



Principal Leadership as a Quality Culture Motivator

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ABSTRACT Quality improvement is becoming increasingly important for an educational institution as an effort to gain better control through its actions. The principal is a leader with the authority to regulate everything in a school institution. For the duties and responsibilities of school leaders to become real, presumably, school principals need to understand, explore and apply several concepts of management science first - these have been developed by thinkers in the business world, namely TQM (Total Quality Management) or Integrated Quality Management - later applied in education. Implementation of education needs to pay attention to the characteristics, aspirations, and needs of the community. Education should be able to provide a contextual response according to the global context. In other words, various efforts to bring together multiple parties with interests or stakeholders so that access to the formulation of policies and decision-making concerning equity and expansion of services, quality, relevance, and efficiency of education management. Keywords: Education, Principal, Quality			

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INTRODUCTION

Today's development of school management thinking leads to a management system called Total Quality Management or TQM. Quality improvement is becoming increasingly important for an educational institution as an effort to gain better control through its efforts (Viner dkk., 2020). Especially now that there is a demand for educational institutions to be able to provide quality educational services for students.

In addition to the problems above (Qureshi dkk., 2022), education should be able to provide a contextual response following the orientation of regional development (Xia dkk., 2019). In other words, various efforts to bring multiple parties with interests or stakeholders closer together so that access to policy formulation and decision-making related to equity and expansion of services, quality, relevance, and efficiency of education management is very justified.

In the era of school independence and School-Based Management (SBM), the school principal is the first and foremost task and responsibility (Kartel dkk., 2022). Because the principal, as a leader, has the authority to regulate everything in a school institution (Keshav dkk., 2022). For the duties and responsibilities of school leaders to become real, presumably, school principals need to understand, explore and apply several concepts of management science first - these have been developed by thinkers in the business world, namely TQM (Total Quality Management) or Integrated Quality Management - later applied in education.

For a school institution, the principal is not everything, but everything requires the role of a school principal. But what is more profound in this paper is to see the figure of a quality school principal. For this reason, where to find/build a quality school principal will be known. Not then the 'fake' principal who is present in educational institutions.

RESEARCH METHODOLOGY

The research method used in this study is a qualitative descriptive analysis method and qualitative data analysis procedures, namely collecting data from several research journals that focus on research topics (Dewi S dkk., 2022). The success of scientific research can be determined by the validity of the data and the methods used in the study (Hikmah dkk., 2022). We use literature research and a descriptive qualitative approach in the form of problem finding and detailed development of certain events through research results or theories based on philosophical analysis studies (Anoum dkk., 2022). The data collection technique is a secondary data collection technique in which data can be quoted or obtained from several sources through books, research results, journals, articles, and other documents related to this research.

RESULT AND DISCUSSION

The concept of a Quality Principal

In the formal sense that the principal is defined as a functional teacher who is given the task of leading a school where the teaching-learning process is held or a place where there is interaction between the teacher who gives the lesson and the students who receive the address (Ilham dkk., 2022). At the same time, Quality is the nature of objects and services (McGinnis dkk., 2019). According to Arcaro, that quality is a structured process to improve the output produced. Quality education creates an environment for educators, parents, government officials, community representatives, and business people to work together to provide opportunities and hopes for students' futures.

Leaders need to have personal characteristics that include drive, motivation to lead, honesty and integrity (Hartini dkk., 2022), self-confidence, initiative, creativity/originality, adaptability/flexibility, cognitive ability, knowledge, and charisma (Nopiana dkk., 2022). Leaders' managerial qualities must inspire all levels of Management to demonstrate the leadership qualities needed to develop a TQM culture (Hwangbo dkk., 2019). Therefore, the direct involvement of leaders of educational institutions is significant.

Long-term thinking refers to the vision and mission of the institution (Rahmah dkk., 2022). The vision and mission of the institution must be formulated and achieved jointly by all elements within the institution, where the institution's direction will be for the long term (Nadya dkk., 2022). An activity of staff or anyone in the institution must be able to trace what and how much it contributes to the achievement of the vision and mission of the institution (Cui dkk., 2019). This is where, to implement TQM (Ji dkk., 2019), it is necessary to have a leader who has a long-term vision, can work hard, is diligent and steadfast in carrying out the mission, is disciplined, and has a good attitude of service, for example: caring for staff, polite and virtuous, patient, wise, friendly and willing help others in the organization.

