

**STRATEGY FOR THE DEVELOPMENT OF INSTRUCTION
EDUCATION THROUGH TOTAL QUALITY MANAGEMENT
(Case Study In Darul Arqam Muhammadiyah Islamic Boarding School Garut)**

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ABSTRAK

Latar belakang penelitian ini adalah masih banyak pondok pesantren khususnya di Kabupaten Garut yang tidak dapat bertahan dan berkembang dan hampir ditinggalkan oleh masyarakat. Secara umum, tujuan dari penelitian ini adalah untuk mengetahui strategi pengembangan pendidikan pada pondok pesantren modern di pondok pesantren Darul Arqam Muhammadiyah Garut. Metode penelitian yang digunakan adalah pendekatan kualitatif dan metode deskriptif analitis dengan teknik pengumpulan data melalui wawancara mendalam, studi dokumentasi, dan observasi partisipatif di lapangan. Hasil penelitian adalah sebagai berikut: Pertama, strategi yang dilakukan oleh pondok pesantren didasarkan pada strategi pengembangan pendidikan Pondok Pesantren Darul Arqam Muhammadiyah Garut dengan strategi pengembangan pendidikan dan manajemen mutu total melalui peningkatan mutu dengan Sekolah Berasrama. Kedua, peningkatan kualitas lembaga berdasarkan sistem kepemimpinan seorang kyai yang taffaquh fiddin pesan ilahi yang bertumpu pada Kitabullah dan Sunnatullah dan manajemen mutu menggunakan sistem manajemen yang mengangkat kualitas sebagai strategi bisnis berorientasi kepuasan pelanggan. Ketiga, dampak dan keberhasilan strategi pengembangan pendidikan pesantren berdampak pada kyai, santri, dan masyarakat. Keempat, prospek pengembangan pendidikan pesantren dapat memberikan harapan melalui peningkatan kualitas manajemen sebagai model untuk mempertahankan eksistensinya dan mengembangkannya secara terintegrasi dengan semua aspek manajemen Islam.

Kata Kunci: Pesantren Modern, Strategi Pengembangan, Total Quality Management

ABSTRACT

The background of this research is that there are still many Islamic boarding schools, especially in Garut, that cannot survive and develop, and are almost abandoned by the community. In general, the purpose of this study is to determine the educational development strategy of Modern Islamic Boarding Schools at Darul Arqam Islamic Boarding School Muhammadiyah Garut. The research method used is a qualitative approach and analytical descriptive method

with data collection techniques through in-depth interviews, documentation studies, and participatory observations in the field. The results of the research are as follows: First, the strategy carried out by Islamic boarding schools is based on the education development strategy of the Darul Arqam Muhammadiyah Garut Islamic Boarding School with a strategy of education development and total quality management through quality improvement with the boarding school. Second, improving the quality of institutions based on the leadership system of a Kyai who is taffaquh fiddinmessages divine that relies on Kitabullah and Sunnatullah and quality management uses a management system that elevates quality as a customer satisfaction-oriented business strategy. Third, the impact and success of the pesantren education development strategy have an impact on kyai, santri, and the community. Fourth, the prospect of developing pesantren education can give hope through improving quality management as a model to maintain its existence and develop it in an integrated manner with all aspects of Islamic management.

Keywords: *Modern Islamic Boarding School, Development Strategy, Total Quality Management*

INTRODUCTION

Currently, there are at least three educational institutions that are still active in Indonesia in the process of delivering and practicing education, namely schools, madrasas and Islamic boarding schools. In fact, before the reforms in the education system process, both introduced by the colonialists during the Dutch period and with developments through modernism, there were several traditional Islamic educational institutions that were established in various regions of the archipelago, such as Islamic

boarding schools in Java and then surau in Minangkabau and Aceh. some traditional educational institutions, namely schools, madrasas and Islamic boarding schools, there are Islamic boarding schools that are able to survive to this day.

Islamic boarding schools exist in various situations and conditions and it is almost certain that even though they are in very simple conditions and have various characteristics, in the process of implementing them, they never die. Likewise, all components in it such

as kyai or ustadz and the students always devote themselves to the continuity of the pesantren. Of course this cannot be measured by the standards of the modern education system where the teaching staff is paid in kind for their hard work.

