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IMPACT DETERMINANTS TQM AND RELIGIOSITY TO TEACHER PERFORMANCE

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Abstract

This study aims to analyze the effect of leadership commitment variables, teacher salaries, teacher religiosity on teacher performance in private vocational schools in Indonesia. The population in this study was the teachers of private vocational schools in Central Java with a total sample of 250 teachers from 12 districts with multistage random sampling methods. Based on the results of the study stated: (1) there was no significant effect of the principal's leadership commitment on the performance of teachers in private vocational schools in the province of Central Java, the results of the F count were smaller than the $F = 1.89 < 1.96$; (2) there is a significant influence of private vocational school teacher salaries on the performance of teachers in private vocational schools in the province of Central Java where the F count results are greater than $F_{table} = 2.50 > 1.96$; (3) there is a significant influence on teacher religiosity on the performance of teachers in private vocational schools in the province of Central Java where the F count is greater than the $F_{table} = 12.44 > 1.96$.

Keywords: Leadership commitment, Salary, Religiosity, Teacher performance, Vocational school.

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INTRODUCTION

The phenomenon that often occurs related to the cost of education is differences in budget expenditures in the field of education in developed countries. This also happens to the difference in the cost of higher education both in The world of vocational education has great challenges in facing the era of the industrial revolution 4.0, the era of society 5.0 and the era of disruption. In this era the world of education is required to have a response to develop and must be immediately adaptable.

Vocational schools (Vocational Schools) in Indonesia are in the spotlight of the community, government, and industry because they are considered the only vocational schools that are the most capable of responding to the challenges of the times. Vocational school stakeholders (SMK) including students must have 4 C + N (Communication, Collaboration, Critical Thinking, Creating and Networking) competencies. In this era teachers are highly required to have quality competence from pedagogical competence, social competence, personal competence and professional competence. Teachers are required to make leaps in the form of learning innovations in order to produce qualified and adaptable graduates.

The phenomenon that occurs in most private vocational schools (SMKS) in Indonesia tends to have low quality. Quality management is still relatively low compared to government vocational schools. This low level of management results in: (1) the existence of schools that have begun to close, (2) 55% of SMKs have a number of students under 500 students, (3) graduates become the largest contributor to unemployment, due to the low quality of graduates.

Based on data in 2018, the Indonesian state has reached the target of comparison between SMK and SMA reaching 60:40. Where the number of government vocational schools is 3,696 units, while private vocational schools are 10,802 units.

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compared to government vocational schools. This low level of management results in: (1) the existence of schools that have begun to close, (2) 55% of SMKs have a number of students under 500 students, (3) graduates become the largest contributor to unemployment, due to the low quality of graduates.

The community has begun to instill confidence in vocational

schools because parents believe that schools in vocational schools will certainly be easy to find work, more established and add entrepreneurs in Indonesia. Vocational Schools stated that there are three benefits of vocational education, namely: (1) students will improve their personal qualities, jobs will be obtained easily, have greater opportunities in entrepreneurship, and will be better prepared in society, nation and state and in dealing with the environment; (2) graduates of vocational schools have benefits in the community in reducing unemployment and improving the economy, (3) companies or the world of work would be assisted with skilled resources.

In Central Java province the number of SMKs is 1,345 of vocational schools where private vocational schools (SMKS) reach around 1,025 SMKs, nearly 80% of the total number of SMKs totaling 1,345 SMKs. In general, there are still gaps that occur in Private Vocational Schools, among others: uneven quality, this is indicated by a phenomenon that occurs, namely: the low competency of principals' leadership in SMKs in Central Java. Limited sources of funding or financing for vocational schools are one of the determining factors for SMK success. The lack of teacher training in SMKs has also become an obstacle to the progress and development of SMKs towards independent and quality schools. In the teacher sector, it is still very concerning because almost 77% of private vocational school teachers still receive salaries below IDR 1,000,000.00. This is also an obstacle in improving the quality of vocational schools in Indonesia. Limited income or salary allows the low motivation of teachers in carrying out the duties of teachers as agents of change in the field of education.

In addition to the above weaknesses of SMKs, most private vocational schools in the Central Java region have the advantage of having strengths in a good and massive school culture, where private Vocational Schools have a good culture of religiosity. Based on a survey conducted at Muslim Vocational Schools, 99% of these schools have a high culture of religiosity, such as: joint prayer, prayer, reading the holy book, teaching activities and so on.