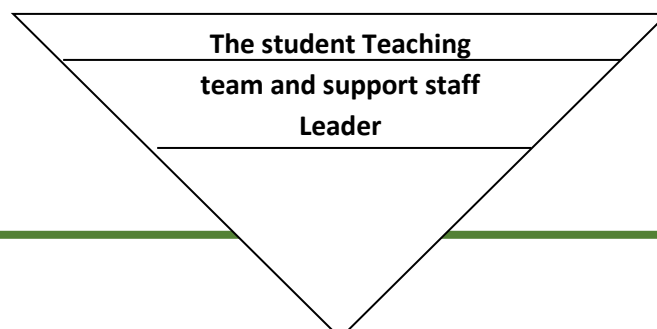
Awareness of quality in educational institutions depends on intangible factors (Wolf dkk., 2020), especially the attitude of top Management (heads of secondary elementary education institutions, school principals, and leaders of tertiary institutions/rectors) towards the quality of education services (Nemati dkk., 2020). Attaining a quality level is not the result of short-term implementation to increase competitiveness (Shaji dkk., 2021) but rather through implementing TQM, which requires continuous leadership.

Leadership and Management are inseparable units. Leaders must have a far-reaching strategic vision and great strength of will to create conducive organizational dynamics. In contrast, managers must have intrinsic knowledge and in-depth professional judgment to organize, direct and control corporate members.

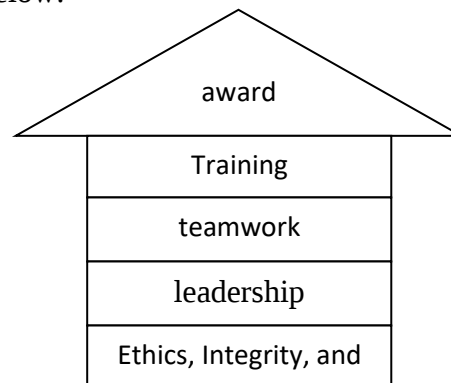
The position of the Principal in TQM

According to Hadari Nawari, Integrated Quality Management (TQM) is functional Management with an approach that is continuously focused on improving quality (Hirsch dkk., 2020) so that the product conforms to the quality standards of the people served in the implementation of public service and community development tasks (Baldwin dkk., 2019). The concept departs from Management as a process or series of activities integrating owned resources, which must also be combined with the phasing of the implementation of management functions so that work is realized as a quality production activity (Pizzi dkk., 2020). Every piece in integrated quality management must be carried out through the stages of planning, preparation (including materials and tools), and technical implementation using effective and efficient working methods/methods to produce products in the form of goods or services that are beneficial to society.

In carrying out management or management functions must be someone who is given authority. This authority is assigned to the principal in an educational institution or school. It is this role that the principal carries out in striving for himself and his institution to build quality education. And also the change of leadership into an upside-down organization, as follows:



CommunicationThe application of TQM is not just a management program aimed at complementing or sweetening activities but is indeed needed to improve the quality of work productivity. TQM must be goal-oriented so that organizational performance is more effective. In this case, according to Thomas Packard that eight parts must be implemented in the organization's activities which are elements that function to support each other to form a TQM building, as below:



Leadership and teamwork complement each other in implementing an activity (Dirani dkk., 2020). Loss of communication factors between sections and executors can be a burden or obstacle to the performance of activities (Bartsch dkk., 2020). The provision of appropriate awards for program implementers must be realized immediately after they have finished implementing and achieving their work performance. Through implementing TQM (Raut dkk., 2019), good quality work will be obtained, create a comfortable working atmosphere, share mutually beneficial knowledge, and receive awards according to performance.

Integrated Quality Management in a non-profit organization, including education, can only be realized if it is supported by the availability of resources to discover the quality of the process and results to be achieved. In a healthy organizational environment (Hao dkk., 2021), various quality sources can support the full implementation of TQM. According to Hadari Nawawi (Hao dkk., 2021), there are several sources of quality, one of which is the commitment of the top leadership (principal) to quality (Liu dkk., 2019). This commitment is significant because it directly affects every decision and policy making (Marpaung dkk., 2019), selection and implementation of programs and projects, empowerment of human resources, and implementation of controls. This commitment is necessary to create and develop the performance of management functions that are oriented towards the quality of products and public services.

The foundation group comprises ethics, integrity, and trust sections. Through ethics, integrity, and honesty, TQM will form a foundation for good work. These three parts will open and show the potential of TQM in an activity. The explanation of the three sections is as follows:

Ethics

Ethics is a discipline regarding good and evil under any circumstances. Two subjects need to be considered in ethics; the first is organizational ethics, namely organizational ethics, which will determine the organization's condition through the rules that the

workforce must obey to produce a good performance. The second is individual ethics, which relates to the right and wrong behavior of each individual who is part of the actor or executor of an activity within the organization.

