

Improving Teacher Performance Through Total Quality Management and Academic Supervision

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Abstract

This research is interesting to conduct to analyze the variables that influence teacher performance, including the variables of total quality management and academic supervision. If we look at the media, which focuses on the development of teacher performance, the performance of teachers in Indonesia is still in the spotlight. The initial goal of the study is to determine how total quality management affects teacher performance. The second goal is to determine how academic supervision affects teacher performance. The third goal is to determine how both total quality management and academic supervision affect performance at the same time. This kind of study uses surveys as a quantitative research methodology. 88 persons in all were chosen by the census procedure to be respondents. The information utilized was gathered using a questionnaire that was distributed directly to respondents.

Abstrak.

Kinerja guru di Indonesia saat ini masih menjadi sorotan jika melihat dari media-media yang konsentrasi terhadap perkembangan kinerja guru, sehingga penelitian ini menjadi, menarik untuk dilaksanakan dengan tujuan menganalisis variabel yang mempengaruhi kinerja guru diantaranya adalah variabel total quality manajemen dan supervisi akademik. Tujuan penelitian pertama bagaimana pengaruh total quality manajemen kepada kinerja guru, selanjutnya bagaimana pengaruh supervisi akademik kepada kinerja guru dan ketiga bagaimana pengaruh total quality manajemen dan supervisi akademik terhadap kinerja secara simultan. Jenis penelitian ini adalah kuantitatif dengan menggunakan survey sebagai metode penelitian. Adapun total responden sebanyak 88 orang yang terpilih menggunakan metode sensus. data yang digunakan merupakan data primer diperoleh dengan cara menggunakan kuesioner yang diberikan tanpa perantara kepada responden. Kuesioner yang diisi oleh para responden telah melalui uji validitas dan reliabilitas, sehingga teruji kebenarannya. Teknik analisis data memakai tes regresi linier berganda sedangkan untuk uji hipotesis memanfaatkan uji t dan uji f. didapatkan hasil dalam penelitian ini bahwa secara bersama-sama total quality manajemen dan supervisi akademik mempunyai pengaruh positif pada kinerja guru, sehingga keseluruhan uji hipotesis yang diajukan telah teruji kebenarannya.

INTRODUCTION

Teacher performance is still an important concern in the world of education in this country. Considering that teachers have a responsibility to build national civilization by enhancing the caliber of future human resources, teachers are the producers of future national leaders, and high performance from a teacher is very necessary. (Yanti, 2023). (Dani, 2023), reported that the Makassar Education Department fired honorary teachers because their performance was still low. (Aliani et al., 2023; Fauzie, 2018; Hadiyan et al., 2024) revealed that the World Bank assesses teacher performance as still very low. A similar thing also happened in North Sulawesi Province, The deputy governor of North Sulawesi said that the state of the teachers' performance was appalling. (Kandouw, 2023). Of the many problems experienced by teachers regarding performance, there have been many steps and efforts to correct and improve these problems, such as holding teacher training and development activities, monitoring and evaluating work, as well as support from school principals.

To increase efficiency, productivity, and quality of services provided. Here are some of Deming's TQM concepts (Azizi et al., 2023; Carifio, 2012; Muslim & Sururin, 2018) that can be applied in an educational context are, customer (student) satisfaction, a sustainable approach, the importance of data and measurement, managing variability, teacher development and training, teamwork and collaboration, and the commitment of Ishikawa leadership in (Ferine et al., 2021; Hanafi et al., 2021; Lumintang, 2019). Customer focus, quality preoccupation, scientific approach, long-term dedication, teamwork, continuous system development, education and training, regulated freedom, unity of purpose, and empowerment are all indicators of total quality management. (Ghobadian & Gallear, 1996). (Devi, 2022; Díez et al., 2020; Fitriyana et al., 2023; Khadijah, 2021; Komariah et al., 2023) The final of the research reveal that total quality management has a positive impact on teacher performance. Teacher performance is achievement that is measured through mutually agreed indicators or other possibilities in a structured learning plan (Adriana, 2023). Factors that influence teacher performance are revealed based on research results (Hartinah et al., 2020; Kersaint et al., 2007; Phytanza & Burhaein, 2020) specifically character and commitment, growth as a professional, capacity to teach, community connections and communication, welfare, discipline, and work environment. The development of learning activity programs, carrying out learning activities, and analyzing and Evaluating education activities are all indicators of a teacher's effectiveness (Kemdikbud, 2017).

