



The development of a customer-based (TQM) quality management model at Universitas Halim Sanusi Persatuan Ummat Islam Bandung

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ABSTRACT

Quality assurance in higher education is a crucial and mandatory aspect for any university, including at Universitas Halim Sanusi Persatuan Ummat Islam Bandung. Educational quality assurance will enhance global competitiveness in terms of the university's overall quality. The purpose of this article is to explain the development of a customer-based (TQM) quality management model at Universitas Halim Sanusi Persatuan Ummat Islam Bandung. The method used is a descriptive qualitative approach with a PPEPP (Determination, Implementation, Evaluation, Control, and Improvement) standard. The results of the study show that the education quality manual was developed through five stages, involving the BPH, Rectorate (comprising the Rector and Vice Rectors 1-3), Senate, Deans, and Heads of Study Programs. Each party has specific responsibilities and has successfully produced the necessary documents and performance indicators. The development of this quality manual takes into account the goals, vision, and mission of the university, which are aligned with Islamic values. This development improved the education standards and learning outcomes at Universitas Halim Sanusi Persatuan Ummat Islam Bandung according to Islamic values.

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ABSTRAK

Penjaminan mutu pendidikan tinggi merupakan hal yang sangat penting dan wajib dalam sebuah perguruan tinggi, begitupun di Universitas Halim Sanusi Persatuan Ummat Islam Bandung. Penjaminan mutu pendidikan akan menciptakan daya saing secara global mengenai mutu perguruan tinggi itu sendiri. Tujuan artikel ini adalah menjelaskan pengembangan model manajemen mutu berbasis pelanggan (TQM) di Universitas Halim Sanusi Persatuan Ummat Islam Bandung. Metode yang digunakan adalah kualitatif deskriptif dengan pendekatan PPEPP (Penetapan, Pelaksanaan, Evaluasi, Pengendalian dan Peningkatan) standar. Hasil dari penelitian adalah manual mutu pendidikan dikembangkan melalui lima tahapan oleh BPH, Rektorat (Rektor, Warek 1-3), Senat, Dekan dan Kaprodi. Semua pihak mempunyai tugas masing-masing dan berhasil mengeluarkan dokumen dan indikator kerja yang dibutuhkan. Pengembangan manual mutu ini dilakukan dengan memperhatikan tujuan atau visi dan misi universitas yang mengarah pada nilai Islam. Pengembangan manual mutu ini menghasilkan standar pendidikan dan capaian pembelajaran di Universitas Halim Sanusi Persatuan Ummat Islam Bandung menjadi lebih baik sesuai dengan nilai Islam.

Kata Kunci: manajemen mutu; pendidikan; perguruan tinggi

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INTRODUCTION

Quality assurance in higher education is a very important and mandatory aspect in universities based on Undang-undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional (concerning the National Education System) and the Peraturan Menteri Riset, Teknologi dan Pendidikan Tinggi Nomor 44 Tahun 2015 tentang Standar Nasional Pendidikan Tinggi (concerning National Standards for Higher Education). The implementation of education quality assurance is regulated in the guidelines for the higher education quality assurance system compiled by the Ministry of Research, Technology, and Higher Education or Kementerian Riset Teknologi dan Pendidikan Tinggi (Kemendikristekdikti) based on the Undang-Undang Nomor 12 Tahun 2012 tentang Pendidikan Tinggi (concerning Higher Education). The execution and implementation of the quality assurance system are determining factors for increasing the competitiveness of universities (Mulyasa & Aryani, 2022).

The Higher Education Quality Assurance System or Sistem Penjaminan Mutu Pendidikan Tinggi (SPMPT) aims to ensure the systematic and continuous fulfillment of Higher Education Standards, thereby fostering and developing a quality culture within a university that will create global competitiveness in the quality of the university itself (Sularno *et al.*, 2022). It is explained in the "Buku Pendoman Sistem Penjaminan Mutu Pendidikan Tinggi (Higher Education Quality Assurance System Handbook)" that the Lembaga Penjaminan Mutu dan Pengawasan Internal or Internal Quality Assurance and Supervision Institution (LPMPI) will be implemented, controlled, and developed by the university, while the Sistem Penjaminan Mutu Eksternal or External Quality Assurance System (SPME) will be implemented, controlled, and developed by BAN PT and/or LAM through accreditation according to their respective authorities.

