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Collaborative Leadership in Islamic Education: Communication is the Key to Successful TQM Practices

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ABSTRACT. This article deals with implementing Total Quality Management (TQM), leadership, and organization in Islamic education. The author explained that TQM could help improve the quality of Islamic education by supporting continuous quality control. Also, good leadership is needed to support the implementation of TQM in Islamic educational institutions. Furthermore, the authors explain that teamwork is important in implementing TQM in Islamic educational institutions. At the academic level, working together allows for better program development, greater community involvement, and better achievement of the company's mission and vision. This study uses a library research method that uses the literary method, that is, collecting data from different types of good books and using qualitative research methods. Finally, the authors concluded that integrating TQM, leadership, and teamwork can help improve the quality of Islamic education. However, the authors emphasize that successful implementation requires awareness and involvement of all stakeholders, as well as effective and sustainable management.

Keywords: *Total Quality Management (TQM), Leading and Teamwork, Islamic Education, Communication*

INTRODUCTION

Collaborative leadership in Islamic education has become an increasingly important issue in facing the complex challenges of managing Islamic educational institutions. To improve the quality of Islamic education, the concept of Total Quality Management (TQM) has become an approach adopted by many Islamic educational institutions. TQM is a management approach that focuses on overall quality through the participation and collaboration of all organization members in achieving common goals. In this context, communication is central to enabling successful TQM practices in Islamic education. Effective communication between leaders and staff members and between staff members is essential to achieving common goals, identifying problems, designing solutions, and implementing needed changes. In this context, communication is a tool for transmitting information and building harmonious relationships, facilitating collaboration, overcoming conflicts, and strengthening bonds between team members (Perusso, 2020).

Islamic education faces various complexities, including changes in the social environment, technology, and societal demands. Therefore, Islamic education leaders must be able to adapt, innovate, and manage change wisely. Collaborative leadership enables Islamic education leaders to explore the potential of team members, motivate them to actively contribute, and generate innovative and effective solutions to existing challenges (Welcome, 2022). In TQM practice,

effective communication also facilitates inclusive participation and decision-making. All team members are empowered to contribute to identifying problems, designing solutions, and implementing corrective actions. In Islamic education, active and inclusive participation of teachers, administrative staff, parents, and students is very important to achieve optimal quality of education according to Islamic values (Matsuo, 2020).

Therefore, this article will highlight the importance of communication in collaborative leadership practices in Islamic education that adopts TQM. This article will also emphasize that effective communication is the key to successfully implementing successful TQM practices in Islamic education. In this context, this article will discuss the importance of open, transparent, and inclusive communication between leaders and team members and between team members(Jingura, 2019). Apart from that, this article will also underline the importance of the active participation of all stakeholders in the decision-making process and implementation of changes to improve the quality of Islamic education. Open and transparent communication between leaders and team members will enable the exchange of ideas, views, and information necessary for sound decision-making. In addition, inclusive communication, where all team members are empowered to participate actively, enhances collaboration and team spirit and strengthens the bond between team members.

In TQM practice, effective communication is also required to identify problems, design solutions, and implement changes. Islamic education leaders need to prioritize clear and open communication in informing team members of the organization's vision, mission, and goals. In addition, effective communication is also needed in facilitating performance evaluation, feedback, and monitoring of results to improve the quality of education (Brandhorst, 2019). The active participation of all stakeholders, including teachers, administrative staff, parents, and students, is also important in collaborative leadership in Islamic education. Inclusive and participatory communication will enable all parties to contribute to identifying needs, expectations, and challenges in Islamic education, as well as designing solutions together. In this context, open and inclusive communication can strengthen the relationship between Islamic education institutions and society, build trust, and obtain the necessary support.

This study aims to provide recommendations to Islamic educational institutions, leaders, and other stakeholders regarding strategies and steps that can be taken to improve communication in collaborative leadership practices in Islamic education that adopts TQM in order to achieve better results in improving the quality of education.

