
Implementation of Principal's Total Quality Management (TQM) in Improving Teacher Professional Competence at Private Elementary School

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Abstract

This study aims at describing the implementation of Principal's Total Quality Management (TQM) in Improving Teacher Professional Competence in Private Elementary Schools. This qualitative research uses a case study method through observation, interviews, and documentation techniques at Elementary School's Lab school of UPI Cibiru, Bandung Regency and Elementary School's Lab of Al Azhar Syifa Budi Parahyangan, West Bandung Regency. The conclusion of the research is that the implementation of the Principal's Total Quality Management (TQM) in improving the professional competence of teachers in both schools has been going well, on the contrary they have not implemented the TQM principles optimally. This is illustrated by the lack of integration of socialization activities at the planning stage and the lack of effective communication relationships with parents and other institutions. Thus, it is necessary to carry out further studies related to improving the professional competence of teachers in elementary schools to map the condition of teachers in the future.

Keywords: Principal, Total Quality Management (TQM), Competence, Professional

INTRODUCTION

In line with the mandate of reform in the education sector, in 2005 the government took tactical steps by issuing Law no. 14 of 2005 concerning Teachers and Lecturers which stipulates that educator must have minimum qualifications and certification as educators. Two years later, in 2007, the government issued *Permendiknas* No. 18 of 2007 concerning Certification for Teachers' Position. This regulation became the foundation for the official start of teacher certification which was welcomed positively by various circles and observers of education in Indonesia.

After the teacher certification program lasted seven years, in the executive summary entitled *Teacher Reform in Indonesia: The Role of Politics and Evidence in Policy Making* released by the World Bank (2014), surprising facts were found, including: (1) Indonesia has positioned itself as a country with a large number of teachers who The largest and most diverse population in the world at around 3 million people, (2) the certification program has not succeeded in improving teacher competence or student learning outcomes, and (3) the doubling of costs for teacher salaries and allowances has burdened the education budget and has the potential to minimize other interventions to improve the quality of education. . In 2013 around Rp 43 trillion, or 13% of the education budget, was used only for the teaching profession allowance.

The World Bank report, of course, irritated various parties. The position of the teacher then received serious attention from the government. Various policies breakthroughs in the form of awards, welfare, and legal protection to increase the dignity of teachers continue to be rolled out, including the issuance of Government Regulation of the Republic of Indonesia Number 19 of 2017 concerning Amendments to Government Regulation Number 74 of 2008 concerning Teachers. Furthermore, the issuance of *Permendikbud* No. 10 of 2017 concerning Protection for Educators and Education Personnel, with the aim of protecting educators and education

personnel in dealing with problems related to the implementation of tasks, including legal protection, profession, occupational safety and health, and intellectual property rights, including protection against acts of violence, threats, discriminatory treatment, intimidation, and unfair treatment.

Based on the facts, it is reflected that the education process has not been able to fully boost the quality of human resources significantly. Teacher performance is considered not optimal in developing their competencies (personal, social, pedagogic, and professional), or it can also be assumed that there are still many teachers who do not fully understand their profession. Answering this challenge, it is time for the teachers to make efforts to prove themselves as professional educators who consistently continuously develop their competencies, so that the results will have a positive impact on increasing the quality of national education, which at the same time also affects the emergence of Indonesia's young generation who are superior for investment in the future.

Looking back technically, teachers really have a very important role in determining the quantity and quality of the teaching they carry out. Teachers always think and plan carefully in increasing learning opportunities for their students and improving the quality of teaching. The teacher or educator is one of the determining factors for the success of any educational effort. That is why every educational innovation, especially in the curriculum and improvement of human resources, the main factor always boils down to the teacher. By this, the ability or professional competence of a teacher greatly determines the quality of education. A teacher can be said to be professional if he has the following abilities: (a) mastery of the educational foundation; (b) mastery of teaching materials; (c) arrangement of teaching programs; (d) implementation of teaching programs, and (e) Assessing the results of teaching and learning processes that they have implemented.

