

## Implementation of TQM Based on ESQ in Assalaam Modern Islamic Boarding School Temanggung

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### Abstrak

Penelitian ini dilatarbelakangi oleh mutu pendidikan Islam yang perlu ditingkatkan. Tujuan penelitian ini adalah untuk menganalisis implementasi strategi TQM dan ESQ di Pondok Pesantren Modern Assalaam Temanggung. Penelitian ini merupakan penelitian deskriptif kualitatif. Pengumpulan data dilakukan dengan teknik observasi, wawancara, dan dokumentasi. Hasil penelitian menunjukkan bahwa: (1) Secara keseluruhan Pondok Pesantren Modern Assalaam Temanggung sudah mengimplementasikan strategi TQM dengan baik, dengan berprinsip pada empat hal yaitu kepuasan pelanggan, respek terhadap setiap orang, manajemen berdasarkan fakta, dan perbaikan berkesinambungan. (2) ESQ di Pondok Pesantren Modern Assalaam Temanggung diimplementasikan dengan mengadakan pelatihan-pelatihan yang fokus pada pengembangan kepribadian dan karakter santri, seperti latihan pidato dan diskusi. Selain itu juga diajarkan untuk selalu melaksanakan tiga prinsip yaitu Rukun Iman, Rukun Islam dan Ihsan (3) Para santri diajarkan cara menyampaikan pesan-pesan agama dengan jelas dan mudah dipahami oleh masyarakat namun para santri belum banyak yang mampu menjadi preacher di masyarakat, masih perlu adanya peningkatan dalam mutu pembelajaran serta evaluasi setiap tahunnya terutama dalam menumbuhkan kesadaran serta motivasi kepada setiap santri tentang pentingnya menjadi dai. Penelitian ini merekomendasikan implementasi TQM berbasis ESQ untuk meningkatkan mutu pembelajaran pada pondok pesantren di Indonesia.

**Kata kunci:** *Da'i; Emotional-Spiritual Quotient; Pendidikan Islam; Total Quality Management.*

### Abstract

This research is based on the quality of Islamic education that needs to be improved. This study aims to analyze the implementation of TQM and ESQ in Assalaam Modern Islamic Boarding School Temanggung. This research is a qualitative descriptive research. Data collection was carried out using observation, interviews, and documentation techniques. The results showed that: (1) Overall, Assalaam Modern Islamic Boarding School has implemented the TQM strategy well, with the principle of four things, namely customer satisfaction, respect for everyone, fact-based management, and continuous improvement. (2) ESQ at Assalaam Modern Islamic Boarding School is implemented by conducting trainings that focus on developing the personality and character of students, such as speech exercises and discussions. In addition, it is also taught always to implement three principles, namely the Pillars of Faith, the Pillars of Islam, and Ihsan (3). The students are

taught how to convey religious messages clearly and easily understood by the community. However, not many students can become preachers in the community, and there still needs to be an improvement in the quality of learning and evaluation every year, especially in raising awareness and motivation for every student about the importance of being a preacher. This research recommends implementing ESQ-based TQM to improve the quality of learning in Islamic boarding schools in Indonesia.

**Keywords:** *Emotional Spiritual Quotient; Islamic Education; Preacher; Total Quality Management.*

## INTRODUCTION

Islamic boarding schools have developed a lot in Indonesia. Islamic boarding schools are Islamic boarding schools that not only focus on conventional programs but also teach general studies, language, discipline, leadership, and contemporary sciences. Teaching in modern Islamic boarding schools uses the classical system, as applied in public schools (Sadiah, 2022). Then, gradually, modern pesantren left the traditional pesantren Sorogan system and did chalk and blackboard aids, and teachers taught in ties and trousers. This is called in a characteristic way modern (Ismail, 2011). Nevertheless, not all Islamic boarding schools have implemented Total Quality Management (TQM), even though TQM is essential for modern Islamic boarding schools (Wardana, 2023).

