

## **The Effect of Principal's Participatory Leadership and School's Culture on the Implementation of Total Quality Management**

**Yuni Rahayu<sup>1</sup>, Nur Ahyani<sup>2</sup>, Darwin Effendi<sup>2</sup>**

<sup>1</sup>SMA Negeri 3 Prabumulih, Indonesia, <sup>2</sup>Universitas PGRI Palembang, Indonesia

Corresponding author e-mail: [yunir757@gmail.com](mailto:yunir757@gmail.com)

Article History: Received on 17 May 2023, Revised on 15 July 2023,  
Published on 18 July 2023

**Abstract:** This study aims to determine whether there is influence between the Principal's Participatory Leadership and School's culture on the Implementation of Total Quality Management (TQM) at SMK Negeri 1 Prabumulih. The population of this study were 100 teachers at Prabumulih State Vocational School 1 and the sample taken using the Slovin formula was 80 teachers. This research uses quantitative with correlation and descriptive methods, while the sampling is done by random sampling, the research instrument uses a questionnaire that has been tested for validity and reliability. The results of the research hypothesis using the regression test, namely simple linear regression and multiple linear regression using SPSS indicate that there is a significant influence between the Principal's Participatory Leadership and School's culture on the Implementation of TQM at SMK Negeri 1 Prabumulih. Then between the Participatory Leadership of the Principal and the School's culture on the Implementation of TQM at SMK Negeri 1 Prabumulih is equal, so the alternative hypothesis is accepted which means that there is a significant influence simultaneously between the Principal's Participatory Leadership and School's culture toward the Implementation of TQM.

**Keywords:** Principal Participatory Leadership, School's Culture, Total Quality Management

### **A. Introduction**

The Covid-19 pandemic has affected almost all countries in the world. The disease, which was first reported by the World Health Organization (WHO) through its office in China, claims that this deadly virus originated in the city of Wuhan, then spread to every other country. According to the latest data, the global spread of Covid-19 infection has killed millions of people. With a population of under 270 million people, Indonesia is a country at risk in the midst of this pandemic. Continuing education has been discontinued in the education sector starting in March 2020. When face-to-face teaching and learning activities are finished, pay attention to the health and safety of teachers, students and other participants.

The quality of education will be affected when school activities, especially face-to-face teaching, are stopped. This is understandable since it took almost two years for the Covid-19 pandemic to be a big wave that affected all lines of life, including the education sector. With the emergence of learning loss due to the Covid-19 pandemic, the quality of Indonesian education, which had been a tough task before the pandemic, is getting worse.

According to a survey conducted by education opinion and published on the website of the Ministry of Education, Culture, Research and Technology, one of the clear signs of a learning disadvantage is the slowing down of students' ability to move up grades from grade 1 to grade 2. Elementary schools after the pandemic have taken hold for one year. According to data from the Ministry of Education, Culture and Research and Technology, the progress of first grade learning before the pandemic reached 129 points for literacy and 78 points for numeracy. Grade 1 learning progress was much slower after the outbreak (loss of learning). In terms of reading (learning loss) is equal to six months of learning, while (learning loss) in arithmetic is equal to five months of learning. The Ministry of Education, Culture, Research and Technology collected data between January 2020 and April 2021 from a sample of 3,391 elementary school students in 7 districts and cities in 4 provinces.

The role of learning management in increasing the effectiveness of the teaching and learning process is very important because learning activities must continue to provide the best and excellent service in accordance with educational standards by complying with the health protocol set by the four Ministers. It is important to move forward in case of a sudden outbreak of illness. Corona virus type 19 (Covid-19) (SKB 4 Ministers). Therefore, it is very important that integrated quality management, also known as Total Quality Management is practiced now.

The need to immediately return to normalcy and improve managerial aspects of the educational process which have been disrupted by the pandemic, such as preparation and implementation of lessons, evaluation, monitoring of teachers and others. When the implementation of face-to-face learning was restarted, the authors found that there was a clear lack of student attendance. In addition, this has happened both online and through a hybrid approach (a combination of online and offline). Things that should not happen considering the assertion that information and communication technology really plays a role in helping the implementation of learning initiatives (Effendi and Wahidy, 2019).

Management science studies also show the value of leadership in ensuring the achievement of company goals. According to the author's observations and interviews with teachers at SMK Negeri 1 Prabumulih, leadership and school's culture factors are one of the most important factors in implementing face-to-face learning according to current Covid-19 standards. One of the largest State Vocational Schools in Prabumulih

City and which has BA accreditation is Prabumulih State Vocational School 1 with 38 class study groups, 100 teachers and 16 educational staff, Prabumulih State Vocational School 1 has 1,307 students. This fact leads the author to the conclusion that further research is needed to find out how school's culture and the principal's participatory leadership affect the implementation of TQM at SMK Negeri 1 Prabumulih.

