

Building Santri Loyalty Through Total Quality Service in Pesantren

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ABSTRACT

The measurement of a good educational service is currently measured by the satisfaction and loyalty of its students. Therefore, *Total Quality Service* (TQS) is an appropriate quality management concept that can be applied in educational institutions, especially Islamic boarding school educational institutions, so as to build student loyalty. The writing of this scientific paper has a significant goal in building student loyalty so that they continue to be regular customers in using the services of educational institutions from year to year through Total Quality Service at Nurul Qadim Islamic boarding school. Thus, this research focuses on TQS in the context of improving human resources (HR) educators. The approach taken in this research is a qualitative approach with the type of case study. In collecting data, researchers use observation and interview techniques. The results of this study show that building student loyalty through the application of TQS in the context of improving the human resources of educators is carried out using 5 TQS focus areas, namely; customer focus, total engagement, measurement, systematic support, and continuous improvement using the PDCA cycle model, also includes new programs as a form of support from the institution in building students' love for the books of Salaf. And the findings in the field show that student satisfaction is created when they feel happy and comfortable with the services they get, so that students become more loyal in using the services of educational institutions in Islamic boarding schools continuously.

1. INTRODUCTION

Islamic boarding schools are the first Islamic education and have an important role in the history of Islam in Indonesia which still survives and continues to grow until now.¹ One of the educational institutions that can be a means to carry out the process of individual change is the Islamic boarding school.² Because Islamic boarding schools are the oldest educational institutions and have become one of the main pillars of the existence of the Indonesian nation and state.³

The development of the current era of globalization has made the development of education more rapid, thus impacting several pesantren educational institutions that have decreased the quantity of students. In education quality management, educational institutions are said to be service providers / service providers to their customers,⁴ and the main customers of an educational institution are students, so that in Islamic boarding school educational institutions, the main customers of the institution are the students.⁵

As the development of education changes will affect the quality of educational services. Service quality is the result of customer assessment of the difference between the desire and reality of the service that customers get from service providers.⁶ In order to be able to play a role in global competition, we need to continue to improve the quality of education

¹ Hendi Kariyanto, "Peran Pondok Pesantren Dalam Masyarakat Modern," *Jurnal Pendidikan "Edukasia Multikultura"* 1, no. 1 (2019): 15-30, <https://ejournal.iainbengkulu.ac.id/index.php/multikultura/article/view/4646>.

² Al Barokah, "Strategi Marketing Pondok Pesantren Dalam Meningkatkan Mutu Layanan Pendidikan (Studi Kasus Pondok Pesantren Raudhatul Mujawwidin Kec. Rimbo Bujang Kab. Tebo)," *Jurnal Ekonomi Manajemen Sistem Informasi* 4, no. 4 (2023): 791-807.

³ Wahyu Septiadi, "Tinjauan Total Quality Management (TQM) Pada Lembaga Pendidikan Islam," *Nidhomul Haq: Jurnal Manajemen Pendidikan Islam* 4, no. 1 (2019): 34-51, <https://doi.org/10.31538/ndh.v4i1.105>.

⁴ Abd Muhith, Astutik Astutik, and Lailatul Mukarromah, "Anger Management in Building Service Quality in Early Childhood Education Institutions," *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini* 7, no. 5 (2023): 5460-5468, <https://doi.org/10.31004/obsesi.v7i5.4158>.

⁵ Zamroni, Zamroni, Abd Hamid Wahid, Chusnul Muali, and Shafa Maliya Fitriyah Sumarhum. "The Effect of Total Quality Service with E-Bekal on Customer Satisfaction." *TEM Journal* 12, no. 1 (2023): 351-356. <https://doi.org/10.18421/TEM121-44>.

⁶ Afni Ma'rufah, "Strategi Service Quality Sebagai Media Dalam Menciptakan Kepuasan Dan Loyalitas Pelanggan Jasa Pendidikan" 4, no. 2 (2023): 813-822, <http://jurnaledukasia.org>.

services ⁷. According to ⁸, ⁹, ¹⁰ said that the quality of service has a strong influence on customer satisfaction and loyalty.

Customer pleasure is one of the concepts of improving the quality of service itself ¹¹. Kotler in ¹² said that service quality is an important factor in relation to market competition, in other words, the superiority of a quality of service is directly proportional to customer interest. And according to ¹³, Kotler in ¹⁴, Selnes in ¹⁵, Fares et al. in ¹⁶ Customer loyalty can be formed if the customer is satisfied with a good level of service, and plans to continue using the service.

