

The Influence of School Leadership, Organizational Commitment, And Tqm on The Performance of Public Junior High School Teachers in Tangerang District

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Abstract---The purpose of this study was to examine the effect of principal leadership, organizational commitment, and TQM on teacher performance. This study used the Explanatory Survey Method, with data collection techniques using an ordinal scale questionnaire. The number of respondents in this study was 150 Public Junior High School teachers in Tangerang Regency. The data were collected by random sampling. Data processing techniques using path analysis. Based on the results of data processing using path analysis, it is concluded that based on the four proposed hypothesis test structures, all models and paths of each hypothesis are stated to have a significant effect. The first hypothesis is that the Principal's leadership affects TQM. The second hypothesis is that organizational commitment affects TQM. The third hypothesis is that the Principal's leadership and commitment have an impact on TQM. The fourth hypothesis is that the principal's leadership and organizational commitment, through TQM, have an effect on teacher performance. The recommendation suggested is the role of the Principal in optimizing the supporting elements for improving the performance of teachers, including the organizational commitment of TQM.

Keywords: Principal leadership, organizational commitment, TQM, and teacher performance.

I. INTRODUCTION

In today's world of globalization, improving the quality of an organization is seen as an effort to achieve a competitive advantage, because the organizational quality is one of the factors that determine the selection of something that satisfies the needs of the organization's members.

School is an organization as a forum for implementing education. Or it can also be said that schools are educational organizations that have a central role in creating quality human resources. Currently, many new private schools have emerged, both with national and international standards. With the emergence of existing schools, there is an element of competition between schools to show a better quality of education than others. Changes that occur in society also significantly affect the existence of

school organizations, the economy, market competition and human resources.

The quality of education is an aspect of the educational process, the outcome of education, and the content or content of education (Hamzah, 2006: 14). These three things can be distinguished but cannot be separated from one another. Quality is an attribute in creating quality humans and quality education. In achieving one of its functions, quality requires standardization that is agreed upon and accepted by the wider community in society. One of the standards used in the world, including in the field of education is ISO (International Standard Organization).

Improving the quality of education through standardization and professionalism is still being carried out. One of the determining factors for the high and low quality of educational outcomes is the quality of teaching staff (in this case, teachers). The position of the teacher's strategy to improve the quality of educational outcomes is strongly influenced by professional abilities, welfare factors, work discipline, work motivation and facilities infrastructure of the school itself. The sharp and globally competitive environment requires schools to improve the quality and competitive advantage, which is influenced by four factors, namely quality, flexibility, speed and low cost.

Total quality management (TQM) has been introduced since the 1980s. Overall quality management (TQM) was developed as a tool to improve performance through quality improvement in all aspects of the organization. The TQM program focuses on the total quality of the organization. Or it can be said that TQM is an approach that tries to maximize organizational competitiveness through continuous improvement of products, services, people, processes and their environment. Some school organizations have implemented TQM and succeeded in improving their performance, but some have not.

According to Permendiknas Number 35 of 2010, teacher performance is the result of an assessment of the process and work results achieved by the teacher in carrying out their duties. Teacher performance is

the ability of a teacher to perform actions by predetermined goals, which include aspects of planning teaching and learning programs, implementing the teaching and learning process, creating and maintaining optimal classes, controlling optimal learning conditions, and assessing learning outcomes. The benchmark for teacher performance is seen from the level of achievement of the results for the implementation of specific tasks. In the application of school organizations, the performance of many teachers is highlighted by students and parents. Several descriptions of the profile of teachers whose performance is still low include: teachers teaching monotonously and without careful preparation. Teachers still use effortless teaching preparation, have not fully used the required curriculum references, and are inconsistent in implementing the scenario of the lesson plan (RPP) that has been prepared and in the learning process the teacher still dominantly uses the lecture method.

In realizing teacher performance by expectations, a professional school principal is needed. Headmaster, as part of the school system, occupies a strategic position in directing and supporting teacher activities in learning students. Mulyasa (2005: 98) states that in the new paradigm of education management, the principal must at least be capable functions as an educator, manager, administrator, supervisor, leader, innovator, motivator. So, it can be said that the principal's leadership is very influential on teacher performance.

The leadership of the principal is one of the factors that influence the quality of school quality. The application of the right leadership style of the principal will have a significant influence in decision making, as well as in influencing teachers to do work more efficiently and effectively to achieve excellent teacher performance. According to Permadi (2010), that leadership is an activity to influence the behaviour of others, or the art of influencing human behaviour, both individually and in groups.