The research hypotheses are 1) the principal's participatory leadership has an impact on the implementation of TQM; 2) School's culture has an impact on the implementation of TQM; 3) School's culture and participatory leadership together have an impact on the implementation of TQM.

## **B. Methods**

In this research, the field is used, a research category that focuses on gathering factual information in the field used. From a methodological perspective, there are two categories of field research, namely quantitative research and qualitative research. In this study, the numbers collected as a result of the research and then statistically analyzed were used as research data (Sugiyono, 2012).

In general, quantitative methods are used in inertial research (in the context of hypothesis testing) and are based on findings of the probability that the null hypothesis will be rejected. The significance of group differences or the interrelationships between the variables studied will be determined by a quantitative approach (Azwar, 2017). To solve the problem, quantitative research uses appropriate measurement procedures for selecting variables, producing conclusions that can be generalized regardless of the context of time, place and type of data collected, especially quantitative data (Arifin, 2012).

The population is defined as the entire research object or also called the universe (Taniredja, Tukiran & Mustadifah, 2012) according to (Arifin, 2012) the population or universe is the entire material being studied including people, objects, events, values and things that happen. All vocational school teachers in Prabumulih City became the research sample. These instructors function as vice principals, laboratory directors and head librarians besides actively teaching their specific topics, the OSIS coaches and teachers who are entrusted with positions and responsibilities as school principals. The total number of SMK Negeri 1 Prabumulih teachers in 2022 is 93 people (processed from primary data from the National Education Office of South Sumatra Province). The sample is part of the population to be sorted, alternatively, the sample is a miniature population (Arifin, 2012).

### C. Results and Discussion

#### The Relationship Between Participatory Principal's Leadership and TQM

Testing the hypothesis in this study used Pearson's correlation, simple linear analysis with the t test and multiple linear analysis with the F test. Based on the research it can be seen that the relationship between Participatory Principal Leadership and TQM can be seen through the results of Pearson's correlation and simple linear regression analysis with the t test tested with SPSS version 22.0.

**Table 1. Pearson Correlation of Principal Participatory Leadership toward TQM**

		TQM	Leadership
Pearson	TQM	1,000	,272
Correlation	Leadership	,272	1,000
Sig. (1-tailed)	TQM	.	,007
	Leadership	,007	.
N	TQM	80	80
	Leadership	80	80

**Table 2. Simple Linear Regression with t test Coefficients**

	Unstandardized Coefficients		Standardized coefficients		
	B	Std. Error	Beta	t	Sig.
Model 1 (Constant)	93,468	14,272		6,549	,000
Leadership	,267	,107	,272	2,491	,015

a. Dependent Variable: TQM

The regression equation  $Y' = 93.468 + 0.267 X_1$  can be seen based on the test data above, stating that if the Principal's Participatory Leadership variable increases by one unit, the TQM variable will also increase by 0.267 units. With a significance value of 0.01 to 0.05, the Pearson correlation value (r count) is 27.2%. The lyrics that Ho is rejected or Ha is accepted shows that there is a significant influence between Principal Participatory Leadership on TQM, which has a strong correlation (based on Pearson's correlation value category between 0.61-0.80 or 61%-80%). There is also a t test with a result of  $2.941 > t$  table 1.990 and a significant value of 0.01-0.05.

#### The Influence of School's culture on TQM

The results of calculating the correlation between school's culture and TQM can be seen in the table below:

**Table 3. Correlation Results of School's culture on TQM**

		TQM	School's culture
Pearson	TQM	1,000	,267
Correlation	School's culture	,267	1,000
Sig. (1-tailed)	TQM	.	,008
	School's culture	,008	.
N	TQM	80	80
	School's culture	80	80

**Table 4. Simple Linear Regression With t test Coefficients**

	Unstandardized Coefficients		Standardized coefficients		
	B	Std. Error	Beta	t	Sig.
Model 1 (Constant)	96,352	13,381		7,201	,000
School's culture	,255	,104	,267	2,443	,015

a. Dependent Variable: TQM

The regression equation  $Y' = 96.352 + 0.255 X_2$  can be seen from the table above, stating that if the school's culture variable increases by one unit, then the TQM variable will also increase by 0.255 units. The results of the t test  $2.443 > t$  table 1.990 and a significance value of 0.01-0.05 can be used to interpret that  $H_0$  is rejected or  $H_1$  is accepted, which means that there is a significant positive influence between School's culture and TQM which has a strong correlation (based on the category of correlation values Pearson between 0.61-0.80 or 61%-80%). This correlation is based on the Pearson correlation value category between 0.61-0.80 or 74%.