⁷ Hambali, Agus Sulthoni Imami, and Sri Wahyuni Khoiriyah, "Peningkatan Mutu Sekolah Dasar Melalui Total Quality Management," *Jurnal Al-Murabbi* 7, no. 2 (2022): 208–220, <https://doi.org/10.35891/amb.v7i2.3009>.

⁸ Hasan Baharun, Moh Tohet, Juhji Juhji, Siti Maryam Munjiat, Adi Wibowo, and Siti Zainab. "Modernisasi Pendidikan di Pondok Pesantren: Studi Tentang Pemanfaatan Sistem Aplikasi Pedatren Dalam Meningkatkan Mutu Layanan Pondok Pesantren." *Al-Tarbauw Al-Haditsah: Jurnal Pendidikan Islam* 6, no. 1 (2021): 1–22.

⁹ Muhammad Ryan Fauzi, and Kastawan Mandala. "Pengaruh Kualitas Pelayanan, Kualitas Produk, Dan Inovasi Produk Terhadap Kepuasan Untuk Meningkatkan Loyalitas Pelanggan." *E-Jurnal Manajemen Universitas Udayana* 8, no. 11 (2019): 6741–6761.

¹⁰ Eka Pratiwi Ndari, and Dian Robiyan. "Analisis Pengaruh Kualitas Layanan Jasa Pendidikan Terhadap Kepuasan Pelanggan Dan Loyalitas Pelanggan Di SMP IT Izzuddin Palembang." *Digital Bisnis: Jurnal Publikasi Ilmu Manajemen Dan E-Commerce* 1, no. 4 (2022): 50–58.

¹¹ Hambali, Agus Sulthoni Imami, and Sri Wahyuni Khoiriyah. "Peningkatan Mutu Sekolah Dasar Melalui Total Quality Management." *Jurnal Al-Murabbi* 7, no. 2 (2022): 208–220.

¹² Ibnu Chudzaifah, Darna Nengsih, Afroh Nailil Hikmah, and Eko Wahyu Prasetyo. "Analisis Kualitas Pelayanan Akademik Terhadap Kepuasan Mahasiswa Fakultas Tarbiyah IAIN Sorong." *Al-Fikr: Jurnal Pendidikan Islam* 8, no. 2 (2022): 101–116. <https://doi.org/10.32489/alfikr.v8i2.298>.

¹³ Fandy Tjiptono. *Prinsip-Prinsip Total Quality Service*, (2020)

¹⁴ Tika Nirmala Sari, and Muhammad Novan Prasetya. "Dapatkah Kepemimpinan Kepala Sekolah, Motivasi Guru Dan Kualitas Pelayanan Pendidikan Mempengaruhi Kepuasan Orang Tua Siswa." *EduTech: Jurnal Ilmu Pendidikan Dan Ilmu Sosial* 6, no. 1 (2020): 87–97. <https://doi.org/10.30596/edutech.v6i1.4399>.

¹⁵ Sambodo Rio Sasongko. "Faktor-Faktor Kepuasan Pelanggan Dan Loyalitas Pelanggan (Literature Review Manajemen Pemasaran)." *Jurnal Ilmu Manajemen Terapan* 3, no. 1 (2021): 104–114.

¹⁶ Windasari, Soedjarwo Soedjarwo, and Toho Cholik Mutohir. "Pengaruh Kualitas Layanan Dan Kepuasan Terhadap Loyalitas Mahasiswa (Studi Kasus Program Pascasarjana Fakultas Ekonomi Dan Bisnis Universitas Airlangga)." *Kelola: Jurnal Manajemen Pendidikan* 8, no. 1 (2021): 103–109. <https://doi.org/10.24246/j.jk.2021.v8.i1.p103-109>.

According to ¹⁷, ¹⁸, ¹⁹, Wijaya in ²⁰, ²¹, ²² said that the satisfaction obtained from quality educational services to customers, namely students, greatly determines the success of education service providers, because customer satisfaction and loyalty are created because there is an assessment from customers. Currently, educational institutions are increasingly required to pay more attention to the quality of their services ²³.