According to Law Number 14 of 2005 concerning Teachers and Lecturers Article 10 paragraph (1) teacher competence includes pedagogic competence, personality competence, social competence, and professional competence obtained through professional education. According to Rais (2021) pedagogic competence is the ability or skill of teachers to manage the learning process or teaching and learning interactions with students. The personality competence is related to the teacher's characters, that must be possessed in order to be an example for students. Then professional competence is the ability or skill that must be possessed by teachers so that teacher assignments can be completed properly and correctly, while social competence is the ability of teachers to communicate effectively with students, education staff, parents/guardians of students, and the surrounding community.

Wijaya (1991:22) suggests several factors that cause low public recognition of teacher professional competence, namely: (1) The view of some people that anyone can become a teacher, if they are knowledgeable, and (1) Many teachers do not respect their profession let alone develop their competence. This opinion is in line with what was expressed by Uzer (2002:1) that the recognition of the teaching profession is still low in society, namely: (1) there is a view of some people, that anyone can become a teacher if he is knowledgeable, (2) there is a shortage of teachers in the regions. remote areas, providing an opportunity to appoint someone who does not have the expertise to become a teacher, (3) many teachers do not appreciate their profession, and there is a feeling of inferiority due to being a teacher, (4) the weaknesses that exist in the teacher themselves, including the low level of competence teacher professionalism such as, teacher mastery of the material and teaching methods are still below the standard, and (5) the lack of work motivation of teachers in improving their professional competence.

Furthermore, it can be stated that the principal is a figure who is closely related to efforts to improve teacher competence and performance. The principal is the person who determines

the focus and atmosphere of the school. The success of the school is that the school has effective leaders. Principal leadership is one of the important aspects and is a key value in realizing quality education, without the leadership of the principal, the quality improvement process cannot be carried out routinely because it needs to have leadership commitment and efforts to influence and mobilize personnel to work well and empower existing resources in schools that always make continuous improvements so that customers are satisfied with the services provided by schools (Herawan, 2016: 53). Thus, the principal as a leader is seen as a person who has the skills and advantages, especially in the field of education, so that he is able to influence others to jointly carry out certain activities for the achievement of educational goals in the school he leads. Considering that the principal is one of the school's inputs who have duties and functions that greatly influence the ongoing schooling process, it is necessary to have a strong school principal, namely a principal who has characteristics/competencies that support his duties and functions in running a school organization (Abdullah, 2018: 195).

The government through the Regulation of the Minister of National Education No. 13 of 2007 has set several qualifications that become the standard for someone to become a school principal. Therefore, in carrying out his functions and duties, the principal as a leader should have an orientation to quality. Sukmadinata (2006:14) asserts that to implement quality in education, quality-oriented leadership is needed. In the implementation of quality leadership, a leader tries to pay attention to quality, starting from planning, where in planning he tries to understand what is expected by his customers, carry out careful control and continue to make performance improvements in line with customer expectations and desires that are always evolving.

The relationship between the principal's leadership and the improvement of teacher performance was revealed in previous research. Iskandar's (2013) study reveals the importance of the principal's leadership role as a motivation to increase teacher performance. The next study relates to the influence of the principal's leadership on teacher performance (Nasrun, 2016). There is still a link between principal leadership and teacher performance, Syamsul's research (2017) concludes that within the school body, leadership should be developed among all teachers and at all levels. As for the issue of quality management, quality-oriented principal leadership, and the application of Integrated Quality Management (MMT) many studies have been carried out (Fauziah, 2021; Timna, 2020; Maksum, 2020; Manik and Tambunan, 2019, and Putra, 2020). Regarding efforts to increase teacher professional competence, there are the results of research by Nurjanah and Sofiaati (2019), Iqbal and Firdaus (2019), and Saparina, et al. (2020).

Based on several studies that have been conducted, in general the concept of Integrated Quality Management (MMT) can be implemented in elementary schools (SD) in an effort to improve services, improve teacher performance and competence, as well as the managerial ability of school principals. Several studies have concluded that MMT can improve service well.

Based on these notes, there are still opportunities to research the implementation of the MMT principals in improving the professional competence of teachers at the elementary school (SD) level. Another important note, the above research has not examined how the implementation of MMT in improving the professional competence of teachers at the elementary level. The locations chosen were SD Labschool UPI Cibiru and SD Al Azhar Syifa Budi Parahyangan. However, research that is directly related to the application of MMT in improving the professional competence of teachers has never been carried out. So far, the research that has been carried out is still partial or with a different topic. Therefore, the research entitled "Implementation of Integrated Quality Management (MMT) of Principals in Improving Teacher Professional Competence (Descriptive Studies at Labschool UPI Cibiru

Elementary School and Al Azhar Syifa Budi Parahyangan Elementary School)" was carried out.

