Total Quality Management to Improve Human Resources at the Policy Level of Middle School Principals

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Total Quality Management to Improve Human Resources at the Policy Level of Middle School Principals in Kerinci, Indonesia

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ABSTRACT: The principal's policies are often not in line with the needs of stakeholders, often causing turbulence between needs and work demands. Policy often becomes corporate and business like corporate managerial. This makes the principal's policy needs to be improved in every aspect to match the demands of work with the physical and physical needs of subordinates. Total quality management can be used as a solution for managing subordinates as teamwork. This research was conducted using a mixed method method that combines quantitative and qualitative data. The instrument used consisted of a questionnaire, a test, an observation format, and an interview format. This study found that total quality management can improve service quality and education management well. The improvement can be seen from the capacity and work ethic of subordinates who are increasingly able to solve problems faced at work. Full freedom is given to subordinates (teachers) in designing contextual learning. The resistance between the principal's policies is in line with the main tasks of teachers and staff. The level of achievement of the workload after the implementation of total quality management is more focused and systematic by subordination and superordination.

1. INTRODUCTION

Reconducting the quality of education starts from changing the paradigm of education managers by implementing appropriate management, including quality management and human resources. It is undeniable that the quality of education is a very important element in development to be actualized in educational units. The quality of education is not merely symbolized in the form of numbers, but the corpus of human resource management itself. To improve the quality, it is necessary to analyze the factors that influence the quality of education. One of the factors that influence the quality of education is the leadership quality of the principal. The leadership quality of the principal greatly determines the managerial direction of the teachers in the learning process (Jonyo, 2017).

In addition to the quality of principals' leadership, a very influencing factor is human resource management which emphasizes three components, namely input, process, and results (Pearce and Robison, 2013). These three components are expected to be maximized in an educational institution including schools/education managers, communities, committees, and balanced stakeholders so that the stated achievements can be achieved. The principal has a strong commitment and motivation to improve the quality of the school in accordance with the specified standards.

The main target in improving the quality of education lies in the managerial ability of the principal to manage the teacher's ability to teach students in the classroom. The most important subsystem improved in teacher management focuses on the ability of teachers to escalate in determining success in ongoing learning. Where the teacher is the one who has the power to influence every day with the students. Therefore, the teacher must maintain it professionally to build students' thinking (Spadaro et al, 2017).

The compatibility between management and education management is often not in line, resulting in the achievement or standard being set not being achieved. This makes quality management with

human resource management must be balanced to achieve the expected goals (Coruk and Cengiz, 2017). As a result, often unbalanced human resource management, subordinates are not loyal to superiors, task achievement is not achieved, and understanding in work is not harmonious. This is in line with Cheng's (2001) research finding that management must be relevant to the leader's vision and stakeholder needs. The needs of subordinates are aligned with the rights and obligations in order to foster harmony. If subordinates have achievements, they are given awards, while subordinates who have less achievements will continue to be given training.

In the initial observation, the researcher found the same problem in every middle school principal in Kerinci Regency in terms of human resource management which resulted in the quality of education. There is no denying that the managerial alignment of principals often overlaps with policies issued against school quality goals. It can be seen that the standard of achievement of the user community from graduates is often not organized for the next level of student education in higher education (Daghistani, 2017).

Another case on improving the quality of teachers in learning. There are still many teachers who are not productive, only carry out the duties of teaching teachers, but do not develop creativity and innovate in learning. Learning outcomes are still focused on cognitive, have not touched the direction of changes in attitudes and skills. This causes learning not to lead to scientific learning, namely finding and interpreting. Based on this problem, the researcher applies a total quality management model in managing human resources in senior high schools in Kerinci Regency. The formulation of this research problem is as follows. How is the management of educator resources in the concept that has been carried out by school principals in Kerinci Regency? North Sumatra? How is the management of educator resources in the concept of integrated management of total quality management of school principals in Kerinci Regency? How is the implementation of integrated management (management total quality) and its implications for stakeholders in Kerinci Regency? The research roadmap can be drawn as follows.