METHOD

It is library research. Library research is often referred to as literature-based research methods. This research is qualitative, in which the author does not go directly to the field while obtaining various data. Literature research is one way to find data by examining the various ideas that become research studies to find hypotheses from the problems that have been determined. This research collects correct, valid, and vital data consisting of primary and secondary data sources. *Primary data* are manuscripts related to education management and religious moderation obtained by reading, studying, and analyzing some data supporting the research. At the same time, secondary data are in the form of books, photos, documents, and journals, as well as the results of previous studies that are relevant or related to the primary data and research themes. Researchers collect data from related manuscripts to religious moderation and education management, then books, journals, articles, or results from previous research related to the problem collaborative leadership in islamic education: communication is the key to successful TQM practices, the collection technique is library research.

The data validity technique of this study uses a semantic validity test because the data in this study are researched in the form of words, phrases, clauses, sentences, and discourse in text form.

The text's words, phrases, clauses, sentences, and discourse are interpreted contextually to obtain valid meanings. The reliability test in this study used interrater and interrater reliability tests. The interrater technique is a technique of rereading the contents of the text so that the same data is obtained. Perseverance and accuracy are required to obtain consistent and reliable data. Then the interrater technical reliability test examines the data with the consideration and verification of experts, namely lecturers Saefudin Zuhri and Encep Syarifudin. Data were analyzed using descriptive analysis, compromising data reduction, data classification, data display, and drawing conclusions. In addition, researchers used hermeneutic analysis techniques.

RESULT AND DISCUSSION

Result

Communication to Achieve Quality

Communication is very important in achieving quality education because, through communication, stakeholders who have an important role in education can interact and evaluate each other so that the course of education in these educational institutions can run well, following the main goals. There are several reasons why communication is very important in achieving the goals of quality education.

First, it can facilitate accurate and clear information. Good communication can help organize and transmit information in an easy-to-understand and unambiguous way. Good communication between all parties involved, such as teachers, students, parents, and school staff, can help transmit accurate and clear information about goals, expectations, projects, assignments, learning outcomes, and any issues that arise in education. By facilitating accurate and clear information, communication can ensure that all parties involved in education have the same understanding of the goals and expectations to be achieved and strengthen student involvement in their learning process. Effective communication can also help identify education-related problems and allow for better and faster solutions.

In addition, effective communication can also assist in identifying problems related to education, such as problems in the teaching and learning process, disciplinary problems, or curriculum problems. By identifying these problems through open and honest communication, better and faster solutions can be reached so that the quality of education can be significantly improved. In an effective educational environment, good communication also makes it possible to share ideas and views between all parties involved, which can help improve the overall quality of education. It allows all parties involved in education to work together and support each other in achieving the same goals: good quality education and student success.

Second, another reason is that it can increase collaboration and cooperation. It is an important factor in achieving good quality education. Collaboration between teachers, students, parents, and school staff can help create a positive and effective educational environment. Stakeholders can create an open and inclusive educational environment, meaning that schools must create an environment where all parties can feel comfortable and safe to participate and contribute, which can create a strong sense of trust and support between all parties involved. In addition, create a forum for discussion that can help gather all parties involved in education and open opportunities to share ideas, experiences, and thoughts so that they can help identify education-related problems and provide good solutions. Finally, it can improve cooperation between teachers and academic staff, improving the teaching and learning process and creating a more effective educational environment. So that schools are expected to ensure that all staff feel heard and are allowed to contribute to decision-making.

Third, identify issues and discover solutions. Curriculum, instruction, discipline, and human resources are all areas where problems might arise. It is critical to identify problems as soon as

possible and establish appropriate and effective remedies for education to operate smoothly. In identifying difficulties, it is necessary to consider the experience of all parties involved in education through discussion forums or individual interviews. After identifying the problem, the next step is finding a solution that includes concrete and effective actions to overcome the problem. Effective solutions can come from various internal and external sources to the educational institution. By identifying problems and finding effective solutions, we can improve the quality of education and create a better educational environment for all students and those involved in the educational process.

Fourth, to increase trust and transparency, which is very important in improving the quality of education. When many trust schools and the education system, they are more likely to support and participate in the educational process. There are several ways to increase trust and transparency in the education system, such as improving communication, providing clear information between schools and the education community, increasing accountability, inviting parent and student participation, and involving the community so that they can help increase trust and transparency by introducing schools in the community and obtain support for each educational program that is implemented. Schools can build stronger relationships with parents, students, and the community by increasing trust and transparency in the education system. It can help increase participation in education, improve student performance, and improve the overall quality of education.