This study offers a solution to the problem of modern cottage quality so that students are expected to become quality successors of Islamic preaching. The problem of strategy in creating preachers: Each institution or agency has its strategy for producing preacher cadres (Rakhmawan, 2023). This difference in strategy is commonplace, even though each difference can result in a new strategy from a combination of several strategies (Harahap, 2022). One of the Islamic boarding schools that have taken part in creating preacher cadres is located in the Temanggung district. Assalaam Modern Islamic Boarding School Temanggung was established in 1986 and has graduated male and female students who come not only from within the city of Temanggung but also from outside Temanggung Regency and not even a few from outside the province of Central Java.

This study refers to several previous studies. Debi Nurhaepi and Hasnadi researched TQM. In 2023, Debi Nurhaepi researched the implementation of TQM in Indonesian education (Debi Nurhaepi, Dita Permata, 2023). In 2021, Hasnadi researched TQM implementation strategies to improve the quality of education (Hasnadi, 2021).

Alifi Fuadah, Endang Rahmawati, and Herawati have researched ESQ. Alfi Fuadah has researched the importance of ESQ for Islamic education (Alfi Fuadah, 2024). Endang

Rahmawati has also researched the Emotional Intelligence of Dais in Da'wah Activities at the Twilight Study Ta'lim Assembly at the Al-Akbar National Mosque in Surabaya (Rahmawati, 2018). Other research was conducted by Safitri regarding ESQ in the views of Islamic scholars in the classical era and its relevance to modern Islamic education (Safitri, Zakaria, and Kahfi, 2023).

These studies became preliminary research for this study to develop the concepts discussed. Apart from that, this research is different from previous studies because it links the implementation of TQM with ESQ in students at Islamic boarding schools.

Many previous researchers have researched TQM in Islamic educational institutions based on the description above. However, research linking TQM with ESQ has not yet been discussed. This research makes a scientific contribution by implementing ESQ-based TQM to produce graduates who are qualified as preachers in the field of Islam.

TQM strategy in Assalaam Modern Islamic Boarding School has implemented an integrated education system between the Madrasah curriculum of the Ministry of Religious Affairs and the typical curriculum of nephews, which is integrated in such a way that it is unified and intact. The students or students are boarding or compulsory boarding *mondok* (Usman, 2022). In other words, children who become students of *tsanawiyah* and *aliyah* madrasahs must live in dormitories. Improving the quality of education cannot be separated from efforts to improve its management. Some modern *pesantren* and *madrasahs* have applied management theories in the implementation of education and teaching in their institutions. However, few traditional Islamic boarding schools are only half-hearted in applying management theories and do not meet eight national education standards. The implementation of TQM in Islamic boarding schools, schools, and madrasahs is expected to make the quality of graduates qualified and competent in the current era of globalization so that they can develop in society (Sharifah, 2015).

Several main things need to be considered in the application of TQM in education, namely continuous improvement, determining Quality Standards (Quality assurance), changing culture, changing organization (organization), and maintaining close contact with the customer. TQM implementation needs to be supported by a good implementation strategy and the cooperation of all school elements (Ismail, 2016).

The evaluation process for TQM is optimally carried out by emphasizing the purpose of achieving TQM objectives. Evaluation is carried out as a form of continuous reflection

followed by supervision and ultimately focuses on quality assurance for customer satisfaction (Anas, 2019).

As described by Kurniawan (2010), there are indicators or characteristics of the success of TQM implementation in Islamic educational institutions. Four indicators are that leaders and teaching staff have a visionary attitude, unify, empower, control emotional ratios, and be integrity.

According to Hensler and Brunell in Nasution (2001: 33-34), companies must implement the four main principles of TQM. These principles include paying attention to customer needs and desires and regularly evaluating products or services. Companies must also develop effective and efficient production processes and empower all organization members to actively participate in improving the quality of products or services.

According to Kotler (2007), customer satisfaction is one of the main drivers of long-term relationships between companies and customers.