Total Quality Management

Human Resource Management

Principal Policy Management
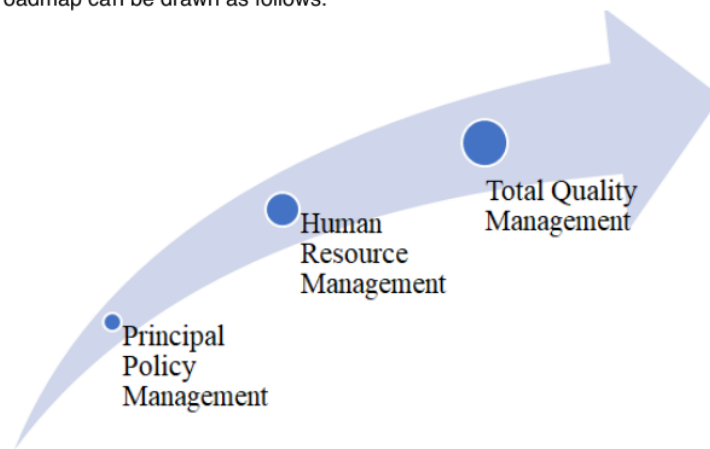
2. LITERATURE REVIEW

Teacher Management

The new role of the teacher in the 21st century is to become the initiator and facilitator of learning in opening the horizons of students' common sense in understanding and interpreting the learning material. As learning and research organizations, teachers must provide strong leadership in knowledge management and develop resource access and sharing strategies from print to electronic and digital resources in concert with the mission of academic libraries (Jonyo, 2017).

This is reinforced by the opinion of Durham (2004) that management is a discipline that promotes an integrated approach to identify, capture, evaluate, retrieve, and share all information assets of a company. Simple knowledge means understanding that comes from learning experiences which can be either volitional or explicit; An individual's knowledge, context specific, is highly experiential and

difficult to document and communicate while explicit knowledge is more formal can be easily codified, documented, modified and conveyed in a systematic way.

In management there are often obstacles associated with the relationship between school administration and school employees including: frequent problems between high school administration and employees, some middle school managers act bossy with employees and depend on making orders and prohibitions only, some middle school managers prefer individual work for teamwork and the inability to coordinate the efforts of subordinates (Alalfi, 2015).

Total Quality Management

Educational quality management can be expressed as a characteristic that must be maintained continuously in order to meet the needs and desires of customers or society. The term quality management in education is often referred to as Total Quality Management (TQM). The application of the concept of TQM quality management in education is emphasized by Sallis, namely Total Quality Management is a philosophy of continuous improvement, which can provide a set of practical tools to every educational institution in meeting the needs, desires, and expectations of its customers, now and in the future. which will come. The definition explains that quality management-TQM emphasizes two main concepts. First, as a philosophy of continuous improvement and second, it deals with tools and techniques such as "brainstorming" and "force field analysis", which are used for quality improvement in management actions to achieve requirements. and customer expectations (Edward, 2006).

In line with the expert opinion above, Burnham (1997) states that Total Quality Management is involving suppliers and customers aims for continuous improvement concerns products and processes responsibility with all workers delivered through team work. That is, integrated quality management involves service providers (supply) and customers with the aim of continuing to pay attention to product improvement and response processes between workers or service users and the work team. Therefore, a quality management is in the process of making a change, so that change becomes more focused. Understanding of change can be seen through an integrated quality management perspective.

Some of these components also apply to education in terms of (a) increasing the involvement of elements and staff in management and decision-making in schools, (b) making decisions based on consumer needs and taking into account the statistical data held, (c) improving leadership skills for management positions. , (d) giving more authority and delegated responsibilities, (d) greater autonomy to each element, (e) increasing staff professionalism through trainings, (f) innovative participatory techniques instead of using autocratic management techniques, (g) continuous commitment to quality improvement, emphasizing excellence for all processes, (h) decision-making practices based on consumer needs according to the specified quality items.