The teacher performance indicators mentioned above have a strong relationship with academic supervision activities. This was revealed by the research conducted (Setyaningsih & Suchyadi, 2021; Wardani et al., 2020; Winaliyah et al., 2021) that teachers' performance is positively impacted by academic monitoring. Academic supervision is a process that involves methodical planning, close observation, and prompt, unbiased feedback to provide teachers with professional support (Mulyasa, 2013). Indicators for the formation of academic supervision consist of the initial meeting level, class observation level, and feedback meeting level (Korucu-Kış, 2021). The principle of academic supervision is that it is an activity to be carried out in a planned, routine, sustainable manner carried out by the principal, who uses data from observations or real observations using instruments that can provide real information, not at all the supervisor's lessons. (Lorensius et al., 2022)

The purpose of this study is to identify any gaps in earlier studies by creating, 3 research questions, first, is there an influence of total quality management (TQM) on teacher performance, second is there an effect of simultaneous academic supervision on teacher performance Third is total quality management (TQM) and Academic Supervision of Teacher Performance. Based on research conducted by previous researchers, a preliminary research answer was drawn that total quality management can have a favorable and noteworthy influence on teacher performance. This is supported by research conducted by (Al Imama et al., 2022). The second hypothesis was formed based on research conducted by (Ningrat & Yudana, 2020) which revealed that academic supervision had a positive and significant effect on teacher performance. while the third hypothesis is that total quality management and academic supervision have favorable and noteworthy effects simultaneously on teacher performance. The third hypothesis is a difference from previous research that must be tested in this research because in previous research no one tested it together.

RESEARCH METHODS

This research was conducted at an International Standard Madrasah located in Pacet District, Mojokerto Regency. This research location was chosen due to the large number of students and producing quality graduates. The study was conducted in 2023 between March and July. Due to the large number of teachers who will be sampled, the researchers took a quantitative approach to reach the entire population. The survey method was employed in this study (Groeneveld et al., 2015).

In this research, probability sampling is used, If every person in the population has an equal chance of being chosen to be the sample. The total population is 88 people, which means that all teachers were taken as a sample or the so-called census method (Cen et al., 2016; Lerche, 2012). Primary data, which is information collected directly from respondents, is what was used in this study (Sari sasi gendro, 2022; Trijono & Rachmant, 2015). This study's data-gathering method makes use of a questionnaire with statements or question items that are rated on a Likert scale from 1 to 5 (Albaum, 1997; Boone & Boone, 2012; Taherdoost, 2019). The lowest score is 1 for the answer category very disagree, For the response, use 2 disagree, 3 for the response to be unclear or impartial, 4 for the answer agree and 5 for the answer very agree.

In this research, to assess the reliability of the collected data, Tests for validity and reliability were conducted. To test the validity of the data, Utilize the correlation coefficient by contrasting the computed r values with the r table. If the r table value is smaller than the r table then it can be declared valid (Aditya, 2014; Purwanto, 2018). The reliability test aims to measure the consistency of the research instrument by looking at the Cronbach alpha value. If the Cronbach alpha value obtained is more than 0.60 then the question item can be declared reliable and the question item can be used as an instrument in this research (Azwar, 2012).

The gathered data will thereafter undergo analysis to verify the veracity of the research idea. A traditional assumption test that includes tests for heteroscedasticity, multicollinearity, normalcy, and linearity is suggested before the hypothesis is put to the test. (Janir, 2012). The hypothesis is subsequently tested using the multiple linear regression test, coefficient of determination test, partial test (F test), and simultaneous test (F test), following the completion of the normalcy test. Analyzing multiple linear regression with the formula $Y = a + \beta_1 X_1 + \beta_2 X_2 + e$. with the explanation that Y is teacher performance, a is a constant, β_1 β_2 , is a multiple regression coefficient, (Sugiyono, 2017).

