



FACTORS INFLUENCING EDUCATION QUALITY MANAGEMENT: CONTINUOUS IMPROVEMENT, LEADERSHIP STYLE AND CUSTOMER SATISFACTIO (LITERATURE REVIEW MPI)

Muhammad Alfian¹, Hapzi Ali², Kemas Imron Rosadi³, Fitriyani Fitriyani⁴

¹ Doctoral Program Students at UIN STS Jambi, email: fiyan.uin1@gmail.com

² Doctoral Program Lecturer at UBHARA JAYA, and UIN STS Jambi, email: hapzi@dsn.ubharajaya.ac.id

³ Doctoral Program Lecturer at UIN STS Jambi email: kemasimronrosadi@uinjambi.ac.id

⁴ Doctoral Program Students at UIN STS Jambi email: fitriyani@staibslg.ac.id

Corresponding author: Muhammad Alfian¹

Abstract: Previous research or relevant research is very important in a research or scientific article. Previous research or relevant research serves to strengthen the theory and phenomena of the relationship or influence between variables. This article reviews the factors that influence education quality management, namely: continuous improvement, leadership style, and customer satisfaction, a literature study of Islamic education management. The purpose of writing this article is to build a hypothesis about the influence between variables that can be used in further research. The results of this literature review article are: 1) Continuous Improvement has an effect on Education Quality Management; 2) Leadership Style has an effect on Education Quality Management; and 3) Customer Satisfaction has an effect on Education Quality Management.

Keyword: Education Quality Management, Continuous Improvement, Leadership Style, Customer Satisfaction

INTRODUCTION

Background.

In principle, every student, both Bachelor, Master, and Doctoral, is required to conduct research in the form of theses, theses, and dissertations, as a form of fulfillment of the final task, as well as a form of academic responsibility as a professional candidate who has received higher education in accordance with his knowledge. Likewise for lecturers, researchers, and other functional staff who actively conduct research and prepare scientific articles for publication in scientific journals.

Based on empirical experience, many students and authors have difficulty finding supporting articles for their scientific works as previous research or relevant research. Relevant articles are needed to strengthen the theory under study, to see the relationship or influence between variables and build hypotheses. In order to add to the scientific treasures in Islamic education management, this article will discuss the effects of continuous

improvement, leadership style, and customer satisfaction on education quality management, a literature review study in the field of Islamic education management.

Formulation of the problem.

Based on the background, the problems to be discussed can be formulated in order to build hypotheses for further research, namely:

- 1) Does Continuous Improvement affect Education Quality Management?.
- 2) Does Leadership Style Affect Education Quality Management?.
- 3) Does Customer Satisfaction Affect Education Quality Management?.

LITERATURE REVIEW

Education Quality Management

In general, quality is a comprehensive description and characteristics of goods or services that indicate their ability to satisfy expected or planned needs (Yusuf, 2009). Furthermore, educational quality management can be defined as a characteristic that must be maintained on a continuous basis in order to suit the wants and aspirations of customers or communities who are directly associated with certain educational institutions. (Yusuf, 2009). According to Yusuf, the purpose of education quality management is to:

- a) To maintain and improve quality in a sustainable (suitable) manner that is carried out systemically to meet customer or stakeholder needs.
- b) Obtaining input so that this management can be implemented easily and in accordance with Indonesia's diverse environmental conditions.
- c) Raising awareness that improving the quality of management is the responsibility of all components of society, with a focus on continuous improvement at the level of educational institutions (Yusuf, 2009).

Furthermore, Siti stated that education quality management is a complete and integrated approach to managing a company that is focused on continuously meeting customer expectations and achieving continuous improvement in all aspects of the firm's or educational institution's activities (Rabiah et al., 2019). This is based on the idea that there are three reasons that contribute to low educational quality: 1) national education policies and implementation employing educational production functions or inconsistent analytical inputs; 2) centralized implementation; and 3) centralized implementation. 3) The community, including parents, plays a minor role in the implementation of education (Rabiah et al., 2019). In addition, Kemas also emphasized two reasons related to the low quality of education, namely: 1) educational practices that have been perceived so far as too theoretical and less strategic; 2) there is a mismatch between the world of education and needs, or what is called anti-reality education. (Kemas, 2012).