RESEARCH METHODS

This study uses a qualitative approach. According to Sukmadinata (2010:72) qualitative research is a study aimed at describing and analyzing phenomena, events, social activities, attitudes, beliefs, perceptions, thoughts of people individually and in groups. As for this research will use the case study method (case study). According to Mulyana (2010:201) a case study is a comprehensive description and explanation of various aspects of an individual, a group, an organization (community), a program, or a social situation.

Data collection in this study was carried out through qualitative research through observation, interviews, and documentation. The location of the research was carried out in two elementary schools (SD). The first location is at Labschool UPI Cibiru Elementary School and Al Azhar Syifa Budi Parahyangan Elementary School, West Bandung Regency. The research was carried out in the range of October 2021 to January 2022. The subjects of this study were stakeholders at SD Labschool UPI Cibiru and SD Al Azhar Syifa Budi Parahyangan, which included principals, teachers, education staff, students, and school committees.

RESULTS AND DISCUSSION

Description of Research Site

The first location, SD Labschool UPI Cibiru. Its address is on Jl. Pendidikan UPI Cibiru campus, Cibiru Wetan Village, Cileunyi District, Bandung Regency. This UPI Labschool Elementary School stands on an area of 3 hectares, operating since 2001 until now. The location is in an educational environment, around which there are several educational institutions, namely the UPI PGSD Campus, Experimental State Elementary School, Cileunyi 1 Senior High School. The surrounding community is a housing complex, namely Permata Biru, Bumi Harapan, Posindo and Bumi Orange.

Historically, the establishment of the UPI Pilot Laboratory Elementary School started with an institution formed by FKIP, namely the Curriculum Development Institute (LPC). In 1960 founded Kindergarten and then followed in 1964 also established Elementary Schools which all functioned as Laboratory Schools. In 1974 the government organized the Pioneer School Development Project (PPSP). With this project the UPI Pilot Laboratory Elementary School changed its function to become a Pioneer School Development under PPSP management until 1984 and in 1986 the Elementary School became the Setiabudhi State Experimental Elementary School which was temporarily located on the UPI campus.

The second location is SD Al Azhar Syifa Budi Parahyangan. It is an international school that was founded in 2001. This school implements a competency-based curriculum (KBK) with a bilingual approach in Indonesian subjects, science, and mathematics. In the 2013-2014 academic year, Al Azhar Syifa Budi Parahyangan Elementary School became one of the model schools for implementing the National Curriculum in accordance with the mandate of the Ministry of Education and Culture as stipulated in the Minister of Education and Culture Regulation No. 81A of 2013 concerning Curriculum Implementation.

Based on its geographical position, Al Azhar Syifa Budi Parahyangan Elementary School is located in Ngamprah District, West Bandung Regency. Address at Jl. Raya Cimareme No.340, Cimareme, Kec. Ngamprah, West Bandung Regency, West Java 40553. Strategically located, on the side of the Padalarang-Cimahi highway, close to the Padalarang toll gate access.

Based on the ownership of the size of the school environment and representative facilities, several district or provincial level activities are often carried out in schools. Even before the COVID-19 pandemic, almost every month this school was visited by partner schools to carry out benchmarking. In addition, SD Al Azhar Syifa Budi Parahyangan is also active in assisting the schools that are assisted, which are located in West Bandung Regency.

Quality of Planning Improves Teacher's Professional Competence

Based on the results of observations, documentation studies and interviews, the school has carried out several stages in planning, including: (1) preparation of the vision, mission, and goals, (2) determination of quality policies and guidelines, (3) development of programs to improve teacher professional competence, and (4) determination of the standard of professional competence of teachers.

Thus, basically both schools have carried out the stages in planning well. However, at the stage of socialization the program has not been seen properly. Whereas the stage of socialization, the basic thing is to equalize perceptions and build consensus among school residents.

In the MMT concept, program socialization is considered an important activity because it builds long-term commitment, strengthens teamwork, and empowers employees. This is done in order to finalize the program prior to implementation.