Total Quality Service (TQS) is one of the right main weapons that can be applied in educational institutions, including Islamic boarding school educational institutions in creating satisfaction that can build student loyalty ²⁴. Where TQS focuses on improving service quality and is based on the participation of all human resources in the institution ²⁵. The performance of human resources (HR) in educational institutions, especially educators is needed and very important to continue to be improved in order to achieve the goals of educational institutions ^{26,27,28}. Several forms of quality services

¹⁷ Hasan Baharun, and Rizaqil Ardillah. "Virtual Account Santri: Ikhtiyar Pesantren Dalam Memberikan Layanan Prima Berorientasi Customer Satisfaction." *Islamicomic: Jurnal Ekonomi Islam* 10, no. 1 (2019): 1-20.

¹⁸ Imam Junaris, and Nik Haryanti. *Manajemen Pemasaran Pendidikan*, 2022.

¹⁹ Ramadania, Carolina Candra, and Nur Afifah. "Model Kualitas Layanan Dalam Membangun Kepuasan Dan Loyalitas Pelanggan Pada Jasa Pendidikan." *Jurnal Manajemen Motivasi* 16, no. 2 (2020): 45-56.

²⁰ Rahmadani Hidayat, Nursyiwani Nursyiwani, and Safrizal Safrizal. "The Effect of Service Quality on Student Satisfaction and Student Loyalty: An Empirical Study." *Dinasti International Journal of Economics, Finance and Accounting* 4, no. 2 (2023): 343-351.

²¹ Bambang Wiyono. "Produk-Produk Jasa Pendidikan." *Jurnal Manajemen Pendidikan Islam* 3, no. 2 (2020): 35-45.

²² Nur Rahmi Sonia. "Total Quality Manajemen Dalam Lembaga Perguruan Tinggi." *Shouthas Asian Journal of Islamic Education Management* 2, no. 1 (2021): 125-139.

²³ (Zeithaml et al. in Rofiq Hidayat. "Jieman: Ournal of Islamic Edutional Management." *Journal of Islamic Educational Management* 2, no. 1 (2020): 41-62.

²⁴ Dewa Nyoman Benni Kusyana, Putu Atim Purwaningrat, and Milla Permata Sunny, "Peran Kualitas Layanan Dalam Menciptakan Loyalitas Mahasiswa Fakultas Ekonomi Bisnis Dan Pariwisata Universitas Hindu Indonesia," *Jurnal Widya Manajemen* 2, no. 1 (2020): 10-27, <https://doi.org/10.32795/widyamanajemen.v2i1>.

²⁵ Arfandi, "Peningkatan Mutu Pendidikan Pondok Pesantren Melalui Total Quality Service," *Lisan Al-Hal: Jurnal Pengembangan Pemikiran Dan Kebudayaan* 13, no. 2 (2019): 239-258.

²⁶ Taqwatul Uliyah Ferawati, and Nur Widiastuti. "Upaya Peningkatan Manusia Tenaga Pendidik Dan Tenaga Kependidikan Di Sdn 1 Banding Agung." *Jurnal Manajemen Dan Pendidikan* 2, no. 5 (2023): 734-744.

²⁷ Khairani Sakdiyah, and Muhammad Zulkifli Hasibuan. "Kata Kunci : TQM, Kinerja Pegawai, Kualitas , Pelayanan 1754." *Seminar Nasional & Expo II Hasil Penelitian Dan Pengabdian Masyarakat*, 2019, 1754-66.

provided by educational institutions in order to create student satisfaction, the quality of good teaching human resources is also a form of service to students, so that students will feel comfortable and at home with teaching and learning activities that run optimally²⁹.

Nurul Qadim Kalikajar Islamic Boarding School, Paiton, Probolinggo is one of the Islamic boarding schools that is quite famous for its Salafi education, because Salafi education in Nurul Qadim is compulsory. Some of the services in Nurul Qadim Islamic Boarding School are not much different from services in other Islamic boarding schools, including services of Islamic boarding school facilities and infrastructure such as the availability of rooms, bathrooms, complete cooperatives, etc. Also educational facilities and infrastructure services that can support a conducive teaching and learning process. And there are also religious services such as everything that can educate students to get closer to God, and not to forget also the services of educational institutions that currently provide formal and non-formal education and even universities. But behind all the programs and services that have been carried out by pesantren to maintain the loyalty of their students, it does not go as expected. Because lately the loyalty has decreased, with many students moving to other institutions or pesantren.