In keeping with all of the aforementioned definitions, Kemas claims in his book that the best performance improvement in quality management is continuous, continuous, or systematic improvement. This improvement is inextricably linked to the operation, therefore the distinction between quality improvement and operational actions is blurred (Rosadi, 2020). According to the author's opinion, if it is associated with the world of education, continuous improvement actions like this are the main things that must be used as principles in carrying out management of improving the quality of education for certain educational institutions.

Educational Quality Management has been widely studied by previous researchers, including: (Nurjali & Imron Rosadi, 2021), (Kurniyati, 2012), and (Nyoman et al., 2021).

Continuous Improvement

Continual improvement is a concept of continuous self-development or self-improvement that requires the complete attention of organizational leaders, especially educators. In order to successfully advance the production of goods, services, and process quality in businesses, continuous improvement has become a feature of global competition. This continuous quality improvement must not only succeed, but must be strategically planned in each of its phases so that an organization can achieve a substantial, ongoing improvement and be structured accordingly (Rusdi, 2018).

The indicators used to measure continuous process improvement are: defining problems, identifying and documenting processes, measuring performance, understanding various problems, developing ideas, assessing and implementing solutions to existing problems (Rusdi, 2018).

Continuous Improvement has been widely studied by previous researchers, including: (Samsirin, 2015), (Yus, n.d.), and (Armawati et al., 2021)

Leadership Style

The theory or leadership style that is considered the oldest today is the one written by Lao Tze more than 2000 years ago, which mostly refers to the teachings of the Tao Te Ching. Some of the philosophical sentences encountered in the writing are such as "a journey of a thousand miles begins with the first step" (Mattayang, 2019)

Leadership will be effective and efficient if it is carried out according to the functions and goals that have been established. A leader must be aware of the circumstances around the group or organization he leads. Furthermore, it will be obvious that leadership with their various patterns will be seen in fulfilling the aims and functions of leadership and these activities will be sorted out (Mattayang, 2019).

In the book leadership theory and practice by Peter G. Northouse, there are at least four approaches (approach) and eight leadership theories that can be used as references related to leadership styles or models, among the approaches and theories, namely:

- a) Trait Approach
- b) Skills Approach
- c) Behavioral Approach
- d) Situational approach

As for the theory:

- a) Path Goal Theory
- b) Leader Member Exchange Theory
- c) Transformational Leadership
- d) Authentic Leadership
- e) Servant Leadership
- f) Psycodynamic Approach
- g) Adaptive Leadership
- h) Team Leadership

Furthermore, according to davis, quoted by idham (Fahmi, 2021), A leader must have three primary characteristics: 1) intelligence; 2) self-motivation or drive for success; and 3) empathy for others. Meanwhile, various indications can be used to assess leadership style, including: 1) making choices by consensus; 2) appreciating their subordinates' potential; 3) being prepared to listen to criticism and recommendations from subordinates; and 4) cooperating with their subordinates. The aforementioned leadership techniques and theories can also be used to refer to these so-called qualities and indications.

Leadership styles have been widely studied by previous researchers, including: (Yusuf, 2009), (Lestari et al., 2019), (Armawati et al., 2021), dan (Malayu, 2014).

Customer Satisfaction

Customers are all parties who get the services and or products we supply or the products we create or produce in the context of quality management. Customers are traditionally defined as parties who buy or use the goods and or services offered. When it comes to education, customers are anyone who uses a certain educational institution's products or services (Munir, 2020).

Internal and external customers are the two types of clients that can be classified. Internal consumers are all parties getting services/products in one institution, according to Sutarto, who is referenced by Munir, whereas external customers are those who are outside the agency that generates services or products (Munir, 2020). Through this understanding, according to the author's opinion, it can be said that the internal customers of an educational institution or institution are students, teachers, principals and staff. While external customers are parents of students and the wider community.

Customer Satisfaction has been widely studied by previous researchers including: (Samsirin, 2015), (Dan et al., 2019), and (Suriyana, 2021).