According to Mulyasa (2004), the roles and functions of school principals include educators, managers, administrators, supervisors, leaders, innovators, and motivators. Syamsul Bahri (2011), in his research, states that there is a significant influence between teaching ability, work environment, and work motivation on teacher performance. Meanwhile, Hary Susanto (2012) conducted a study on the influence of teacher competence, principal leadership, and teacher work motivation on teacher performance.

According to Griffin (2008: 15), Organizational commitment is an attitude that reflects the extent to which an individual knows and is bound to his organization. In other words, it is an attitude that reflects employee loyalty to the organization and a continuous process in which organizational members express their concern for the organization and its success and continuous progress (Luthan, 2011). The teacher's commitment is the strength to run school

programs. The high commitment of the teacher to the school will make it easier to achieve school goals.

Based on the above phenomena, this study aims to analyze the influence of principal leadership, organizational commitment, and TQM on teacher performance. Furthermore, these objectives are detailed into the following research questions: (1) How does the principal's leadership influence TQM; (2) How does organizational commitment affect TQM; (3) How does the influence of school principal leadership and commitment affect TQM; (4) How does the influence of principal leadership, and organizational commitment, through TQM affect teacher performance.

II. METHODS

This research is a type of verification research, namely research that aims to test the hypothesis. The approach used in this research is a quantitative approach to test hypotheses. This study uses the Explanatory Survey Method, which is a method of collecting data obtained directly from the source by using a written questionnaire (via google forms) with an ordinal scale.

The population in this study were all teachers in all Public Junior High School in Tangerang Regency. At the same time, the sample in this study was 150 people. The sampling technique was carried out by random sampling.

This study conducted a causal relationship analysis, which saw how much influence the principal's leadership, organizational commitment, and TQM had on teacher performance. This study uses Path Analysis Models which aim to analyze the causal relationship between exogenous variables and endogenous variables. Path analysis is a technique for analyzing the causal relationship that occurs in multiple regression if the independent variable affects the dependent variable not only directly but also indirectly". (Robert D. Retherford 1993). The reason for using the path analysis model is apart from the purpose of this study to see the extent of the direct and indirect influence of exogenous variables on endogenous variables.

The following is a path analysis diagram tailored to the research objectives.

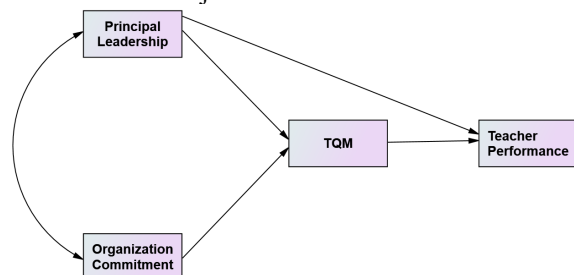


Figure 1. Path Analysis Graph In this study, the hypothesis is

- (1) The leadership of the principal affects TQM;
- (2) Organizational commitment affects TQM;
- (3) Principal leadership and commitment affect TQM;
- (4) Principal leadership, and organizational commitment, through TQM affect teacher performance

III. RESULTS AND DISCUSSION

The study used statistical analysis, namely path analysis. This path analysis technique was developed by Sewal Wright in 1934. This analysis was used to test the effect of the intervening variable (Z), where regression analysis was used to estimate the causality relationship between variables (casual model). Path analysis is an extension of multiple linear regression analysis, or path analysis is the use of regression analysis to estimate the causal relationship between variables that have been predetermined based on theory. A direct relationship occurs when one variable affects other variables without any third variable intervening the relationship between the two variables. An indirect relationship is if there is a third variable that mediates the relationship between these two variables (Ghozali, 2005: 160).

Thus, in the model of the relationship between these variables, there are independent variables which in this case are called exogenous variables (exogenous), and dependent variables are called endogenous (endogenous) variables. Through this path analysis, it will be able to find which path is the most appropriate and short of an independent variable to the last dependent variable (Sugiyono, 2010: 39)

The results of the path analysis are as follows.

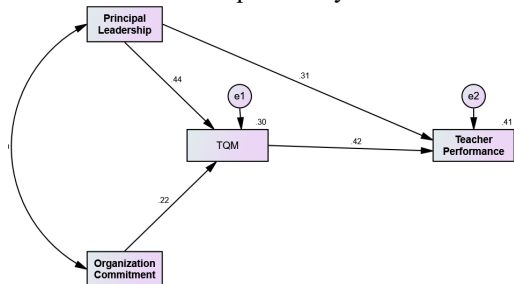


Figure 2. Path Analysis Results

Table 1: Results of the level of conformity measurement (Goodness-of-fit model)

Goodness of Fit measures	Acceptance limit of Goodness of Fit	Result
Chi-Square	the smaller, the better	2,936
Probability (P)	$P \geq 0,05$	0,87
RMSEA	$RMSEA \leq 0,08$	0,111
CFI	$0,80 \leq CFI \leq 1$	0,987
TLI	$0,80 \leq TLI \leq 1$	0,922

From the results of the model output in Table 1 for the fit test criteria for the model, the chi-square value is 2.936 with a probability = 0.87, which is above 0.05. However, if seen from the value of CFI = 0.987, TLI = 0.992. This shows that the model is an absolute fit (Seguro, 2008). So the model is acceptable.