According to Tjiptono (Tjiptono, 2015), several factors that affect customer satisfaction include the tangibles (physical evidence), can be physical facilities, equipment used, physical representation of products or services, reliability, namely the ability to carry out the promised product or service precisely and reliably, responsiveness is the ability to help customers by delivering products or services quickly or to responses and empathy, in the form of a requirement to care, give personal attention to customers (Purwaningsih, 2023).

Departing from the background above, the following is the formulation of the problem in this study, namely: (1) How is the implementation of the TQM strategy in Assalaam Modern Islamic Boarding School Temanggung? (2) How is ESQ's implementation for creating preachers in Assalaam Modern Islamic Boarding School Temanggung? (3) What factors are the supports and obstacles for implementing the ESQ-based TQM strategy to create a preacher in Assalaam Modern Islamic Boarding School Temanggung?

## **METHOD**

This study is descriptive qualitative research that describes the implementation of TQM principles based on ESQ to produce preachers. The institution that is the object of analysis is the Assalaam Modern Islamic Boarding School in Temanggung, Central Java. Creswell stated that the data in qualitative research is descriptive and derived from personal documents, public documents, field notes, and respondents' words and actions (Creswell, 2018). The TQM principles used as an analytical tool are TQM theory, which consists of four

principles: customer satisfaction, fact-based management, continuous improvement, and respect for anyone.

The approach used in this research is a management approach. The management approach is considered suitable for understanding research data related to the quality management model of Islamic educational institutions. Data collection was carried out through observation, interviews, and documentation. Observation techniques are used to observe, record, and photograph everything related to the research theme. Interview techniques were conducted openly with institutional managers to explore various information related to the research theme. Documentation techniques are used to reveal data stored in documents, to explore data that cannot be obtained through observation and interviews, or to complement and strengthen data obtained from observation and interview techniques.

The data successfully extracted is then analyzed using qualitative descriptive analysis methods. This research method presents the research results on philanthropic institutions' management models. The analysis process is carried out to understand, examine, explore, and interpret phenomena that arise related to research object management activities. Data analysis is done through activities, including data reduction, display, and conclusion drawing.

## RESULTS AND DISCUSSION

TQM has become a popular quality system in profit and non-profit organizations (Damai Yanti & Aulia, 2021). Application TQM strategy Islamic Education in Assalaam Modern Islamic Boarding School consists of four main principles: customer satisfaction, respect for everyone, management based on fact, and continuous improvement.

### 1. Customer Satisfaction

Customer satisfaction is an attitude regarding the feelings customers receive based on good or bad experiences obtained from a product or service, which later refers to customer satisfaction (Steven Setiadi, 2023). Customer satisfaction is a top priority in educational services (Sonia, 2021). Islamic boarding schools, as non-profit institutions, are expected to provide good services in the form of educational facilities supported by the placement of teaching staff according to their fields of expertise (Arivatu Ni'mati Rahmatika 2021).

Customer satisfaction data at Assalaam Modern Islamic Boarding School Temanggung is obtained through question sheets prepared as questionnaires and given directly to teachers, employees, guardians, and students. Furthermore, the data collected is analyzed with descriptive quantitative techniques.

The level of student and parent satisfaction with the quality of school services is determined by the Community Satisfaction Index (CSI) set by the Ministry of Agriculture No. 25 of 2004 concerning General Guidelines for the Preparation of SMIs (Kep/25/M.Pan/2/, 2004). The weighted average value of each school service indicator is used to determine SMIs. Each indicator of school services has the same weight, which is 0.11. Furthermore, the following formula determines the IKM against school servants in Assalaam Modern Islamic Boarding School.

$$CSI = \frac{\text{Total of Perceptual Values Per Element}}{\text{Total elements filled}} \times 0.11$$

The CSI value is determined through interpretation between 25 and 100, so it is converted to a value of 25. The determination of the quality of school services in the form of SMIs is presented in Table 1 below.