Thus, at the planning stage, the two schools should not stop at the preparation of the vision, mission, and objectives as well as the preparation of the program. Socialization activities must also be carried out carefully and programmed. This is in accordance with the concept in MMT, that the program must be known by all school members to equalize perceptions and build agreement before implementation.

Quality of Implementation Improves Teacher's Professional Competence

Based on the results of the study, the implementation of the teacher professional competency development program was carried out online due to the COVID-19 pandemic. Basically, in implementing the program, the principal and the school development team carry out the teacher professional competency development program well. The principal always conveys the program that will be carried out in the future as well as provides direction to the teachers because not all teachers understand what will be done.

As for the aspects that are developed depending on the needs in the field, usually for pedagogic competencies regarding managing learning, how to recognize student characteristics, developing student potential, making good learning tools, and using technology in learning. To increase the motivation of teachers at work, the principal gives rewards by means of praise, and the results of the Teacher Performance Assessment (PKG) are good, which will be useful in promotion and class. For teachers whose performance is not good or lacks discipline, the principal gives a warning with a good approach, in a family manner and provides advice and direction so as not to repeat his actions again.

However, in practice, the two schools have not met the MMT principles optimally, especially about establishing effective communication relationships from various groups will get a harmonious relationship, harmonious relations will have an impact on the quality of the institution.

In addition, the school should also build parental involvement, both in terms of aspirations, opinions, or support for institutional policies, so that institutions can always improve and develop their institutions, so parents or the community can participate or aspirations in other matters are very necessary.

Evaluation Quality Improves Teacher Professional Competence

The technique of evaluating teacher professional competence development is carried out with academic supervision, and PKG. Academic supervision is to see how far the learning process takes place in the classroom, how teachers interact with students, how teachers use fun

learning models, how teachers use creative, innovative, and effective learning media. Supervision is also to check the completeness of learning tools and teacher administration. Teacher Performance Assessment (PKG) is carried out to assess teacher work performance. The substances evaluated were all aspects of pedagogic competence, professional competence, personality competence and teacher social competence. Technically, based on the evaluation results, there are several potential strengths and weaknesses of the school which can be described as follows:

Table 1. Potential Advantages of Schools

Potential Advantage	
school 1	school 2
Using the 2013 curriculum in learning in accordance with government policies. The qualifications of school principals and educators have met the standards. Educators show good performance. The school environment is clean and green, as evidenced by its establishment as a provincial-level Adiwiyata school. Educators and education staff have mastered technology. The principal has a reliable strategy in fostering teachers and students. Teachers have good competence in making learning tools. Have good student achievements in district, district, provincial and national level championships. Implement various teacher professional competency development programs. Educators and education personnel are ready to be brought forward and develop.	Using the 2013 curriculum in learning in accordance with government policies. The school is equipped with an independent LMS (Leraning Management System). The qualifications of school principals and teaching staff have met the standards. Educators show good performance. The school environment is strategic, clean, and green. Educators and education staff have mastered technology. The principal has a reliable strategy in fostering teachers and students. Teachers have good competence in making learning tools. Have student achievements in both national and international championships. Implement various teacher professional competency development programs through various offline and online trainings. Educators and education staff are ready to be brought forward and develop. Have a lot of extracurricular with a professional trainer.

The potential is basically based on things that are evaluated as a whole. From pedagogic competence, what is evaluated is the ability to understand students, design and implement learning, evaluate learning outcomes, and develop students to actualize their various potentials.

Furthermore, based on the evaluation, the activities carried out in developing the professional competence of teachers in both schools were through activities, including: seminars, workshops, training, technical guidance, IHT, morning briefing, KKG, MGMP and coaching from superiors. As for the activities that were not carried out, only a few, morning briefings. This is because teachers do not meet due to the COVID-19 pandemic situation.

Follow-up in the development of professional competence of teachers by carrying out evaluation and analysis of deficiencies, then coaching and training are held in cooperation with resource persons from the department, in this case supervisors or from other institutions such as the Institute for Quality Assurance of Education (LPMP).