Integrity

Integrity embodies honesty, morals, values, fairness, obedience, and sincerity to the organization's reality (Kayama dkk., 2020). These conditions will show a particular characteristic, namely what (internal and external) is expected and entitled to be obtained by the customer (Dziallas & Blind, 2019). The opposite of integrity is duplicity (not loyal or two-faced). TQM will only work if there is consistency in the work environment.

Trust

Trust is a product of integrity and ethics. Trust is necessary for performance in TQM to be built or realized (van Pinxteren dkk., 2019). Trust will foster the full participation of all members of the organization. In addition to the commitment to implementing activities, trust is needed to determine decisions at every level in the organization and bring every individual to take risks to improve their performance to help improve the organization. Trust is a factor that supports and guarantees user (customer) satisfaction, so it can be interpreted that trust can build environmental cooperation to support TQM.

Communication

Communication is an interactive activity between the sender and receiver of information (Lin dkk., 2020). The success of TQM requires communication among all members of the organization, providers or suppliers, and users of products or services. Supervisors or assistants must open the atmosphere so activity implementers can receive and send information about the TQM process (Donahue dkk., 2019). Two-way communication and sharing correct statements are expected conditions (Li dkk., 2019). For this communication to be trusted, the message must be clear, and the recipient must interpret it according to the flow of the sender's message.

Recognition

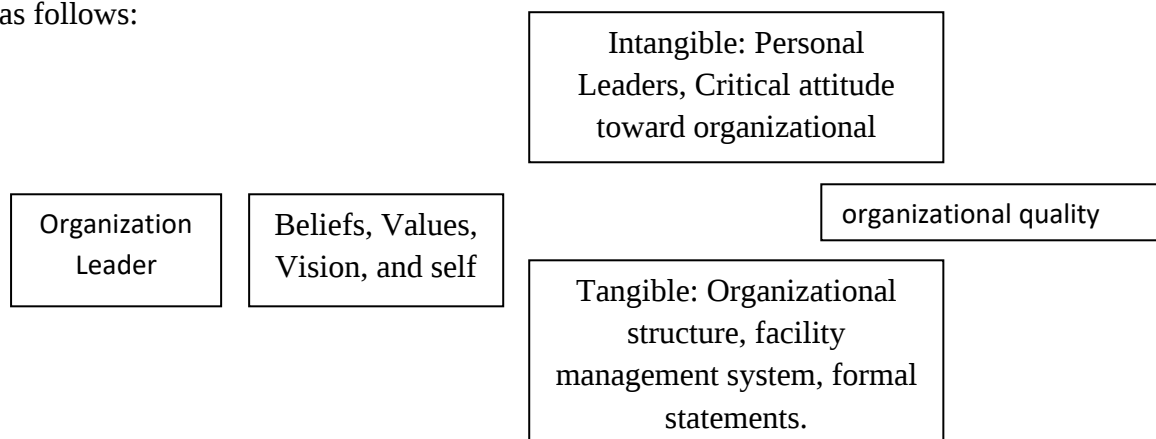
Awards are the final part of a TQM system and must be given to teams and individuals who have implemented and achieved their activity objectives. Any individual involved in an activity has shown his performance as himself and in a group. Knowing the success of a job is the task of a companion or supervisor in the field. Appreciation can improve or increase self-confidence, productivity, and quality in handling a job. Rewards must be given immediately because it is the right after someone does a job.

Applying TQM in program implementation requires high commitment from members or individuals involved. Through integration in the TQM section, it is hoped that guarantees for the success of its activities will be obtained; the role of the school principal is enormous because it must be able to develop, train and apply these eight sections to the implementation of educational programs in schools. Using TQM with a foundation of ethics, integrity, and trust will work. Training for both TQM empowerment and specific technical skills is the key to implementing a program because it will form a work environment that follows program objectives.

The Head of School as TQM Mover

In principle, this TQM management system supervises all organization members (school residents) on school activities. So that the application here means that all school members are responsible for the quality of education. The application of TQM requires the involvement of all parties in the educational process, starting from school principals, heads of administration, teachers, students, and employees to school committees, who must understand the nature and purpose of an education which is its vision and mission. In other words, every individual involved must understand the meaning of education. With a thorough understanding of the individuals involved, it is possible to implement TQM.