### **The Effect of Principal Participatory Leadership and School's Culture on TQM**

Multiple linear regression analysis using the F table test can be used to find out how school's culture and participatory leadership of the principal affect TQM. The F table value for the F test with a significance level of 0.05 can be calculated using the formula below:

It can be shown that the value of F table with constant 2 and 80 samples collected is 3.11 with  $F$  table =  $F(k;n-k) = F(2;80-2) = F(2;78)$ .

**Table 5. Test results for the coefficient of determination between X1 and X2 on Y**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,344a	,119	,096	12,495

a. Predictors: (Constant), School's culture, Leadership

**Table 6. Multiple Regression F Test Results Between X1 and X2 on Y**

Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	1616,239	2	808,120	5,176	'008 <sup>b</sup>
Residual	12021,961	77	156,129		
Total	13638,200	79			

a. Dependent Variables: TQM

b. Predictors: (Constant), School's culture, Leadership

Based on the information in the table above, it can be determined that H0 is rejected or H1 is accepted because there is a 67% influence of the principal's participatory leadership and school's culture simultaneously on TQM, while the remaining 33% is influenced by other factors. The significance value of the influence of the principal's participatory leadership and school's culture simultaneously on TQM is 0.008-0.05 and the calculated F value is  $5.176 > F$  table 3.11.

### **Principal Participative Leadership**

As mentioned earlier, teachers who responded to a survey on participatory leadership by the principals of SMK Negeri 1 Prabumulih evaluated it. From the descriptive data it can be seen that the average result or 132.39 also shows good results.

Based on these results, the Participatory Leadership of the principal at SMK Negeri 1 Prabumulih has been carried out well. This can be seen from the results of teacher achievement, teacher teaching which is increasingly competent has an impact on the high increase in student interest in studying at SMK Negeri 1 Prabumulih and also various student achievements at SMK Negeri 1 Prabumulih, according to what was revealed by (Insan & Yuniawan., 2016), (Kusuma, 2012) adds that an effective leadership style in a company is needed to be able to increase the capacity or performance of individual employees or workers so that they are able to work together and be able to follow orders or instructions exactly as desired to achieve a goal. , it is supported by something that is already fixed. This can be demonstrated by the school principal being a role model for teachers, carrying out school supervision, working honestly, increasing teacher competition by involving teachers in various trainings, attending school facilities and infrastructure, monitoring teacher

performance, supervising teacher learning tools, supervising the curriculum, always working together and evaluate for future improvements (Yirci et al, 2014).

### **School's Culture**

Based on the results of the research above, it can be described that 85% of teachers still have a good school's culture. This is also evidenced by the results of the study showing that the mean of school's culture is 127.34 or rounded up to 127. Arianto (2013) adds that work culture in organizations is also a philosophy or vision of life that has values as the foundation or traits of habits and attitudes. as the driving force, provides a reflection of the attitudes, behavior, beliefs, ideals, opinions and actions of the group expressed through work. This shows that the culture of the school, the teacher is very important because it influences how effective a teacher is; a teacher becomes an educator because of the school's emphasis on education. Without a strong school's culture, it is impossible to successfully educate students and those who teach out of necessity will have no impact on the school.

One form of an accommodative environment is school's culture or what is known as a work climate which describes an atmosphere of intimate relationships between colleagues, school principals and other education personnel as well as between agencies in their environment. According to Fullan (2007), having a culture or culture at school is important. As an institution, schools must be capable 1) survive, develop and adapt in various situations; and 2) producing people or groups with favorable characteristics through internal integration. As a result, any organization including schools, needs to have a set of fundamental beliefs shared by everyone in the institution (Klein, 2010).

### **Total Quality Management**

Based on the results of the research above, it can be seen that the mean of the TQM variable is 128.85, so it is converted into 129. These results indicate that the TQM of teachers at SMK Negeri 1 Prabumulih is related to a person's culture, whether the person feels that he is good at carrying out the school's culture towards the environment in which to work. This is in accordance with the influence of quality TQM in schools (Rukiah, 2015), (Boko, 2021) and both TQM play an important role in decision making on various management policies of educational organizations (Futaqi & Machali, 2019).

