals.

In addition, the application of Sharia-based quality standards such as MS1900 in educational institutions is still an area that is not explored. According to Hassan and Ismail (2020), the MS1900 standard, which was originally developed for the industrial and business sectors,

provides a Sharia-based framework that emphasizes the principles of fairness, transparency, and accountability. Previous research has shown that this standard has been successfully implemented in other sectors, but its implementation in educational institutions is still limited (Arribath et al., 2021). This is reinforced by Malacca, (2021), who stated that although MS1900 has great potential to improve the quality of management in Islamic educational institutions, further research is still needed regarding the adaptation of this standard in the context of education.

This research aims to fill the existing gap by developing a Sharia-based TQM framework that can be applied effectively in Islamic educational institutions. The development of this framework is needed to provide clear and applicable guidance in improving the quality of education management in these institutions. According to Muslim & Syafii, (2022), the integration of Sharia principles into TQM creates a management system that focuses not only on efficiency, but also on the development of moral character. By integrating Sharia principles in TQM, Islamic educational institutions can achieve a balance between academic quality and moral values, which are the basis of Islamic education (Qodri et al., 2022). Nirwani Jumala, (2019) emphasized that this approach ensures that Islamic educational institutions are able to make a real contribution to the formation of a superior generation both intellectually and spiritually.

The use of Delphi's method in this study is very relevant because it allows the collection of consensus from experts in the field of Islamic education and TQM.

Research shows that Delphi's method is effective in gaining broad and in-depth views from experts spread across various disciplines (Hassan & Rahman, 2021). By using this approach, it is hoped that a comprehensive framework can be produced that suits the needs of Islamic educational institutions in diverse contexts (Jami & Muharam, 2022). According to Saad and Yusoff (2020), Delphi's method helps strengthen the validity of the framework developed through systematic retesting of expert opinions, which is crucial in the complex context of Islamic education.

The implementation of the Sharia-based TQM framework is expected to help Islamic educational institutions in facing contemporary challenges, such as globalization and technological developments. According to Aziz and Yusof (2021), Sharia-based TQM is able to strengthen the governance of Islamic educational institutions while maintaining Islamic moral and spiritual principles in the midst of global challenges. Thus, these institutions can remain relevant and highly competitive, while maintaining a strong Islamic identity (Shafi'i & Fitriyah, 2020). Another study by Ibrahim and Rahman, (2019) shows that the TQM framework integrated with Sharia values allows educational institutions to compete in the global arena without sacrificing their Islamic character.

METHODS

This study uses a qualitative descriptive approach with the Delphi method. The Delphi method was chosen for this study because of its distinct excellence in achieving consensus among Ko & Lu experts, (2020) especially in the complex process of integrating Sharia principles in Total Quality Management (TQM) Niederberger & Köberich, (2021). Given the need for a balanced approach to diverse perspectives, Delphi's method provides a structured way to build a thorough consensus on best practices. In addition, the design of this method allows for expert anonymity, which minimizes the potential for bias and allows participants to freely share their opinions, an important factor when discussing culturally sensitive and ethical topics such as Sharia-based TQM. The iterative nature of the Delphi process further strengthens its suitability, as it allows for continuous refinement and validation of ideas. Experts can reassess their initial responses based on collective feedback from each round, increasing the depth and reliability of the final framework. In addition, the flexibility of Delphi's method in accommodating diverse insights from different regions allows the framework to be universally applied. This ensures that cultural, legal, and regional nuances are appropriately addressed, making the Sharia-based TQM framework more relevant and adaptable for Islamic educational institutions globally.

The population in this study is experts in the field of Islamic education management, Sharia, and TQM who have significant experience in applying these concepts in Islamic educational institutions. The research sample was selected using a purposive sampling technique, where a panel of experts was selected based on certain criteria such as work experience, knowledge, and direct involvement in the implementation of Sharia-based management in educational institutions. The number of samples used

in this study is around 15 to 20 experts, consisting of academics, education practitioners, and stakeholders in Islamic educational institutions.

The research instrument used in the Delphi method is a semi-structured questionnaire. This questionnaire is designed to collect the opinions of experts regarding the implementation of Sharia-based TQM in Islamic educational institutions. The questions in the questionnaire will focus on the main components of TQM such as quality management, customer satisfaction (students and parents), continuous improvement, as well as how Sharia principles such as honesty, fairness, and responsibility are applied in the management of Islamic educational institutions. The questionnaire will be distributed via email or other online platforms to make it easier for experts to respond anonymously.