The decline in student loyalty is more inclined to the reason where students feel bored and unable to learn too many books, as well as not strong against the amount of memorization that must be borne each semester, thus making the decline in student loyalty to the interest in using further education services that have been provided. Maintaining customer loyalty does require continuous improvement of the quality of educational services³⁰. Customer loyalty is considered to be at the core of service delivery because retaining existing customers is considered more beneficial to the service provider than trying to attract new customers³¹.

²⁸ Hasnadi, "Total Quality Management: Konsep Peningkatan Mutu Pendidikan." *SAP (Susunan Artikel Pendidikan)* 6, no. 2 (2021): 143-150. <https://doi.org/10.30998/sap.v6i2.9331>.

²⁹ Lilis Suryani, Erjati Abas, and Nur Widiastuti. "Upaya Peningkatan Kualitas Di MTs Nurul Amal Kasih Raja Kecamatan Lbuk Keliat Kabupaten Ogan Ilir Prov. Sumatera Selatan Thun Pelajaran 2022/2023." *Jurnal Manajemen Dan Pendidikan* 2, no. 1 (2023): 871-879.

³⁰ Rahmadani Hidayat, Nursyiwan Nursyiwan, and Safrizal Safrizal. "The Effect of Service Quality on Student Satisfaction and Student Loyalty: An Empirical Study." *Dinasti International Journal of Economics, Finance and Accounting* 4, no. 2 (2023): 343-351.

³¹ Dewa Nyoman Benni Kusyana, Putu Atim Purwaningrat, and Milla Permata Sunny. "Peran Kualitas Layanan Dalam Menciptakan Loyalitas Mahasiswa Fakultas Ekonomi Bisnis Dan Pariwisata Universitas Hindu Indonesia." *Jurnal Widya Manajemen* 2, no. 1 (2020): 10-27. <https://doi.org/10.32795/widyamanajemen.v2i1..>

Research conducted by ³² shows that one of the quality management concepts that is suitable for Islamic boarding school educational institutions is *Total Quality Service*. It is said to be of quality if it can meet the expectations of its customers. Research from ³³ stated that the quality of pesantren services is more influential on student loyalty compared to the image of pesantren and student satisfaction. Similar research was conducted by ³⁴ From this research shows that quality service will foster high satisfaction for customers. Similar research from previous researchers has shown that service quality and customer satisfaction have a positive impact on customer retention rates ³⁵. And research According to ³⁶ Loyalty can be achieved by giving satisfaction to customers and finding ways to maintain relationships with customers.

From some of the research above, it can be concluded that *Total Quality Service* (TQS) is very important for the sustainability of pesantren educational institutions. And from the phenomenon that occurred in Nurul Qadim Islamic Boarding School, researchers felt interested in making the institution the object of this study, considering that the quality of service has a positive impact on customer loyalty, and the participation of all human resources in this regard. institutions have an important role in the implementation of TQS. Therefore, this research is here to complement previous research, and can add insight to other institutions. Therefore, this study focuses on building student loyalty through *Total Quality Service* in order to increase educators' human resources.

2. METHOD

This research uses a qualitative approach method with a case study type. Where this case study is to analyze and reveal about building student loyalty through *Total Quality Service* in the context of improving the human

³² Arfandi. "Peningkatan Mutu Pendidikan Pondok Pesantren Melalui Total Quality Service." *Lisan Al-Hal: Jurnal Pengembangan Pemikiran Dan Kebudayaan* 13, no. 2 (2019): 239-258.

³³ Dudun Ubaedullah, Makruf Akbar, and Mukhneri Mukhtar. "Service Quality of Pesantren and Its Impact on the Santri Loyalty." *International Journal for Educational and Vocational Studies* 1, no. 3 (2019): 254-60. <https://doi.org/10.29103/ijevs.v1i3.1587>

³⁴ Mashur Imam, and Abdullah. "Service Quality Dalam Membangun Competitive Advantage Di Pondok Pesantren Nurul Jadid." *Nusantara Journal of Islamic Studies* 03, no. 02 (2022): 167-186.

³⁵ Rahmadani Hidayat, Nursyiwan Nursyiwan, and Safrizal Safrizal. "The Effect of Service Quality on Student Satisfaction and Student Loyalty: An Empirical Study." *Dinasti International Journal of Economics, Finance and Accounting* 4, no. 2 (2023): 343-351.