According to Hersey and Blanchard, as quoted by Tobroni, that leadership is the process of influencing the activities of a person or group of people to achieve goals in certain situations. Gibson added that leadership affects the motivation or competence of individuals in a group. While relation to TQM -according to Goetsch and Davis, that leadership is the ability to arouse the enthusiasm of other people to be willing and have total responsibility for efforts to achieve or exceed organizational goals. Can be described as follows:



Picture. Series of Leaders in Forming Institutional Quality

Based on the picture above, it is explained that the quality of an institution is influenced by the extent to which leadership can direct organizational activities, both tangible (tangible) and intangible (actual), to build strong quality. Here a leader is required to manage the quality elements of the institution as a manifestation in the form of beliefs, values , and all member behavior.

Leadership or leadership is the most essential part of TQM. Leadership in TQM requires a leader who has a vision, can make strategic directions for activities understood by all implementers, and can provide guidance on organizational performance. Supervisors in the activity process must understand TQM, have a commitment, and always excel in performance as role model for other implementers. In addition, a supervisor or activity assistant must ensure that the activity's strategy, philosophy, values , and objectives are conveyed throughout the organization to maintain focus and clear direction. According to Dheeraj Mehrotra, a leader must know what students, service users, or consumers want or will get, whether as a supervisor, teacher, school principal, or

activity companion. Commitment from all individuals involved is needed, from the leadership down to the lowest level, to form and disseminate high-quality work values to achieve the sustainability of activity objectives.

Building a Quality Culture in Schools

A school has components of teachers, students, and administrative staff, each with a specific task in carrying out the program. As a formal educational institutions, schools must produce graduates with specific academic abilities, skills, attitudes, mentality, and other personalities, so they can continue to a higher level of education or work in jobs requiring expertise and skills.

Quality-Based School Culture

According to Mulyadi, they cite the opinion of Schein, Martin, Kilmann, and Robin that school culture is a system of meaning to foster mentality so that employees' thoughts and actions are based on moral considerations and can be accounted for. Or in other words, school culture is a set of assumptions built and shared by a school as morals in adapting to the external environment and internal integration processes.

In building a quality school (TQM), school administrators' work culture, performance, and discipline (teachers, staff, and principals) are the first to be improved. Everyone must be able to view students as 'customers' who must be served as well as possible for their satisfaction. School administrators are always eager to move forward, keen to continue increasing their abilities and skills, ultimately improving their performance in front of students. Suppose all school implementers already have a high work culture, performance, and discipline. In that case, the implementation of TQM can work. It will make educational organizations (schools) more advanced, exist, have a higher brand image, and, in the end, be able to create cadres - national cadres who are qualified and can be aligned with other nations.

In Total Quality Management (TQM) or Integrated Quality Management in education, the ultimate goal is to improve quality and competitiveness for output (graduates) with indicators of competency, both intellectual and skill, as well as high social competence of students/graduates. In achieving these results, implementing TQM in educational organizations (schools) must be done truthfully, not half-heartedly. By utilizing all the quality entities within the organization, our education will run differently today. The quality of our education is ranked 101st and is still below Vietnam, which incidentally is a country that has just become independent compared to the independence of our nation, Indonesia.

Role of School Culture

Culture has links and roles to various aspects of school life. The primary function of school culture is to adapt to the external environment and internal integration processes. This function is the force that drives and controls the behavior of its members, be it teachers, employees, students, and people involved in communicating with their environment. A strong culture plays a role in two things, namely, first, directing behavior. All elements will understand how to act and what is expected of them. Second, a strong culture gives a sense of purpose and makes them think positively about the institution.

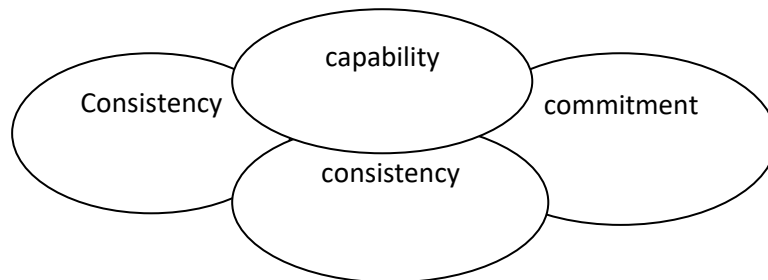
Socialization of School Culture

Socialization of school culture is a process of adapting employees to the culture created by the school. Cultural socialization consists of two main stages, namely, learning and adaptation. The learning stage is when employees learn about the life patterns of school institutions. Employees know various rules relating to the performance of duties and institutional behavior. At the same time, the adaptation stage is when employees have adjusted to the school system. The adaptation process goes through various ways, namely the example of the leader (principal), characterizations, routines, symbols, and slogans.