According ressearch to Ulum in 2018 as explained by when more organized and modern educational institutions were introduced, traditional educational institutions such as surau did not become a priority and many people preferred general education institutions such as schools. Even now, the surau is almost extinct and when traditional Islamic educational institutions were established, most of them did not use the name of the surau but named it pesantren with the aim of further socializing the religious aspect to the community.

The marginalization of traditional Islamic educational institutions when dealing with modern educational institutions that are more organized does not only occur in the archipelago. According to Azra 2003, marginalization or at least marginalization of traditional

Islamic educational institutions also occurs in various regions of the world. The principle of modern education arises because the existing and well-established pesantren education model during the colonial period, can be seen no longer in accordance with the times, so it is hoped that existing Islamic boarding schools are able to have fast learner principles, namely learning and adapting to the times (Zaeni, A., Fauyan, M., & Fadhilah, N., 2018).

According to Departemen Agama in 2003 Islamic boarding school is a conventional institution which literally means as an institution inhabited by santri to gain knowledge. As an educational institution, Islamic boarding schools have been able to prove themselves by having an important role in increasing public knowledge, especially education related to religious sciences (Fadhilah, N., 2016). The existence of Islamic boarding schools must always be developed so that they continuously produce Muslim people who have noble character, are pious and have a high sense of responsibility in doing

something for the benefit of the progress of the nation and religion .

In this modern era, Islamic boarding schools are required to always keep up with the times without losing the characteristics of pesantren by having to have a development of educational instructions that can effectively and efficiently integrate two main things, namely religious science and science and technology contained in the scheme. to maximize skills, knowledge, attitudes and managerial capabilities (Taufikin, N. Z., Falah, A., Wijayanti, R., Manijo, M. E. M., Fadhilah, N., Zamroni, A. Z., & Nabawiyah, H., 2021). The connection in the preparation and development of educational process instructions must always be synchronized with the progress of the development of science and the times. The development of educational process instructions is also included in the process to achieve the vision and mission, so that it is expected to be able to produce more optimal results. In the process of aligning the challenges of changing times, Islamic boarding schools have prepared students with

various quality human resource skills to have an impact by participating in the community development process for social welfare and being able to adapt in the face of change. So, Darul Arqam Muhammadiyah Garut Islamic Boarding School tries to always improve itself, one of which is by developing educational instructions in various aspects.

According to Kemendikbud in 2013 instruction in the educational managerial process is one way that can be used in preparing students or students to be able to participate properly as productive members in the community (Fadhilah, N., 2016). Educational instruction can also be seen as an instrument of the educational process that can lead to mastering knowledge, skills, attitudes and managerial competencies in order to become a creative, creative, innovative, productive and affective educational process. In the process, educational managerial instructions are structured to facilitate the process of teaching and learning activities that are under the auspices of the responsibility of an educational institution with educational staff.

So, with the phenomenon in the process of continuity and development of Islamic boarding schools, it is interesting to study and develop for several reasons, including the following:

First, considering that there were Islamic boarding school educational institutions that were initially large, both in terms of quality and quantity, but nowadays the community is almost abandoned where there are buildings but no students or students. Then, an educational institution called the *salafiyah* Islamic Boarding School which established Islamic boarding school education, but the Islamic boarding school is no longer in demand by the public, where only general education can provide branding to the community because some people are very pessimistic and anti-Islamic boarding schools claiming that Islamic boarding schools are only dealing with *sahrawi* (eschatological) and coupled with social cases that occur in the pesantren environment. So, the pesantren tradition can be said to be a tradition that has *sufism* and *ubudiyah*, some even generalize that

Islamic education is nothing more than dealing with laws such as halal, haram, permissible, makruh and sunnah. Meanwhile, aspects that develop life skills to compete in the global era are neglected and even tend to not exist at all. Thus, the validity of the pesantren development process with an increasingly competitive reality is further away from expectations or in the language of Total Quality Management (TQM) it is very far from the expectations of customers (students, parents, society, or the state).

Then, the weakness of Islamic boarding schools is strengthened by doctrines originating from *sufism*, namely: "*al-siswa mamma al-syaikh ka al-mayyit 'inda al-ghosil*" (a santri in front of his teacher is like a corpse in front of bathing him) and the teachings of "*tawadhu*" which reads: "*Ana 'Abdu man 'Illimani Wallau harfan Wahidan*" (I am a servant to those who teach me even if it is only one letter). Although these doctrines have good and noble goals, they tend to shackle and suppress students to

develop their thinking and creative abilities.