³⁶ AfniMa'rufah. "Strategi Service Quality Sebagai Media Dalam Menciptakan Kepuasan Dan Loyalitas Pelanggan Jasa Pendidikan" 4, no. 2 (2023): 813-822. <http://jurnaledukasia.org>.

resources of educators at Nurul Qadim Islamic boarding school. To obtain data, researchers use observation and interview techniques. As for the source of the data obtained from this study, researchers received information from the resource persons, consisting of the head of the cottage, the head of the quality assurance team, teachers (Ustadz and Ustadzah), and one of the students. Researchers conducted data analysis using Milles and Huberman data analysis techniques consisting of data reduction, data display, and verification. Data analysis can be done during the data collection process and after data collection through predetermined stages ³⁷. To test the validity of the data, researchers use triangulation techniques, which use triangulation techniques by checking data to the same source but with different techniques. Data obtained from interview techniques, then checked using observation techniques.

3. RESULTS AND DISCUSSIONS

Total Quality Service (TQS) applied at Nurul Qadim ponpes not only includes the results of the quality of service to its students but also related to efforts to improve the human resources of its educators. As it is according to ³⁸ in the perspective of TQS service quality is not only seen from the results, where the quality of service that needs to be considered is also related to the process, environment, and people, which includes good service and the entire learning process; a conducive environment; and good human resources from educators.

Data analysis of findings in the study will be analyzed using 5 focus areas of TQS ³⁹, as indirectly in ponpes Nurul Qadim also focuses on these 5 areas in the application of TQS, so that in the context of improving the human resources of educators, the 5 focus areas of TQS include the following:

1. Customer focus

TQS emphasizes the importance of understanding and meeting customer needs and expectations, because in managing the quality of educational institutions in Islamic boarding schools, customers are the key to achieving profits. The survival of an organization is largely determined by how customers view the organization ⁴⁰, so Customer identification is a top priority. After that identify the needs and wants or expectations of the customer. Then it is necessary to design a system that can provide the quality of service that customers expect.

³⁷ Sugiyono Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, Dan R&D*, 2022.

³⁸ FandyTjiptono. *Prinsip-Prinsip Total Quality Service*, 2020.

³⁹ FandyTjiptono. *Prinsip-Prinsip Total Quality Service*, 2020.

⁴⁰ Arfandi, "Peningkatan Mutu Pendidikan Pondok Pesantren Melalui Total Quality Service" *Lisan Al-Hal: Jurnal Pengembangan Pemikiran Dan Kebudayaan* 13, no. 2 (2019): 239–258.

In Nurul Qadim Islamic boarding school, it seems that an understanding is applied, that the aspect of focusing on customers not only involves the need to meet the needs of their students, but the human resources of educators in an institution are also customers who also need more services from the institution. Human resources educators also need self-welfare services, comfort and recognition of their quality, so that educators can feel capable and more productive in providing services to their students. Therefore, as the findings in the field in service efforts to improve the human resources of educators within the scope of TQS from the institution are as follows:

a. Attend seminars and teacher training activities

Based on findings in the field, motivational seminars and teacher training activities greatly help teachers to be more productive in carrying out their duties. In the theory put forward by Nana Sudjana in ⁴¹ that teachers must have several abilities including cognitive abilities or intellectual abilities. The indication is that teachers must be able to master teaching materials, both subject matter and devices related to the teaching and learning process.

Indications are known that the previous homeroom position structure did not only focus on homeroom teachers, and there were homeroom teachers whose domiciles were outside the pesantren, causing homeroom homeroom infocus in protecting their students. However, with the new structural overhaul when having a homeroom position, it is only focused on homeroom teachers and it is required by teachers / ustadz and ustadzah who still live in pesantren. Therefore, at this time each class will get full attention from their homeroom teacher for 24 hours, so that every student will get more service from their homeroom teacher. And this is a new system to overcome the saturation of students with many books and the inability of students to face rote dependents in each semester, because they already have homeroom teachers who are ready to help in the learning process and face student complaints in everything.

b. Supervise / coach from the head of the quality guarantor

In Nurul Qadim Islamic boarding school, the head of the quality guarantor is an institution personnel assigned by the Tarbiyyah Bureau who is responsible for all educational activities in the pesantren. It can be concluded that the Chief Quality Guarantor has a great responsibility for the overall management of the institution both educatively and non-educatively, education staff and educators. Managing an educational institution is very important to have a superior coaching to its members in order to carry out

⁴¹ Ferawati, Taqwatul Uliyah, and Nur Widiastuti. "Upaya Peningkatan Manusia Tenaga Pendidik Dan Tenaga Kependidikan Di Sdn 1 Banding Agung." *Jurnal Manajemen Dan Pendidikan* 02, no. 05 (2023): 734-744.)

their duties properly ⁴². So that educational services at the Nurul Qadim Islamic boarding school can be of good value in the eyes of students and the community.