Table 1: Relevant previous research

No	Author (tahun)	Previous Research Results	Similarities to this article	Difference with this article
1.	(Yusuf, 2009)	Continuous Improvement, Leadership Style And Customer Satisfaction Positive And Significant Influence On Education Quality Management	Leadership Style and Customer Satisfaction Affect Education Quality Management	Continuous Improvement Affects Education Quality Management
2.	(Adillah, 2019)	Continuous Improvement and Customer Satisfaction have a Positive and Significant Effect on Education Quality Management	Leadership Style Influences on Education Quality Management	Continuous Improvement Affects Education Quality Management
3.	(Samsirin, 2015)	Continuous Improvement, Leadership Style And Customer Satisfaction Positive And Significant Influence On Education Quality Management	Continuous Improvement and Customer Satisfaction Affect Education Quality Management	Leadership Style Influences on Education Quality Management
4.	(Rusdi, 2018)	Continuous Improvement, Leadership Style And Customer Satisfaction Positive And Significant Influence On Education Quality Management	Leadership Style and Customer Satisfaction Affect Education Quality Management	Continuous Improvement Affects Education Quality Management
5.	(Yus, n.d.)	Continuous Improvement Has a Positive and Significant Impact on Education Quality Management	Continuous Improvement Affects Education Quality Management	Leadership Style Influences on Education Quality Management
6.	(Suriyana, 2021)	Continuous Improvement, Leadership Style And Customer Satisfaction Has A Positive And Significant Influence On Manajemen Mutu Pendidikan	Continuous Improvement and Customer Satisfaction Affect Education Quality Management	Leadership Style Has a Significant Influence on Education Quality Management

RESEARCH METHOD

This research is in the form of qualitative research using library research techniques or methods. Qualitative research is research that seeks to find and capture the proper conditions of an object and then look for its relationship with the problem to be studied both from a practical and theoretical perspective (Chairul saleh: 2008), Furthermore, qualitative research is a specific research procedure that seeks to produce descriptive data from the object under study (Margono: 2004), Furthermore, the main activity in this qualitative research is to describe and analyze intensively the factors that influence education quality management.

Furthermore, in data collection and analysis, the researcher used the literature review method. This method itself is a method that conducts assessment and analysis of library materials in the form of books (Nasution: 2002, Suharsimi: 2013), also analyzes scientific articles from reputable and un reputable journals (Suharsimi: 2013). The literature review procedure is carried out after the researcher determines the topic of writing and the formulation of the problem that is the focus of this research (Zed: 2008). The data used in this study comes from the results of research that has been carried out and published in national and international online journals. In conducting this research, the researchers searched for research journals published on the internet using the search engines ProQuest, PubMed, Research Gate, SagePub and Scholar with the keywords: Education Quality Management, Continuous Improvement, Leadership Style, Customer Satisfaction.

FINDINGS AND DISCUSSION

Based on relevant theoretical studies and previous research, the discussion of this literature review article in the concentration of Islamic Education Management is:

The Effect of Continuous Improvement on Education Quality Management.

Continuous Improvement affects Education Quality Management, where the dimensions or indicators of Continuous Improvement are determining problems, identifying and documenting processes, measuring performance, understanding various problems, developing ideas, assessing and implementing solutions to existing problems that affect the dimensions or indicators of Management Quality of Education is the ability of managers, in this case the principal to manage all the potential that exists in educational institutions in order to achieve predetermined educational goals (Yusuf, 2009).

To improve Education Quality Management by paying attention to Continuous Improvement, what managers must do is find the best solution to face the challenges that cause the decline in the quality of education, especially in the educational institutions they lead (Kemas, 2012).

Continuous Improvement has an effect on Education Quality Management, this is in line with research conducted by: (Nurjali & Imron Rosadi, 2021), (Kurniyati, 2012), (Nyoman et al., 2021), (Samsirin, 2015), (Yus, n.d.) and (Armawati et al., 2021)

The Influence of Leadership Style on Education Quality Management.

Leadership Style has an effect on Education Quality Management, where the dimensions or indicators of leadership style are: 1) decisions by consensus; 2) appreciate the potential of their subordinates; 3) willing to listen to criticism and suggestions from subordinates; 4) in cooperation with their subordinates. has an effect on the dimensions or indicators of Education Quality Management, namely the ability of managers to carry out management to improve the quality of the educational institutions they manage, by seeing, listening and placing subordinates according to their potential (Lestari et al., 2019). Leadership Style has an effect on Education Quality Management, this is in line with research

conducted by: (Nurjali & Imron Rosadi, 2021), (Kurniyati, 2012), (Nyoman et al., 2021), (Yusuf, 2009), (Lestari et al., 2019), (Armawati et al., 2021) and (Malayu, 2014).