### **The Effect of Principal Participatory Leadership on TQM**

The results of this study prove that there is a significant effect of Principal Participatory Leadership on teacher TQM at SMK Negeri 1 Prabumulih with a significant value of 0.01-0.05 and shows that the principal Participatory Leadership

core coefficient will improve teacher TQM at SMK Negeri 1 Prabumulih as soon as possible. Starting again on the other hand, if the participatory principal is too competent, then the TQM of the teachers at SMK Negeri 1 Prabumulih will also be low. The same thing was conveyed by Vasilescu (2019) that participatory leadership is a series of activities to be able to assist each teacher in developing each of his abilities to manage through the learning process in order to achieve predetermined goals. In order to improve teacher performance, it is very necessary to have participatory school principals (Suharina et al., 2022; Suratman et al., 2020).

### **The Influence of School's Culture on TQM**

The results showed that school's culture had a significant effect on teacher TQM at SMK Negeri 1 Prabumulih with a significance value of 0.01-0.05. The correlation coefficient of 0.267 and the coefficient of determination (R square) of 0.071 shows the influence of school's culture on TQM of 7.1%, that is a significant and positive relationship, so that the higher or higher the school's culture of teachers at SMK Negeri 1 Prabumulih, the TQM of teachers at SMK Negeri 1 Prabumulih also increased, and vice versa.

Spencer and Franklin (2012) state that the elements of culture include the existence of a behavior that can be distinguished from one another, there is a style in dress, there are different habits, there are customs in it, there is a belief and also a tradition that bind one another, so that the culture and the elements within it become a unit that is bound by time and becomes something static or fixed. Culture will continue to change all the time, no matter how slowly the change will be felt, but the change depends on how far the strength and dependency of each intensity of interaction with other cultures (Tarmizi et al., 2021; Kurniadi et al., 2021).

Apart from within oneself, school's culture also comes from outside such as wages/salaries, conditions of place and relationships with colleagues. Therefore, if the school's culture, both internal and external, can be achieved, it will also have an impact on the TQM felt by teachers at SMK Negeri 1 Prabumulih.

### **The Effect of Principal Participatory Leadership and School's culture on TQM**

The research findings indicate that the principal's participatory leadership and school's culture have a simultaneous and significant impact on TQM. This is indicated by a significant value of 0.04-0.05 R square of 0.096 or 9.6% which indicates a strong influence and 33% the influence of other variables not included in the study, because the value of the coefficient of determination usually ranges from 0 to 1, the smaller the R square value, the weaker the effect and conversely, the closer to 1, the stronger the effect, so the Principal's Participatory Leadership and School's culture have a significant effect on teacher TQM at SMK Negeri 1 Prabumulih.

The previous explanation is that the Principal's Participatory Leadership has a strong influence on teacher TQM, it can be proven by the simultaneous influence of the Principal's Participatory Leadership and School's culture on teacher's TQM which has a strong effect, this shows that if the Principal's Participatory Leadership is done well then TQM will also be good. The same goes for School's culture which has a significant impact on teachers' TQM. Thus, if the school's culture is strong, TQM will also be strong. The effect is also high when the third variable is integrated, especially between the Principal's Participatory Leadership and School's culture on teacher TQM.

#### **D. Conclusion**

Based on the research findings and discussion previously described, it can be concluded 1) at SMK Negeri 1 Prabumulih that teacher culture is influenced by the participatory leadership of the school principal, but the significant results (0.048) are smaller than the significant level (0.05). This refers to improving the school's culture that will be used in the classroom. This shows that strengthening school's culture at SMK Negeri 1 Prabumulih needs to pay attention to the participatory leadership of the school principal; 2) at SMK Negeri 1 Prabumulih school's culture has an effect on TQM, as evidenced by significant results (0.017) below the significance level (0.05). This implies that at SMK Negeri 1 Prabumulih an increase in school's culture will also improve TQM teachers. This shows that the school's culture of SMK Negeri 1 Prabumulih is a component that needs attention in order to improve teacher TQM; 3) at SMK Negeri 1 Prabumulih the principal's participatory leadership and school's culture had a substantial (0.008 or rounded up to 0.01) lower than significant (0.0%) impact on teachers' TQM. This means that the teachers of SMK Negeri 1 Prabumulih will be more satisfied with their work as a result of improving school's culture and participatory leadership.

#### **E. Acknowledgement**

We would like to express our acknowledgement to our respondents, colleagues who helped us in this article.

#### **References**

- Arianto, D. A. (2013). Pengaruh Kedisiplinan, Lingkungan Kerja dan Budaya Kerja Terhadap Kinerja Tenaga Pengajar [The Influence of Discipline, Work Environment and Work Culture on Teaching Staff Performance]. *Jurnal Economica*, 9(2), 191-200.
- Arifin, Z. (2012). *Penelitian Pendidikan Metode dan Paradigma Baru [New Methods and Paradigm Educational Research]*. Bandung: Remaja Rosdakarya.
- Azwar, S. (2017). *Metode Penelitian Psikologi [Psychology Research Methods]*. Yogyakarta, Yogyakarta: Pustaka Pelajar.