Autonomous authority in Higher Education requires the prerequisite of implementing Good University Governance (GUG) first, especially in terms of accountability and transparency (Hidayah & Ma'arif, 2023). Improvement and quality assurance can be a starting point for realizing accountability and transparency in the implementation of higher education (Ndoluanak *et al.*, 2023). Therefore, to realize GUG at Universitas Halim Sanusi (UHS) Persatuan Umat Islam (PUI) Bandung, the implementation of LPMPI is a must.

Research on improvement and quality assurance to realize GUG has also been widely conducted. One study mentioned that well-executed quality management significantly contributes to the efficiency of academic administration performance, data transparency, accountability, and decision-making. From the perspective of lecturers and students, quality management greatly aids accreditation and strengthens the management of research and innovation. The factors influencing its success lie in the quality of technology, leadership commitment, resource readiness, external policy support, and the availability of infrastructure (Widiastuti *et al.*, 2025). Ada There are also studies that mention that quality improvement and assurance can be carried out in various ways such as faculty professional certification, receiving student feedback, promoting alumni relations, and letters about services provided to students and users. If the quality assurance tasks are not explained in detail, the quality assurance will not work optimally (Murtyaningsih, 2024).

Unlike previous studies, this article aims to discuss the development of a customer-based quality manual (Total Quality Management or TQM) implemented by the UHS academic community. Before establishing the UHS LPMPI quality manual, what needs to be understood first are the Vision, Mission, and Goals of Universitas Halim Sanusi PUI Bandung. These serve as the direction and foundation for realizing the Tri Dharma of Higher Education. LPMPI must encompass all educational, research, and community service activities along with the resources used to achieve the National Higher Education Standards. The implementation of LPMPI is expected to simultaneously provide assurance and confidence to customers as well as stakeholders that UHS systematically, consistently, and continuously delivers the best in

accordance with the standards established in the implementation of the Tri Dharma of Higher Education and the management of higher education it conducts.

LITERATURE REVIEW

Quality Management System in Education

Quality management in education is a series of processes related to the planning, management, implementation, and evaluation of all aspects of education. These processes are carried out to achieve and maintain previously established quality standards (Sulkifli *et al.*, 2025). The concept of quality management in education, besides focusing on improving learning outcomes, also focuses on the quality of the curriculum, teaching, human resources, facilities and infrastructure, as well as evaluation. All of these aspects must be managed effectively and efficiently so that education can be optimal (Hidayat & Anggraini, 2020).

There are several main components in educational quality management that interact with each other to achieve educational quality goals, including the following:

1. Curriculum

The curriculum, which serves as the foundation of educational activities, must be consistently updated and adapted to developments in science, technology, and workforce needs (Sari & Handayani, 2021). A curriculum that is consistently updated will provide a strong foundation for all educational activities.

2. Educators

The educators referred to are teachers and educational staff. Educators are the primary determining factor in the success of education, so in educational quality management, their competencies must be enhanced through training, professional development, and further performance evaluation. Teaching methods must also be adapted to the needs of students and technological developments. Furthermore, to ensure the smooth running of the educational process, the role of administrative staff is also necessary (Prasetyo & Suharto, 2020). Coordination between the two parties will create an effective and productive learning environment because the instructor will be fully focused on teaching.

3. Facilities and Infrastructure

Facilities and infrastructure such as classrooms, libraries, laboratories, learning aids, and internet access are highly necessary to support the smooth running and improvement of the quality of the learning process. In addition, a conducive learning environment for students and teachers will be created if the existing infrastructure is well organized (Fitriani & Zahra, 2022). This is important to pay attention to in order to create a conducive learning environment for all members of the academic community.

4. Evaluation and Monitoring System

Evaluation and supervision components are very important to assess learning outcomes, the effectiveness of teaching methods, curriculum management, and the performance of educators. Data-based evaluation will effectively provide useful feedback for continuity (Andriana & Wulandari, 2023). Evaluations carried out consistently will enable an institution to achieve its vision and mission optimally.

5. Stakeholders

The stakeholders referred to are students, parents, the community, and the industry. The collaboration carried out by the school with these parties will create an effective educational environment and support success (Andriana & Wulandari, 2023). It is very important to ensure the quality of graduates in line with the times.