From several efforts to improve the human resources of educators within the scope of TQS, it can be concluded that in Nurul Qadim ponpes the quality of human resources of educators has an important role in meeting the needs and satisfaction of students, so that this satisfaction can build the loyalty of the students. As stated by the Head of Quality Assurance of Nurul Qadim Islamic Boarding School "Good service is the full attention and sense of mercy of a teacher towards his students, because no student is stupid unless he lacks attention from his teacher".

2. Total engagement

Active participation of all educators in educational institutions is needed to improve the quality of services. This total involvement means commitment, where management must provide opportunities for service improvement to all human resources of educators to show leadership qualities that can provide positive inspiration for the educational institutions they lead ⁴³. Hasibuan in ⁴⁴ said that human resource management is all activities related to recognizing the importance of labor in the organization as vital human resources, which contribute to the goals of the organization, and utilize functions and activities that ensure that human resources are utilized effectively and fairly for the benefit of the organization. Employee performance will reflect the performance of the organization. with the implementation of TQS in Islamic boarding school educational institutions, the performance of educators' human resources will be better as well as quality can also be improved by the implementation of TQS ⁴⁵.

The involvement of all components of the pesantren will be realized if the leadership and management system in the pesantren provides access and empowers subordinates to brainstorm ideas and input on the progress of the pesantren. Through ideas, and varied inputs will give birth to a plan, implementation strategy and evaluation that must be carried out together, so that it will spur the human resources of educators in Islamic boarding schools to be more active in achieving the desired goals. So with the TQS, it can improve the performance of human resources of educators and create

⁴² Ferawati, Taqwatul Uliyah, and Nur Widiastuti. "Upaya Peningkatan Manusia Tenaga Pendidik Dan Tenaga Kependidikan Di Sdn 1 Banding Agung." *Jurnal Manajemen Dan Pendidikan* 02, no. 05 (2023): 734-744..

⁴³ Fandy Tjiptono, *Prinsip-Prinsip Total Quality Service* 2020..

⁴⁴ Rustina Anjar Rokhani, and Agustina Sri Purnami. "Manajemen Mutu Pelayanan Pendidikan Di Sekolah Kejuruan." *Media Manajemen Pendidikan* 4, no. 1 (2021): 69-80.

⁴⁵ Khairani Sakdiyah, and Muhammad Zulkifli Hasibuan. "Kata Kunci : TQM, Kinerja Pegawai, Kualitas , Pelayanan 1754." *Seminar Nasional & Expo II Hasil Penelitian Dan Pengabdian Masyarakat*, 2019, 1754-1766.

multidisciplinary work teams in order to improve the quality of service to students who are the main customers in pesantren educational institutions. The findings at the Nurul Qadim Islamic boarding school provide access to opportunities for brainstorming ideas and other inputs carried out once a month in an evaluation meeting of educators with leaders of educational institutions. However, the evaluation meeting of all educational institutions in pesantren uses 4 quarter periods in one year with every 2 months and a half with the leadership of each educational institution and all components of pesantren education personnel.

3. Measurement

TQS requires Islamic boarding schools to set goals, namely measuring the quality of management performance with customer satisfaction including other targets needed to achieve conformity between expectations and reality as measurement material. Goals need to be set, so that success measurement and evaluation can be done to follow up through through improvements. According to ⁴⁶ The elements of the measurement system consist of:

a. Compile process measures and results in the implementation of TQS at Nurul Qadim Islamic boarding school. Where TQS can improve the quality of human resources of educators in order to provide good services that can create satisfaction with their students so that they can build student loyalty. To measure the success rate, the head of the quality assurance asks for a report from the leadership of each institution, and the head of each institution gets data from a representative of one of the students in each class.

b. Identify outputs from educators' HR performance processes and measure their suitability to the needs of their students. From the results of the data obtained by each head of the institution, the head of the quality guarantor can find out the quality of the performance of human resources of educators in providing services with the level of success achieved in providing satisfaction to their students.

c. The next stage is that the head of the quality guarantor can correct irregularities and continue to improve the performance of the human resources of educators and refine the next plan so that they can continue to provide satisfaction to the students so that they can be loyal to educational services in pesantren.