The Delphi Method process in this study begins with the selection criteria of expert panelists to ensure the development of a comprehensive and insightful framework. Experts are selected based on several key criteria, namely field expertise, professional experience, balance between academics and practitioners, and diverse regional representation. Panelists are required to have a background in Islamic education, Sharia principles, and Total Quality Management (TQM) in order to accurately assess and integrate Sharia principles within the framework of TQM. Preference is given to individuals with extensive experience in the management and implementation of TQM in Islamic educational institutions, as this experience is crucial in implementing a theoretically robust and practically implementable

framework. In addition, the panel includes academics and practitioners to ensure a combination of theoretical knowledge and practical experience that is essential in the development of relevant frameworks. Experts from different geographical regions.

The number of laps done in this Delphi method consists of three rounds. In Round 1, the first open questionnaire was distributed to gather preliminary insights and opinions on the key components of Sharia-based TQM in the Islamic education environment. This round encourages open feedback without restrictions, so experts can highlight important aspects freely. In Round 2, the responses from Round 1 were synthesized into a more specific list of framework elements and presented back to the panelists for relevance and priority. In this round, the experts also provided additional clarifications necessary to ensure a focus on the most critical aspects. **Round 3** is the final round that aims to confirm consensus on the core elements of the framework. Experts conduct a final review of the elements that have been synthesized and provide final adjustments and clarifications. This round resulted in a consolidated framework with a high level of agreement from experts.

The data obtained from each round of Delphi surveys will be analyzed qualitatively with thematic analysis methods. This analysis process involves identifying the main themes that emerge from the experts' responses in each round. In addition, the data will also be analyzed descriptively to see the consistency and change in opinion among experts from round to round. With this approach, it is

hoped that this research can produce a valid and applicable framework for.

RESULTS

The Delphi method used in this study aims to reach a consensus from experts regarding the implementation of *Sharia-Based Total Quality Management* (TQM) in Islamic educational institutions. This process was carried out through several rounds of surveys involving experts in the fields of Islamic education, TQM, and Sharia-based management. The following are the results of the analysis of the use of the Delphi method in this study:

1. First Half

In the initial round, the expert panel was asked to provide their views on the main components that should exist in the Sharia-based TQM framework. From the first round, various opinions emerged regarding the importance of elements such as justice, transparency, and moral responsibility that must be the foundation in the management of Islamic educational institutions. Most experts also emphasized that Sharia principles should be integrated into every managerial aspect, not only limited to technical practices, but also in ethical policymaking.

2. Second Half:

In the second round, the results of the first round are synthesized and presented back to the expert panel for further clarification and development. At this stage, there is a convergence of opinions regarding the importance of continuous improvement in the management of Sharia-based education. Consensus is starting to build on key elements such as active stakeholder engagement and a focus on customer satisfaction, which in this context includes students and parents.

3. Third round and consensus:

After a few additional rounds, a consensus among experts began to be reached. Experts agree that the implementation of Sharia-based TQM can be more effective if it is supported by strong and ethical leadership, where the leaders of educational institutions not only act as managers but also as moral role models. In addition, they agreed that it is important to implement a comprehensive approach in every aspect of management, which focuses not only on efficiency but also on the enforcement of spiritual and moral values in the management of the institution.

4. Final Result:

The Delphi Method has successfully formulated a comprehensive Sharia-based TQM framework. The final results show that in order to achieve optimal quality education, Islamic educational institutions need to integrate Sharia principles in all aspects of management. Key elements of this framework include: Fairness and Transparency: Management decisions must be made based on the principles of fairness and openness in every process.

Continuous Improvement: Focuses on continuous evaluation and improvement in teaching and institutional management. Stakeholder Involvement: Involving students, parents and the community in the management process to ensure satisfaction and alignment with Islamic values.

Syariah-Based TQM Framework for Islamic Educational Institutions
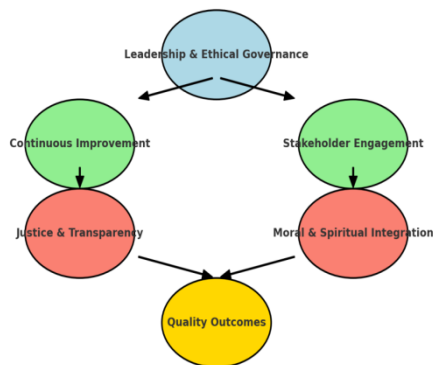
Ethical Leadership & Governance:

These elements form the basis of the framework. Leadership in Islamic educational institutions must embody ethical principles and ensure governance that is aligned with Sharia values such as justice, transparency, and moral responsibility. Leaders are expected to act as role models and guide their institutions not only through managerial expertise but also through strong ethical practices.