The implementation of integrated quality management does not suggest waiting until there is a strong impetus for change, but the conditions for higher education organizations that are always ready to make changes must be created. All resistance and obstacles to change must be eliminated first. So that it will be easier for change leaders to create a higher education environment that is more "awareness" of change. For a leader, "critical success factors" can be the basis in managing higher education towards the expected changes. By paying attention to the various dimensions in the perspective of integrated quality management, it is hoped that the process of change will lead success, because in principle and in essence the organization is formed to follow the goals and in accordance with the needs of the organization itself (Crowther et al, 2002).

In the management of educator resources, there are three challenges that are able to solve problems which consist of (1) codifying and communicating practical pedagogical knowledge (codifying and communicating teachers practical pedagogical knowledge), (2) building a pedagogical system to share scientific management knowledge and providing free time. sufficient for teachers to develop and apply this knowledge (establish system for shared scientific pedagogical knowledge management), and (3) develop a strong theoretical framework for new science pedagogy (developing a robust theoretical framework for the new science of pedagogy) (Danim and Khairil , 2015).

Human resource management (educators) includes several aspects, including planning, procurement, development, performance appraisal, and compensation or awards (Hobson and Moss, 2010).

Effective management of human resources (educators) in schools requires professional school managers in order to empower educators and education personnel in schools to achieve school goals and improve school performance (Friedman, 2011).

The heterogeneity of students' needs in learning, the varied needs of teachers and other staff in their professional development, the differences in the school environment from one another, and the added expectations of parents/society for quality education for children and the demands of the business world to obtain quality personnel, have an impact on the necessity for every student. Individuals, especially group leaders, must be able to respond and appreciate these conditions in the decision-making process. This gives confidence that in the decision-making process for improving the quality of education it is possible to use various theories, perspectives and frameworks by involving various community groups, especially those who are concerned with education (Kalkan, 2016).

This can be seen from the fact that schools are at the forefront of the educational process, so this discussion has the consequence that schools must be a major part of the decision-making process in order to improve the quality of education. Meanwhile, the community is required to participate in order to better understand education, while the central government plays a supporting role in determining the basic framework of education policy (Frost & Durrant, 2003).

Principal Leadership

Leadership is conceptualized as involving a series of behaviors designed to inspire, empower, and motivate others to overcome and achieve higher levels of goals and missions (Kim et al, 2017). Each school/madrasah is led or directed by a school principal to organize and design the programs to be implemented. The principal in the education unit is a leader who has two positions and an important role in carrying out the educational process. In addition to the principal as the manager of education in the school, the principal is also the formal leader of education in his school (Daghistani, 2017).

Danielson (2006) suggests several principles of educational leadership can be stated as follows. First, the principle of service, that school leadership must apply service elements in its school operational activities. Second, the principle of persuasion, the leader in carrying out his duties must have the ability to invite his subordinates to carry out the tasks he has set. Furthermore, persuasion is an invitation to someone by giving reasons and good prospects that convince him. Third, the principle of guidance, educational leaders should guide teachers and employees towards the goals to be achieved in accordance with the development of teachers and employees in their institutions. The principle of guidance can be implemented by the principal through supervision of teachers and staff at school. Activities to assist teachers and staff in doing their jobs effectively. Based on this opinion, the principal who has carried out guidance in the form of supervision, the teachers and staff at the school will be able to carry out their duties well at school. Fourth, the principle of efficiency, which leads to an economical way of life with minimal expenditure to obtain the maximum profit.

3. RESEARCH METHODS

This study uses the mixed method method, which combines qualitative and quantitative research (Sugiyono, 2019). The approach model used is explanatory sequential with the process of collecting data by analyzing the data quantitative and the next step is analyzing qualitative. The study was conducted in a high school in Kerinci Regency, Jambi Province, Indonesia. The objects studied were all senior high school principals in terms of human resource management. In this position, all school principals are not only objects of research, but also as research subjects, because this study looks at the ability of principals to manage their subordinates in the aspect of human resources, including staff and teachers.

