Religiosity of Dominant in Factors Implementation of TQM Teachers: Study in Vocational School

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Abstract---This research is motivated by the phenomenon of the slow implementation of Total Quality Management (TQM) in Vocational School in Central Java Province. This research is related to the implementation of TQM (Total Quality Management) which aims to find out; (1) the effect of principal's leadership commitment towards the implementation of TQM in Vocational High Schools; (2) the effect of training towards the implementation of TQM in Vocational High Schools; (3) the effect of religiusity towards the implementation of TQM in Vocational High Schools. This research involved NU Islamic Vocational Schools in Central Java province with a population of 204 teachers from 12 districts. By using the Lisrel 8.80 analysis path, it can be concluded that: (1) there is no significant effect of TQM variables commitment of school principals' leadership on the implementation of TQM in Vocational High Schools; (2) there is no significant effect of TQM variables training on the implementation of TQM in Vocational High Schools; (3) there is a significant influence of religiosity variables on teamwork and implementation of TQM in Vocational High Schools. This study provides the discovery of religiosity can be one of the variables in improving the implementation of TQM in schools teachers or organizations. For future research so that research can be done by analyzing the indicator variables on each research variable.

Keywords: TQM, leadership commitment, training, religiosity, Vocational High School

I. INTRODUCTION

In the era of the industrial revolution 4.0, Vocational High Schools (SMK) have a great challenge in facing the 21st century which must adjust to the era of the industrial revolution 4.0. In this era, SMK stakeholders including teachers must have the competence of 4 C + N (Communication, Collaboration, Critical Thinking, Creating and Networking), so that the ability to implement learning management in class can run well.Vocational High School (SMK) teachers entering the 21st century, are required to improve their professionalism in teaching as well as the quality of graduates who have business and industry standards.

In Indonesia the number of comparisons between SMK and SMA in 2018 has reached 60:40.The community has begun to instill confidence in vocational schools because parents believe that schools in vocational high schools must work.employment, increasing entrepreneurial opportunities, increasing income, preparing further education provisions, preparing themselves for the community, nation, state, adjustment to change and the environment; first, the benefits for society as a whole, which can improve people's welfare, increase national productivity, increase state income, reduce unemployment. Second, for the world of work, which can get high-quality labor, ease business costs, help promote and develop businesses.

The expectation of the government and the community has not been achieved because according to the Central Statistics Agency (BPS) on November 6th, 2018 stated that the largest contributor to the Open Unemployment Rate in Indonesia came from vocational school graduates totaling 11.24 percent of 7,001,000 people. This is very ironic with the aim of Vocational Schools where graduates must be able to be ready to work in the business world and in the industrial world even ready to be entrepreneurs. It turns out that vocational schools in Indonesia do not meet the quality of management, teacher quality and graduate quality.

In the province of Central Java the number of SMKS Islam NU in Central Java reached around 723 Vocational Schools, almost 55% of the total number of Vocational Schools totaling 1,345 Vocational Schools.In general, there are still gaps that occur in the Nahdlatul Ulama Vocational High School (SMKS NU), among others: uneven quality, this is indicated by the occurrence of phenomena, namely: (1) the leadership commitment of the principal at SMKS NU has not been maximal; (2) the source of funding or funding for vocational high schools is one of the determining factors for vocational success; (3) the lack of teacher training in SMKS Islam NU Central Java has also become an obstacle to the progress and development of vocational schools towards quality schools; (4) team work is a determining factor in achieving organizational goals, in this case SMK.

In addition to the above weaknesses, in SMKS Islam NU Central Java has the advantage of having strengths in a good Islamic culture, where NU SMKS has a good culture of religiosity. If viewed from management, in SMKS Islam NU Central Java