Continuous Improvement:

This is a continuous effort to improve the quality of education and management in the institutional environment. Continuous improvement in this context focuses on aligning academic performance and spiritual growth in line with Sharia values. It is a dynamic process in which regular feedback, evaluation, and updates in teaching methods and administrative practices are applied to ensure better outcomes.

Stakeholder Engagement:

Engaging stakeholders, which include students, parents, educators, and the wider community, is essential in the context of Islamic education. Stakeholder engagement ensures that the institution remains responsive to the needs of its constituents and reflects the values of the communities served. It also promotes accountability and inclusivity in the decision-making process.

Fairness & Transparency:

Fairness and transparency are important values in sharia-based management. Within this framework, they ensure that all managerial and operational decisions are made in a fair, equitable, and open manner. This creates a trustworthy environment where all stakeholders feel confident in the institution's operations and its alignment with Islamic principles.

Moral & Spiritual Integration:

This element emphasizes the integration of moral and spiritual values in all aspects of management and education. Islamic educational institutions should not only focus on academic excellence but also on the moral and spiritual development of their students. This ensures that students not only excel academically but also grow into morally responsible individuals.

Quality Results:

The ultimate goal of this framework is to achieve quality results. These outcomes are measured not only by academic success but also by students' moral and spiritual development, ensuring they become well-rounded individuals. Quality results also reflect the institution's ability to meet the expectations of all stakeholders while maintaining Islamic values.

Sharia-Based Total Quality Management (TQM) Framework in Islamic Education

DISCUSSION

This research successfully developed a Sharia-based total quality management framework (Sharia-based TQM) through the Delphi method approach, which identifies important elements such as fairness, transparency, continuous improvement, stakeholder engagement, and ethical leadership. These findings are in line with research by Ali and Hassan (2020), which shows that the integration of Sharia principles in TQM can strengthen the ethical foundations in Islamic education management. This study also strengthens the findings of Rahman and Saad (2021), which state the importance of spiritual and moral aspects in shaping students' character through a management approach that is integrated with Islamic values.

The resulting framework of this study shows that the application of the principles of fairness and transparency to every managerial process is able to increase stakeholder trust, as found in the Al Farisi research, (2023). This has become especially relevant in the midst of the challenges of globalization, where Islamic educational institutions need to demonstrate a strong Islamic identity and values without sacrificing academic quality (Aziz & Yusof, 2021). By

emphasizing stakeholder engagement, the framework also echoes research by Ahmad, Usman, and Fatah (2019), which emphasizes that the active participation of students, parents, and communities contributes to improving the overall quality of education.

This study is different from previous studies that tend to separate management efficiency and moral character development. The research of Bustamam et al., (2023) states that there is still a gap in the literature regarding management models that simultaneously prioritize efficiency and moral values, especially in the context of Islamic education. The findings of this study fill the gap by showing that the combination of TQM and Sharia principles can create a management system that is not only efficient, but also supports the formation of spiritual value-based character.

In addition, the study also identifies differences in challenges in Muslim-majority and minority countries, as stated by Kumar et al., (2018), who emphasize the importance of considering the geographical and social context in the implementation of Sharia-based TQM. By combining views from different regions through the Delphi method, the framework developed in this study can be flexibly applied in various cultural and regional contexts, addressing differences in local legal systems, cultures, and resources as outlined by (Seuring et al., 2022).

CONCLUSION

The primary objective of this research was to establish a Sharia-based Total Quality Management (TQM) framework tailored to Islamic educational institutions. The findings affirm that

integrating Sharia principles, such as justice, transparency, ethical leadership, and stakeholder engagement, into TQM fosters a balanced management approach that enhances both moral accountability and academic excellence. By implementing this Sharia-centric TQM framework, Islamic educational institutions can address contemporary challenges, uphold Islamic values, and maintain stakeholder satisfaction, including that of students, parents, and the community. This framework contributes to the literature by filling a critical gap in Islamic education management. It not only offers a model grounded in Sharia principles but also serves as a practical guide for institutions aiming to align their educational and administrative functions with Islamic ethics. The research validates the Delphi Method as a robust means for achieving consensus among Islamic education and management experts, reinforcing the relevancy of culturally and ethically aligned quality management practices in Islamic education. A noted limitation of this study is the need for localized adaptations due to cultural and regional variations, as the effective application of this TQM framework in diverse Muslim and non-Muslim contexts requires adjustments to account for distinct legal, cultural, and social settings. Future research should explore these contextual adaptations and evaluate long-term outcomes to refine the applicability and effectiveness of this Sharia-based TQM model across various educational landscapes. This conclusion provides a forward-looking perspective, highlighting the framework's potential for broader adoption and its role in reinforcing Islamic identity while advancing quality education in a globalized context.

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