

DEVELOPMENT OF A TOTAL QUALITY MANAGEMENT ASSESSMENT MODEL FOR ENHANCING TEACHER LEARNING PERFORMANCE IN SPECIAL SCHOOLS

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Abstract: This study aims to develop a Total Quality Management (TQM) assessment model and comprehensively examine the implementation of TQM in Special Schools. The primary focus lies in addressing the needs of school principals and teachers, facilitating the enhancement of teacher performance through the model, and evaluating its predictive validity. The research method in this developmental study employed research procedures adapted from Borg and Gall and was organized into four stages. The preliminary study stage comprised library research and field surveys. The model development stage involved validating the model by experts and practitioners. Using a correlation test, the predictive validity stage examined the relationship between total quality management and teacher performance. This study concludes that the implementation of TQM falls within the medium category. There exists a significant 90% need among school principals and teachers in special schools for assessments related to total quality management, indicating its essential nature. The validation by experts demonstrates consistently high results across all categorization aspects. Similarly, the validation by practitioners also yields noteworthy outcomes within each categorization aspect. The correlation between total quality management and teacher performance has been established. In light of these findings, it can be confidently asserted that the developed learning model is suitable for practical application.

Keywords: Total quality management, teacher performance, special education.

INTRODUCTION

Improving quality is the main agenda in improving the quality of education so that it can compete in the 4.0 era (Winarsih, 2017). The era of Revolution 4.0 had a significant impact on shifting the paradigm of thinking and working, so this affected the demand for qualified and competent human resources (Prestiadi et al., 2019). Total quality

management (TQM) has become one of the strategies to improve service quality in an institution, including educational institutions. Implementing TQM in schools improves learning outcomes, empowers personnel, and promotes a culture of continuous improvement. However, there are still obstacles related to management facilities.

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Or culture in an institution (Kaiseroglou & Sfakianaki, 2020). So that increasing TQM is necessary for an institution because it focuses on customer satisfaction (Usman, 2009). TQM is a gradual and continuous quality improvement that helps an organization manage the products or services it produces or offers to respond to customer demands (Sutarto, 2015).

This quality service will be the key to the education sector in the next decade. Total quality management focuses on customers, leader commitment, thinking, and continuous development (Sallis, 2010). The benefits of total quality management are improving, reducing operational costs, providing services, and satisfying education customers (Rahmawati & Supriyanto, 2020). This aligns with the opinion of Indriyenni (2017) that one of TQM's goals is to build a school institution into a team to achieve the single goal of satisfying all customers. Educational customer service is a student learning service (Miftakhi & Nurjanah, 2019).

The benefits of TQM will be felt when applying the appropriate principles. According to Hensler and Brunell, there are four main principles in TQM,

namely as follows: (1) customer satisfaction, the school's internal customers are students, teachers, and administrative staff; primary school customers are students; secondary school customers are parents; and tertiary customers of schools are government and society; the essence of TQM is that all customers in TQM must be satisfied. (2) respect for everyone; everyone in the school is seen as the most valuable organizational resource and an organizational asset. (3) management based on facts, there are two concepts related to decision making, not feelings or memory alone: (a) prioritization, namely the concept that improvements cannot be made in all aspects simultaneously, given the limited resources. (b) variation or variability of human performance. (4) continuous improvement to be successful, every school needs to carry out a systematic process carrying out continuous improvement (Nurmasyitah et al., 2015). Teamwork directly affects work ethics—improved teamwork will lead to improved work ethics (Qonita et al., 2022). The performance of elementary school teachers in carrying out the learning process begins with preparing lesson

plans. It ends with implementing learning as the implementation of learning plans (Nugroho et al., 2021).

In special schools, total quality management is necessary to improve the quality of learning conducted by teachers. The quality of learning is defined as a measure of success in an educational process (Safitri et al., 2021). According to Rahmi & Cery, the supporting factors for improving the quality of learning include training teachers to gain the knowledge, skills, and experience they need (Rahmi & Cerya, 2019). Quality in education is a big challenge because it is related to creating the most sensitive human beings on earth (Mukhopadhyay, 2020). However, in reality, the quality of education in Indonesia is still deficient compared to that in other countries (Fajri & Afriansyah, 2019). The research results by Hanifah Amaliah (2018) found that the quality of learning in public schools still needs to improve. Quality of work plays a vital role in maximizing or supporting teacher performance (Lalompoh et al., 2019).

Teacher performance is the acquisition, development, and results of the teacher's work in carrying out the learning process, both in planning, carrying,

and evaluating learning outcomes, conducting guidance and training on students, as well as their commitment to carrying out tasks (Erfanto et al., 2019). Whether or not the teacher's performance is good can be seen by implementing the competencies that the teacher must possess and having academic qualifications (Lailatussaadah, 2015). The level of performance of an organization is determined by management (Lisnawati, 2018).