**Table 1.**  
**Determination of CSI**

Perception	Interval	Conversion CSI	Category	Information
1	00 - 1,75	25 - 43,75	D	Not Good
2	1,76 - 2,50	2,76 - 62,50	C	less good
3	2,51 - 3,25	62,51 - 81,25	B	Good
4	3,26 - 4,00	81,26 - 100,00	A	Very Good

The distribution of student satisfaction with educational services in Assalaam Modern Islamic Boarding School is presented in Table 2.

**Table 2.**  
**Student Satisfaction Index on School Services in Assalaam**

No	Indicator	The Value of School Service Elements
1	Tangibles	3,13
2	Reliability	3,31
3	Competence	3,46
4	Understanding The Customer	3,27
5	Communication	3,16
6	Responsiveness	3,26
7	Courtesy	3,22
8	Security	3,23
9	Access	3,37
	Index	3,23



CSI	80,87
Quality of Service	B
Quality	Good

Based on student assessment, the quality of educational services at Assalaam Modern Islamic Boarding School obtained a B grade, which means the performance of school services is in the excellent category. The highest satisfaction index on the competence indicator. This shows that school educators have met adequate competencies and expected educational qualifications. All educators have S1 qualifications and teach according to their fields of knowledge. In the learning process, teachers provide services by applying approaches or learning models per the 2013 curriculum. Meanwhile, the satisfaction index was lowest in the tangibles aspect. There are still some poor conditions for school buildings and bedrooms.

## 2. Respect for Everyone

This principle requires leaders to involve all elements in the organization so that the learning process can take place well to produce the expected output (Supriyanto, 2011). Educators at Assalaam Modern Islamic Boarding School express this respect by listening, understanding, and increasing attention to learners. Every educator values students as whole people and understands their uniqueness. The student is valued as someone he or she wants to be valued.

The following are the results of the author's interview with Eni Erawati as an educator and ZidanNurulloh as a student at Assalaam Modern Islamic Boarding School regarding the respect of educators at Assalaam Modern Islamic Boarding School towards students, namely: (a) Maintain effective communication with students, (b) Systematically build better relationships, and (c) Educators help address non-academic needs that hinder students' academic success.

Educators understand the non-academic needs that hinder students' academic success. In addition to the needs for clothing, food, and sleep, other aspects needed by students are: (a) Friends beside them who are considerate of them, (b) Challenging and fun learning and socialization experiences, (c) The opportunity to make the right choices and learn how to make intelligent choices, (d) The opportunity to master the skills needed to pursue one's dreams and self-advocacy and cultural interdependence, (e) Security and well-being, (f) Good status and reputation, and (g) Opportunities to change lives for the better.

### 3. Fact Based Management

The principle that must be implemented in TQM is fact-based management. Fact-based management helps leaders make the right decisions (Saparina, Wahab, and Mirfani, 2023). The following are the results from the author's interview with Mr. Muflih Wahyanto, director at Assalaam Modern Islamic Boarding School Temanggung. In its implementation, Assalaam Modern Islamic Boarding School develops the quality of education: School Accountability, Teacher Creativity, School Independence, Assessment Standards of Curriculum 2013, School Efficiency, and Student Activity Level.

### 4. Continuous Improvement

Applying the principle of continuous improvement can significantly contribute to improving the quality of education (Suaeb, 2022). From the results of an interview with Moh Bagus Wildani who is a teacher at Assalaam Modern Islamic Boarding School, seven components received quality improvement, namely: a conducive climate, involvement of stakeholders as internal and external customers in quality planning, achievement of expectations for academic achievement, provision of school rewards and incentives, opportunities, student responsibility and participation, school discipline and discipline, implementation of curriculum and learning process in schools. Strong leadership is needed to build a quality culture and realize excellent schools, namely creative and participatory leadership.

The following are the results of interviews with teachers, staff, parents, and students related to the implementation of the Islamic Education TQM strategy in Assalaam Modern Islamic Boarding School.