Leadership Style in Total Quality Management

In education, the TQM approach refers to efforts to improve the quality of the learning process and school management. The concept of TQM in education can be applied by integrating quality standards, procedures, and management systems in all elements of an educational organization, including leaders, teachers, staff, and students. A leader who applies the right TQM leadership style must manage the organization effectively with a focus on customer satisfaction. In education, customer satisfaction can be interpreted as a student and parent satisfaction with the learning process and school management.

In addition, leaders who apply the TQM leadership style must be able to encourage the participation and involvement of all members of the organization. It means that leaders must open space for input and ideas from all organization members, including students, staff, and teachers. In the TQM leadership style, all organization members are considered to have an important role in achieving quality goals, so their participation and involvement are highly valued. Furthermore, leaders who apply this leadership style must also understand the needs and expectations of students and parents for the learning process and school management, where customer satisfaction is an important factor in achieving the goals of quality education.

Finally, leaders who adopt this leadership style must provide the necessary support for staff and teachers to improve their performance. It can be done by providing relevant training and development, providing constructive feedback, and creating an environment that supports creativity and innovation. Educational leaders can create an environment conducive to achieving quality goals by applying the right TQM leadership style. All organization members, including students, staff, teachers, and parents, will feel valued, increasing their involvement and motivation in the learning process and school management.

Characteristics and Benefits of Teamwork

Teamwork can improve communication among team members, which can help strengthen understanding and support between them. It can reduce misunderstandings and increase efficiency in achieving team goals. Teamwork plays an important role in improving communication among team members. In a team, each member must communicate effectively and openly with other team members. In teamwork, each member must understand the goals and responsibilities and how they can contribute to achieving them. With good communication between team members, each

member can strengthen understanding and support between them so they can easily achieve team goals. In addition, good communication can reduce misunderstandings that arise between them so that efficiency in achieving team goals can increase.

In teamwork, developing open, honest, and proactive communication is important. It can be done by ensuring each team member has the opportunity to speak and provide input and listen to and consider input from other team members. Each team member must feel valued and recognized for their contribution to achieving team goals to create a positive and productive work environment; providing recognition and appreciation for each team member's contribution is essential in creating a positive and productive work environment. It can increase team members' motivation and confidence so they feel motivated to give their best to achieve team goals. Recognition and appreciation can be done by providing positive feedback on each team member's contribution, as well as opportunities for them to develop their abilities and potential. In addition, recognition and appreciation can also be done by giving awards or rewards for achieving team goals.

In giving recognition and appreciation, it is important to do it fairly and objectively. Each team member must receive equal and equal recognition and appreciation without discrimination or favoritism. It will help create a positive and productive work environment and increase the motivation and confidence of each team member in achieving common goals.

Communication as a Measure of Good Organizational Management

Effective communication can strengthen relationships between educational community members, such as students, teachers, administrative staff, parents, and the community. It can create a positive and productive educational environment and increase their support and cooperation. It is also very important to ensure that the goals and vision of the educational organization are well understood and implemented by all members. Effective communication can help identify problems and challenges related to education so that appropriate solutions can be sought and implemented. Thus, good and effective communication is the key to creating good educational organization management.

In educational organization management, good communication is important in measuring performance and monitoring progress. Effective communication can help clarify organizational goals and expectations and enable objective and transparent performance measurement. It can help improve organizational accountability and performance and strengthen relationships with stakeholders. Communication can also help improve the accountability and performance of educational organizations. With transparent and open communication between stakeholders, such as students, teachers, administrative staff, and parents, the necessary information and input can be exchanged better. It can help stakeholders better understand the goals and expectations of the organization and ensure that the organization can meet their demands and needs. In this way, educational organizations can continuously improve their performance and strengthen their relationships with stakeholders to produce better outcomes for students and society. Therefore, good and effective communication must be one of the main priorities in the management of educational organizations. Leaders of educational organizations must ensure that they facilitate good communication among members of the educational community and that communication is an integral part of the educational organization's management system. Thus, good and effective communication can measure good educational organization management and help achieve better quality education.