Teacher performance is one factor in improving the quality of graduates who are able to face global challenges. The teacher performance standards that teachers must be able to; (1) working well with students personally; (2) implementing learning well from preparation, planning, using media properly, (3) applying contextual learning, (4) the teacher must be able to be an active leader or director of learning (Mutohar: 2013)

In the theory of performance Gibson (1996) stated that there

are three factors that affect performance including: (1) individual factors of employees or workers, (2) psychological factors of employees or workers, (3) organizational factors (companies, institutions, schools). Can be decomposed individual factors consisting of competence, work experience, family background of the worker. Komitmen kepemimpinan yang baik, akan membawa organisasi menuju tujuan yang akan dicapai. *Leadership is the key to management/administration* Here the notion 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 others, that person must first examine his heart if he is truly committed; (b) commitment needs to be tested by deeds. Muwahid Shulhan, (2018), there was an influence of the school principal's leadership on the teacher's performance.

Salary is one of the determinants of an employee's performance, even this also happens to teachers. The higher the salary received, it is possible that teacher or employee performance will increase. Liang, G. and Akiba, M. (2015), Government programs to increase teacher incentives allow teachers to focus on teaching. There is a strong relationship between compensation or salary and performance

Salary is part of the reward (compensation) given from the company, organization, school or institution to employees, workers or teachers. According to Mulyadi (2013), in general salaries can be defined as follows: the delivery of compensation for services provided to employees at the structural level such as managers, section heads and so on, while the compensation received by implementing employees (workers is called wages. In theory, the higher the salary employees who are accepted will increase work motivation and have an impact on good performance results. The higher salary received by teacher allows his performance will increase. Rahman (2016) there is a significant positive effect of compensation factors on work performance. This shows that compensation or salary will have a significant effect on one's performance.

The level of religiosity or religious person will affect the spirit of working both individually and as an organization. Religiosity is a form of diversity that includes dimensions of worship and supernatural dimensions (Ancok and Suroso: 2001). In general, religiosity is related to people's personal knowledge of the religion they hold which has an influence on the emotional aspects of a person. In the teachings of religion, someone who has a high level of religiosity will have awareness of life with the balance of world life and the hereafter. All religions teach that there is sincere work and all are based on worship of God. Individuals who have high religiosity believe that God will repay kindness by multiplying in the form of peace in the world and will be in a heavenly place from God.

The variable of religiosity allows, the higher the level of teacher religiosity, the performance will increase.

Fathurrohman, (2016) development of religious culture in improving the quality of education. Better spiritual conditions improve performance. Spiritual behavior (religiosity) is a form of employee behavior imbued with spiritual religious values (religious) in all forms of work and duties. Based on the phenomena and theories above, it encourages researchers to carry out research in private vocational high schools (SMK) in Indonesia which have the complexity of the problems of teacher performance in private vocational schools in the Central Java region of Indonesia.

LITERATURE REVIEW

In achieving SMK success, good integrated quality management must be applied. This is very important because without good management starting from leadership, funding, education staff, students, infrastructure, learning processes and graduates.

The performance of Teacher

The level of achievement of employees / workers in an organization, institution or company where there is an increase in productivity is called performance. According to Mangkunegara (2005) teacher performance is a form of work achieved by a teacher in carrying out his duties and responsibilities that can be seen in quality and quantity. Teacher performance will affect the success of the school, so the school must be able to improve teacher competency in a sustainable manner because the teacher is an agent of science. Organizational culture that is well developed and maintained will be able to stimulate an increase in organizational progress towards better quality development. On the other hand, there are demands for the competency of the principal's leadership in moving, directing and empowering the teacher to have an impact on the performance of the teacher in carrying out his duties. Simamora (2006) stated that performance is the level of achievement by employees in meeting work conditions effectively and efficiently. Meanwhile, according to Mangkunegara (2005) performance can be defined as work performance achieved by teachers in carrying out their duties and responsibilities both in terms of quality and quantity. Subhan (2017), there is a positive influence of competence, job satisfaction and organizational commitment to teacher performance. Indicators of teacher performance can be seen in the table below.

Table 1 of Teacher performance indicators

Teacher performance indicators Sudjana et.all, (2004:107)	1)	Mastering of teaching material;
	2)	Managing teaching programs;
	3)	Capable to using media;
	4)	Managing process teaching relationships in class activity
	5)	Mastering basic education;
	6)	Achieving of student achievement values;
	7)	Mastering guidance and counseling for students;
	8)	Managing teaching administration;
	9)	Understanding and conduct research results.