**Table 3.**  
 Implementation of Islamic Education TQM strategy in Assalaam.

No	Indicator	TQM Element Value				Index
		Teachers	Staff	Parents	Students	
1	Facilities and infrastructure	3,3	4,0	3,3	3,0	Index
2	Discipline	3,3	4,0	3,3	3,3	
3	The professionalism of teachers and staff	3,3	3,0	3,0	3,3	3,28
4	The relationship between teachers and students	3,3	4,0	3,3	3,0	3,39
5	Organizational structure	3,0	3,0	3,0	3,7	3,19
6	Teaching activities Quality	3,7	4,0	3,0	3,0	3,28



7	Master's Example	3,3	4,0	3,7	3,0	3,22
8	Safety in the school environment.	3,3	3,0	3,3	3,3	3,25
9	Admission to the school	3,7	3,0	3,7	3,0	3,39
10	Communication between teachers and students	3,0	3,0	3,7	2,7	3,31
11	Learning evaluation	3,3	3,0	3,3	3,0	3,39
12	Strategies to improve the quality of study	3,3	4,0	2,7	2,7	3,11
13	Learning development strategies	3,3	3,0	3,3	3,3	3,19
14	Implementation of the independent curriculum	3,0	3,0	3,0	3,3	2,94
15	Implementation of the Curriculum 2013 assessment	3,3	3,0	3,0	3,0	3,31
16	Comfortable learning environment	3,3	3,0	3,3	3,0	3,11
17	The Role of stakeholders in learning Quality	3,3	3,0	3,0	3,0	3,08
18	Student achievement	3,3	3,0	3,0	4,0	3,19
19	Teacher incentives	3,3	3,0	3,3	3,3	3,08
20	Student activeness in learning	3,3	4,0	3,0	3,3	3,42
21	Student obedience and obedience	3,3	3,0	3,3	3,3	3,31
22	Implementation of the independent curriculum	3,3	3,0	3,0	3,0	3,28
TQM value						8,08
TQM Quality						B
Quality						Good

From the results of interviews related to implementing the Islamic Education TQM strategy in Assalaam Modern Islamic Boarding School with teachers, staff, parents, and students, Assalaam Modern Islamic Boarding School has implemented the TQM strategy well. There are three indicators with the highest index value of 3.39: discipline and discipline, teacher example, and easy access to school. The lowest indicator, with a value of 2.94, is on the strategy indicator in improving the quality of learning, where every year, the activity program has not changed much compared to previous years.

## Implementation of ESQ strategy in Assalaam Modern Islamic Boarding School

ESQ-based education management will positively impact the formation of students' character (Rahmawati, Arifah, and Rokhmawanto, 2022). The results of an interview with Fadlil Daryanto as an employee/staff at Assalaam Modern Islamic Boarding School regarding the implementation of the ESQ programs in Assalaam Modern Islamic Boarding School are as follows:

The learning system inside Assalaam Modern Islamic Boarding School applies a learning system that prioritizes the cultivation of attitudes related to emotional and spiritual skills such as consistency (*istiqamah*), humility (*tawadlu*), try and surrender (*tawakal*), sincerity/*sincerity* (sincerity), totality (*Kaffah*), balance (*Tawazun*), integrity and refinement (*Ihsan*) they are called *Akhlakul Karimah*. Educators at Assalaam Modern Islamic Boarding School always guide, nurture, and direct students to become human beings who have *Akhlakul Karimah*. Educators in Assalaam Modern Islamic Boarding School have carried out their duties well; namely, they have carried out their responsibilities and their duties in educating, directing, and guiding students as good educators should, said the director of Assalaam Modern Islamic Boarding School Temanggung. With the strengthening of moral values, three essential elements will be formed in Islam: faith, Islam, and Ihsan, which will be a complete unity.