3.1. Analisis Jalur Sub-Struktur 1

Path analysis form of substructure 1

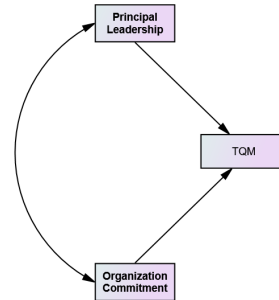


Figure 3. Path analysis form of substructure 1

The following is a hypothesis for the path analysis of substructure 1.

Hypothesis 1:

H₁₀: The principal leadership variable does not contribute simultaneously and significantly to the TQM variable.

H_{1a}: The principal leadership variable contributes simultaneously and significantly to the TQM variable.

Hypothesis 2:

H₂₀: The organizational commitment variable does not contribute simultaneously and significantly to the TQM variable.

H_{2a}: The organizational commitment variable contributes simultaneously and significantly to the TQM variable.

Hypothesis 3:

H₃₀: Principal leadership and organizational commitment variables do not contribute simultaneously and significantly to the TQM variable.

H_{3a} Principal leadership variables and organizational commitment contribute simultaneously and significantly to the TQM variable.

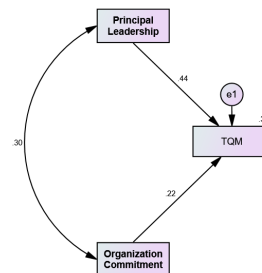


Figure 4. Result of Path Analysis of Sub Structure 1

Table 2: Results of Standardized Regression Weights for Sub-Structure Paths 1

		Estimate	S.E.	C.R.	P
Principal Leadership	→ TQM	0.438	.17	6.239	**
Organization Commitment	→ TQM	0.220	.062	3.140	.02
Principal Leadership	→ Teacher Performance	0.313	.126	4.399	**
Principal Leadership	↔ Organization Commitment	0.303	.09	3.629	**

Note: *** = 0.000

From the results of Table 2, it can be seen

1. The Principal Leadership variable has a positive and significant effect on the TQM variable. It can be seen that the value of P = *** or less than 0.05. and the size of the sucrose is 0.438 = 43.8%.

Based on the preceding, the answer to Hypothesis 1 is that there is an influence of the Principal Leadership variable on the TQM variable. The higher the Principal Leadership variable will be able to increase the TQM variable by 43.8 percent. The Organization Commitment variable has a positive and significant effect on the TQM variable. It can be seen that the P-value = 0.002 or less than 0.05. and the size of the fraction is 0.220 = 22%.

Based on the above, hypothesis 2 is answered; namely, there is an influence of the Organization Commitment variable on the TQM variable. The higher the Organization Commitment variable will be able to increase the TQM variable by 22.0%.

From the results of the linear regression test between the Principal Leadership variable and the TQM variable, it is obtained as follows.

Table 3: Linear Regression Test Results Between Principal Leadership and TQM Variables.

Model	Unstandardized Coefficients		Standardized Coefficients
	B	Std. Error	Beta
1 (Constant)	14.201	7.767	
Principal_Leadership	.838	.115	.504

a. Dependent Variable: TQM

The relationship between the Principal Leadership variable and the TQM variable is

$$\hat{Y} = 0.838 X_1 + 14.201 + \varepsilon$$

In the meantime, the relationship between the Organization Commitment variable and the TQM variable is

Table 4: Linear Regression Test Results Between Organization C 170-ISET 2020ommitment and TQM Variables.

Model	Unstandardized Coefficients		Standardized Coefficients
	B	Std. Error	Beta
1 (Constant)	49.379	4.562	
Organization_Commitment	.309	.066	.353

a. Dependent Variable: TQM

$$\hat{Y} = 0.309 X_2 + 49.379 + \varepsilon$$

The following results have been obtained from the results of the multiple linear regression test.

Table 5: Linear Regression Test Results Between Principal Leadership, Organization Commitment and TQM Variables.