Second, education will have a negative impact if there is no professional managerial management so that it will have a negative impact such as various falsehoods and ignorance. Students or santri are not taught how to become great people by instilling the values of discipline, responsibility, leadership and so on, but are given examples of the opposite which are always shown by their teachers who are examples and role models. Students or santri are afraid and are left to live in a confined atmosphere without a place to provide space to develop. Thus, an educational process like this, becomes a mystery killer in the sense that it does not provide a conducive atmosphere or climate in the process of developing skills and creativity, does not support the scientific spirit and does not provide useful skills in the process of pesantren education instruction. Thus, locking the student or santri for hours every day and being forced to study and memorize ideas that do not work and promise the future that the practice of this kind of educational process is just a

prison for the student or santri. For this reason, pesantren need to have, implement or develop a quality integrated educational instruction process for the achievement of the functions of pesantren, which are not only limited to conveying knowledge but must come to convey values in the form of ethics and morals.

Third, based on the purpose of establishing a pesantren, at least there is a basis, namely the existence of a pesantren institution to respond to the situation and social conditions of the community who are facing the degradation of the moral foundation, through the transformation of the values offered by the pesantren institution, namely "Amar ma'ruf and nahy munkar". The presence of values created by Islamic boarding schools can be called agents of change to work and strive to free society from all evil and moral degradation, political oppression and economic poverty. So, in its application, pesantren are not only isolated in rural areas, but spread and stand in power cities or economic centers and can even develop into higher education institutions. Then, one of the goals with the existence of

Islamic boarding schools is to disseminate information about Islamic education to all corners of the archipelago with a pluralist character, both in terms of beliefs, culture, and conditions.

Fourth, in entering the development of the times and technology, the world of education is faced with various things that are very urgent, which must always follow the flow of developments which if not handled properly, the world of education can be abandoned by the times. Thus, awareness of the world of education in solving and responding to new challenges that arise in every era is a logical thing and has even become a necessity. This is because the world of education is one of the institutions directly involved in the process of preparing for the future of mankind, so that the failure of the world of education in preparing for the future of mankind is a failure for the survival of the nation.

So, based on the explanations described above related to the position and position of Islamic boarding schools and the importance of developing managerial education

instructions contained in Islamic boarding schools, the strategy adopted by an Islamic boarding school in developing the educational managerial instruction process is very crucial. Through the development of instructional and managerial education, Islamic boarding schools seek to create high quality education according to their vision and mission and are relevant to the demands of the times. Therefore, the researcher will examine the strategy in the pesantren education process through Total Quality Management (TQM) at the Darul Arqam Islamic Boarding School, Muhammadiyah Garut.

DISCUSSION

In this study, it will be discussed related to concepts and some key words in educational managerial management instructions, pesantren education development strategies, total quality management and quality improvement in the pesantren environment, where Darul Arqam Muhammadiyah Islamic Boarding School in Garut is the subject in the research process.

Then, the systematic literature review begins with a discussion of Islamic education management as a grand theory, which is strengthened by a strategy of education development and total quality management as a middle-range theory and will then become the basic framework for a theoretical study of improving the quality of educational institutions as an operational/applied theory.

According to research by Ma'arif in 2020 this phenomenon arises due to the educational foundation that relies more on the notion of materialism which emphasizes the external side of humans and the flow of positivism which emphasizes the link and match of a process that can produce educational products. The ideology of secularism and materialism that shows a view of religion has resulted in the shifting of spiritual values from social life. So, physical and material progress can give birth to a process known as dehumanization which stems from human ignorance about themselves. So, education must be based on philosophical values that do not provide an

assessment of the human soul in its own humanity, meaning that the philosophical values of education must be able to construct human values as a whole, such as the values of humanity that are spiritual or transcendental which are integrated in the Al-Qur'an and As-Sunnah. Sunnah.

According to Yunnah in 2020 education which is still strongly influenced by power intervention will result in a process that produces more educational products in producing instant humans than imaginative, creative and cultured humans. The sample is the view of the Indonesian people who claim that education is interpreted only to pursue a certificate or diploma that they admit with all their might and even in various ways, including cunning ways or the Indonesian people who still think that the implementation of the final assessment is only a normative parameter of Indonesian education. and evolutionarily the Indonesian education system is slowly trying to create human beings who are only able to deal with the examination process which does not act as a

problem-solving for the multidimensional crisis that exists in Indonesia.