Discussion

Communication to Achieve Quality

Effective and sustainable communication is very important in increasing the quality of education. Communication between various education stakeholders, such as teachers, students,

parents, school staff, and other related parties, helps create an educational environment that is inclusive, collaborative, and oriented toward achieving optimal results.

First, open and transparent communication between teachers and students can improve the quality of learning. Teachers with good communication skills can clearly communicate subject matter, explore student understanding, and provide constructive feedback. Good two-way communication can also encourage students' active participation in the learning process, facilitate productive discussions and questions and answers, and help identify learning difficulties and overcome challenges faced by students (Brandhorst, 2019). *Second*, good communication between teachers and parents can contribute to improving the quality of education. Collaboration between teachers and parents in facing challenges and solving problems related to learning can strengthen the support provided by both parties to students. Open and transparent communication can also strengthen parents' understanding of their child's academic development and behavior to support their child's learning process at home actively (Rennie, 2018).

Third, effective communication between school staff can improve the quality of education management. Structured, continuous, and mutually supportive communication between school staff, whether in regular meetings, group discussions, or electronic communication, can strengthen coordination and collaboration between various parts of the school. It can increase the efficiency and effectiveness of the education management process, from planning, implementing, and monitoring to evaluating educational programs (Foo, 2015). *Fourth*, good communication between other related parties, such as external stakeholders (for example, the education office, local communities, and cooperation partners) and the general public, is also important in increasing education quality. Open, inclusive communication based on mutual understanding and cooperation can strengthen the active participation of all parties in formulating education policies, facilitate the collection of inputs, and strengthen community support and involvement in efforts to improve the quality of education in certain areas or communities (Briggs, 2014).

Interactive communication between teachers and parents is needed to improve the quality of early childhood education. The study results show that open communication, listening to each other, and mutual collaboration between teachers and parents can positively contribute to children's development, parents' understanding of children's education, and the success of early childhood education. The role of communication between teachers in improving the quality of learning in elementary schools. The research results show that effective inter-teacher communication can strengthen collaboration and cooperation between teachers in planning, implementing, and assessing learning. Good communication between teachers can also improve coordination, team cohesiveness, and sharing of experiences and knowledge, improving learning quality (Sharrock, 2014).

Communication as a tool to improve the quality of learning: Effective communication between teachers and students can improve the quality of learning. Teachers with good communication skills can communicate subject matter clearly, listen to and respond to student needs, provide constructive feedback, and facilitate discussion and collaboration in class. Communication as an important factor in effective education management: Structured and continuous communication among school staff can increase the efficiency and effectiveness of education management (Matsuo, 2020). Good communication between school staff can strengthen coordination, and collaboration in planning, implementing, monitoring, and evaluating educational programs as well as communication as an effort to involve external stakeholders: Inclusive and collaboration-based communication with other related parties, such as education offices, local communities, and partners, can strengthen their active participation in formulating education policies and improving education quality. Open communication based on mutual understanding can facilitate input gathering and strengthen community support and involvement in efforts to improve education.

Leadership Style in Total Quality Management

Leadership style is the way leaders interact with their subordinates (Juhji, 2020). It is well known as five different leadership styles: autocratic, democratic, participative, goal-oriented, and situational (Sangga & Ahmad, 2022). The appropriate type of leadership in the context of TQM is the leader who plays a high role. Participatory leadership, in the traditional view, involves seeking teacher input. In contrast, the TQM view involves seeking input from qualified teachers, considering those inputs, and acting on them. Therefore, the difference depends on the ability of the staff or teachers in the educational institution (Djuhartono et al., 2021; Nuraini, 2022). As the leadership process of TQM model participation is applied correctly, the leader will support his subordinates, who respect and are willing to follow him (Yusuf, 2021). There are many characteristics that a leader must possess in order to gain the loyalty of his subordinates, such as strong authority, self-discipline, honesty, high reliability, and intelligence so that he can decide when to change and when to insist, have energy, and great perseverance, holding firmly to the objectives of the organization, loyal and always in the face of all situations, including the most difficult ones (Munir, 2020; Royhatudin et al., 2020; Nabilah et al., 2022).

