Model for Improving the Commitment to Implementation of the Educational Quality Assurance Policy

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Abstract

Quality assurance of education is one of the national policies that must be implemented in all schools in Indonesia. The school principal has three main tasks, namely managerial, supervisory, and entrepreneurial development which is guided by the National Education Standards as the basis for the education quality assurance policy. The education quality assurance policy has not been implemented properly so that public primary school report cards still show low scores, and this is due to the low commitment of school principals to implementing education quality assurance policies. Commitment to implementing education quality assurance policies is significantly influenced directly by organizational culture, interpersonal communication, achievement motivation, and job satisfaction. Organizational culture and interpersonal communication also have an indirect effect through achievement motivation and job satisfaction. Increased commitment for implementing quality assurance policies can be done by improving organizational culture, interpersonal communication, achievement motivation and job satisfaction.

Keywords: Quality Assurance; Quality Commitment; Organizational Culture; Interpersonal Communication; Achievement Motivation; Job Satisfaction.

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1. Introduction

The importance of a leader in an organization in his role as a planner, organizer, and director, as well as controlling organizational activities towards goals. In line with this, Gultom argues that the role of leaders in organizations is very strategic, because it can unite all organizational activities to achieve goals [1]. Educational organizations, especially educational units, are led by the principal, so that the principal plays a strategic role in building the quality of education. In addition to principal leadership, Luthans said that the principal's work commitment is also very much needed to realize the vision, mission, and goals of the school, as the results of several researchers have concluded that work commitment is the main challenge in the 21st century [2]. Work commitment refers to a person's promise or responsibility for his organization to work hard according to the wishes of the organization in order to achieve organizational goals effectively and efficiently. One part of the work commitment, especially in relation to efforts to develop the quality of education, is the commitment to implementing the education quality assurance policy. The education quality assurance policy is a must for school principals to ensure quality schools. The implementation of the quality assurance policy by the Principal of Primary Schools in Deli Serdang District is still inconsistent and there is still minimal follow-up [3]. Principals are still low in commitment to improving the quality of education, and it is even said that principals are often absent from school or leave school prematurely so that the school is less controlled. Amin further said that 53.67% of teachers have never participated in scientific activities such as seminars and other scientific meetings, and 92.65% of teachers have never received awards that are relevant to the field of education [4]. In line with this, the report cards for elementary schools in Deli Serdang Regency tend to be low as well. Based on this, the principal is not implementing the education quality assurance policy in their respective schools. This is because the commitment to implement the quality assurance policy from the principal of SD still tends to be insufficient. Based on the research results, the commitment to implementing the quality assurance policy from the principal of SD in Deli Serdang district still tends to be less strong and strong enough, respectively 45.9% and 40.2% [5]. Based on this, it can be synthesized that the low school quality report cards are one of the causes of the lack of commitment by the principal in implementing education quality assurance policies. The principal's lack of commitment to implementing the education quality assurance policy has an impact on the quality of education. The quality of education has an impact on the low quality of graduates. The low quality of graduates results in low competitiveness of graduates, which also results in low national competitiveness. In line with this, it can be seen that the commitment to implement quality assurance policies is very important, and is one of the variables that determine the quality of education. In line with this, the commitment to implementing education quality assurance must be increased. Efforts to increase the commitment to quality assurance of education are based on the main variables that influence it. The main variables that influence commitment to implementing quality assurance policies construct a model that shows a causal relationship. The model in question is called a model of increasing commitment to implementing education quality assurance policies. The model findings were based on literature study and confirmed based on the data analyzed by path analysis. Path analysis has the power to show a causal relationship. This causal relationship confirms that the variable of commitment to implementing quality assurance policies as an endogenous variable is influenced directly or indirectly by exogenous variables, which include organizational culture, interpersonal communication, achievement motivation, and job satisfaction. Deporter and Henaki define commitment as a strong determination, which

