

# ROLE OF QUALITY MANAGEMENT SYSTEM (QMS) ON THE PERFORMANCE OF TEACHER IN SMK 2 JEMBER

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## Abstract

As the international quality standards, the implementation of a Quality Management System (QMS) ISO 9001: 2008 is consistently will improve school quality and efficiency in the management of school resources. Schools that implement this system will get more value in the eyes of the international community as a quality school or have a better image than the other schools. Based on the description we can identify research purposes to identify and analyze the role of the Quality Management System (QMS) on performance. This type of research is the study of causality. According to Ferdinand (2006), causality research is research to seek clarity and form of causality(*cause-effect*). The variables that will be analyzed in the study were classified into two types as follows: independent variables: This variable is called the variable *seriung*, *stimulus predictors*, *antecedent*. In Indonesian is often referred to as the independent variables. The independent variable is a variable that affects or that cause changes or caused variable *dependen* or *bound* (Sugiyono, 2012). The independent variable in this study is the SMM (X1) Dependent variable: This variable is often referred to as a variable *output*, *criteria*, *consequently*. In Indonesian is often referred to as the dependent variable. The dependent variable is a variable that is affected or which become due, because of the independent variable (Sugiono, 2012). The dependent variable in this study is the performance of (Y1). Based on the survey results revealed that the quality management system partially have a significant influence on performance. The results show the value of t-test of the quality management system variable is equal to 4.084 with a probability value of 0.000, while the t-table value is equal to 2.013, so  $t_{count} > t_{table}$  ( $4.084 > 2.013$ ). The final result of this research is to increase labor productivity that can support an effort *peningkatan* SMM performance

**Keywords:** SMM, performance.

## **I. INTRODUCTION**

### **1.1 Background**

As international quality standards, the implementation of a Quality Management System (QMS) ISO 9001: 2008 is consistently will improve school quality and efficiency in the management of school resources. Schools that implement this system will get more value in the eyes of the international community as a quality school or have a better image than the other schools. This can increase the ability of schools to provoke public interest to include their children in the school.

Vocational School (SMK) that already has ISO 9001: 2008 has the advantage that the application of ISO 9001: 2008 will periodically audited ISO certification body that is at the beginning of the certification and once a *surveillance visit* year. The presence of a third party of an ISO certification body that would encourage schools to effectively implement and maintain ISO 9001: 2008 as management standard that has been selected. This can be felt with the documentations, workflow, communication, *job descriptions*, and standard operating procedures (SOP), which has been managed well so that all the elements of school organization can understand their respective duties.

International Standard Organization (ISO) 9001: 2008 is an evolving system of quality inspection systems, quality control, and then developed into an integrated quality assurance system, in Indonesia commonly called the Quality Management System (Sugeng, 2009). The quality management system refers to what is done by the agency in managing its processes or activities of the institution, so that the products or services meet the goals set. ISO 9001: 2008 does not guarantee the quality of goods and services produced. ISO certificate simply states that a quality process and consistently implemented at the agency.

Results of research conducted Fauziah (2015) discusses the principal strategy in improving teacher performance through the application of ISO 9001: 2008. The results showed that the strategy of the principal in the implementation of quality management system ISO

9001: 2008 in improving teacher performance in SMP Negeri 5 Surabaya conducted principals include five main things. 1) the principal conducting trainings are ongoing to all teachers, 2) All elements of the teachers running the commitments principal, 3) the principal reward teachers who excel, 4) analyzing the measurement and improvement of teacher performance and satisfaction customers, 5) conduct evaluation work on the next process teachers are able to cultivate creativity and improve its performance.

In practice, the implementation of ISO 9001: 2008 in N 2 Jember less than optimal in fulfilling the policy of the Directorate General of Primary and Secondary Education (Directorate General of Primary and Secondary Education) as well as to raise the school's name in the public eye, but the cost for ISO certification itself is very expensive. It has not been matched with a maximum performance of each element of the school organization to implement a quality management system standard ISO 9001: 2008.