province is still relatively low because based on 2017 accreditation data, NU SMKS who received grades A (15%), B (54%) and C (25%) and D (6%). Management is very influential on the quality of an organization or school. According to Janette Rodriguez et al (2018) concluded that: CSF (Critical Success Factor) is an important factor in the implementation of TQM. Variable CQI (Continuous Quality Improvement), leadership commitment, and stakeholder satisfaction are most influential in Filipino state education. Evangelos Psomas and Jiju Antony (2017), states that the TQM factors are (1) leadership and leader commitment to TQM is 5.98 (high level), (2) teachers and staff and management and employee involvement in TQM 5.63 (high level), (3) knowledge and education for TQM 5.53 (intermediate level). Sabet SH, Saleki ZS, Roumi B. and Dezfoulian A. (2012) stated that: (a) variable funding did not significantly affect TQM in higher education, (b) variable training did not significantly influence TQM in (c) the award variable significantly influences TQM in tertiary institutions: (d) commitment has a significant effect on TQM in tertiary institutions: (e) the teamwork variable has a significant effect on TQM in tertiary institutions; (f) the variable of work involvement has an effect significant to TQM in college. So there are two variables that do not have an effect, namely financing and training, while four influential variables are reward, commitment, teamwork and work involvement.

Based on the research gap above, it encourages researchers to carry out research in vocational high schools (SMK) in Indonesia which have complexity in the implementation of the quality management system. With this research, it is expected that there will be a solution in the implementation of TQM in SMKS Islam NU Central Java, especially in the implementation of leadership commitment, funding, training, religiosity and teamwork. In this study, researchers used the variable of religiosity to test whether this variable could be a significant influence in improving the implementation of TQM in vocational schools.

II. LITERATURE

Total Quality Managent (TQM) according to Edward Sallis (1993: 13), namely:" TQM is a methodology or philosophy that helps organizations or institutions to manage change and organize activities to achieve goals and external pressures."

The above opinion emphasizes the understanding that integrated quality management is a philosophy and methodology that helps various institutions in managing change and arranging their respective agendas to respond. Quality management is the key for an organization in achieving its goals. In table one the comparison of quality management according to Crosby, Deming and Juran is explained.

Table 1. Comparison of quality according to Crosby, Deming and Juran

	Crosby	Demings	Juran
Comformance to	Apredictable degree of Requirement	Fitness for use uniformity and dependability At low cost and suited to the market	
Degree of senior Management Responsibility	Responsible for quality problem	Responsible for 94% of quality problem	Less than 20% of quality problem are due to workers
Performance Standard/motivation	Zero defect	Quality has many scales.Use statistic to measure performance in all area Critical of zero defects.	Avoid campaigns to do perfect work
General Approach	Prevention,not inspection	Reduce varaibility by contimous Improvement cease mass Inspection.	General management approach to quality-especially human elements.
Structure	14 steps to qualit Improvement	14 point for management	Ten step to quality improvement
Statistical Process Control (SPC)	Reject statistically acceptable levels of quality	Statistical methods of quality control must be used	Recommends SPLC but warn that it can lead to too driven driven approach.
Improvement Basis Approach	A process, not a program Set goals.	Continuous to reduce variation Improve met goals	Project by project team Eliminate goals

			without methods
Team work	Quality improvement team Quality councils	Employee participation in decision making. Break down barriers between Department.	Team and quality circle approach
Cost of quality	Cost of non Comformance Quality is free	No optimum - Continuous improvement	Quality is not free-threre is an optimum
Purchasing and Carry out	State requirements. Supplier	Inspection too late-allow defect to enter	Problems are complex.
Goor received	is extention of business Most Themself.	System through AQLs Statistical evidence and control. charts required	out formal surveys.
Vendor Rating	Yes and buyers QualityAudits useless.	No-critical of most system	Yes, but help supplier improve
Single sources of supply		Yes	No. Can neglect to sharpen Competitive edge

According to the three experts above, it can be concluded that the determinants of TQM include: leadership commitment, funding, training, rewards, employee involvement, teamwork and improvement or innovation. The above determinants are the key to an organization's success in achieving its goals. This applies also in the world of education, both formal and informal.

Leadership is the key to management / administration (leadership is the key to management or administration). Here the sense of commitment and leadership becomes a very close relationship. Commitment shows others that someone has confidence. Commitment according to theory has 3 characteristics: (a) commitment starts from the heart. Maxwell (2001) states that if a person wants to make a difference in the lives of other people that person must first examine his heart if he is truly committed; (b) commitment needs to be tested by deeds.