Teamwork is one of the key elements of TQM. A group is a group of people with a common goal. It was important to train some groups in a person's education; the idea of Silyey is better than the sum of its side (one group); one might know and trust one another so that you can help each other lead to goodness. Not every group of people can be called a group. To be considered as a group, certain people must have the following characteristics: 1). There is agreement on group information; For a team to be a team and for the team to work effectively, all team members must be able to understand and agree on its goals. 2). Existing union rules bind all members; all groups must have the necessary standards to have a professional system for doing this work. A group or group can become a union if there is an agreement on the existing rules. 3). Responsibilities and powers are fairly distributed; The existence of a group does not invalidate the process and authority. A team can work if responsibilities and powers are separated, and each is treated well. 4). Support change; In TQM, change is inevitable and critical. Unfortunately, people often resist change. Therefore, each member should help each other to change in order to change positively. (Nuraeni et al., 2022).

A group of people is not called a group. People in groups need to work together. Most of the time, these teams cannot perform as planned. The main reason is artificial, such as 1). Identifying members of the group; is something that people should want to know if they fit in the organization. Worry about the possibility of becoming an outsider, association with other team members, influence factors, and trust between team members. A team can only function effectively if its members are comfortable. 2). Relations between parties; as each member works together, they will know and recognize each other. Because of this, it takes time for members from different backgrounds to help each other and work together. 3). Characteristics of members of the organization; This has two parts. First, the team moves or moves within the organization. Does this section wonder if this information is the most important thing in the company? Does the team have top management support? Second, the effect of belonging to a group and its relationship with non-group members. This aspect is especially important in work groups where members want to interact with their non-member colleagues. (Puspitasari et al., 2020). They may feel that being in the group harms their relationships with their colleagues who are not members.

Communication as a measure of good organizational management in education has a very important role in increasing the education system's effectiveness. Following are some explanations regarding the importance of communication as a measure of good organizational management in the educational context: Strong relationships between students, teachers, and education staff: Effective communication between students, teachers, and education staff creates strong and trusting relationships. Open and transparent communication allows students to convey their needs and concerns, teachers to provide constructive feedback to students, and education staff to coordinate

educational activities properly. This strong relationship makes students feel heard, teachers can provide appropriate learning, and education staff can carry out administrative tasks effectively. (Schulz, 2020)

Active participation of parents: good communication between school and parents is an important factor in increasing parents' active participation in their child's education. Open, continuous, and inclusive communication allows schools to share information about children's academic development and involve parents in educational decisions. With the active participation of parents, children will receive better support in the teaching and learning process. (Sharrock, 2014).

Collaboration between teachers and education staff: good communication between teachers and education staff, including principals, program heads, and administrative staff, is an important factor in enhancing collaboration and cooperation in managing the education system. Open and collaboration-based communication allows teachers and education staff to share ideas, experiences, and information about effective learning strategies, resource management, and educational program planning. With good collaboration, the education system can be managed efficiently and effectively. (Uslu, 2017)

Good relations with the community and other stakeholders: Good communication between the school and the community, as well as other stakeholders such as the education office, government agencies, and local communities, can strengthen their support and involvement in efforts to improve the quality of education. Inclusive, open, and transparent communication enables stakeholders to participate in the planning, implementation, and evaluation of education programs and contribute to decision-making related to policies and actions affecting the education system. (Moraes, 2013). *Communication* can be defined as an effort to make others aware of some intention so that the person can understand its meaning. Alternatively, it can be defined as sending something from the sender to the receiver using a certain medium. (Nasukah et al., 2020).

The quality of the communication process is determined by the extent to which the receiver understands the message he is receiving. The encoding and decoding processes affect the attitudes, knowledge (level of education), skills, and social norms adopted by the receiver and the sender. (Pramitha, 2020). Communication can be vertical and lateral. Vertical communication can be from superiors to subordinates (downward) or from subordinates (upward). Lateral communication is communication between units or groups at the same level. Communication networks have two types which are communication and non-communication networks. A shared communication network is formed by an organizational structure of the company that defines the legal system of the company concerned. This communication network is related to the authorization of employment and the reporting of the results of human activities. Informal communication networks are often in the form of undefined information, for example, words. (Hasan et al., 2022).