Based on the *research gap* and a phenomenon that has been described above, this study discusses the role of the Quality Management System (QMS) against the performance of teachers at SMK 2 Jember.

## 1.2 Objective

Based on the above, we can identify the purpose of the study is to determine and analyze the role of the Quality Management System (QMS), on performance.

## 2.1 LITERATURE

### 2.2.1 Quality Management System (QMS)

#### a. Quality Management System ISO 9001: 2008

ISO is derived from the language Greek ISOS meaningsame *the* (Rudi, 2003), had its analogue in common with some of the terms of "isotherm" which means the same temperature, "isobars" which means the same pressure. the reason wore reason ISO is to make it easier to use and easily observed. If used is an abbreviation of course each country will be different abbreviations. So get in download the ISO definition is just a word that

is used as the standard way to facilitate the use and understanding.

Vincent explained that ISO 9001 is a standard - the international standard for quality system, which specifies requirements and recommendations for the design, production steps and assessment and a management system (Vincent, 1998). From such understanding can be concluded that ISO 9001 is a standard that plays an important role in the field of quality systems, particularly those discussed control of the production steps or services within the scope of production or services.

Organizational management of international standard ISO is the *International Organization for Standardization*, based in Geneva - Switzerland, was founded on February 23, 1947, now represent over dari 147 state in which each state is represented by the national standardization bodies (Indonesia represented KAN). The quality management system defines how organizations implement quality management practices consistently to meet customer and market needs. There is a common characteristic of the quality management system:

a) .The system of quality management covers a broad scope and activities in modern organizations. Quality can be defined through five main approaches:

- 1) Transcendent quality, which is an ideal condition to excellence
- 2) Product-based quality, which is an attribute of a product which memenuhio quality
- 3) Used-based quality, the suitability or accuracy in product use and
- 4) Manufacturing-based quality, namely conformity to standard requirements.

b) .The system of quality management focused on the consistency of the work process.

This often includes some level of documentation of labor standards.

c) .The system of quality management grounded in solving the error that is proactive, rather than reactive error detection. It should be admitted also that a lot of the quality management system will not be effective 100% on prevention alone, so that the quality management system should also be based on the corrective actions to the problems discovered.

a. ISO 9001: 2008

system quality management ISO 9001: 2008 is a quality management system that focuses on processes and customer, however, the organization must understand the requirements of ISO 9001: 2008 in setting and continuous process improvement.

The standard requirements of ISO 9001: 2008 are as follows:

1). Clause 1, Scope.

In this case-load requirements into standards to meet the requirements of effectiveness and satisfaction through quality system applications including processes for continual increase and assurance of conformity.

2) Clause 2, Normative References.

Just load references and ISO 9001: 2008

3) Clause 3 Terms and definitions.

This clause states that the terms and definitions given in ISO 9001: 2008.

4) Clause 4, Quality management systems

More emphasis on the needs of continuous improvement.

5) Clause 5 Management responsibility

Emphasizing the commitment and involvement of top management force with the needs of the customer, management planning, emphasizing the responsibility and authority of the organization, ensuring the proper internal communication process and

conduct quality assurance management systems.

6) Clause 6 People.

Clause Resources states that the organization shall determine and provide the resources necessary, personnel responsible for the duties to be defined in the quality management system ISO 9001: 2008 and has competence with regard to education relefan, training, skills and experience.

7) Clause 7, Product realization

Clause states that the product realization processes are under control in order to meet the requirements of the product.

8) Clause 8, Measurement, analysis and improved.