Planting ESQ by educators at Assalaam Modern Islamic Boarding School Temanggung has the aim that students can know God, the ability to know themselves (self-awareness), the ability to manage emotions (self-mastery), the ability to motivate themselves, the ability to control themselves, the ability to see unity in diversity, the ability to manage and endure difficulties and sufferings, the ability to interpret every facet of life, the ability to manage and endure difficulties and sufferings, and the ability to understand ukhrawi life (Muslim, 2018).

The basic concepts in the Implementation of ESQ programs at Assalaam Modern Islamic Boarding School Temanggung are as follows:

### Pillars of Faith: Principles for Building Emotional Intelligence

The pillars of faith significantly impact increasing students' emotional intelligence (Ningtiyas, 2020). Students at Assalaam Modern Islamic Boarding School are thoroughly taught about God's attributes to build integrated emotional and spiritual intelligence. Understanding God's attributes begins with clarifying the heart to purity and purity. Able to

be independent, be rahman and rahim, fair and wise. They were taught how to make good decisions based on God's intentions, in which there is noble wisdom, security, confidence, integrity, wisdom, and motivation.

Angels are noble beings, and God trusts them to carry out His commandments. All work is done to the best of their ability, regardless of the work given to them. The principle is singular only to serve God. Angels have matchless faithfulness, work tirelessly, and have no other purpose than to complete the work given by God to completion. They are very disciplined in carrying out their duties with very satisfying results. All the systems under his charge run perfectly. God gives That trust directly, and angels can truly guard it.

An angelic example is a man of integrity; in fact, total integrity total integrity produces a high level of trust. The example that can be obtained from the nature of angels, in general, is to maintain trust, loyalty, and commitment, the habit of giving and initiating, and the habit of helping. Such an attitude is instilled in Assalaam Modern Islamic Boarding School as a form of renewal of Islamic education.

In the history of Islamic culture, the students are taught how the history of the Prophets became good leaders. A true leader always loves and cares for others, so he is loved. He has strong integrity, so his followers trust him. He always guides and teaches his followers. Have a strong and consistent personality. Moreover, leading based on a natural conscience is the most important thing.

The Qur'an is a guide to happiness, and the basic principles guide students to achieve success and prosperity, both outwardly and mentally. It also motivates students to have true self-confidence, strong motivation, and firm principles. The students integrate the Qur'an with the habit of reading books and reading situations carefully. Always think critically and deeply. Constantly re-evaluate his thinking. Be open to making improvements. Have strong guidelines for learning.

In this principle, the steps to build the students' vision begin. This principle is very dependent on the quality of the intelligence of the students, which has been prepared in the construction of previous principles. In a vision or initial goal, there will go to the point of the final goal to be achieved. Therefore, every time you assign a job, educators at Assalaam Modern Islamic Boarding School try to teach by touching the heart first, not the thoughts in his head. Give meaning to students' hearts by explaining what the ultimate goal must be achieved. Motivate for the future to have self and social control, certainty about the future, and high inner calm.

The teachers, or *asatidz* and *asatidzah*, assure the students that the end day (apocalypse) is God's destiny. Educators provide confidence by explaining the whole of destiny by looking at the overall (Ghafar, 2023). Educators also explain that a person's success or failure is due to a destiny that God has or is presently a preacher. In every process that will and has been passed, there is a destiny or law decreed by God, which is inevitable. Nevertheless, man has the right to choose every step to determine his destiny (Jamaluddin, 2019).

### **The Five Pillars of Islam as the Physical Dimension of Man**

Islam's pillars significantly impact increasing students' emotional intelligence (Safitri, Zakaria, and Kahfi, 2023). Implementing the pillars of Islam in Assalaam Modern Islamic Boarding School has five guidelines based on the pillars of Islam. First, a clear mission statement of "two sentences of shahada" becomes the purpose of life and commitment to Allah SWT. *Shahada* becomes a generator of courage and optimism for the students, creating inner peace in carrying out their life mission. Second, students are taught a method of character building through five preacherly prayers. By doing five preacherly prayers, the students relax to maintain self-awareness and have a clear way of thinking. Prayer can continuously improve emotional and spiritual intelligence. Prayer is an experiential formation technique that builds a positive paradigm (new paradigm shift).