Result and Discussion

Result

The validity test results for the complete quality management variable, which comprised 42 question items, were found to be valid based on the study findings because each question item's computed r-value was more than the r-table value of 0.2096. The teacher performance variable, which consists of 16 questions, was also found to be capable of assessing teacher performance factors, and all 13 questions for the academic supervision variable were deemed acceptable because the estimated r value was higher than the r table. whereas Table 1 below displays the reliability test results.

Table 1 Results of Reliability Testing

<i>No</i>	<i>Variable</i>	<i>Cronbach's Alpha</i>	<i>Information</i>
1	Total Quality Management (X1)	0,900	Reliable
2	Academic Supervision (X2)	0,797	Reliable
3	Teacher Performance (Y)	0,795	Reliable

Every variable in Table 1's reliability test findings has a Cronbach's Alpha coefficient more than 0.60, indicating that the measurements for all of the variables are deemed trustworthy and appropriate for use in this study. Test the Kolmogorov-Smirnov technique by using the classical assumption. It is shown in the following table 2:

Table 2: Results of the Normality Test

		Unstandardized Residual
N		88
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	4.16151111
Most Extreme Differences	Absolute	.083
	Positive	.067
	Negative	-.083
Test Statistic		.083
Asymp. Sig. (2-tailed)		.186 ^c

Source: Processed primary data, (2023)

The significance findings from the normalcy test were achieved with a value of 0.186, the significance level of 0.05 was exceeded by this result ($0.186 > 0.05$), based on the results of the normality test utilizing the Kolmogorov Smirnov technique. The researchers concluded that the study's data were regularly distributed in light of these findings. The linearity test, which helps establish whether or not the independent and dependent variables have a linear relationship, is the next assumption test. Table 3 below displays the linearity test results:

Table 3 Linearity Test Results

Variable	Deviation From Linearity	Information
(X1) (Y1)	,103	Linear
(X2) (Y1)	,301	Linear

Source: Processed primary data. (2023)

The analysis results in Table 3 show that based on the analysis data, the TQM variables (X1) and academic supervision (X2) do not have a significant linear effect on teacher performance (Y1). The results of the multicollinearity test are presented in the table below:

Table 4 Multicollinearity Test Results

Variable	Tolerance	VIF	Information
X1	0,805	1,2	Non Multikolinearitas
X2	0,805	1,2	Non Multikolinearitas

(Source: Results of data processing using SPSS Version 22)

Based on Table 4 above, it can be explained that the VIF value for X1 and X2 is 1.242, which is also not too high. A commonly used VIF value as a cutoff is around 5 or 10. If the VIF exceeds this cutoff, it may indicate a significant multicollinearity problem. However, in this study, the value of VIF is less than 5 or 10, which indicates that there is no significant multicollinearity problem between X1 and X2, which is a good result in regression analysis.

Once the traditional assumption test has been completed, test the hypothesis using partial T-tests, simultaneous F tests, multiple linear regression tests, and coefficient of determination tests. Table 5 below displays the multiple linear regression test results.

Table 5 Multiple Linear Regression Results

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	30.821	7.052		4.3700	.000
X ₁	.1430	.0410	.365	3.5060	.0010
X ₂	.2320	.1070	.226	2.1680	.0330

Regression equations for the influence of academic supervision (X1) and total quality management (X1) have values of 0.232 and 0.143, respectively, with a constant value of 30.821, according to test findings indicated in table 4.17 above. Multiple linear regression can be calculated using the following equation: Effectiveness as a Teacher = 30.821 + 0.143 + 0.232 + e.