Based on clause this organization must establish processes of measurement, monitoring, analysis and improvement is needed in order to ensure the suitability and products, ensure compliance and quality management system and continually improve the effectiveness and quality management systems,

The principles of ISO 9001: 2008 in Education. Guiding principle of ISO 9001: 2008 which will be presented here is the principle of the 2nd IWA (International Workshop Agreement) 2) which is a guide to the types of QMS ISO 9001: 2008 which is used specifically for educational institutions. IWA-2, which will be discussed in this book is a version of 2007. The floating IWA-2 was carried out by dozens of experts from various types of educational institutions, ranging from teachers, principals, teachers, professors, practitioners, analysts education, and educational consultant.

1). Process Approach

2). Understanding the Main Competencies.

3) Total Optimization

4). Visionary Leadership.

- 5) The fact approach.
- 6). Collaborate with Partners.
- 7). Involving Entire Human Resources (HR).
- 8). Sustainable development
- 9). creation of added value for learners.
- 10). Focusing on the social values
- 11). Intelligence
- 12). Autonomy aimed memandirikan

### **III.METODOLOGI RESEARCH**

This type of research is the study of causality. According to Ferdinand (2006), causality research is research to seek clarity and form of causality(*cause-effect*) between some concepts and some variable or multiple strategies developed in management.

The variables that will be analyzed in the study were classified into two types as follows:

- a. Independent Variable: This variable seriung called variable *stimulus, predictors, antecedent*. In Indonesian is often referred to as the independent variables. The independent variable is a variable that affects or that cause changes or caused variable dependen or bound (Sugiyono, 2012). The independent variable in this study is the SMM (X1).
- b. Dependent variable: This variable is often referred to as a variable *output, criteria, consequently*. In Indonesian is often referred to as the dependent variable. The dependent variable is a variable that is affected or which become due, because of the independent variable (Sugiono, 2012). The dependent variable in this study is the performance of (Y1).

Data collection methods used in this research is observation, interviews,  
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questionnaires, and through documentation. At this stage of data processing, which uses SPSS Ver.16 do measures such as checking the data(*editing*),the provision of the Code(*coding*),and tabulation. While the stages of data analysis that follow are validity and reliability, multiple linear regression and research hypothesis testing with statistical t.

#### IV. RESULTS AND INTERPRETATION

##### 4.1 The result of

the calculation results of multiple linear regression analysis in this study with the help of a computer calculation program *Statistical Product and Service Solutions* (SPSS) version 16.0. The recapitulation of the multiple linear regression analysis are presented in Table 4.13.

Table 4.13 Summary of Results of Multiple Linear Regression Analysis

Sign.	hypothesis Presentation		The regression coefficient	Variables	No.
	t-table	t count			
0.000	2.013	4.084	0.419	The quality management system (X1)	1.
= 0.611				Constant	
= 0.687				R <sup>2</sup>	
= 0.667				AdjustedR <sup>2</sup>	
= 33.660				F-count	
= 2.807				F-table (5%; 3,46)	
= 0.000				Significance	

source: Appendix 8, the data is processed

Based on the results of multiple regression analysis regression equation as follows:

$$Y = 0.611 + 0.419X_1 + 0.153 X_2 + 0.318 X_3$$

of the multiple linear regression equation above can be seen the influence of the independent variables ( quality management system, work culture and leadership) on the dependent variable (performance), while the meaning of the multiple linear regression equation above can be explained as follows:

a. Constants regression equation ( $b_0$ )positive value of 0.611, meaning that if there are no



values the independent variables or independent variables equal to zero, then the performance is equal to 0.611.

- b. The regression coefficient variable quality management system ( $b_1$ ) positive value of 0.419, meaning that an increase in the quality management system of the unit, there will be a performance improvement of 0.419 units assuming the other independent variables constant.

To determine the effect of the independent variable on the dependent variable partially used t test, where this test comparing the t-test with a t-table results of tests on each variable quality management system, work culture and leadership performance.

The test steps are as follows:

- 1.  $H_0: b_j = 0$ , meaning partially no significant influence of the variables  $X_1, X_2, X_3$  to Y.

$H_1: b_j \neq 0$ , meaning partially significant influence of variable  $X_1, X_2, X_3$  to Y.