The sampling technique used cluster random sampling method, where the researcher took samples from several research populations. Data collection techniques in this study were carried out by giving tests, questionnaires, to school principals and teachers. The score of the questionnaire was calculated by calculating the percentage between the correct score and the maximum number of scores (Demir, 2004).

On the other hand, qualitative data using research instruments or tools are the researchers themselves (Sugiyono, 2019). The main instrument in this research is the researcher himself. The reason the researcher relies on himself as the main instrument is because the researcher wants to

know the policy of the principal to recruit honorary teachers with the participants involved in this study. Through observation, researchers obtained data related to the principal's policy and through interviews to ask questions related to the principal's policy.

The data collected is mainly in the form of words, sentences or pictures of understanding that are more real than just the presentation of numbers or frequencies. The research emphasizes notes with detailed, complete, and in-depth sentence descriptions, which describe the actual situation to support the presentation of the data. Qualitative methods pay attention to natural data, namely data in relation to the context of their existence. The method involves a large number of relevant social phenomena. In relation to the study of literature, the description method is carried out by describing the facts which are then followed by analysis (Kline, 2005).

4. RESEARCH RESULTS AND DISCUSSION

Description of Research Results

Some of the described research results obtained in the field can be stated below. Based on the results of the human resource management of school principals in Kerinci Regency, Indonesia, which is seen from the aspects of (a) describing the vision into the mission of quality targets, (b) formulating quality goals and targets to be achieved, (c) analyzing challenges, opportunities, strengths, and weaknesses of the school, (d) making strategic work plans and annual work plans for the implementation of quality improvement, (e) being responsible for making school budget decisions, (f) involving teachers, school committees in making important school decisions.

From the observation data in the field regarding the leadership of the principal, an empirical range is obtained between the values of 75 to 137 with a range of 62. Based on basic statistical calculations, the average price is 101.81; median 100; mode 94; and a standard deviation of 11.756. The frequency distribution of the principal's leadership variable can be seen as follows.

Table 1. Distribution of Principal Leadership Frequency

No.	Interval	Frequency
1.	74,0 – 84,4	4
2.	84,5 – 84,9	24
3.	95,0 – 105,4	39
4.	105,5 – 115,9	21
5.	116,0 – 126,4	6
6.	126,5 – 137,0	5
	Total	**99**

Based on the table above, it can be seen that 39 respondents were in the average group, 28 respondents were below the average group, and 32 respondents were above the average group. From in these results, it can be seen that the principal's leadership is good as seen in this histogram.
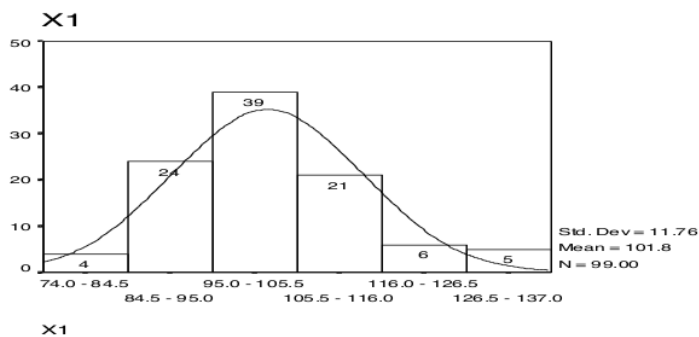

Figure 1. Histogram of Human Resource Management

Based on the picture above, it illustrates that decision making must involve school administrators to communicate to create intensive support from parents of students and the community, maintain and

increase the work motivation of teachers and education staff by using a system of awarding achievements and sanctions for violations of regulations and codes ethics.