Furthermore, prayer is a way to continue to hone and sharpen the ESQ obtained from the Pillars of Faith. Third, they have the ability of self-control, which is trained and symbolized by "fasting." In addition to Ramadan fasting, students are encouraged to observe *sunnah* fasting on Monday and Thursday. This fast aims to achieve true freedom and liberation from unbridled bondage. Fasting is hoped to help students maintain their most valuable assets, namely the divine conscience and the real purpose of life. These three values will produce personal resilience in the students; the following are issued through zakah and Hajj. These two values will later produce social resilience (Elynawati, 2023).

Assalaam Modern Islamic Boarding School provides Islamic education to students to worship with *ihsan*. *Ihsan* is to worship Allah as if seeing Allah and believing that if you cannot see Allah, then Allah sees us. Furthermore, the inner voice that arises is patient, consistent, trustful, and sincere. Thus, Islamic education based on ESQ can make a real contribution to realizing the renewal of Islamic education so that there are characteristics that can realize Islamic Education in Indonesia into a model that can be used as a reference to create high character and virtuous education by Islamic religious guidance (Handayani, 2023).

The following are the results of interviews with teachers, staff, parents, and students regarding the implementation of the ESQ program at Assalaam Modern Islamic Boarding School Temanggung as follows:

**Table 4.**  
 Implementation of the ESQ programs at Assalaam

No	Indicator	ESQ Element Value				Index
		Teachers	Staff	Parents	Students	
1	Understanding the pillars of faith	4,0	4,0	3,3	3,3	3,53
2	Implementation of the Pillars of Islam	3,7	4,0	3,3	3,7	3,67
3	Intuition of the teachings of Islam	3,3	3,0	3,3	4,0	3,43
4	The practice of Islamic religious teachings	3,3	4,0	3,3	3,7	3,67
5	Knowledge of Islamic teachings	3,3	3,0	3,0	3,3	3,10
6	Master's Example	3,7	3,0	3,7	3,3	3,33
7	Habituation of Islamic educational practices	3,3	4,0	3,3	3,0	3,43
8	Implementation of the five preacherly prayers	4,0	4,0	3,7	4,0	3,90
9	Understanding the terms and pillars of prayer	3,3	3,0	3,3	4,0	3,43
10	Understanding the terms and pillars of zakah Hajj	3,3	2,0	3,0	3,3	2,77
ESQ Element Value					85,67	
ESQ Quality					A	
Quality					Very Good	

From the results of the interview, the implementation of the ESQ programs at Assalaam Modern Islamic Boarding School Temanggung has gone well. The highest value of the ESQ element is in the indicator of implementing five preacherly prayers with an index value of 3.90. Students and female students at Assalaam Modern Islamic Boarding School Temanggung must pray five times in congregation at the mosque within the Assalaam Modern Islamic Boarding School environment. This is a method of character building; through five preacherly prayers, the students relax to maintain self-awareness and have a clear way of thinking. While the lowest index value from the interview results is in the indicator of

understanding the terms and pillars of zakah and Hajj with an index value of 2.77, many students still do not know directly both the terms and pillars of zakah and carrying out Hajj.

### Implementation of TQM Based on ESQ in Creating Preacher

The strategy of creating a teacher at Assalaam Modern Islamic Boarding School has conceptualized how the students will become warriors in the way of Allah SWT. As the author has previously written about the ESQ-based Islamic education TQM strategy in creating teachers, the author obtained the results of research that Assalaam Modern Islamic Boarding School applies two strategies in creating teachers that is 1) Learning strategy using integrated quality management standards: which is a management system that requires improving the quality of schools through empowering resources. The source and potential of the school are in the form of physical and organizational personnel and the community environment around the school, which aims to improve the quality of the school, especially graduates/outputs from the school itself. 2) ESQ plays a crucial role in Islamic-based educational institutions, shaping students' character according to concepts developed from the concepts of freedom of heart, pillars of faith, pillars of Islam, and monotheism (Ningtiyas, 2020).