6. Finance and Resources

In educational quality management, the budget must be managed transparently to ensure that the available funds are used appropriately, both for operational financing and for the development of facilities and the quality of education (Sutrisno & Anwar, 2021). Well-managed finances and resources will also create trust among stakeholders, ensuring that the institution's vision and mission are successfully achieved.

Total Quality Management (TQM) in Education

The main emphasis of TQM is on quality, defined by doing everything well from the start with the goal of achieving customer satisfaction. TQM can also be interpreted as a management strategy aimed at instilling quality awareness in all processes within the organization (Zaki *et al.*, 2024). According to the definition from ISO, TQM is "a management approach for an organization that is focused on quality, based on the participation of all its members, and aimed at long-term success through customer satisfaction as well as providing benefits for all members of the organization and society." The basic philosophy of TQM is "as a result of customer satisfaction, an organization can achieve success." (Rahman *et al.*, 2023).

The main goal of TQM in the field of education is to continuously, consistently, and integrally improve the quality of education (Annisa & Gyfend, 2021). TQM also orients the management system, staff behavior, organizational focus, and service delivery processes so that service-providing institutions can produce better, more effective services that meet the needs, desires, and requirements of customers. TQM is also a philosophy of continuous improvement, which can be used as a practical tool by educational institutions to meet the needs, desires, and expectations of customers now and in the future (Sari *et al.*, 2024). In this regard, all parts and systems of the institution must support and complement each other. The success of these units affects the overall success of the organization (Zulfa & Halimatuzzahrah, 2025).

TQM in the field of education must prioritize fulfilling the needs of educational customers (Abaimuhtar & Yasin, 2024). This is done by making continuous improvements to all specific aspects within an educational institution, especially the curriculum field related to teaching and learning activities for students, involving all leaders and staff within the educational institution or school environment (Nurdiniyya & Bahrani, 2025).

To continuously develop the curriculum based on the voice of the market, educational institutions (schools) are required to conduct surveys on what is needed by their customers. Here, customers refer to students, educators or teachers, school staff, as well as surveys on the needs of the users of school graduates (Salsabila *et al.*, 2025; Cappa *et al.*, 2024). Once this is identified, the school can then establish a set of curriculum development plans according to market needs for students in the teaching-learning process. TQM in education is related to creating a quality culture by placing the customer as the main focus through the involvement of all employees and educational staff, as well as continuous improvement, in order to achieve a quality educational organization that can compete and survive in the era of changing times (Erliyana *et al.*, 2024; Hadijaya *et al.*, 2024).

METHODS

The method used is descriptive qualitative. This research was conducted to understand quality assurance at Universitas Halim Sanusi Persatuan Ummat Islam Bandung. This study focuses on the PPEPP or Penetapan, Pelaksanaan, Evaluasi, Pengendalian, dan Peningkatan approach (Determination, Implementation, Evaluation, Control, and Improvement) of standards (Sitorus & Dahlan, 2024).

Standard Setting Procedure

Quality standards can be formulated and established by combining the university's vision (deductively) and the needs of stakeholders (inductively). As quality standards, their formulations must be specific and measurable, containing the elements of Audience, Behavior, Competence, Degree (ABCD). The number of standard items in each type of standard is determined by the university/program, in accordance with the vision, stakeholders' needs, as well as the urgency and capability of the respective university/program. As a quality standard that will be used as a reference in the implementation of university tasks, the development of quality standards is not an instant activity but requires repeated studies before becoming standards that genuinely serve as a reference for every process within the university. The mechanism for establishing standards essentially follows the following stages.

1. Analysis of standard requirements referring to the vision, mission, Peraturan Menteri Riset, Teknologi dan Pendidikan Tinggi Nomor 44 Tahun 2015 tentang Standar Nasional Pendidikan Tinggi (Regulation of the Minister of Research, Technology, and Higher Education Number 44 of 2015 concerning National Higher Education Standards), Strategic Plan, and UHS Quality Policy;
2. Collection of documents related to the establishment of LPMPI standards in the form of internal documents such as regulations applicable at UHS and external documents such as laws and government regulations concerning LPMPI;
3. Testing and reviewing LPMPI standards. In this stage, the draft of the LPMPI standards is presented in a plenary meeting with the leaders and study programs to obtain input and feedback (if any) for the improvement of the LPMPI standards;
4. The formulation of LPMPI standards refers to the vision, mission, and objectives, strategic plan, and applicable laws and regulations;
5. Approval of LPMPI standards. In this case, the results of the refinement of LPMPI standards, SOPs, and Forms are reported to the UHS leadership to obtain approval. After that, the UHS rector issues a decree on LPMPI standards as a guideline for implementing LPMPI standards across all work units.