4. Systematic support

In perspective *Total Quality Service* (TQS), support has an important role in achieving the goals of the institution. Without internal or external support, pesantren will have difficulty meeting the needs of their

⁴⁶Fandy Tjiptono, *Prinsip-Prinsip Total Quality Service*, 2020.

organization⁴⁷. This field includes preparing institutions for the success of the program, both in the form of facilities and infrastructure, recognition, awards for teachers whose performance is very good.

The findings in the field, as a form of systematic support for the head of the quality guarantor of the Islamic boarding school, Nurul Qadim, have also provided SOPs in every activity and syllabus for each educator, a conducive work environment, and recognition and appreciation for educators who have very productive performance, and the awarding is carried out at the end of each semester. Because that way every educator will have a sense of enthusiasm to continue to improve their performance. And it will affect the quality of service to students, where if the performance of educators' human resources is very good, students will feel comfort and satisfaction in the teaching and learning process in the classroom or the services that teachers provide, especially homeroom teachers outside teaching and learning activities.

Speaking of support from educational institutions, in order to improve the quality of higher education services, Islamic boarding schools provide an LBM (Lajnah Bahtsul Masa'il) program where in that program students will pay more attention in terms of learning their books, more mental training and public speaking. However, this program is still running and the quota of participants is still limited. However, the existence of this LBM program can make it easier for students to hone their talent in reading books so that they can build their pleasure and love for the yellow books. When students feel comfortable and happy with what they learn, it can be ascertained that students will continue to use pesantren education services continuously⁴⁸, so as to build student loyalty to pesantren educational institutions.

5. Continuous improvement

Continuous improvement is a continuous improvement that must be done by Islamic boarding schools in creating better or superior organizational progress. Continuous improvement is a fundamental important element of implementing TQS in Islamic boarding schools that is

⁴⁷ Arfandi, "Peningkatan Mutu Pendidikan Pondok Pesantren Melalui Total Quality Service." *Lisan Al-Hal: Jurnal Pengembangan Pemikiran Dan Kebudayaan* 13, no. 2 (2019): 239-258.

⁴⁸ Lilis Suryani, Erjati Abas, and Nur Widiastuti. "Upaya Peningkatan Kualitas Di MTs Nurul Amal Kasih Raja Kecamatan Lbuk Keliat Kabupaten Ogan Ilir Prov. Sumatera Selatan Thun Pelajaran 2022/2023." *Jurnal Manajemen Dan Pendidikan* 02, no. 01 (2023): 871-879.

carried out jointly ⁴⁹, So that in continuous improvement everyone is responsible for:

a. Viewing all work as one process, namely improving the quality of education in Islamic boarding schools requires commitment in totality for all components of the pesantren. At Nurul Qadim Islamic boarding school, evaluation meetings are held once a month. If the problem concerns students, then the settlement must be completed at the homeroom level, then the head of the institution. However, if the problem concerns the teacher, the head of the quality guarantor directly handles it. After being fostered by the head of the quality guarantor but the problem still repeats, it may be dismissed, either teachers who still live in pesantren or teachers who are domiciled outside the pesantren.

b. Anticipating other needs or desires from customers, both internal (educators, education staff, and students) or external (parents, community, and government).

c. Perform incremental improvements by detecting performance improvement levels. And in the Nurul Qadim Islamic boarding school, the detection is carried out once a month.

d. Reducing cycle time, in pesantren Nurul Qadim initially used a cycle every semester, but now there is a change of 4 quarter periods in 1 year per 2 months and a half.

e. Ready to accept criticism and input from anyone, even criticism from internal and external customers.

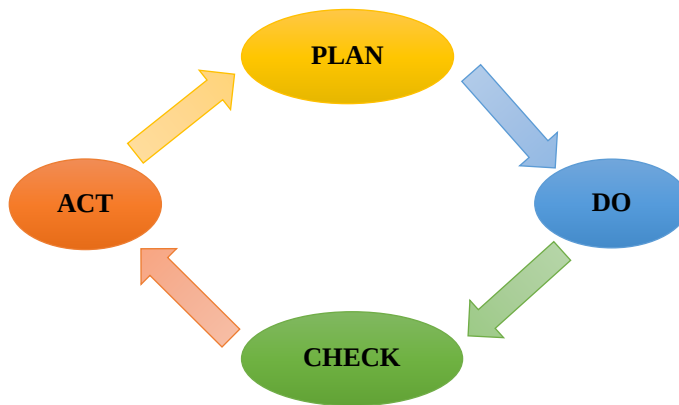
For the field of head of the quality guarantor of Islamic boarding schools, Nurul Qadim said, criticism and input from parents are almost never found, but sometimes there are some criticisms from students who are not comfortable for various reasons he conveys to his parents, such as strict pesantren regulations, too much study of his book, etc. As said by the head of the Islamic boarding school Nurul Qadim who said that customers who have the same taste with the products that offered, they are welcome to buy it. If they don't like it, then we can't force it. However, from the educational institution, Nurul Qadim Islamic boarding school is very open to receive technical criticism and suggestions from customers (guardians) both orally and in writing which will be used as evaluation material for improving school services.