So, what is wrong with the process of providing our education? This question is a constructive step if it is carried out in order to diagnose the quality of education, there are three factors that cause the process of quality education to not experience quality improvement evenly. First, where the policy in providing education does not use an education production function approach or input-output analysis which is not carried out consistently. Second, the implementation of education is carried out in bureaucratic or centralized manner and third, the role of the community in the process of providing education is more of a financial support, not an educational process (decision making, monitoring, evaluation and accountability).

According to the report of the United Nations agency in charge of education, science and culture or UNESCO on the Education Development Index (EDI) it shows that Indonesia is in 66th position out of 127 countries, where there are

four ranks of Indonesia's score on four parameters. The assessment is the affordability and availability of access to education, including the gross enrollment rate (APK) for basic education, literacy rates in the age group 15 years and over, gender equality in literacy and education quality, which are measured by graduation rates, literacy and numeracy skills and student-teacher ratio (<http://okezone.com>. accessed July 25, 2022).

In the Indonesian education process, as based on research, it still ignores the quality/quality dimension. As a result, there has been stagnation and external decline in the empowerment of Indonesian education human resources, the inability of educational outcomes to deal with various national problems and the emergence of educated unemployment. So, education must have a strategy in the process of improving and strengthening quality so that it can compete in the era of globalization by giving birth to humans who can be highly competitive and tough. Because of this high competitiveness, it seems that it can determine the level of

progress in the efficiency and quality of the nation to be able to win the competition in the era of the tight free market.

Then, in the context of religious education, Islamic boarding schools which are indigenous Indonesian educational institutions have actually carried out reforms or reforms in an effort to improve the quality of education. This reform is an absolute and urgent demand because during the competitive period, the a ability to compete is only possible if the output of Islamic boarding school education is of high quality. Without quality or quality, graduates of Islamic boarding schools will only become low-income workers in a competitive era.

As a consequence of the developments that have occurred, Islamic boarding schools are required to innovate the Islamic education system which is held in accordance with the demands of changes in a pattern of development, which places Islamic boarding school education as (1) an integral part of national and regional development, (2) a liaison between the world and the world. Science and

technology and community needs, (3) Efforts to develop analytical patterns oriented to problem solving with a view to the future, (4) Forms of participation in improving and developing the quality of life and culture, science and its application, understanding and international cooperation in an effort to achieve world peace and welfare of mankind, (5) Efforts that enable the development of all human abilities and personalities, mobility in gaining educational experience, diversification, democratization in education, learning processes, mobilization of community resources for education and the growth of enthusiasm for educational activities. research for all components of Islamic boarding schools.

Especially with the existence of regional autonomy which is based on the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System, Government Regulation Number 55 of 2007 concerning Religious and Religious Education, especially in Article 1 paragraph 4 and Article 8 paragraphs 1 and 2 which explicitly acknowledge and

firmly against Islamic boarding schools as religious educational institutions in the national education system, where in their classification parallel to formal educational institutions such as public schools and madrasas it is assumed that it can bring various consequences to the educational policies of Islamic boarding schools that will be taken further, so that in the process of In its implementation, Islamic boarding schools are able to become quality educational institutions, both in the field of religious science and general science.

One of the strategies in the process of developing and maintaining managerial strategies for Islamic boarding school learning is to optimally improve quality by presenting quality in a relative concept to producers or the community, where quality is according to specified specifications, both institutional quality, human resources, processes and instruction management management.

The Sustainability of the Darul Arqam Islamic Boarding School Education Instruction Process

The same thing is also done by Islamic boarding schools in developing and maintaining their existence to anticipate the outside world, namely improving the quality of the learning process. The Darul Arqam Islamic Boarding School in Garut still exists and even becomes the pride of the people of Garut because the Islamic boarding school in its implementation process holds the concept of quality in the learning process, in addition to opening businesses in the field of entrepreneurship to improve the economic business of Islamic boarding schools, namely opening KBIH, Cooperatives and Medical Center.

Educational institutions can take place, survive and develop at the same time, if in the process of implementation educational institutions can become vioner in the goals of competition that occurs in the external environment, where victory can be achieved if educational institutions have effective strategies in dealing with the external environment.

Thus, the strategy becomes a tool to achieve the goals of

educational institutions regarding long-term goals, follow-up programs and priority allocation of resources. Then, the strategy is also a sustainable and adaptive response to external opportunities and threats as well as internal strengths and weaknesses that can affect the continuity of the educational instruction process.