Commitment to Leadership

Armstrong (1998) states that the process of inspiring a leader to all subordinates (employees or workers) in order to work well to achieve good performance is called leadership. Leadership commitment is needed in organizations both formal and informal. Commitment is an agreement, agreement and form of responsibility to do the best thing in a particular organization or group. Leadership commitment, the implementation of management responsibility tasks (TQM) is the responsibility of various parties in an organization. This leader must be able to work together with his subordinates in achieving the program, vision, mission and organizational goals. A leader must be able to show his involvement in carrying out his duties as a leader.

There are keywords that Leadership is the key of success to management / administration (leadership is the key to success in management or administration). A good dream which has a good commitment will also bring the organization to the achievement of the vision, mission and goals of a quality organization. It can be concluded that the leadership commitment of vocational school principals is a form of attachment of a principal's responsibility to the tasks. It receives which includes affective commitment, normative commitment

and . continuous commitment in order to achieve the vision, mission and goals of the school they lead. In this case a school principal as much as a leader is required to commit to carrying out programs that have been approved by schools, committees, schools and related to educational foundations or agencies.

In this study the leadership commitment in question is the commitment of the principal's leadership in carrying out tasks based on the vision, mission and goals in the vocational high schools that are aligned with a good quality management system (TQM). Principals will see their commitment in realizing the improvement of the quality of teachers, students, graduates and schools. The principal will be seen from his commitment from aspects; (1) affective commitment, where a school principal has an emotional bond with teachers and employees as well as school members, (2) continuance commitment, where the principal must have a commitment based on rational needs, namely having to consider the interests of teachers, employees and students; (3) normative commitment, is a commitment based on the norms that exist within the principal in advancing the school, improving the quality and achievement of students.

Salary

Salary is one of the important factors in increasing work motivation. This is because salaries are a means of meeting the needs of employees or employees both primary, secondary and additional needs. Companies, institutions or organizations must have plan the appropriate salary system by considering the needs of the employee. In determining the salary of employees must meet the principles of the justice system. The principle of justice in question is that salaries must be adjusted to the duties and responsibilities of employees. The salary of a civil servant is the receipt of a basic salary plus benefits attached to it in accordance with government regulations. According to Mulyadi (2013), in general salaries can be defined as follows: the delivery of compensation for services provided to employees at the structural level such as managers, section heads and so on, while the compensation received by implementing employees (workers is called wages. In theory, the higher the salary employees who are accepted will increase work motivation and have an impact on good performance results. Salary is compensation or rewards given by institutions, companies or organizations to employees for carrying out administrative tasks and given monthly. Private teacher salaries are rewards given to teachers in one month for carrying out teaching assignments, guiding and training, assessing and evaluating students. Private teacher salaries do not have standard such as state teachers but depend on the ability of each school.

So it can be concluded that the teacher's salary is compensation received by the teacher every month because of the teacher's appreciation for educating and training students in the school environment.

Religiosity

Religiosity or religion in general is related to religious knowledge possessed by individuals which will affect the emotional connection of the individual. Hawari (1996) mentioned religiosity is a level of appreciation of a person or individual in the field of religion or certain beliefs that are practiced by carrying out daily worship activities, for example in the form of reading the holy book of prayer, and prayer. According to Hawari, religiosity is focused on worship between creatures or individuals with God the creator of nature. This is different from the opinion of Ancok and Suroso (2001) which defines religiosity as a form of diversity that includes the dimensions of worship and the supernatural dimension. A person or individual is said to be religious if the individual has understood, understood in life both outwardly and inwardly that the individual has responsibility for all his behavior, worship of God Almighty. Below is a picture of the dimensions of religiosity (intellectual, ideology, Public Practic, Private Practic, Religion Experience). In this case, it can be concluded

that the teacher's religiosity is the level of understanding, appreciation of the teacher of his religion or beliefs, where the teacher has the belief that all the actions of the teacher is worship that will get blessing from God both in the world and in the hereafter. All teaching activities are intended to worship without expecting high rewards or salaries.

METHOD

This research is a quantitative study with the aim of knowing the influence of leadership commitment, salary, religiosity variables on the performance of private vocational school teachers in the Central Java region of Indonesia.