Procedure for Implementation/Fulfillment of Standards

Carried out through various stages such as:

1. Technical and/or administrative preparations for the implementation of the standard contents. LPMPI coordinates with universities and study programs across all work units;
2. Preparation of SOPs (Forms) of instructions related to each LPMPI standard;
3. Socialization of LPMPI SOP Standards and Forms to all work units at UHS, both in academic and non-academic fields, as well as to lecturers, educational staff, students, and alumni;
4. Implementation of LPMPI standards in all UHS work units by referring to the contents of the standards, SOPs, and forms that have been established.

Standard Evaluation Procedure

Standard evaluation is carried out through self-assessment. In order for self-assessment to be conducted effectively, several steps or procedures can be developed as follows:

1. Agreement to conduct a self-evaluation;
2. Formation of the educational unit self-evaluation team;
3. Issuance of a task letter from the head of the educational unit;
4. Formulation of objectives and determination of the scope of self-evaluation;

5. Preparation of a work plan and implementation schedule;
6. Collection of primary and secondary information/data appropriate to the scope of self-evaluation;
7. Data analysis according to standards using SWOT or others;
8. A meta-analysis was conducted;
9. Presentation of self-evaluation results to all members of the educational unit;
10. Improvement of self-evaluation documents;
11. Submission of the self-evaluation documents of the policy advice center to the education unit leader.

Standard Control Procedure

The stages of LPMPI standard control carried out through monitoring and evaluation are illustrated as follows:

1. Periodic monitoring and evaluation of the implementation of LPMPI standards according to the specified schedule;
2. Recording and inspection of the implementation of LPMPI standards in each work unit;
3. Taking corrective action against deviations or incompleteness of documents in the implementation of LPMPI standards;
4. Preparation of written reports on the results of monitoring and evaluation, which are submitted to the heads of work units and the chairperson of the quality assurance institution.

Development/Improvement of Standards

In general, the stages of development/improvement of LPMPI standards can be explained as follows:

1. Review of monitoring report results conducted by the leadership and LPMPI;
2. Evaluation of monitoring report results;
3. Review and follow-up for standard revisions;
4. Establishment of new standards for quality improvement.

RESULTS AND DISCUSSION

The campus parties involved in the integration of PPEPP with Islamic values at Universitas Halim Sanusi Persatuan Ummat Islam Bandung are the BPH (Owner), Rectorate (Rector, Vice Rectors (Warek) 1-3), Senate, Deans, and Heads of Study Programs. Each party has the authority to issue documents, performance indicators, and tags of Islamic values such as Tauhid, Ikhlas, Shidiq, Amanah, Mahabbah, Ishlah, and Tawakal. **Table 1** illustrates the Role & Position Map or Hierarchy and Core Functions of each campus party's role.

Table 1. Role and Post Map (Hierarchy and Core Functions)

Role/Unit	Positions in Governance	Core Function	Main Authority	Documents/Outputs	Islamic Value Tag
BPH	Peak, owner/direction setter	Determining the divine direction and strategic policies; top-level oversight	Approving the Vision and Mission; appointing/evaluating the Rector; approving the strategic plan and major policies	Decree on Vision and Mission; Decree on the Appointment of the Rector; approval of the Strategic Plan/Work Plan and Budget	Tauhid, Amanah, Shidiq
University Senate	Normative-academic (academic legislative)	Formulate and provide academic advice; uphold academic dignity	Establish/ratify academic norms, degrees/honors; curriculum	Academic Regulations; Senate Recommendations/Con	Shidiq, Amanah, Ishlah