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	337.061	2	168.531	32.955	.000 ^b
Residual	792.660	155	5.114		
Total	1129.72	157			

a. Dependent Variable: TQM

b. Predictors: (Constant), Principal_Leadership, Organization_Commitment

It's evident that the Sig. = 0.000 < 005, page ii shows that the Principal Leadership variable and the Organization Commitment variable together have an impact on the TQM variable. This answer to Hypothesis 3. Thus the Principal Leadership variable and the Organization Commitment variable jointly affect the TQM variable. The relationship between the variables between the Principal Leadership variable, the Organization Commitment variable and the TQM variable.

Table 6: Multiple Linear Regression Test Results Between Principal Leadership, Organization Commitment and TQM Variables.

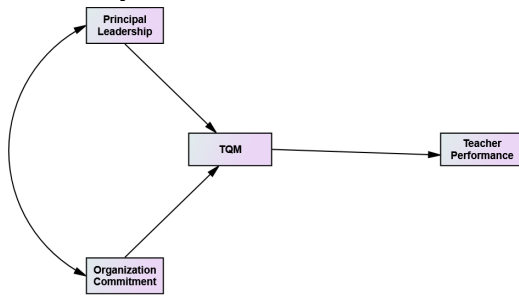
Model	Unstandardized Coefficients		Standardized Coefficients
	B	Std. Error	Beta
1 (Constant)	8.286	7.793	
Organization_Commitment (X2)	.193	.062	.220
Principal_Leadership (X1)	.727	.117	.438

a. Dependent Variable: TQM

$$\hat{Y} = 0.727 X_1 + 0.193 X_2 + 8.286 + \varepsilon$$

3.2. Path Analysis of the Sub-Structure 2

Path analysis form of substructure 2



The magnitude of the direct effect, indirect effect and total effect between the four variables can be explained as follows.

Table 7: Results of Standardized Regression Weights for Sub-Structure Paths 1

		Estimate	S.E.	C.R.	P
Principal Leadership	→ TQM	0.438	.17	6.239	**
Organization Commitment	→ TQM	0.220	.062	3.140	.02
Principal Leadership	→ Teacher Performance	0.313	.126	4.399	**
TQM	→ Teacher Performance	0.420	.076	5.910	**

Note: *** = 0.000

Based on the results of table 7, it can be seen that the direct and indirect effects are as follows.

Result of Direct Impact Value

- The direct effect of the TQM variable on the Teacher Performance variable is $0.420 = 42\%$. This result shows that the higher the TQM variable, the higher the Teacher Performance variable.

Result of Indirect Impact Value

- The influence of the variable Principal Leadership on the Teacher Performance variable through the mediation of the TQM variable is $0.438 \times 0.420 = 0.184 = 18\%$.
- The influence of the Organization Commitment variable on the Teacher Performance variable through the mediation of the TQM variable is $0.220 \times 0.420 = 0.0924 = 9.2\%$.
- The effect of Principal Leadership and Organization Commitment variables together on Teacher Performance variables through the

mediation of the TQM variable is $0.303 \times 0.420 = 0.1273 = 12.73\%$.

Based on the above, the fourth hypothesis is answered; namely, there is an influence of the Principal Leadership variable and the Organization Commitment variable through the mediation of the TQM variable on the Teacher Performance variable.

Based on the results of the study, if you want to improve teacher performance, you want to maintain and improve aspects of the principal's leadership, organizational commitment, and TQM. The principal leadership variable and the TQM variable are the most influential variables. Meanwhile, to improve teacher performance directly and significantly, the variable that has the most significant impact is TQM, this variable contributes positively and significantly. The Principal leadership variable contributes positively but not significantly in improving teacher performance.

IV. CONCLUSION

It can be concluded from the results of the research and discussion referred to above that

- There is the influence of the Principal Leadership variable on the TQM variable. The amount of influence is 43.8%. This result means that the higher the Principal Leadership variable will be able to increase the TQM variable by 43.8%.
- There is an influence of the Organization Commitment variable on the TQM variable. The amount of influence is 22.0%. This result means that the higher the Organization Commitment variable will be able to increase the TQM variable by 22.0%.
- There is the influence of the Principal Leadership variable, and the Organization Commitment variable jointly affecting the TQM variable. The size of the influence is $0.362 = 36.2\%$.
- There is the influence of Principal Leadership and Organization Commitment variables together on the Teacher Performance variable through the mediation of the TQM variable, which is $0.303 \times 0.420 = 0.1273 = 12.73\%$.

To improve the performance of Public Junior High School teachers in Tangerang Regency, the recommendation suggested is the role of the Principal in optimizing the supporting elements for enhancing the performance of teachers, including the organizational commitment of TQM.

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