Analysis of the data of this study uses SEM Path analysis using SPSS 20.0 and Lisrel 8.80 soft ware. As for the steps as follows: (1) Testing the instrument (test the validity and reliability of the instrument), (2) Test the statistical data (Test descriptive, normality, homogeneity, path analysis)



This study uses a population of teachers from private vocational schools of NU Moslem or (SMKS NU) in the area of Central Java province where the criteria for teachers who are Non-permanent Teachers (GTT) who teach between 1-5 years. While the sample of the study was 250 teachers with the criteria of teaching between 1-5 years.

Table 2. Instument of Questioner Research

Variabel	Indikator instrument
Leadership Commitment	1) The results of the implementation of the principal's activities. 2) Principality of the principal 3) The target of the principal in the quality target of the academic field 4) Target headmaster in the graduate field 5) Commitment to teacher service. 6) Commitment of school principals in making reports on the implementation of work programs.
Salary	1) Salary received by the teacher 2) Receipt of teacher transport money 3) Receipt of teacher overtime payments 4) Receipt of tuition fees received by the teacher 5) Position allowance received by the teacher 6) Holiday allowance received by the teacher

Religiosity	<ol style="list-style-type: none"> 1) The data of the results of tests reading the Qur'an at the time of recruitment 2) The data of the results of memorization tests of the Al Qur'an at least 15 letters at the time of recruitment 3) The data of attendance at joint pray "mujahadah" activities at school during recruitment 4) The data of attendance of recitation events at school 5) The data of attendance in joint prayer activities 6) The data of attendance of "halal bihalal" school family 7) The data of members of religious activities in the village 8) Observation of prayer activities 5 times at school 9) Social relations with students and teachers 10) Charity program "Infaq and Shodaqoh"
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Goodness of Fit	Result	Desicion	Note
Chi-Square	0,65	Fit	Chi-Square <2
RMSEA	0,068	Fit	RMSEA <=0,08
p-value	0,126	Fit	p-value >0,05

Furthermore, the results of the calculation of the direct effect on each variable are as follows:

Table 5. Description of Direct Effects Between Variables

Endogen Variable	Variable Exogen	Direct Influence	Total
Performance of Teacher	Commitment of Leadership	1.89	1.89
Performance of Teacher	Salary of Teacher	2.50	2.50
Performance of Teacher	Religiosity of Teacher	12.44	12.44

RESEARCH RESULTS AND DISCUSSION

Research result

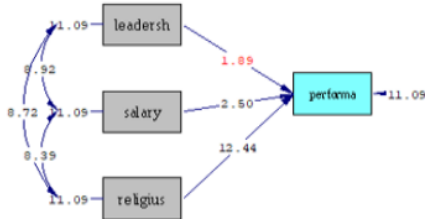
The data of this study, obtained after the data was processed through SPSS 20.0 and Lisrel 8.80 software, obtained the results below:

Table 3. Data of research

	N	Mean	Std Deviation
Leadership Commitment	250	2.492	1.06134
Salary	250	2.5440	1.10859
Religiusitas	250	2.620	1.05542
Performance of Teacher	250	3.1560	1.09566

Based on the above table, it can be seen that according to the results of the study obtained the average data: the principal's leadership commitment 2.4920, the teacher's salary 2.544, the teacher's religiosity 2.6120 and the average teacher's performance of 3.1560.

Then based on the results of the path analysis using Lisrel 8.80 the following data were obtained.



Chi-Square= 0,6500, df=0,00, P-value=0,12600, RMSEA= 0,068

Figure 1. The result Path Analisis Lisrel 8.80

Table 4 of Model Test Results

- 1) The table presented above can provide that: the principal's leadership commitment to the performance of teachers in private vocational schools in the area of Central Java province, the results of the F count is smaller than the F table (1.89 < 1.96);
- 2) There is a significant influence of salary on the performance of teachers in private vocational schools in Central Java province, the results of the F count is greater than the F table (2.50 > 1.96);
- 3) There is a significant influence of religiosity on the performance of teachers in private vocational schools in the area of Central Java province, the F count result is greater than the F table (12.44 > 1.96).