III. TRAINING

Every organization, institution or schools needs training because of increased knowledge and skills for human resources. According to Meyer and Allen (1991), training is an important factor or element in any implementation of TQM in universities or educational institutions. The first step to understand about training is the level of leadership or executives in the organization. Leaders or executives must understand the training needs of employees or human resources in the organization.

Training is a tool or means of providing and developing human resources in accordance with the work that is carried out. In this case, training is an important factor in supporting the organization in achieving its goals. The higher the competence possessed by human resources in the organization, the better the quality of the product produced.

IV. RELIGIOSITY

An important attitude that affects consumers or people in the market, which is shown by someone who adheres to good and pragmatic values which remains one of the religious commitments (Muhammad and Mizerski: 2010). Religious commitment to each person is different. A person who is religious really adheres to his religious principles such as performing worship well, has a strong commitment to religious teachings and has good social relations, while individuals or people who have weak religious beliefs and principles feel free to differ from their opinions. According to Ancok and Suroso (2001, meaning diversity includes various types or dimensions that do not only occur when a person performs ritual behavior (worship), but also when carrying out other activities driven by supernatural forces is called religiosity. Religious behavior is one form of behavior that is imbued with religious spiritual values in all forms both in work and duties. Someone who is said to be religious is those who try to understand life and life deeper than the outer boundaries that move in the vertical dimension of life and deepen this life. Here SMK S NU has the predicate Vocational schools that have a religious culture that is massively developed in the school environment. This has the intention that school members, starting from school principals, teachers, employees, students have increased faith, are religious so they are expected to receive blessings from God Almighty both in the world and in the end. t.

V. RESEARCH METHODOLOGY

This research was conducted at in vocational schools of SMKS Islam NU Central Java with a sample of 204 teachers. Analysis using Lisrel 8.80 data analysis using Path Analysis.


ξ_1 = The commitment of the principels leadership

ξ_3 = Training

ξ_4 = religiosity

η_1 = TQM implementation
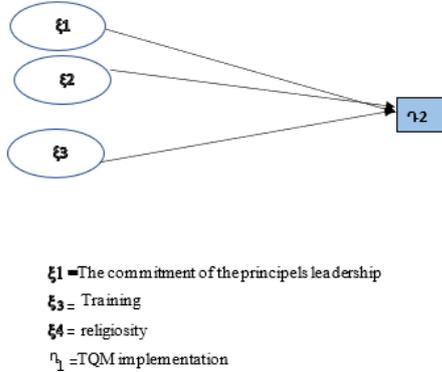
Figure 1. Model path of research analysis

Research and discussion results
Research result

Based on Lisrel data analysis, the following data were obtained:
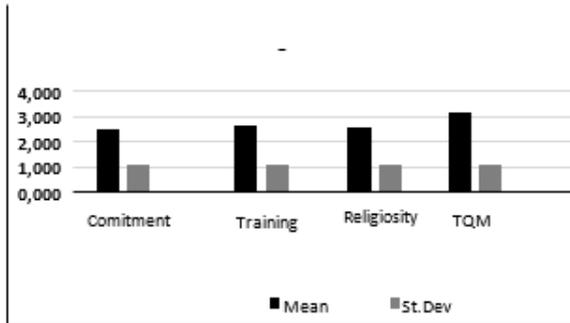
Figure 2. A histogram of the mean and standard deviations comitmment leadership, training and religiosity
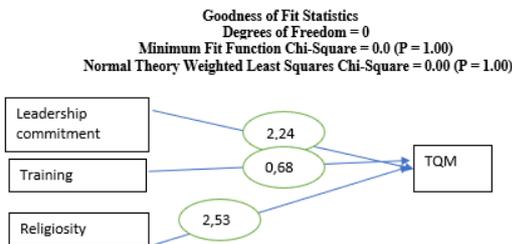
Figure 2. Results of the research path diagram

Based on the results of data analysis, it can be summarized as the table below:

Table 2. Results of the calculation of direct and indirect effects of variables

Endogenous Variables		Endogenous / exogenous variables	Direct Influence	Total Influence
TQM	←	Leadership Comitment	2,24	2,24
TQM	←	Training	0,68	0,68
TQM	←	Religiosity	2,53	2,53

Based on the above table it can be stated:

there is no significant effect of TQM variables commitment of school principals' leadership on the implementation of TQM in Vocational High Schools;

there is no significant effect of TQM variables training on the implementation of TQM in Vocational High Schools;

there is a significant influence of religiosity variables on teamwork and implementation of TQM in Vocational High Schools.