Role/Unit	Positions in Governance	Core Function	Main Authority	Documents/Outputs	Islamic Value Tag
Rector	Top executive	Leading the execution of Renstra and SPMI; ensuring the integration of Islamic values	recommendations and academic policies Signing policies, SOPs, agreements; leading PPEPP; setting annual targets	considerations; Minutes of Meeting Policy decree; Rector's Performance Report; Unit performance contract	Amanah, Ikhlas, Ishlah
Vice Rector 1 (Academic and Student Affairs)	Academic management	Quality of education, curriculum, learning outcomes, student services	Validating the curriculum/Syllabus; faculty development; academic and student services	Curriculum books; academic guidelines; CPL/EDOM reports	Amanah, Mahabbah, Shidiq
Vice Rector 2 (Finance, HR, General Affairs)	Resource management	Performance-based budgeting, human resources, facilities and infrastructure, governance	Preparing and approving the unit's RKAT; procurement; HR policies	RKAT; financial statements; HR policies; assets/infrastructure	Amanah, Shidiq
Vice Rector 3 (Cooperation, Research, Innovation/Community Service)	External managerial & research/Community Service performance	Collaboration, MBKM, research and community service, reputation, and entrepreneurship	Approving MoU/MoA; research-PkM roadmap; MBKM/incubation program	MoU/MoA; roadmap; research-PkM performance report	Ishlah, Mahabbah, Amanah
Dean	Faculty executive	Managing quality in the faculty; implement the rectorate's policy	Establishing faculty programs & budgets; guidance for program heads and lecturers	Faculty work plan; performance report; meeting minutes	Amanah, Ikhlas, Ishlah
Head of Study Program	Program executive	Program executive	Preparing RPS; schedules; class monitoring; follow-up on EDOM/AMI	RPS; CPL-CPMK-RPS matrix; CPL report; study program RTL	Amanah, Shidiq, Mahabbah

Source: Research, 2025

Based on **Table 1** above, it can be explained that each party will collaborate to create and develop quality management within the university environment. This aligns with research that states that cooperation in formulating quality management must involve stakeholders in the university such as the rector, deans, and even heads of study programs or other units if necessary. They are required to formulate educational quality management based on the vision, mission, strategic plan, and higher education laws ([Widiawati et al., 2022](#)).

Determination Stage

In the implementation stage, each unit has its respective tasks as follows:

1. BPH is responsible for setting the direction and divine values as well as approving the VMTS and Strategic Plan. In this regard, BPH issues the VMTS Decree, Rector's Decree, and Strategic Plan Approval;
2. The Senate is responsible for providing consideration on academic norms and curriculum. In this regard, the Senate issues Academic Regulations documents and Senate Recommendations;
3. The Rector is responsible for translating direction into policies and targets. In this case, the Rector issues Policy Decrees and institutional KPIs;
4. Vice Rector 1 is responsible for establishing academic standards and learning outcomes (CPL). In this case, Vice Rector 1 issues the Curriculum Book and the CPL-CPMK mapping.

5. Vice Rector 2 is responsible for setting human resources policies, budgets, and infrastructure. In this case, Vice Rector 2 issues the RKAT and Human Resources Policies;
6. Vice Rector 3 is responsible for establishing the research, community service, and collaboration roadmap. In this case, Vice Rector 3 issues the roadmap and the List of MoA priorities;
7. The Dean is responsible for implementing policies at the faculty level. In this case, the Dean issues a faculty work plan document;
8. The head of the study program is responsible for designing the program's operations (syllabus, schedule). In this case, the head of the study program issues the syllabus and the CPL-CPMK-RPS matrix.

The establishment of quality standards is carried out by considering the vision and mission of the university. The Islamic values adopted are Tauhid, Ikhlas, Shidiq, Amanah, Mahabbah, Ishlah, and Tawakal. This aligns with the theory which states that in the stage of setting up a quality assurance model, higher education standards must be adjusted to the objectives of the respective university (Nuraeni *et al.*, 2025). In addition, learning outcomes related to Islamic values must be implemented by each study program to carry out proper learning management (Sitorus & Dahlan, 2024).