Significant influence of school principals' leadership commitments on teacher performance in private vocational schools in Central Java province

Based on this research hypothesis 1 can be stated that the commitment of school principals' leadership in private vocational schools has not significantly influenced teacher performance. Where based on the results of the analysis obtained the F count is smaller than the F table (1.89 < 1.96). This might be due to several factors such as the lack of commitment of school principals, infrastructure, and competency of school principals. This should be the focus of the government for the education and training of principals in the management of vocational schools.

This study also contradicts the research of Meyer and Shulhan, (2018), Vimal Kumar, Sharma (2018), Suspa (2015), Hayati (2018), Anam(2018) who stated that leadership commitment influences performance. Thus from the results of this study, researchers have not corroborated from previous research results, namely that leadership commitment significantly influences the performance. From the results of the study show the leadership commitment of school principals in Central Java SMKS has not contributed to the good performance of teachers in carrying out learning tasks in class and school in order to lead professional teachers. The higher the commitment of school principals to lead, then management in schools will get better which eventually, school residents will also be motivated in carrying out their duties. This research proves that the leadership commitment of principals in private vocational schools (SMKS

NU) in the Central Java region has not yet affected teacher performance.

Effect of salary on teacher performance in private vocational schools in Central Java province

Based on the second hypothesis, based on the results of the statistical analysis it was concluded that there was a significant influence of teacher salaries on teacher performance in vocational schools in Central Java province, where the F calculated results were greater than the F table ($2.50 > 1.96$). The low salary received will have an impact on the decline in teacher performance, as well as the higher the salary received, the teacher's performance will be high. Fareed et al. (2013) states a positive effect on employee performance or employees will occur if the organization or company gives a gift, this will increase the effectiveness and efficiency at work. Every employee has different needs and views about

The results of this study support the results of research conducted by previous researchers conducted by Guan and Frenkel (2019), Sembiring (2019), Nurcahyani and Adnyani (2016), Dayat Hidayat et. al, (2018) which revealed that the cost of education had a direct positive effect on employee performance. This means that the results of the study show that funding or salary at SMKS NU in Central Java has not contributed to the formation of a good work team in realizing the performance of teachers in Central Java NU Middle School carrying out TQM-based learning.

Based on the above table it can be concluded that teacher salaries greatly affect the performance of vocational school teachers (SMKS NU) in the Central Java region.

Significant influence of religiosity on teacher performance in private vocational schools in Central Java province

Based on the third hypothesis, based on the results of the statistical analysis it was concluded that there was a significant influence on the level of teacher religiosity on the performance of teachers in vocational schools in Central Java province, where the F count result was greater than the F table ($12.44 > 1.96$). The low level of religiosity owned by a teacher will cause low motivation of teachers in carrying out their duties. Hawari (1996) asserted that religiosity is a level of appreciation of a person or individual in the field of religion or certain beliefs that are practiced by carrying out daily worship activities, for example in the form of reading the holy book of prayer, and prayer.

This research supports the results of Rohayati, Dwi (2014), Rozita & Norzaiddi (2012), Nuroniah & Triyanto (2015) studies that religiosity can improve employee performance.

It can be concluded that teachers who have high religiosity will have a high awareness to carry out their duties properly because they have the belief that the task as a teacher is a noble task from God that will later get peace both in the world and the hereafter.

Education at Public Elementary School has a strong culture in shaping the teacher's religiosity. Teachers have different levels of religiosity depending on each individual. Teachers who have a high level of religiosity will be seen in its implementation in daily life such as: discipline in carrying out worship, good relations between teachers, discipline in carrying out assignments, doing teaching assignments are not assessed by the material or compensation they receive but they have the principle of teaching is worship for provision to heaven. The results of this study support the research results of Azizah (2016), Sunday, Gani, Hashim and Yusof Ismail (2013), Nuroniah, Eva and Triyanto. (2015) which states that the level of religiosity influences performance. From the results of the study showed that religiosity in Central Java NU SMKS contributed to a good (teacher performance) in realizing performance in SMKS NU Central Java that teachers in carrying out TQM-based learning.

New invention

Religiosity variables are very relevant to be developed to be a determining factor in improving teacher performance in vocational schools or other schools. Empirically proven that religiosity is significantly higher value than the variable salary and leadership commitment.

CONCLUSION

Based on the results of the study above, it can be concluded that for the improvement of teacher performance, the leadership commitment variable of the principal has not yet had a significant effect, but the salary and teacher religiosity variables have a significant effect on improving teacher performance. Religiosity variables can be variables need to be developed in management or performance management in vocational schools in particular and other schools in general.

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