VI. DISCUSSION

1) There is a significant influence of leadership commitment on the implementation of TQM in Vocational School

Based on the fifth conclusion, the results of statistical analysis through analysis Lisrel 8.80 shows the results of F count smaller than F table, namely: 2.24 <1.97 so that the null hypothesis is accepted. This means that there is significant influence of leadership commitment to the implementation of TQM in SMKS Islam NU Central Java. This shows that leadership commitment has not had an influence on the implementation of quality management in vocational schools at SMKS NU Central Java. In theory, the higher the leadership commitment of the principal, the achievement of the school's vision, mission and goals will be easily achieved. In an organization, the leadership factor has a very large influence on quality management or TQM (Barbosa al et: 2017). So that from the results of this study the researcher strengthens the results of research and theory, namely that leadership commitment has a significant effect on the application of TQM.

2). There is a significant effect of training on the implementation of TQM in Vocational School

Based on the conclusions based on the results of the analysis, the analysis results show that the F count is smaller than the F table, namely: 0.68 <1.97 so that the null hypothesis is accepted. This means that there is no significant effect of training on the implementation of TQM in SMKS Islam NU Central Java. In principle, training is a structured effort to master skills, rules, concepts and ways of behaving or behaving that can have an impact on improving the performance of a person or individual

(Kamil 2010: 6). As emphasized by Dearden (in Kamil (2010: 7), which states that training is a basis that includes the teaching and learning process where training aims to achieve a good and measurable level of competence or work efficiency. The results of the training are expected to be able to respond appropriately and in accordance with certain situations..

The results of this study contradict the results of research conducted by previous researchers conducted by Khanna and Gupta, (2014) which states that competency-based training has a positive correlation on, "5 S" and TQM, and plays an important role in increasing the level of "5S" and TQM in both industries. But this study strengthens the Sabet S.H., Saleki Z.S., Roumi B. and Dezfoulian A. (2012) research conducted quantitative research with the result that training and financing had no effect on TQM. The results of the study show that funding in Central Java NU SMKS has not contributed to the formation of a good tem work in realizing the implementation of TQM in in SMKS Islam NU Central Java of teachers in carrying out TQM-based learning.

3) There is a significant influence of religiosity on the implementation of TQM Vocational School

Based on the conclusions of the results of statistical analysis through Lisrel 8.80 analysis, the results of the F count are smaller than the F table, namely: 2.53>1.97 so that the null hypothesis is rejected. This means that there is a significant influence of religiosity on the implementation of TQM in Central Java NU SMKS. This contrasts with the results of Hill., and Smith's (2003) study which states that employees need religious experience to improve performance and the results of employee performance improvement are initially 30% to 78%, so the need for increased studies on religiosity. And also contrary to the results of Akbar's research (2018), in this study, states that the dimension of religiosity has a significant effect on the Organization Citzenship Behavior but the intellectual dimension has no significant effect on OCB. The results of the study show that religiosity in Central Java NU SMKS contributes to the implementation of TQM in realizing the implementation of TQM in Central Java NU SMKS teachers in carrying out TQM-based learning.

New invention

Religiosity Variables are very relevant to be developed and to be a determining factor in improving the implementation of TQM in educational organizations. This is with evidence that the level of religiosity greatly affects a person in carrying out tasks both personally and institutionally in order to achieve the goals of TQM.

The teamwork variable is very relevant as a mediator variable in improving the quality of TQM implementation in organization. In proven research, the mediator variable teamwork can improve the performance of the principal's leadership commitment, funding, and training variables that previously had no significant effect, after being mediated by the teamwork variable became a significant effect.

VII. CONCLUSION

Based on the results of this study can conclude new discoveries in improving quality management or TQM in organizations, especially in the world of education; (1)There is no significant influence of leadership commitment,, training on the implementation of TQM in SMKS Islam NU Central Java (6) Variable Religiosity is very relevant to be developed and to be a determining factor in improving the implementation of TQM in educational or organizations.

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