At the Darul Arqam Muhammadiyah Islamic Boarding School in Garut, several skills are taught as provisions for independent living, although not necessarily in accordance with the changing needs of society and in the model of economic development. Thus, the system developed by the Darul Arqam Muhammadiyah Islamic Boarding School in Garut is more likely to allow students to compete realistically, not only in learning achievement but also in achievement in business and work. The development of an egalitarian attitude among the students is a feature and advantage of the development of the Darul Arqam Muhammadiyah Garut Islamic Boarding School.

In total quality management theory, the quality of education can be interpreted as meeting customer needs, namely the customer essentially determines quality, so it is not only producers who determine it, customer needs change according to developments and community needs. On the other hand, that quality is conformity to the purpose or benefits where quality is a description and overall characteristics of the goods or services that show the ability in the process of satisfying the expected needs. So, in the context of education, the notion of quality includes the input, process, and output of education.

Islamic Boarding School Education Development Strategy in Improving the Quality of Darul Arqam Islamic Boarding School

The strategy of the education and learning instruction process carried out by the Darul Arqam Muhammadiyah Garut Islamic Boarding School not only makes the pesantren survive and develop but can also maintain the pesantren education process. The phenomenon that occurs is different from several other Islamic educational institutions

which sacrifice a lot of traditional pesantren educational institutions when carrying out their development strategies. Thus, the strategy for developing the education of Darul Arqam Muhammadiyah Garut Islamic Boarding School through quality improvement and entrepreneurship is important, so that the main functions of the pesantren, namely the transmission and transfer of Islamic religious knowledge, the maintenance of Islamic traditions and the creation of ulama cadres, can be maintained.

The boarding system at the Darul Arqam Muhammadiyah Islamic Boarding School in Garut is the hallmark of the pesantren institution, namely the system applied such as the pattern of the relationship between the leader and the ustadz and santri, which is the advantage of the pesantren compared to other schools or madrasas outside the pesantren. Then, regarding the pattern of communication and the relationship between the ustadz and the santri, the ustadz and the leader of the boarding school were not only limited to official duties, but they mingled in the culture and culture of

the pesantren that blended in and helped each other.

Darul Arqam Islamic Boarding School Muhammadiyah Garut offers a modern curriculum with Islamic boarding schools that are more directed at the integration of cognitive, affective and psychomotor aspects based on Islamic teachings to achieve real success, namely goodness in the world and goodness in the hereafter. Darul Arqam Muhammadiyah Garut Islamic Boarding School is an educational institution for cadres that combines in a balanced way between general subjects and pesantren learning. Thus, the resulting graduates can continue their education to domestic universities and even continue their studies to foreign universities.

The organization of educational institutions in the form of Islamic boarding schools can allow students to learn discipline and establish togetherness with full tolerance, independence and simplicity. With the process of education and learning in the Darul Arqam Muhammadiyah Garut Islamic Boarding School, apart from

obtaining religious and moral education, general education can be obtained, although the level is still very low when compared to public schools.

In Islamic boarding schools, some skills are taught as a provision for independent living, although not necessarily with changing community needs and economic development models, but graduates from Islamic boarding schools and those who drop out of school are more independent when they return to the community.

The existence of Islamic boarding schools is faced with a complex situation, where changes in the social, cultural and political environment as well as changing demands of the times are increasingly challenging. In fact, the era of globalization is marked by very fast access to information and increasingly fierce competition in life, so that all nations are required to improve human resources. Thus, the role of Islamic boarding schools is very important in an effort to improve the quality of students or students in the context of filtering the negative currents of globalization.

The system developed by Darul Arqam Muhammadiyah Garut Islamic Boarding School can allow students to compete realistically, not only in learning achievement but also in business and work performance. The growth of egalitarianism among santri is a feature and advantage of Islamic boarding schools.

Based on the explanation above, the author tries to offer a model that needs to be done in the strategy of developing quality-based Islamic boarding school education at Darul Arqam Islamic Boarding School Garut.