The Effect of Customer Satisfaction on Education Quality Management.

Customer Satisfaction has an effect on Education Quality Management, where customer satisfaction is the final estuary or final goal that must be achieved from the implementation of education. The satisfaction of students, teachers, principals, administrative staff and the community is a priority for the implementation of a particular educational institution. Customer satisfaction can be achieved if the quality management of education in educational institutions is carried out well by the principal (Samsirin, 2015).

Customer Satisfaction has an effect on Education Quality Management, this is in line with research conducted by: (Nurjali & Imron Rosadi, 2021), (Kurniyati, 2012), (Nyoman et al., 2021), (Samsirin, 2015), (Dan et al., 2019) and (Suriyana, 2021).

Conceptual Framework

Based on the formulation of the problem, theoretical studies, relevant previous research and discussion of the influence between variables, the framework for thinking in this article is as follows:

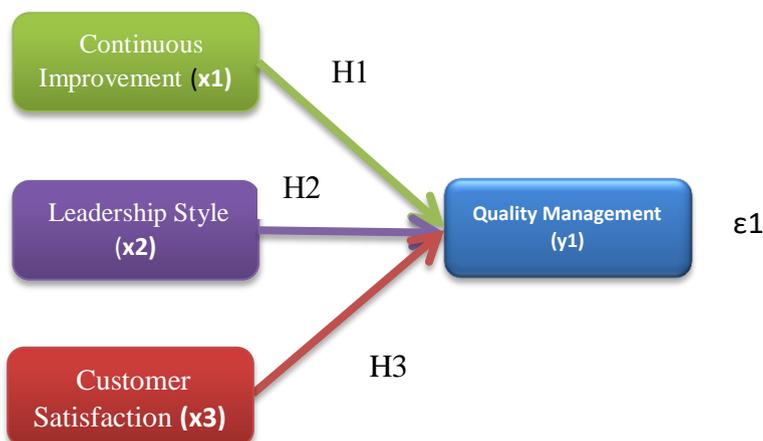


Figure 1: Conceptual Framework

Based on the conceptual framework pattern above, it can be said that: Continuous Improvement, Leadership Style, and Customer Satisfaction have an effect on Education Quality Management.

Apart from these three exogenous variables that affect Education Quality Management, there are many other variables that influence it including:

- HR Management: (Faisal et al., 2021), dan (Mahfud, 2020).
- Organizational Culture: (Indriyati, 2018), (Firmansyah & Hersona, 2021), dan (Anggreni, 2021).
- Quality Culture: (Midun, 2017), (Sukrisno, 2010), dan (Amin & Siswanto, 2018).
- Organizational Culture: (Harini et al., 2020), (Elmi et al., 2016) dan (Limakrisna et al., 2016),
- Disiplin kerja / Work discipline: (Elmi et al., 2016), (Ali, 1926), (Agussalim et al., 2016) dan (Anwar et al., 2020),
- Employee engagement: (Riyanto, Pratomo, et al., 2017), dan (Riyanto, B, et al., 2017), Governance: (Ansori & Ali, 2017), (No et al., 2017), (Agussalim et al., 2020), (Widodo et al., 2020), (Limakrisna et al., 2016) dan (Anwar et al., 2020)
- Skill: (Elmi et al., 2016), dan (Richardo et al., 2020),

h) Communication: (C.C. Widayati et al., 2020) dan (Christina Catur Widayati et al., 2020),

CONCLUSIONS AND SUGGESTIONS

Conclusions

Based on theory, relevant articles and discussions, hypotheses can be formulated for further research: Continuous Improvement has an effect on Education Quality Management; Leadership Style has an effect on Education Quality Management; Customer Satisfaction affects Education Quality Management

Suggestions

Based on the conclusion above, this article suggests that there are many other factors that affect education quality management, aside from continuous improvement, leadership style, and customer satisfaction, at all types and levels of organizations, particularly in educational institutions, because more research is needed to determine what other factors affect education quality management besides the variables studied in this article. HR management, organizational culture, and quality culture are some of the additional elements to consider.

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