

## ABSTRACT

This research aimed at : (1) Illustrate MMT (Integrated Quality Management) and school religious culture integration process at Bodon Branch Muhammadiyah Elementary School; (2) Recognizing the form of MMT and religious culture integration process at Bodon Branch Muhammadiyah Elementary School; (3) Finding the supporting and inhibiting factors of MMT and school religious culture integration process at Bodon Branch Muhammadiyah Elementary School.

The type of this research used here was qualitative descriptive research. The selected location was Bodon Branch Muhammadiyah Elementary School, Jagalan Village, Banguntapan District, Bantul Municipality, Special Region of Yogyakarta. The gathering data technique used by the writer were observation, interview and documentation.

Based on the result of the research conducted by the writer in this research, it can be concluded that: (1) MMT and school religious culture integration process at Bodon Branch Muhammadiyah Elementary School can be done in three ways, those are: (a) coordinating and discussing to decide program summary and planning; (b) determining weekly or monthly action plans; (c) giving reward to school components' achievements; (2) the form of MMT and school religious culture integration process at Bodon Branch Muhammadiyah Elementary School are collaboration between structural, mechanical and organical model; (3) the supporting and inhibiting factors of integration: (a) the supporting factors are (i) achievement indicators for qualified school which are in accordance with the principal of religious culture improvement in school environment; (ii) the atmosphere of *fastabiqul khairat* (competitiveness) in school environment; (iii) school elements especially teachers and students who are open to any available religious program; (iv) available sufficient infrastructure; (v) available special budget (supporting facility) from school which is specially allocated for students' religious improvement; (b) the inhibiting factors are: (i) incidental technical obstacles; (ii) ineffective communication pattern among three education pillars: school, family, and society.

***Key Words: MMT, Religious Culture, School Quality, Elementary School, Student***

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