To improve continuous improvement, Islamic boarding schools indirectly use the PDCA cycle model ⁵⁰, as follows;

⁴⁹ Arfandi, "Peningkatan Mutu Pendidikan Pondok Pesantren Melalui Total Quality Service." *Lisan Al-Hal: Jurnal Pengembangan Pemikiran Dan Kebudayaan* 13, no. 2 (2019): 239-258.

⁵⁰ Fandy Tjiptono, *Prinsip-Prinsip Total Quality Service*, 2020.

Figure 1 : PDCA cycle



1. Plan: from the findings in the field, Nurul Qadim Islamic boarding school plans improvements, changes and data collection on an ongoing basis so that then an evaluation can be carried out which in this case is carried out in every 1 quarter, namely every 2 months and a half. As before, a structural change in the teaching staff is planned that requires homeroom teachers to be educators who are still living in pesantren and planning a new program, namely the LBM program, where in this program students will be more trained in learning their books, mentality and public speaking.

2. Do: the next stage is to carry out an improvement, change, data collection and evaluation that has been planned before.

3. Check: in this stage then an examination is carried out and studies the results achieved from the implementation of changes and improvements that have been made, or the results of data collection. As happened in the field when a structural change in educators was implemented, from the observation of these changes, students will feel more comfortable and satisfied, because with these changes, homeroom teachers will serve and protect their students for 24 hours, both academic and non-academic services. And also like when a new program is implemented, namely the LBM program, from the observations in the application can build the confidence of students and the love of students for Salafi books.

4. Act: then in this stage an action is carried out from the results that have been achieved from a change and improvement or the results of evaluation from data collection, so that then it can continue the process of further improvement, such as what needs to be revised and what needs to be standardized from the process that has been improved previously by repeating the stages of the PDCA cycle.

Thus from the findings in the field in this study the author can summarize in this map, namely;

Figure 2 : Concept of Research Results



The implementation of TQS is indeed very much needed for the sustainability of the institution as well as the often forgotten human resources who have an important role in the implementation process, especially the human resources of educators, so that the TQS approach can indirectly improve the quality of the human resources of educators. When the human resources of educators are qualified, the services that educators provide to their students will also be of higher quality, so that it will provide satisfaction and comfort to their students, and from there it will build student loyalty to Islamic boarding school educational institutions. In Islamic boarding school institutions, quality services from human resources, educators are not only in the academic scope but also include all non-academic matters. And it can be seen from the findings above such as the existence of additional programs from Islamic boarding schools, namely the LBM program which trains fully in studying the books of salaf and also trains the mental and public speaking of students. From this program, students become easier to master the books of salaf so that they can crush love and comfort when students begin to feel bored with learning the book quite a lot in their Salafi education. And from that love, students become satisfied with the services provided, then become more loyal in using educational services that have been provided by pesantren continuously.

4. CONCLUSION

Total Quality Service (TQS) is the right concept that can be applied in pesantren educational institutions because it can foster satisfaction for its customers, namely students, and students will be more loyal to the institution when students feel satisfied and comfortable with the services obtained. TQS in order to increase educators' human resources will affect the level of service to their students, because when educators' human resources are qualified, the services provided to students will also be of higher quality.

In building student loyalty which refers to the 5 focus areas of TQS, in addition to quality services, especially from educators, there is also a need for a program service as support from the institution, as the findings above Nurul Qadim lodge implements the LBM (Lajnah Bahtsul Masa'il) program as support to build students' love for Salafi books. The findings in the field show that students become happy with what is learned, then student satisfaction is created with the services provided, and from that satisfaction is formed student loyalty to educational institutions at the Nurul Qadim Islamic boarding school.

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