The purpose of the coefficient of determination test is to determine whether academic supervision (X2) and overall quality management (X1) have an additive or simultaneous influence on teacher performance (Y). This can be observed from the computation results using a summary

using SPSS 22, particularly the R Square figure (R²). The results of the coefficient of determination test are shown in the table below:

Table 6 Coefficient of determination test results

Model	R	Rsquare	Adjusted R Square	Std. Error of The Estimate
1	.5070	.2570	.2400	4.2100

The R Square (R²) value, which is 0.257, is displayed in table 4.18 Model Summary. This value, which is 0.257 (25.7%), can be used to visualize the extent to which academic supervision (X₂) and total quality management (X₁) influence teacher performance (Y). The remaining 74.3% is determined by factors not included in the study.

The purpose of the T test is to partially ascertain the degree to which the academic supervision (X₂) and overall quality management (X₁) variables affect teacher performance (Y). A 5% (0.05) error rate can be used to calculate the magnitude of the factors' influence. To conduct this test, each independent (free) variable's significance column is examined at a significance level of less than 0.05.

DISCUSSION

The Influence of Total Quality Management (TQM) on Teacher Performance in Madrasas

The findings of this study's hypothesis testing demonstrate that overall quality management significantly and favorably affects teacher performance. As a result, researchers have tested eleven markers of total quality management (TQM): cooperation, regulated freedom, unity of purpose, long-term commitment, preoccupation with quality, scientific method, customer focus, and continual development. The use of these indications is put into practice in a variety of ways, such as coordinating through WhatsApp with guardians of kids regarding academic services, systems, and other matters; instructors providing guidance to students outside of the classroom; class 12 tryouts; and mentoring. Institutions encourage participation in seminars and workshops when they compete. Other than.

The indicator with the highest value is customer focus, where this customer focus shows that educational institutions (madrasas) prioritize the needs, hopes and satisfaction of students and their parents as the main priority. Causes the highest score because the madrasah prioritizes student interests, understanding needs, customer satisfaction, development of additional services and institutional growth. The interests of students are an important point because students are the core of education and realize that this madrasa has a means of providing services to students. Understanding needs is the focus in several ways, one of which is by seeking continuous feedback through interviews and surveys to understand what students and parents want from the educational process. Apart from that, it prioritizes customer satisfaction, namely if students get a high level of satisfaction with their experience while studying they will have a tendency to be more motivated to learn and participate actively in the educational process. This madrasah also develops additional services to suit student needs, such as guidance programs, extracurricular activities, or additional academic support.

International Standard Madrasah (MBI) Amanatul Ummah Pacet Mojokerto has its own way of implementing total quality management (TQM), namely by creating a clear and structured system and focusing on achieving the set goals so that the implementation of total quality management runs well and encourage to improve the quality of performance of all stakeholders including teachers. Total quality management, or TQM, is a competitive management approach that focuses on customer satisfaction by utilizing all organizational members' efforts to improve overall quality. There is an important instrument in its implementation in an educational institution, namely involving the totality of work from members of the organization, including teachers. The results of this research are in line with research conducted by (Septiadi, 2019), TQM is a model of continuous quality improvement that gives educational institutions useful tools to satisfy their students' requirements both today and in the future.

The Influence of Academic Supervision on Teacher Performance in Madrasas

Mulyasa defines academic supervision as providing instructors with professional support through a cycle of methodical preparation, close observation, and prompt, unbiased feedback (Mulyasa, 2013). Academic supervision is an important thing to do in an educational institution. MBI Amanatul Ummah Pacet Mojokerto has implemented academic supervision well as measured by the indicators determined by the researchers in this research, namely the implementation of the stages in academic supervision starting from the initial meeting stage to holding work meetings discussing the main learning program for the next year, the class observation stage until the final stage, namely the feedback meeting stage. This can indirectly provide a sense of enthusiasm and motivate teachers to improve the quality of their performance (Cardy & Leonard, 2014).

According to the research's hypothesis test, academic supervision (X2) at the Amanatul Ummah Pacet Mojokerto International Standard Madrasah (MBI) significantly and favorably affects teacher performance (Y). This is demonstrated by the T test's significance value, which is less than the significance level ($0.033 < 0.05$), and the Tcount value, which is $2.168 > 1.988$.