Implementation Stage

In the implementation stage, each unit has its own tasks, including the following:

1. The Rector is responsible for ensuring that all units follow the SOP. In this regard, the Rector issues assignment letters and conducts cross-unit coordination meetings;
2. Vice Rector 1 is responsible for overseeing learning and student services. In this matter, Vice Rector 1 issues monitoring reports and EDOM;
3. Vice Rector 2 is responsible for providing human resources, facilities, and timely finances. In this matter, Vice Rector 2 issues SLA service reports;
4. Vice Rector 3 is responsible for managing research-PkM and collaborations. In this matter, Vice Rector 3 issues research-PkM reports and active MoAs;
5. The Dean is responsible for supervising faculty implementation and coordinating with study programs and faculty supervisors. In this matter, the Dean issues supervision minutes;
6. The Head of Study Program (Kaprodi) is responsible for class operations, CPL assessments, and student services. In this matter, the Kaprodi issues attendance logs, CPL reports, and study program RTL;
7. The Senate is responsible for supervising academic norms. The Senate issues recommendation minutes;
8. The Board of Trustees (BPH) is responsible for strategic oversight and issues guidance minutes.

The activities carried out above are a series of steps undertaken by an institution or organization to ensure that what they previously planned is executed properly or not. Job descriptions or work procedures must be explained for smooth implementation (Widiawati *et al.*, 2022). This stage also plays a role in maintaining quality, continuously improving, and meeting the expectations of relevant parties. This stage also helps institutions adapt to changes and continuously develop better practices (Sitorus & Dahlan, 2024).

Evaluation Stage

In the evaluation stage, each unit has its own tasks, including the following:

1. The Rector is responsible for leading AMI and work evaluation. In this case, the Rector issues the AMI decree and performance report;

2. Vice Rector 1 is responsible for evaluating academics (CPL/EDOM) and issuing the CPL report card, academic RTL;
3. Vice Rector 2 is responsible for evaluating HR/finance/facilities and issuing internal audit documents, HR/Finance RTL;
4. Vice Rector 3 is responsible for evaluating research, PKM/collaboration and issuing achievement reports as well as research-PKM RTL;
5. The Dean is responsible for evaluating the faculty and guiding study programs, as well as issuing faculty evaluation reports;
6. The Head of Study Program is responsible for evaluating classes and their achievements and issuing EDOM and CLO report cards;
7. The Senate is responsible for assessing integrity and academic norms and issuing the senate statement document;
8. The Board of Trustees is responsible for assessing strategic benefits and divine values. In this case, the Board of Trustees issues BPH evaluation minutes.

The activities above are in line with the theory, which states that the purpose of the evaluation stage is to examine the conformity of planning and learning assessment with the characteristics of learning, as well as the integration of learning with research and community service. This evaluation activity is carried out by the study program GKM, which directly coordinates with the study program. The goal is to review and evaluate all activities related to the management of the study program, including planning and learning assessment (Sitorus & Dahlan, 2024). This evaluation also ensures that quality management does not stop at the planning and implementation stages but will continue to develop in accordance with changes in the educational environment and the needs of society (Sapruddin *et al.*, 2025).

Control Stage

In the control stage, each unit has its respective tasks, including the following:

1. The Rector is responsible for determining cross-unit sanctions/rewards and issuing the corresponding decision letters;
2. Vice Rector 1 is responsible for controlling academic violations and issuing violation registration documents;
3. Vice Rector 2 is responsible for controlling budget/HR deviations and issuing report documents;
4. Vice Rector 3 is responsible for controlling the quality of research-community service/partners and issuing SOP compliance reports;
5. The Dean is responsible for supervising and coaching lecturers/Program Heads and successfully issuing coaching plan documents;
6. The Program Head is responsible for controlling classroom operations and successfully issuing class minutes documents;
7. The Senate is responsible for monitoring compliance with norms and successfully issuing senate proceedings;
8. The Board of Trustees is responsible for prudential and value oversight and successfully issuing the Board of Trustees' minutes.

The activities above are in accordance with the theory which states that activities in the control stage usually involve monitoring and supervising the implementation of learning as well as preparing corrective actions (Neliwati *et al.*, 2024). This is done so that the learning objectives can be achieved and resources can be used efficiently. At this stage, feedback from all parties is gathered and compliance with quality standards is very important in order to maintain quality (Sitorus & Dahlan, 2024).