For more details, the model can be seen in Figure 1 below:

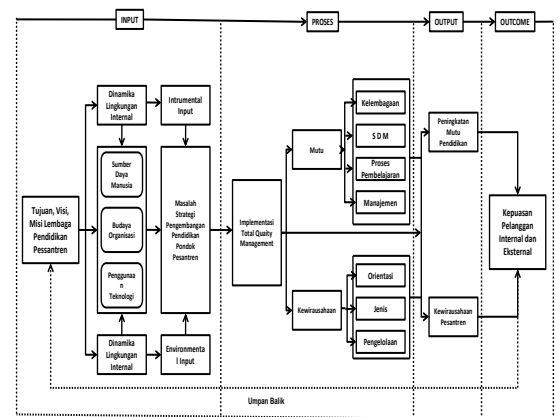


Figure 1
Islamic Boarding School Education Development Strategy The Quality-Based

The picture above explains that the pesantren education

development strategy model through quality must start from the formulation of the goals, vision, and mission of Islamic boarding schools based on internal analysis and external analysis, by requiring instrumental input and environmental input. In the process, then development strategy determines the total quality management of Islamic boarding schools starting from the quality of institutions, human resources, teaching processes held, as well as good management or management, to produce quality graduates who can meet the expectations of parents and society in general.

Islamic boarding schools create brotherly bonds between students without coercion with a wide and long reach, which is the most important basic capital in the process of building a civil society. The system in the strategic process of developing Darul Arqam Islamic Boarding School Muhammadiyah Garut allows the emergence of a spirit of continuous learning that learns consciously for improvement. So, to be able to overcome the problem, the point that needs to be

emphasized is that trust and hope are strong and can attract attention.

The implementation of Islamic boarding school educational institutions in the form of boarding schools allows students to learn discipline, establish togetherness, tolerance, independence and simplicity. By studying at the Darul Arqam Muhammadiyah Islamic Boarding School in Garut, apart from being able to get religious education and character, you can also get general education.

So, with the process of implementing and developing educational instructions at the Darul Arqam Muhammadiyah Garut Islamic Boarding School with Total Quality Management (TQM) which can be interpreted as follows (1) The integration of all functions of the organization into a holistic philosophy that is built based on the concept of quality, team work, productivity, and understanding and customer satisfaction, (2) A management system that promotes quality as a business strategy and is customer satisfaction oriented by involving all members of the organization, (3) An approach in

running a business that tries to maximize the competitiveness of the organization through continuous improvement of products, services, people, processes and the environment. The essence of all these definitions is the integration of all resources to focus on improving quality, as well as Islamic boarding schools must combine all resources in improving the quality of education.

Implementation of Total Quality Management in the Process of Creating an Educational Climate at the Darul Arqam Islamic Boarding School Muhammadiyah Garut

To realize a more modern Darul Arqam Muhammadiyah Garut Islamic boarding school educational institution system, the quality of the educational process carried out in Islamic boarding schools can be carried out in a balanced and integrated manner which is the most complete curriculum in the process of combining religious and general lessons. So, to create quality graduates who have comprehensive knowledge, worldly knowledge and the hereafter, the teaching and

learning process in Darul Arqam Muhammadiyah Garut Islamic Boarding School provides learning media, which include Mathematics and Natural Sciences Laboratory, computers, languages, libraries and multimedia, as well as additional activities. extracurricular which is a means of support for issuing learning outcomes and a means of developing all the potential of students or students, where extracurricular activities play an important role in the process of developing student potential in terms of leadership, independence, cooperation, and creativity.

The process of improving the quality of learning carried out by the Darul Arqam Muhammadiyah Garut Islamic Boarding School has been able to significantly improve the achievement and quality of graduates from year to year, both in terms of achievement, from academic and non-academic aspects.

In accordance with the peculiarities of the boarding school institution, the learning system carried out is carried out according to the habits and developments of the times, especially science and

technology and harmonizes with the use of traditional learning methods called sorogan and bandongan, practice and deliberation. Then, the learning method is carried out in a dialogical, dynamic and interpretive communication with the addition of the development of educational materials that are applicative, namely students or santri are taught about entrepreneurship.

The steps taken in the process of developing the educational climate at the Darul Arqam Muhammadiyah Islamic Boarding School in Garut are as follows:

The implementation of Islamic boarding school educational institutions in the form of dormitories allows students to study in a disciplined manner by establishing togetherness and being able to create tolerance, independence and simplicity.

The process of managerial development of educational instruction in Islamic boarding schools in addition to obtaining religious and moral education, also obtains general education.

The development of several skills taught as a provision for

independent living, although not necessarily with changing community needs and economic development models.