The feedback meeting stage is reflection and improvement planning: This stage allows teachers and supervisors to talk openly about the results of observations and feedback provided. Teachers can reflect on their teaching experiences and plan improvements based on the feedback received. It encourages continuous improvement in teaching practice, while professional development feedback meetings can also be used to plan teacher professional development. Supervisors may recommend additional training or resources that can help teachers improve their skills (Munjin & Rosyadi, 2021; Sirojuddin et al., 2021).

The initial meeting stage is the best indicator of value after the feedback meeting stage has 2 important points, namely understanding goals and motivation and involvement. Understanding the goals allows the supervisor (coach) and teacher to discuss the goals and expectations of the supervision process. This includes planning teaching objectives, student learning targets, and teacher performance expectations. With a clear understanding of what is expected of them, teachers can focus efforts on achieving those goals. Motivation and involvement can motivate teachers by providing opportunities to actively participate in their lesson planning. Teachers feel more involved in the process and more motivated to achieve the expected results.

The lowest indicator value is classroom observation through direct performance evaluation and direct feedback. This direct performance evaluation is a teacher's observation while teaching in class, thus giving the supervisor the opportunity to see in reality how the teacher

manages the class, delivers material, interacts with students, and handles learning situations. Direct feedback involves direct feedback to the teacher. Supervisors provide feedback based on their observations, provide praise for good performance, and provide recommendations for improvement. This feedback serves as an immediate guide that teachers can use to improve their teaching practices.

Considering the justification provided, researchers can conclude that academic supervision can be maintained, however there are several points that need to be improved and improved so that they can have a good impact on teacher performance or in other words, if academic supervision goes well then teacher performance will also be good, and vice versa. If academic supervision decreases or does not go well then the teacher's performance will not be good either.

This research is strengthened by previous research conducted by (Khoeriyah, 2015) with the title "The influence of academic supervision on teacher performance at SMP IT Yaspida Sukabumi" with the research results that there is a positive and significant influence between academic supervision and teacher performance. This research is also strengthened by research conducted in (Hadiati, 2019) d with the title "The influence of academic supervision on teacher performance at MTs Muhamadiyah Sukarame Bandar Lampung" with the research results namely that academic supervision has a significant influence on teacher performance and and research carried out by (Karim et al., 2021) regarding educational supervision.

The similarity of the research results above shows that academic supervision can improve teacher performance because the purpose of supervision itself is to help teachers improve their ability to carry out tasks, namely in the learning process. The magnitude of the influence of academic supervision on teacher performance is 0.232 or 23.2%, the remaining 76.8% is influenced by other variables not examined in this research.

The Influence of Total Quality Management (TQM) and Academic Supervision on Teacher Performance

The ability of a teacher to carry out assigned reading and to be accountable for the students under his direction by raising student accomplishment in the classroom is known as teacher performance (Kartiko et al., 2024). The quality of teacher performance must always be improved and enhanced at any time to support the needs of the students' learning process. Based on markers for program development, activity implementation, and evaluation/assessment of learning outcomes, researchers have determined that the performance of teachers at MBI Amanatul Ummah Pacet Mojokerto falls into the very good category. These indicators have been effectively applied through the creation of a lesson plan that includes the materials and techniques that will be used, the implementation of learning activities in the form of setting up a comfortable classroom environment, the use of relevant and varied media and instructional techniques, and the evaluation of learning outcomes.

The results of this research's hypothesis testing indicate that academic supervision (X2) and total quality management (X1) together have a significant and beneficial impact on teacher performance at the Amanatul Ummah Pacet Mojokerto International Standard Madrasah (MBI). This is supported by the F test's significance value, which is less than the significance level ($0.000 < 0.05$), and the fact that the Fcount value—14.733 > 3.103—is higher than the Ftable value.