Many obstacles are often encountered (Noviyanti, 2021; Rouf, 2019; Sari & Uyuni, 2018), such as 1). Filtering, where the sender changes the message to be transmitted so that the message being transmitted is only the message that matches the interests and desires of the receiver. 2). Selective perception, that is, the receiver only wants to hear the information he wants to hear. Determining the type of information required depends on needs, characteristics, interests, and expectations. 3). language difference. 4). The emotional state of the sender and receiver. The means of communication are channels and mechanisms used to transmit signs. The recipient receives the sent signal and translates it into something meaningful to them. If the signal does not match, the communication does not work. (Muda, 2019). The turn of communication quality in the TQM process to be effective consists of 1)—training and development of managers and employees. Managers must understand the processes under their control and the basic concepts of process optimization. Staff training should focus on using statistical tools and problem-solving methods effectively and efficiently. 2). The participation of everyone in the position in protecting the brand and the system's quality. It is done by involving employees both vertically and horizontally in the

organizational structure. 3). Empower employees by empowering them to make decisions related to quality improvement in the work area. 4). Quality assurance in all processes. 5). A human resource management system that maximizes individual participation at all levels of organizational structure. (Guru & Guru, n.d.)

Conceiving organizations as systems based on fundamental values but constantly interacting with their environments, we can posit values-driven management as the strategic response to the corporation's situation as an open system. Combining systems-based conceptions of organization with philosophical conceptions of ethics and practices within organization theory is possible to define the role of values-driven management as the basis for ethics in organizations. Being explicit about ethical norms and values can improve communication and information about the organization. In this context, we can define organizations in the light of systems theory as systems based on communication. This communication is possible because it uses different media as a basis for general interaction codes. (P. Koslowski, 2021)

Thyssen's approach to ethical communication opens the organization to the environment and contributes to making the aim of organizational development more explicit. In this context, ethics is conceived as a reflective mechanism of governance, an important supplement to the power and domination instruments most commonly used in organizations, such as economic management and instrumental goal rationality. In fact, because of the dominance of such systemic rationality, the spheres of economics, law, and politics are often alienated from moral reflection. (Pember, 2014).

Previous research discussed by Muhamad Muchtarom, Neneng Yety Hanurawaty, Yosephina Ardiani Septiati, and Ira Gustira Rahayu in 2022 with the article titled "The Role of Effective Internal Communication in Improving Employee Performance in the World of Higher Education X" concluded that strategies for the effective implementation of communication internal to improving employee performance at Higher Education X are a strategy for establishing interpersonal relationships with employees, both vertically and horizontally, positional relationships, namely relationships determined by the organizational structure approach and with the main tasks of employees to overcome the problem of non-smooth implementation of employee work utilizing placing employees according to their competence, clarifying relationships between employees and establishing communication-based on hierarchical work relationships. (P. Koslowski, 2021)

The author mentions that communication is the most basic thing in an organization that must be carried out both vertically and horizontally; many obstacles that occur in an organization do not communicate between individuals within the organization. Many individuals can speak but need help communicating well with partners in their organizations. On the contrary, ethics can be conceived as a new instrument in the communicative process that deals with the solution to different types of conflict between organizational stakeholders. Moreover, it also helps with organizational development and creates a strategic vision for creating a good life with respect for employees in the organization. Ethics in values-driven management is an important instrument to improve: 1) processes of decision-making, 2) argumentation (providing a broader values foundation), 3) the legitimacy of decisions (for broader groups of stakeholders), and 4) the bases of decision-making (transparency about decision- making processes). With these different concerns, management can ensure a broader ethical basis for decision-making.

CONCLUSION

Based on the above considerations, leaders can appear independent and be appointed. In discussing this article, the author explains TQM leadership and group in Islamic Education companies that consists of leadership principles to achieve the quality of Islamic education, such as the focus on customers, interests and attitude, and understanding. of work: organization, controlled independence, unity of purpose, teamwork, and continuous learning. In addition, it was also explained that the type of leadership that corresponds to the TQM concept is a type of leadership

that participates, known as open, free, or open leadership. Leaders who practice this process have no control over the decision-making process. In the concept of identity and the value of teamwork, in which each member of the team plays an important role in achieving the goals of an organization, as well as limiting factors for effective teamwork such as the personal identity of the people in the group, the relationship between the members, and the identity of the group in the organization.

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