Improvement Stage

In the development stage, each unit has its respective tasks, which are as follows:

1. The Rector is responsible for driving improvement and transformation programs and issuing project charter documents and transformation KPIs;
2. Vice Rector 1 is responsible for innovating learning and curriculum and issuing innovation guidelines and micro-credentials;
3. Vice Rector 2 is responsible for efficiency and digitalization of services and issuing IT roadmaps and new SOPs;
4. Vice Rector 3 is responsible for expanding partnerships and entrepreneurship and issuing MoAs and incubation programs;
5. The Dean is responsible for scaling practices to faculties and issuing replication reports;
6. The Head of Study Program is responsible for refining RPS (Learning Plan) and CPL (Learning Outcome) assessments and successfully issuing revised RPS and assessment blueprints;
7. The Senate is responsible for academic renewal and successfully issuing new academic regulations;
8. The Board of Trustees is responsible for strengthening direction and blessings and successfully issuing approval documents for major programs.

The activities are already in line with the objectives of the improvement stage, which refer to efforts to continuously enhance the quality of education and learning (Sanda *et al.*, 2022). Improvements and transformations are carried out repeatedly, and each study program must follow up on the results of the identification. In the end, an initial draft design for the development of the quality assurance system model is usually created (Sitorus & Dahlan, 2024).

Results of the Implementation of the Quality Manual at Halim Sanusi University, Persatuan Ummat Islam Bandung

The implementation of integrating the PPEPP cycle to develop the education quality manual at UHS faced challenges in fulfilling the targets that needed to be achieved. The parties involved, namely the BPH, Rectorate, Senate, Deans, and Program Heads, each had specific targets in carrying out the PPEPP cycle. In the Planning stage, for example, each party had to ensure that the established plans could be executed optimally by all units, standards were met, complete and up-to-date, and Islamic values were properly implemented in teaching. These challenges were successfully resolved because, in the Implementation stage, all members of the academic community were able to apply the Islamic values upheld in their work. For example: 1) Lecturers successfully teach according to the curriculum, guide research and community service based on Islamic values such as Ikhlas (delivering knowledge as an act of worship), Shidiq (acting as a role model), Amanah (conveying knowledge with clear references); 2) Educational staff successfully support academic services, administration, finance, facilities, and infrastructure based on Islamic values such as Amanah (completing work thoroughly), Mahabbah (serving with friendliness and politeness); 3) Students successfully engage in active learning, participate in organizations, and maintain good character based on Islamic values such as Ikhlas (learning as part of worship), Tawakal (learning with enthusiasm and sincerity while always involving Allah SWT for a better life), Mahabbah (maintaining the good reputation of themselves, their family, their campus, religion, and nation); 4) Alumni successfully reflect the quality of graduates, uphold the good name of the alma mater, contribute to the curriculum and work progression based on Islamic values, namely Ikhlas (contributing selflessly), Amanah (maintaining the alma mater's reputation), Ishlah (providing input for improvement), Mahabbah (networking and demonstrating social concern), and Tawakal (accepting outcomes while continuing to contribute).

The achievements mentioned above support the statements of several previous studies, including quality management research at Universitas Islam Jember, which set targets to improve lecturers' competencies

through training, students' academic achievements, and technology-based academic services. These targets were successfully achieved because the institution managed to establish quality management in line with the university's goals, namely implementing learning based on the values of Catur Dharma Perguruan Tinggi Muhammadiyah (Mubarok *et al.*, 2024). There is also a study on quality management at SMP Negeri 8 Pamekasan that set targets for developing teacher professionalism, cultivating students' noble character through religious activities, an honesty canteen, and studies of classical Islamic texts. These targets were successfully achieved because the institution managed to implement a quality management system that aligns with the school's goals, namely establishing learning based on Islamic values of faith, piety, and noble character (Wahyuni & Solichin, 2024).

CONCLUSION

The development of a customer-based quality manual at Halim Sanusi University of the United Islamic Community Bandung is carried out by the Board of Trustees (BPH), Rectorate (Rector, Vice Rectors 1-3), Senate, Deans, and Heads of Study Programs. The development follows 5 stages: Determination, Implementation, Evaluation, Control, and Improvement. At each stage, all actors have their respective duties, and in almost every stage, supporting documents are issued. The development of this quality manual is adjusted by taking into account the university's vision and mission, which emphasize Islamic values such as Tauhid, Ikhlas, Shidiq, Amanah, Mahabbah, Ishlah, and Tawakal. This development results in improved education and management standards and learning outcomes at Universitas Halim Sanusi Persatuan Ummat Islam Bandung, in alignment with Islamic values.

AUTHOR'S NOTE

The author states that there is no conflict of interest related to the publication of this article. The author emphasizes that the data and content of the article are free from plagiarism.

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