In this regard, teacher performance has three indicators that researchers have determined and tested, namely planning learning activity programs, implementing learning activities and evaluating/assessing learning. The indicator with the highest average or mean value is the indicator for implementing learning activities. This is because MBI Amanatul Ummah Pacet Mojokerto focuses on all teachers to be directly oriented towards students by providing the best possible learning and guidance until students understand the material presented by asking questions, discussing, and intensive guidance outside the classroom and also being able to create an atmosphere conducive and enjoyable class (Jami & Muharam, 2022; Stamatis, 2018). Meanwhile, the indicator with the lowest average or mean value is the learning activity program planning indicator. This is because the existing coordinators place more emphasis on teachers being able to achieve certain targets or goals of learning and are more focused on teaching directly as an effort to achieve the targets or goals set effectively so teachers are lacking in planning learning activity programs such as creating teaching modules.

International Standard Madrasah (MBI) Amanatul Ummah Pacet Mojokerto has teachers with good performance quality. This is due to many factors, including the implementation of total quality management (TQM) and good academic supervision which is also implemented at MBI Amanatul Ummah Pacet Mojokerto. The quality of teacher performance will encourage the creation of educational institutions and quality graduates and can improve student achievement and learning outcomes, which can indirectly increase competitiveness with other educational institutions (Alwi & Mumtahana, 2023; Bakar et al., 2023).

Based on the explanation above and also the discussion regarding the influence of total quality management (TQM) on teacher performance and also the influence of academic supervision on teacher performance at MBI Amanatul Ummah Pacet Mojokerto, the researcher concludes that total quality management (TQM) and academic supervision have been implemented well so that influences teacher performance (B et al., 2023; M. Hasanah et al., 2022). The quality of teacher performance can increase if it is supported by factors that influence it. The better the total quality management (TQM) and academic supervision implemented in an educational institution, the better the teacher's performance will be (Arum et al., 2024; Hakim & Saryulis, 2023).

This study is supported by earlier research carried out by (U. U. Hasanah, 2017). with the title "The Influence of Academic Supervision and Teacher Working Group Activities on Teacher Teaching Performance" given the study's findings, which indicate that teacher working groups and academic monitoring have a major impact on teachers' ability to instruct. This aligns with the findings of the study that was done (Suyadi et al., 2022) with the title "Academic Reform and Sustainability of Islamic Higher Education in Indonesia". The results of this study showed that the quality of madrasa education was significantly and favorably impacted by the principal's academic supervision and teacher performance evaluation.

The results of the current study, which show that academic monitoring and total quality management (TQM) affect teacher effectiveness, are supported by the previously cited studies. Academic supervision and total quality management (TQM) have an impact on instructors' performance in 25.7% of cases, while factors not covered in this study influence 74.3% of cases.

CONCLUSION

TQM is a management approach that focuses on continuously improving quality in all aspects of an organization, including education. The implementation of TQM in Madrasas promotes focus on customers (students and parents), continuous improvement, and the use of a scientific approach in decision-making. TQM can improve the quality of teaching, motivate teachers to continuously improve themselves, and create a better educational environment. Academic supervision helps identify teacher strengths and weaknesses, enables the development of individual teacher performance, and guides improvement. The stages of supervision, such as initial meetings, classroom observations, and feedback meetings, work together to improve the quality of teaching and help teachers achieve higher standards. On top of offering on-site support and teaching materials, academic supervision helps teachers to accept constructive criticism, or more like having experienced what is correct, too, which improves classroom discipline completely. Both of these combined can create a serious synergy in efforts to improve the quality of education in Madrasas and teacher performance.

The results of this study will present theoretically to an abundant stream to learn more about how teacher performance can be improved. By that token, management personnel engaged in practical education can directly benefit from the results which a research is brought. This research has a disadvantage: The operating variables are on the few side if one considers that aside from objectively viewing teacher performance from management and mesoanalysis methods of social psychology may also serve as a kind of camouflage.

This research still has shortcomings that can be improved in the future, including research time, population, sample, and methods used in this research. The research time was relatively short so the researcher was still unable to assist respondents in filling out the questionnaire one by one, so there may still be biased answers. The sample population is still limited in number, and the research method only uses one research method, considering that many methods or methods can be used in carrying out research, so in the future researchers recommend re-testing variables and indicators and using other research methods, research. This is so that consistent answers are obtained.

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