Creating an effective learning environment for students, being responsible for participatory planning regarding curriculum implementation, implementing and formulating a supervision program, and utilizing the results of supervision to improve school performance, improve the quality of education, set an example and maintain the good name of the institution, profession, and position in accordance with the trust placed in him. Facilitate the development, dissemination, and implementation of the learning vision that is communicated with learning programs that are conducive to student learning processes and foster professional teachers.

There are several programs that have been implemented by school principals in Kerinci Regency, Indonesia, namely (a) leading schools, (b) entrepreneurship of school residents in order to achieve and even exceed national education standards and improve high school quality, and (c) develop prepare school work plan, prepare school budget plan. In addition, the principal develops, implements and maintains a quality management system and raises awareness of customer requirements. From the field observation data regarding the school's cultural climate, an empirical range is obtained between scores of 74 to 139 with a score range of 65. Based on basic statistical calculations, the average price is 103.07; median 102; mode 104 and a standard deviation of 11.472. The frequency distribution of the school culture climate variable can be seen in the following table.

Table 2. Frequency Distribution of School Cultural Climate

No.	Interval	Frequency
1.	73,0 – 83,9	3
2.	84,0 – 94,9	16
3.	95,0 – 105,9	42
4.	106,0 – 116,7	27
5.	117,0 – 127,9	8
6.	128,0 – 139,0	3
	Total	**99**

Based on the table above, it can be seen that 42 respondents were in the average group, 19 respondents were below the average group, and 38 respondents were above the average group. This means that the school's cultural climate can be categorized as good.
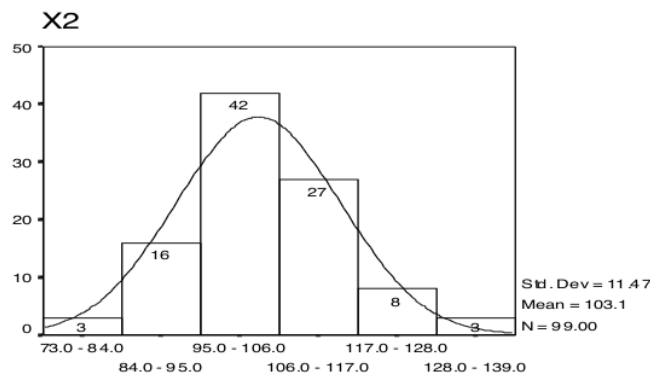

Figure 2. Histogram of Principal Program Management

Furthermore, the results of the multiple regression analysis between the principal's leadership (X1) and the school's cultural climate (X2) are presented on learning outcomes (Y), the path correlation coefficient is obtained which can be seen in the following table.

Table 3. Value of path correlation coefficient

Jalur	Simbol	Koefisien	Nilai T	Sig T
$X_1 \rightarrow X_2$	$P_{2.1}$	0,943	27,801	0,000
$X_2 \rightarrow Y$	$P_{0.2}$	0,346	1,580	0,000
$X_1 \rightarrow Y$	$P_{0.1}$	0,361	1,647	0,000

The table above shows the magnitude of the path coefficient of the principal's leadership (X1) on learning outcomes (Y) through the school's cultural climate (X2). The relationship path from X1 to X2 to Y is significant at the 0.05 significance level or 95% confidence level (Beycioğlu & Aslan, 2010). Seen in the following hypothesis testing results.
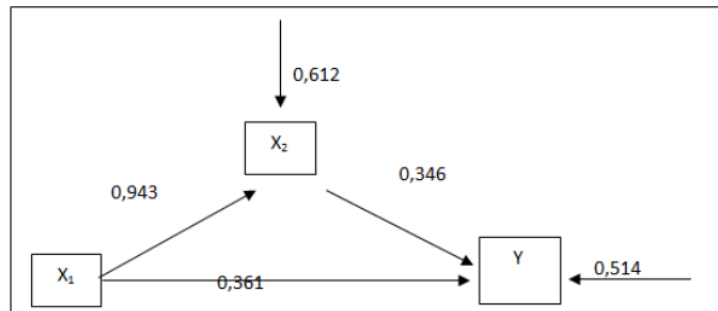
This figure shows that the direct inluence of the principal leadership (X1) on learning outcomes (Y), with a path coefficient of 0.361, and the indirect effect of the principal's leadership (X1) on learning outcomes (Y) through the school's cultural climate (X2) with the path coefficient is 0.943, the school's cultural climate (X2) on learning outcomes (Y), with a path coefficient of 0.346.