Impact of Increasing Teacher Professional Competence

Through activities to improve the professional competence of teachers in both schools, there is an impact felt by the school community. The impact of increasing the Professional Competence of Teachers in the two schools, among others: (1) Teachers are more creative and able to make adjustments in the process of learning activities using various online methods, (2) Teachers are able to adapt assignments to online learning situations and conditions, (3) Teachers able to assess according to the characteristics of students in online learning, (4) The way teachers communicate with students is more effective even though it is carried out through WhatsApp Group and Telegram applications, (4) There is an increase in student achievement in the next semester, (5) teacher discipline increases despite online learning , (6) teacher administration is getting more complete, and (7) the results of the PKG scores are increasing. This impact can be seen from the completeness of teacher administration after participating in the activity. In addition, in filling out the EDS, aspects related to teacher professionalism can be fulfilled and the value increases.

This impact can be seen from the completeness of teacher administration after participating in the activity. In addition, in filling out the EDS, aspects related to teacher professionalism can be fulfilled and the value increases. Thus, the program has a good impact on the professional development of teachers themselves and the improvement of school quality.

According to Sallis (2010: 73) MMT is a philosophy of continuous improvement, which can provide a practical set to every educational institution in meeting the needs, desires, and expectations of its customers, now and in the future. Based on the interpretation of the research results, the two schools started the preparation of the program by first developing the vision, mission, and goals. After that determine and compile quality guidelines. In general, the steps taken include: (1) formulating a vision, mission, and objectives, (2) determining quality policies and guidelines, (3) developing a program to improve teacher professional competence, and (4) setting standards for teacher professional competence.

Based on the explanation above, it is a fact that in both schools, teacher professional competency development activities are carried out according to the program, but they are not optimal. What is carried out by the principal is basically to improve the quality of the school. This is in line with Juran (1992) that quality improvement is the main trilogy in MMT, which in its implementation, includes: resource allocation, assigning tasks to someone to encourage a project, training used to encourage a project, and creating a general structure that permanently to improve quality and maintain what has been achieved.

Furthermore, related to the quality of the evaluation. According to Sallis (2006), MMT steps generally include planning, implementation, monitoring, and evaluation as well as continuous improvement. All stages are basically integrated and related to each other, therefore ideally, they are carried out in harmony on an ongoing basis.

Based on the results of the evaluation, there were indeed some activities that had been planned and programmed which were not implemented. This is reasonable, because the COVID-19 pandemic situation is still whacking in the middle of implementing the program. The two schools also developed a follow-up plan (RTL). Follow-up in the development of professional competence of teachers by carrying out evaluation and analysis of deficiencies, then coaching and training are held in cooperation with resource persons from the department, in this case supervisors or from other institutions such as the Institute for Quality Assurance of Education (LPMP).

The problems in improving Teacher Professional Competence faced by the two schools are as follows: (1) Online learning during the COVID-19 pandemic, stopping some face-to-face activities, (2) Teachers do not have free time to socialize with the community due to the COVID-19 pandemic. 19, (3) The cost of education is quite expensive, (4) Fulfillment of ICT equipment requires large funding, (5) The skills of teachers in the use of ICT still need to be improved, and (6) Policies during the changing COVID-19 pandemic require adjustment strategies relatively fast.

Solutions to problems in improving Teacher Professional Competence include strengthening school principals as motivators and entrepreneurs by providing examples, seeking funding opportunities, collaborating with other related institutions and funding agencies. The various efforts made by the principal have shown that the principal has a commitment to improving the quality of education at the educational institution he leads which aims to maintain educational quality standards. Principals must be more creative, innovative, clever in finding and taking advantage of existing conditions, even if they are in a relationship. The principal is a role model, wise in acting, communicates and socializes well with all school members, with official agencies, and the community.

Model for Increasing Teacher Professional Competence Based on Online Mode

All efforts to restore the dignity of teachers as professional educators are essentially a form of endeavor made by all parties, including the community. Therefore, to develop the professional competence of teachers in elementary schools, it is necessary to develop a formulative model that is appropriate to the situation and conditions that occur. Thus, the model prepared based on the results of this study is intended as an alternative to the modeling.

Based on the explanation above, the visualization of "Model for Increasing Teacher Professional Competence Based on Integrated Quality Management Through Online Mode" can be seen in the following figure.