The system developed by Islamic boarding schools allows students to compete realistically, not only in learning achievement but also in achievements in business and work.

Islamic boarding schools create brotherly bonds between students without coercion with a wide and long reach, which is the most important basic capital in building civil society.

The boarding school system allows the emergence of a spirit of learning among students or students who study consciously for self-development to always learn.

In the process of organizing Islamic boarding school educational institutions more specifically, Darul Arqam Muhammadiyah Garut Islamic Boarding School found the following problems and weaknesses, namely (1) Limited time to study the yellow book, (2) In mastery of language (Arabic and English) it is not used as a language. In daily life,

(3) Students' independence in daily life is felt to be lacking, because all facilities and student needs are available, (4) Entrepreneurship is managed only as a supporting facility in the operation of teaching and learning activities, has not provided significant benefits for Islamic boarding schools.

Thus, the demands for the quality of output or the quality of Islamic boarding schools that have integrity, ethics and are based on religious values must also have good quality to face increasingly fierce job competition. Therefore, quality must be an orientation in the development process of creating an educational climate for Islamic boarding schools.

According to research by Abdurahman in 2016 the success of improving the quality of education is a commitment and hope for the process of organizing Islamic educational institutions. This is in line with the growing and developing demands that arise from the life system and consumers of Islamic education towards improving the quality of the educational service process. Islamic education institutions are required to make

efforts to optimize the system and work programs that are arranged systematically so that the maximization process can occur in terms of educational productivity that can be realized effectively and efficiently.

Therefore, improvement in total quality management must be carried out starting from the quality of institutions, human resources, student admission processes, teaching processes held, as well as good management or management, to produce quality graduates who can meet the expectations and desires of parents and society in general.

Nevertheless, there are things that are always maintained and have not changed until now, namely the emphasis on inculcating morals to students or students, whenever and wherever students or students are. Morals to fellow friends, to the surrounding community, especially to kyai or teachers are maintained and applied so that the formation of *ukhuwah Islamiah* is always maintained.

Then, Islamic boarding schools need to implement and improve quality (Continuous Quality

Improvement) as a benchmark for the progress of Islamic educational institutions, where CQI will run well if it is supported by the orientation, form and pattern of leadership of Islamic boarding schools, and supported by the potential of Islamic boarding schools educational institutions, so that Islamic boarding schools can survive and even develop.

CONCLUSION

Based on the results of the research, discussion and research findings about the strategy of developing Islamic boarding school education through improving the quality of the Darul Arqam Muhammadiyah Islamic boarding school in Garut, it can be concluded that they are as follows:

1. The strategy for developing Islamic boarding school education, at the Darul Arqam Muhammadiyah Islamic Boarding School in Garut, is carried out based on the strategy development of education (*strategy of education development*) and *total quality management* through quality improvement with a *boarding*

school (boarding school) which emphasizes more on the balance between general subjects and Islamic boarding schools.

2. Strategy implementation of the development of education at the Darul Arqam Muhammadiyah Islamic Boarding School in Garut, seen from the institutional quality based on the leadership system of a Kyai who is *taffaquh finding*, human resources by maximizing productivity which is managed by experts, competent, and highly dedicated to the organization or boarding school, the learning process messages *divine* that rely on the *Allah* and *sunnatullah* and quality management by using a management system by elevating quality as a business strategy oriented to customer satisfaction.
3. The prospect of the pesantren education development strategy, namely that the Islamic boarding school will continue to exist, develop and even excel if the kyai becomes a reliable and quality figure, can also provide hope as a model to maintain its existence and develop it in an

integrated manner with all aspects of Islamic Education Management.

To maintain and develop educational institutions, Islamic boarding schools need to improve their quality through the stages of planning, organizing, implementing and evaluating, by formulating a clear vision, mission and goals so as to produce graduates who are in line with expectations. Thus, the manager of the Islamic boarding school needs to form a special team or utilize human resources who have the skills and dedication to be able to carry out these stages so that they are not limited to verbalism. Then in the development process to improve the existing human resources in Islamic boarding schools, it is necessary to conduct a selection of teaching staff by emphasizing the competencies and qualities possessed and to provide guidance to the ustadz involved so that they can produce quality graduates as well, which are in accordance with the expectations of the community, so that Educational institutions that organize Islamic boarding schools are strived to improve themselves by

completing supporting facilities, so that they can produce quality graduates who are able to answer the challenges of the times and problem solving.

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