Build a Quality Culture

Culture will shape the characteristics and build trust in an institution. Hickman and Silva suggest three things in an institution that encourage a thriving quality culture: commitment, competence and consistency. Commitment is an employee's agreement to the existence of the institution. Competence is the ability to carry out tasks to achieve organizational goals, and consistency is the stability to continuously adhere to commitments and abilities as employees responsible for the organization's sustainability. And they are also supported by cohesion. Namely, there is integration between commitment, knowledge, and consistency in implementing culture in an institution.

A unit is a strong culture built by the four dimensions of the 4 K. The commitment to do the best for the institution needs to be supported by Kemam.



Building a strong culture requires strong leaders with a strong vision and personality. Leaders influence, instilling the values that have been created. A leader must exemplify how subordinates carry out their duties correctly and responsibly.

In the realm of implementing TQM in educational organizations, it takes work. There are obstacles in the work culture, and the performance of teachers and employees is very influential. There is no denying that civil servants' work culture, performance, and discipline in our country are shallow. This dramatically affects the effectiveness of TQM implementation. Implementing School-Based Management (SBM), which has adopted TQM principles, does not necessarily boost the performance of school administrators, the implications of which can improve the competence of our students.

Integrated Quality Management (Total Quality Management) is very popular in the profit organization environment, especially in the climate of various business entities/companies and industries, which have proven their success in maintaining and developing their respective existences in competitive business conditions. Conditions like this have encouraged various parties to practice it in non-profit organizations, educational

institutions, or schools. The principle of TQM is that all this time, schools are considered as a production unit, where students are the raw material and school graduates are the product. In TQM, schools are understood as service units, namely learning services.

For quality to be maintained and the process of quality improvement to be controlled, there must be standards that regulate and are agreed upon nationally to be used as indicators for evaluating the success of quality improvement (benchmarking). This thinking has encouraged the emergence of a new approach, namely the Management of improving the quality of education, which can empower all the resources owned by schools to achieve school goals. Several mentalities need to be built into the school culture to achieve quality standards so that they can provide satisfying services for education consumers such as Reliability. Services follow what was promised in meetings or brochures by prioritizing honesty, safety, timeliness, and availability. Guarantee (assurance). This means that schools can guarantee the quality of the services provided, for example, regarding teacher/staff competence and objectivity. Appearance (tangible). That is, the school situation looks good regarding tidiness, cleanliness, order, and beauty. Attention (empathy). This means that the school gives full attention to customers. Responsiveness. This means that schools must respond quickly to customer needs.

Developing a quality culture in schools is not instantaneous but through a relatively long process of struggle with various challenges and even resistance. Creating a quality culture must start with the willingness and ability of the school principal, along with staff and stakeholders, to conduct a careful and objective school review. Starting from the school review, schools must establish benchmarking and follow up with quality control. After setting the ideal performance, the principal and staff must try to control quality by comparing actual performance with perfect performance (benchmarking). If there is a discrepancy between the real version and the ideal arrangement, it is necessary to diagnose the cause of the problem and then take concrete actions on how to solve it.

On the other hand, if the actual performance has reached the ideal arrangement, higher quality improvements (benchmarking) must be carried out continuously. If this is constantly done, the principal will be ready and able to guarantee the quality of his school (quality assurance). Quality assurance may still be partial because it prioritizes specific components, such as the learning process, curriculum, and teacher components or others. If a school has been able to guarantee the quality of all members, both academic and non-academic, as well as all components of the school system, it means that the school has been able to implement TQM (Total Quality Management). If this happens, a quality culture will be achieved at the school. So a school that has implemented TQM, including a quality culture, has developed well - it doesn't matter who the principal is - then the existing components will provide the best quality service to students.

CONCLUSION

Understanding school institutions is very important because of the primary basis of education in school. The importance of understanding school effectiveness is related to improving the quality of teaching. It aligns with the national policy, namely the

decentralization of education in implementing regional autonomy. With this concept, the government hopes to improve the quality of teaching and achieve equity, relevance, and efficiency in education delivery.

So the implementation of education needs to pay attention to the characteristics, aspirations, and needs of the community. Education should provide a contextual response following the orientation of regional development. In other words, various efforts to bring multiple parties with interests or stakeholders closer together so that access to policy formulation and decision-making related to equity and expansion of services, quality, relevance, and efficiency of education management is very justified.

All institutional activities must be oriented towards achieving quality. All members or parts of the institution must be aware and confident about the need for the quality of their respective performances. Therefore there must be a strong determination and commitment to maintain and improve the quality of their work, which supports the institution's rate. With a commitment to quality, it will be able to drive continuous efforts to enhance the quality so that it will not give up on the obstacles and difficulties that face implementing TQM in the context of continuous quality improvement.

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