$\alpha = 0.05$

- 3. Criteria testing:

- $H_0$  is received, if the t-table  $< t$  count  $< t$  table below, partially no significant influence of the variables  $X_1, X_2, X_3$  to Y.

- $H_0$  is rejected if t count  $> t$ -table or t count  $\leq t$ -table, then partially contained a significant influence of the variables  $X_1, X_2, X_3$  to Y.

Sig	t-table.	t-test	the variable
0.000	2.013	4.084	The quality management system (X1)

Table 4:14 Recapitulation Test Results t

Source: Appendix 8, the data is processed

by steps t test and the table above, the hypothesis testing to the independent variable quality management system of the performance are as follows:

## 1. Variable quality management system (X1)

Based on the above table known value of t-test variable quality management system is at 4.084 with a probability value of 0.000, while the t-table value amounted to 2,013 (Appendix 11), so that  $t_{count} > t_{table}$  was (4.084 > 2.013). This indicates that the variable quality management system partially have a significant influence on performance.

### **4.2 intrepetasi Results**

Generally, this study showed that the condition of the respondents' assessment of the variables of this research in general is good. It can be shown from the high number of responses from respondents' agreement to the conditions of each study variable. Results from these studies further showed that the independent indvariabel namely Quality Management System (QMS) on teacher performance in N 2 Jember. Discussion of results of testing this hypothesis is presented as follows.

#### **4.2.1 Quality Management System (QMS) partial effect on performance.**

Based on the analysis above shows that the influence of the Quality Management System (QMS) on teacher performance N 2 Jember. According to the table above is known t-count value of the quality management system variable is equal to 4.084 with a probability value of 0.000, while the t-table value amounted to 2,013 (Appendix 11), so that  $t_{count} > t_{table}$  (4.084 > 2.013). This indicates that the variable quality management system partially have a significant influence on performance.

The results are consistent with the hypothesis of the study, which reads "Quality Management System (QMS), affect the performance". This proves that the QMS can support teachers as an important part of an educational institution to always improve the quality of

focusing on the process and customers who demand the teachers also understand the requirements of ISO 9001: 2008 in setting and continuous process improvement.

Vincent explained that ISO 9001 is a standard - the international standard for quality system, which specifies requirements and recommendations for the design, production steps and assessment and a management system (Vincent, 1998). From such understanding can be concluded that ISO 9001 is a standard that plays an important role in the field of quality systems, particularly those discussed control of the production steps or services within the scope of production or services.

Quality Management System (QMS), which is owned by teachers of SMK 2 Jember considered good. Description of respondents rating based on each indicator variable quality management system that consists of a process approach, understanding the key competencies, total optimization, visionary leadership, approach to the facts, collaborate with partners, the involvement of the entire human resources (HR), the development of sustainable creation of value-added for learners. Based on Table 4.6 discovered that the average of the overall indicator in the variable declaration of the quality management system is perceived respondents is 4.09. The largest average contained in collaborating with partners indicator (4.28), while the smallest average engagement indicators contained in the whole of human resources (3.98). This shows that most of the teachers at SMK 2 Jember able to work with partners in achieving the goals of SMM. The results are consistent with the results Fauziah (2015) which showed partially significant influence SMM on teacher performance.

## **5.1 Conclusion**

Based on the results and a discussion of the influence of the quality management system to the performance of teachers at SMK Negeri 2 Jember, it was concluded that the quality management system is a significant effect on the performance of teachers at SMK Negeri 2 Jember.

### 5.3 ADVICE

From the above conclusion, the suggestions can be given in the form of the study found that aspects of the SMM is partially significant effect on performance. Based on these findings, it is recommended to the Chief of N 2 Jember to Controlling and evaluation in order to a standard that plays an important role in the field of quality systems, particularly those discussed control of the production steps or services within the scope of production or services in the N 2 Jember walk well.

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