5. DISCUSSION

Referring to the results of the research above, it is illustrated that the human resource management of senior high school principals in Kerinci Regency, Jambi Province, Indonesia can be described as follows. Combining policy with a leader's decision is very necessary in implementation. A leader can influence subordinates if the policies implemented can have a good impact on subordinates. Opinions from subordinates are accepted by deliberation of all stakeholders as part of the achievements of the decisions taken by the leader.

The connectivity of a leader is very decisive in deciding a decision based on shared needs. This is where the skill of a leader in making a policy that meets the needs of stakeholders. In this case, the leader of the principal who is assisted by the vice principal for student affairs needs to design several work programs that will be carried out including activities to formulate goals to be achieved from student management, counseling guidance, school culture, and the environment, preparing a work plan (including its description).) to carry out student management, guidance and counseling, school culture, and the environment.

Plan and propose teacher development needs needed to carry out student management, guidance and counseling, school culture, and the environment, facilitate the provision of equipment resources, equipment, funds, materials, and so on needed to carry out student management, guidance and counseling, culture schools, and the environment, planning and proposing incentives for student development, guidance and counseling, school culture, and the environment. organize activities to carry out student management, guidance and counseling, school culture, and the environment. Carry out internal and external coordination with parties related to their main duties and functions; manage the guidance and counseling system systematically.

In line with the results of research by Cansoy and Hanifi (2017), they find that teacher management is an important factor in the development and effectiveness of schools in the dissemination of democratic values to form shared values, which is characterized by the effectiveness of teachers in

collaborating with the aim of improving the quality of education. Here, principal leadership is needed to refer to teacher behavior related to institutional development, professional development and collaboration with peers (Beachum & Dentith, 2004; Wenner & Campbell, 2016).

In addition, total quality management also needs to apply student discipline by compiling and implementing rules, seeking students' mental and physical readiness to learn, managing student progress reporting systems, providing further study services, and facilitating the development of learning communities in schools. In this study, bureaucratic culture was found to be a positive factor for professional development (Gaffney & Faragher, 2010, Hunzicker, 2012). The development of school culture with basic values that include religious values, personal values, social values, nationalism values, and international values, facilitates reforestation of the school environment, maintains cleanliness, builds healthy living communities in schools, monitors, supervising, implementing student management, and a good living environment.

6. CONCLUSION

Based on the discussion and findings obtained in this study, several conclusions can be drawn as follows. The results of human resource management can be formulated by elaborating the vision into the mission of quality targets, formulating quality goals and targets to be achieved, analyzing challenges, opportunities, strengths and weaknesses of schools/madrasahs, making strategic work plans and annual work plans for the implementation of quality improvement. , is responsible for making school budget decisions by involving teachers, and involving school committees in school decision making.

The results of the evaluation of teacher performance can be concluded that the principal has supervised the performance of teachers and staff. In addition, the principal also divides the task of supervising teachers into five deputy principals, namely the deputy head of quality management, vice principal of curriculum, vice principal of student affairs, vice principal of manpower, finance, facilities and infrastructure, deputy principal of the school. field of cooperation and entrepreneurship/Production units. After the five vice principals have supervised the teachers, they report the results of their supervision to the principal.

The results of program management that have been implemented by high school principals in Kerinci Regency, Indonesia, consist of leading schools collaboratively, entrepreneurship of school members in order to achieve and even exceed national education standards and improve the quality of learning, develop school work plans, prepare school budget plans. The role of the principal in compiling, implementing a quality management system by increasing public awareness of the quality of education.

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