- Boko, Y. A. (2021). Total Quality Management: Historical Approach and the Concept of Quality in Education. *13(2)*, 215-226.
- Effendi, D., & Wahidy, A. (2019). Pemanfaatan teknologi dalam proses pembelajaran menuju pembelajaran abad 21 [Utilization of technology in the learning process towards 21st century learning]. *Prosiding Seminar Nasional Program Pascasarjana Universitas PGRI Palembang*.
- Fullan, M. (2007). *Leading in a culture of change*. John Wiley & Sons.
- Futaqi, S., & Machali, I. (2019). Pembiayaan Pendidikan Berbasis Filantropi Islam: Strategi Rumah Pintar BAZNAS Piyungan Yogyakarta [Islamic Philanthropy-Based Education Funding: Smart House Strategy BAZNAS Piyungan Yogyakarta]. *Manageria: junal Manajemen Pendidikan Islam* 3(2), 231-256.
- Insan, P. D., & Yuniawan., A. (2016). Pengaruh Gaya Kepemimpinan Partisipatif, Lingkungan Kerja, Kompensasi dan Budaya Organisasi Terhadap Kinerja Karyawan (Studi Pada Bagian Keperawatan RSUD Tugurejo Semarang) [The Effect of Participatory Leadership Style, Work Environment, Compensation and Organizational Culture on Employee Performance (Study in the Nursing Department of Tugurejo Hospital, Semarang)]. *Jurnal Manajemen*, 5(1), 1-13.
- Klein, J. T. (2010). *Creating interdisciplinary campus cultures: A model for strength and sustainability*. John Wiley & Sons.
- Kurniadi, R., Lian, B., & Wahidy, A. (2021). Visionary Leadership and Organizational Culture on Teacher's Performance. *Journal of Social Work and Science Education*, 1(3), 249-256. <https://doi.org/10.52690/jswse.v1i3.112>
- Kusuma, M. (2012). Pengaruh Gaya Kepemimpinan Partisipatif, Kompensasi, dan Motivasi Terhadap Kinerja Karyawan di Sekolah Tinggi dan Politeknik Cahaya Surya Kediri [The Effect of Participatory Leadership Style, Compensation, and Motivation on Employee Performance at Cahaya Surya Kediri High School and Polytechnic]. *Jurnal Ilmu Manajemen REVITALISASI*, 1(3), 1-12.
- Rukiah. (2015). Aplikasi TQM (Total Quality Management) Dalam Mengubah Budaya Organisasi [Application of TQM (Total Quality Management) in Changing Organizational Culture]. 20-42.
- Sugiyono. (2012). *Metode Penelitian ( Kuantitatif Kualitatif dan R&D) [Research Methods (Quantitative Qualitative and R&D)]*. Bandung: Alfabeta. Bandung: Alfabeta.
- Suharina, S., Ahyani, N., & Mulyadi, M. (2022). The Influence of Principal's Leadership and Work Motivation on Teacher's Performance. *Journal of Social Work and Science Education*, 3(3), 258-268. <https://doi.org/10.52690/jswse.v3i3.326>
- Suratman, S., Arafat, Y., & Eddy, S. (2020). The Influence of Principal's Leadership and Teacher's Competence toward Teacher's Performance in Indonesia. *Journal of Social Work and Science Education*, 1(2), 96-104. <https://doi.org/10.52690/jswse.v1i2.32>
- Spencer-Oatey, H., & Franklin, P. (2012). What is culture. *A compilation of quotations. GlobalPAD Core Concepts*, 1, 22.
- Taniredja, T., Tukiran, T., & Mustafidah, H. (2012). *Penelitian Kuantitatif [Quantitative*

*Research].* Bandung: Alfabeta.

- Tarmizi, A., Lian, B., & Puspita, Y. (2021). The Influence of Organizational Culture and Motivation on Employee Performance. *Journal of Social Work and Science Education*, 2(2), 109-116. <https://doi.org/10.52690/jswse.v2i2.230>
- Vasilescu, M. (2019). Leadership styles and theories in an effective management activity. *Annals-Economy Series*, 4, 47-52.
- Yirci, R., Özdemir, T. Y., Kartal, S. E., & Kocabaş, İ. (2014). Teachers' perceptions regarding school principals' coaching skills. *School Leadership & Management*, 34(5), 454-469.