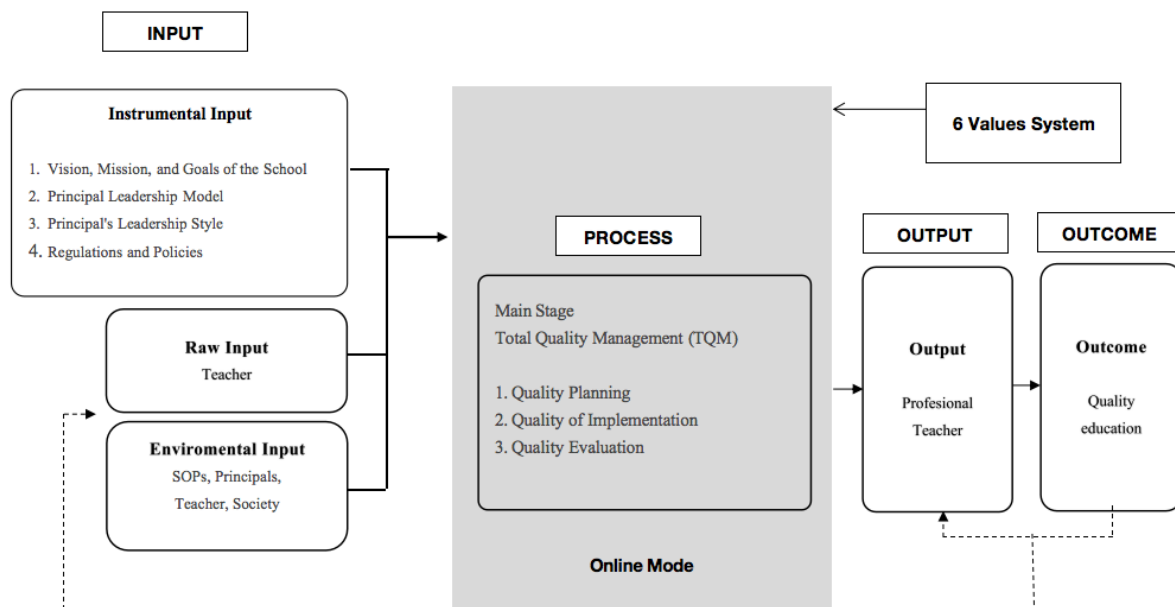


Figure 1. Model for Increasing Teacher Professional Competence Based on TQM Through Online Mode

The purpose of compiling the model resulting from this research is to provide an overview as well as a model that can be used related to the implementation of integrated quality management in improving the professional competence of teachers in elementary schools.

Some of the operational steps of using this model can be listed as follows.

- a. Planning, which includes: (1) preparation of the school's vision, mission, and goals, (2) determination of quality policies and quality guidelines, (3) preparation of programs to increase teacher professional competence, and (4) setting standards of teacher professional competence.
- b. Implementation design, which includes: (1) direction of principals to teachers, (2) implementation of teacher professional competence improvement, (3) coordination with other institutions, and (4) controlling the implementation of teacher professional competence improvement activities.
- c. Implementation of the evaluation, which includes: (1) the purpose of the evaluation, (2) the evaluation program, (3) the implementation of the evaluation, and (4) the results of the evaluation.

From a novelty point of view, this model is technically different from the previous models. The location of the difference is that this model requires it to be carried out via online mode. This is based on the situation and conditions when the world of education in Indonesia was hit by the COVID-19 pandemic. Therefore, if a similar situation occurs again (there is an outbreak or a disaster that allows online learning to be carried out), this model can be used as an alternative by schools.

CONCLUSION

Based on the results of the study, in general it can be concluded that the implementation of the Integrated Quality Management (MMT) of Principals in improving the professional competence of teachers from SD Labschool UPI Cibiru, Bandung Regency and SD Al Azhar Syifa Budi Parahyangan, West Bandung Regency has been going well, only at the planning stage. and implementation has not yet implemented the MMT principles optimally. This is illustrated by the lack of integration of socialization activities at the planning stage and the lack of effective communication relationships with parents and various other groups or institutions.

Thus, it is necessary to carry out further studies related to efforts to increase the professional competence of teachers in elementary schools, this is important in order to map the condition of education for the sake of equity and the improvement of the quality of education, especially in efforts to improve teacher professional competence in the future.

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