Given the diversity of students managed in special schools, it is necessary to have a total quality management model unique to the school's characteristics. The characteristics of students are a challenge for service providers, in this case, teachers. Because working conditions impact the quality of learning (Budiharso & Tarman, 2020). So, this challenge is a form of difference with TQM in general. The successful implementation of TQM in the school environment, namely the involvement/participation of the entire team, continuous improvement, teamwork, empowerment, assessment/recognition systems and awards for quality, training, and development, and leadership-related vision/commitment to quality culture (Glaveli et al., 2021). Cooperation

between management team members is related to the quality of learning (Lu & Hallinger, 2017).

Research on TQM has yet to reveal much about special schools; this can be seen from several research journals implementing total quality management; only two articles discuss special schools. In Miftakhi & Nurjanah's research (2019) at special school YPAC Pangkalpinang, the quality of service needs to meet better service standards. Also, the study of Kustiaman et al. (2023) shows that the management system in high schools, according to the teacher's perspective, requires an appropriate assessment of learning objections. Thus, various studies still show that implementing education quality management requires various support from the involvement of various parties, especially the school.

METHOD

This development research uses research procedures from Borg and Gall, which have been modified into four stages, namely: 1) the Preliminary study stage consisting of library research and field surveys; 2) The model development stage, which consists of the planning stage, making the initial product design,

validating the experts and the first stage of product revision; 3) The predictive validity stage between total quality management and teacher performance using a correlation test. Testing of the test instrument is also validated by experts and SPSS (validity and reliability). The following are the stages of the research in Figure 1.

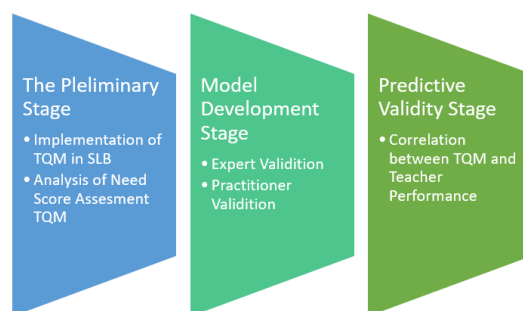


Figure 1. Research stage.

RESULTS AND DISCUSSION

Preliminary Study Stage

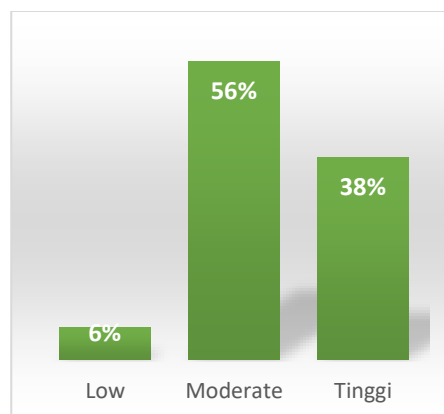


Figure 2. Implementation of TQM in special school

Based on Figure 2, it can be seen that the implementation of total quality management in special schools is in the low category with a percentage of 7%,

special schools are in the medium category with a rate of 55%, and special schools are in the high category with a percentage of 39%.

This aligns with current research that integrated quality standards have been widely applied in formal education settings at the primary, secondary, and tertiary education levels. The forms include the implementation of ISO for quality assurance in educational units. It is very relevant to be used for educational institutions concerning the principles and characteristics of TQM in achieving quality education. Asmuni (2013) conducted that school management is expected to have integrated quality standards widely applied in formal education environments at the elementary, secondary, and tertiary levels. The forms include the implementation of ISO for quality assurance in educational units. It is very relevant to be used for educational institutions concerning the principles and characteristics of TQM in achieving quality education.

Total quality management is only possible if the quality of the process supports it and results are achieved. Therefore, schools, District/City Education Offices, or Universities are highly recommended to adapt TQM into the organization (Sutarto, 2015).

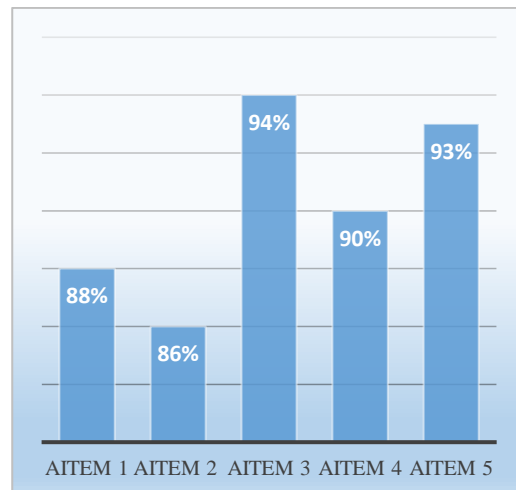


Figure 3. Analysis of the need for a TQM assessment model

Based on the score analysis that has been done, it can be interpreted that the need for a total quality management assessment model in categorization is essential. Thus, this shows that most schools need to develop a total quality management assessment model to improve teacher performance, so it is essential to develop a total quality management model.

Model Development Stage

The product development of this research is a total quality management assessment model to improve teacher performance in learning in special schools equipped with a guidebook. Product development has been carried out by expert tests and practitioner tests and obtained feasible results. Validation is needed to refine and prove that research development can be helpful (Amalia et al., 2019).