The following are the results of a questionnaire about the preacher printing program at Assalaam Modern Islamic Boarding School Temanggung, which teachers, staff, parents, and students filled out. There are eight indicators as a measuring tool, including the extent of the success of Assalaam Modern Islamic Boarding School in implementing the *preacher* printing program as a continuation of Islamic education with a TQM strategy based on ESQ. The results of the questionnaire can be seen in the following table:

**Table 5.**  
 Program to create preachers at Assalaam Modern Islamic Boarding School

No	Indicator	Element Value Preacher				Index
		Teachers	Staff	Parents	Students	
1	Motivation to become a preacher	3,3	4,0	3,0	3,3	3,28
2	Implementation of Islamic teachings	3,7	4,0	3,3	3,3	3,47
3	Method of proselytizing	3,3	3,0	3,0	3,0	3,08
4	Exemplary being a preacher	3,3	3,0	3,0	3,3	3,19
5	Speech practice	3,3	4,0	3,7	3,0	3,39



6	<i>Tausiyah</i> activities	3,7	4,0	3,7	4,0	3,81
7	Facilities and infrastructure become a preacher	3,3	3,0	2,7	3,7	3,19
8	Evaluation of oratory skills	3,3	3,0	3,0	3,0	3,08
Preacher Elemental Value						82,81
Preacher Quality						A
Quality						Very Good

From the questionnaire results, *tausiyah* activities have a value of 3.81, the highest value of the other eight indicators. *Tausiyah* is a recitation activity that aims to provide students with religious understanding. This *tausiyah* activity is significant in producing qualified religious preachers. In *tausiyah* activities, students gain deep and structured knowledge about Islamic teachings. In addition, *tausiyah* activities can help students improve their public speaking skills. The students are taught how to convey religious messages clearly and easily understood by the community. This is very important to convey religious messages properly and correctly. However, of the many students who have graduated from Assalaam Modern Islamic Boarding School, not many students have entered the community to become preachers. There needs to be an improvement in the evaluation indicator of oratory ability and in the indicator of the method of da'wah, where these two indicators get the lowest value out of the other eight indicators. Preachers graduated from Assalaam Modern Islamic Boarding School who have been involved in the community, such as Lanang Mudadi, who is also the chairman of the Ar-Risalaah Foundation at SD Ar-Risalah Secang Magelang regency, Asdi Nur Cholis, who is also a lecturer in Arabic at the University of Muhammadiyah Purwokerto, Nur Rokhim who is also a caregiver at the Darussalaam Islamic Boarding School Buriko Village, Pitumpanua District, Wajo Regency, South Sulawesi Province, they are alumni of Assalaam Modern Islamic Boarding School who have been involved in the community to become preachers.

## CONCLUSION

The preacher-creating program at Assalaam Modern Islamic Boarding School has been effective, attractive, and well-structured, but speech practice activities still need development. Strategies for improving the quality of learning and evaluation also need to be developed every year so that every problem in the preacher-creating program can be solved. In the end, it is hoped that Islamic education can produce quality preachers.

The TQM strategy in Islamic education based on ESQ is very influential in developing a preacher's character and personality. Students can become qualified preachers and positively contribute to society through a holistic approach.

Students must also learn about science, technology, society, culture, and religious materials. Thus, the preacher is good at speaking from the pulpit, has extensive knowledge, and can adapt to changing times. The process and stages can be realized if there is active and dynamic participation between communities, stakeholders, parents of students, students, teachers, education staff, and staff, as well as other parties concerned about Islamic education.

In this research, the author only discusses the application of TQM and ESQ to create preachers in Islamic education. Printing a preacher is a complex process and requires good quality. For this reason, research is still needed on other factors in creating a preacher and how to overcome the obstacles in the process.

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