Table 1. Recapitulation of expert validator assessment results.

| No | Aspect | Score | Category |
|----|-------------------|-------|----------|
| 1. | Material aspects | 51,5 | High |
| 2. | Linguistic aspect | 54 | High |
| 3. | Graphical aspect | 49 | High |

The development was carried out because few special schools implemented total quality management, and also, in the research of Febrian et al. (2019), education management at Special School 1 Lima Kaum has not run optimally. In addition (Ali & Mardiaty, 2021) argues that the low quality of education covers the entire education system, especially the management system and work ethic, teacher quality, teacher quantity, curriculum, and physical facilities and facilities. It is a vicious circle where the school's position is in a problem, from the problem of inadequate funding, lack of facilities, education as it is, low quality, lack of enthusiasm, low innovation, and lack of enthusiasts, and so on and on it spins like a vicious circle.

Table 2. Recapitulation of practitioner validator assessment results.

| No | Aspect | Score | Category |
|----|---|-------|----------|
| 1 | Material aspects | 14 | High |
| 2 | Linguistic aspect | 15,68 | High |
| 3 | Aspects of presentation of the material | 12,8 | High |

The product results in this development research received good responses

from experts and practitioners who indicated the value that had been given, namely the high-value category through the instruments provided, which included aspects of the material that contained material from thematic learning models based on social skills for children with learning difficulties, then linguistic aspects, material presentation aspects, and graphical aspects.

Predictive Validity Stage

In special schools, implementing total quality management is essential to improve the quality of learning conducted by teachers. The low-quality teachers still need to have adequate professionalism to carry out their duties, namely planning lessons, learning, assessing learning outcomes, conducting guidance, conducting training, conducting research, and conducting community service (Fajri & Afriansyah, 2019). Teachers who have low performance will have a bad influence on schools and other people (Rahma, 2020). The current reality is that the quality of teacher performance has yet to be met; many teachers think that teachers carry out their duties only as routine activities. More than that, the community or students' parents sometimes accuse teachers of being incompetent, of low quality, and

so on, when their sons/daughters cannot solve the problems they face themselves or have abilities that are not to their wishes (Yuniati & Prayoga, 2019).

| Correlations | | Total Quality Management | Teacher Performance |
|--------------------------|---------------------|--------------------------|---------------------|
| Total Quality Management | Pearson Correlation | 1 | ,586** |
| | Sig. (2-tailed) | | ,000 |
| | N | 132 | 132 |
| Teacher Performance | Pearson Correlation | ,586** | 1 |
| | Sig. (2-tailed) | ,000 | |
| | N | 132 | 132 |

** Correlation is significant at the 0.01 level (2-tailed).

Figure 4. Correlations between TQM and teacher performance

Total quality management is expected to have the quality of planning on the quality of teacher performance to support learning in schools. It can be seen that schools with a high level of total quality management have a high level of teacher performance. Based on the data on the correlation test, it can be seen that the significance value of the p-value is 0.000 (0.05), so reject the ol hypothesis (H0). So, it can be concluded that there is a correlation between total quality management (variable X) and teacher performance (variable Y). The magnitude of the correlation is 0.586, so the degree of relationship is moderate, and the form of the relationship is positive. It can be interpreted that if total quality management is high, teacher performance is also high. Conversely, teacher performance is also standard if total quality management is

low. This aligns with research from Mastuti (2020) that total quality management is related to teacher performance in schools. This is in line with the opinion of Ramadhuan et al. (2019) that there is an influence between school management and teacher performance; if management is good, then teacher performance is also good. Total quality management will trigger the efforts to achieve teacher quality or professionalism at work. Teacher planning in carrying out satisfactory performance with continuous communication. Supervision of teacher performance is also expected to be carried out continuously to serve students so that total quality management will pay attention to constant improvement. That is, educational institutions should improve a fixed goal. Total quality management requires the support of school principals as leaders and managers who support teachers to work totally in organizing education with the hope that their performance can provide satisfaction to students and parents of students (Wiyani, 2020).

CONCLUSION

Based on the findings described in the research and discussion results, the following are the conclusions in this study Based on the preliminary results that have

been carried out regarding the implementation of total quality management, it is still in the moderate category. It is shown that the implementation of total quality management in special schools is in the low category with a percentage of 7%, special schools are in the medium category with a percentage of 55%, and special schools are in the high category with a percentage of 39%. Most schools need a total quality management model to improve teacher performance in learning in special schools. One hundred forty-three respondents show this obtained 90%, which means it is included in the essential category. The feasibility of expert validators' total quality management assessment model in special schools shows high results in each aspect based on categorization. Then, the

feasibility of the total quality management assessment model in special schools carried out by a practitioner validator shows high results in each aspect based on categorization. The results of the prediction validity use a correlation test, namely the analysis of the implementation of TQM using instruments developed by researchers to carry out TQM assessments in special schools, analyze teacher performance in special schools, and analyze the relationship between TQM and teacher performance. The relationship between TQM and teacher performance is that there is a correlation between Total quality management (variable X) and Teacher Performance (variable Y). The degree of relationship is moderate, and the form of the relationship is positive.

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