drives to make it happen, regardless of some of the obstacles that may be faced. [6]. Salancik defines commitment as a condition in which individuals bind their actions against beliefs that support their own activities and involvement [7]. Furthermore, several forms of commitment can be identified, namely: (1) commitment to customers; (2) commitment to the organization; (3) commitment to self; (4) commitment to people; and (5) commitment to duties. In particular, Pangaribuan said that commitment to duties is synonymous with commitment to work implementation, so that it can also be called work commitment, is a strong determination to carry out duties and responsibilities for their work [8]. One of the duties or jobs of a school principal is to ensure the quality of the school he leads. School principals must implement education quality assurance policies, especially those that have been established by the government as policies. Education quality assurance policies are one of the tasks that must be carried out by school principals, so it is necessary to know how strong the commitment is in implementing the quality assurance policy. Regulation of the Minister of Education and Culture of the Republic of Indonesia No. 28 of 2016 (Permendikbud RI No. 28 of 2016) concerning the Quality Assurance System for Primary and Secondary Education, defines that education quality assurance is a systematic, integrated, and sustainable mechanism to ensure that the entire implementation process telash education according to quality standards. The commitment to implementing the education quality assurance policy is a strong determination to implement the entire contents of the Indonesian Minister of Education and Culture Regulation No. 28 of 2016), systematically and integratively. Permendikbu RI No. 28 of 2016 provides articles and verses that regulate the process of implementing education referring to the eight National Education Standards, which include Graduate Competency Standards, Content Standards, Education Assessment Standards, Process Standards, Management Standards, Educators and Education Personnel Standards, Facilities and Infrastructure Standards, and Education Financing Standards. The quality assurance system consists of an internal quality assurance system (SPMI) and an external quality assurance system (SPME). The Internal Quality Assurance System for Primary and Secondary Education, hereinafter abbreviated as SPMI-Dikdasmen is a unit of elements consisting of policies and processes related to education quality assurance carried out by each basic education unit and secondary education unit to ensure the realization of quality education that meets or exceed the National Education Standards. The External Quality Assurance System for Primary and Secondary Education, hereinafter abbreviated as SPME-Dikdasmen, is a unit of elements consisting of organizations, policies and processes related to facilitation and assessment through accreditation to determine the feasibility and level of achievement of the quality of basic education and education units. medium. The SPMI activity cycle is: (1) mapping the quality of education at the education unit level based on the National Education Standards; (2) planning for quality improvement as outlined in the school work plan; (3) implementing quality compliance in the management of the education unit and the learning process; (4) monitoring and evaluating the quality compliance implementation process that has been carried out; and (5) formulating a quality improvement strategy based on the results of monitoring and evaluation. In line with this, the commitment to implement school quality assurance policies, in which the policy is an entity and rules, norms and laws, the principal of the SD must implement it. The imperative for implementing the policy was raised in the principal of SD as a form of strong awareness, strong desire, strong determination, originating from himself. Commitment that scomes from yourself is a commitmsnt that tends to last a long time so that what must be done is done with good results. Relevant to the theory and policy of education quality, indicators of commitment to the implementation of education quality assurance include: (1) a strong willingness to map

school quality needs, (2) a strong willingness to make school work plans; (3) Strong will to implement school management; (4) Strong willingness to supervise the learning process; (5) Strong willingness to monitor and evaluate the implementation of school work plans, (6) Strong willingness or determination to develop educational strategies. The important variables that affect the commitment to implementing education quality assurance include organizational culture, interpersonal communication, achievement motivation, and job satisfaction. The Organizational Behavior Integration Model from Colquitt argues that Organizational Culture has a direct effect on motivation and job satisfaction, but does not have a direct effect on organizational commitment [9]. Mathis in Newstoom and Davis shows that communication affects motivation. Reference [10,11,12] found in their research that achievement motivation has a direct effect on commitment. Reference [13] found that interpersonal communication has a direct effect on Achievement Motivation, Job Satisfaction, and Commitment. Reference [14] found in their research that organizational culture has a direct effect on commitment. Reference [15] found that Organizational Culture, Achievement Motivation, and Job Satisfaction influence Commitment; Likewise, Organizational Culture influences Achievement Motivation and Job Satisfaction. These studies are about organizational commitment. Reference [16] stated that commitment can be imposed on organizations, companies, jobs, policies. Lavelle and his colleagues [17] said that employees' work commitment is very important in their performance. Reference [18] examined nurses' occupational commitment to keep working without leaving work. Based on the studies that have been presented, it can be synthesized that any form of commitment can be researched and has a relationship with other variables. In line with this, the Commitment to Implementing the Education Quality Assurance Policy is part of the commitment which is influenced by a number of variables. Based on various theories that have been studied and also based on research results, it can be synthesized that organizational culture, achievement motivation, and job satisfaction have a direct effect on the commitment to implement quality assurance policies [19]. Alternative Hypothesis: 1. Organizational Culture has a direct effect on Achievement Motivation; 2. Interpersonal communication has a direct effect on Achievement Motivation; 3. Organizational Culture has a direct effect on Job Satisfaction; 4. Interpersonal Communication has a direct effect on Job Satisfaction; 5. Organizational Culture has a direct effect on the Commitment to Implementing the Education Quality Assurance Policy; 6. Interpersonal communication has a direct effect on the Commitment to Implementing the Education Quality Assurance Policy; 7. Achievement Motivation has a direct effect on the commitment to implementing education quality assurance policies; 8. Job Satisfaction has a direct effect on the Commitment to Implementing the Education Quality Assurance Policy.

2. Methodology and Materials

This research is ex post facto by taking primary data from 231 samples of 231 primary school principals in Deli Serdang Regency, North Sumatra Province, Indonesia. Samples were taken according to the Kritcie and Morgan table from 582 populations. The analysis technique used is descriptive and path analysis. Before the path analysis is carried out, the analysis requirements test is carried out which includes tests for normality, linearity and significance. The distribution of data is normally distributed, linear, and meaningful.

3. Result and Discussion

The distribution of research data for each variable shows the percentage of qualitative category trends, as shown in table 1, table 2, table 3, table 4, and table 5.

Table 1: Trend of Organizational Culture Variable Categories (X_1)

Class	Class Interval	Observation Frequency	Relative Frequency	Category
1	98.0 – 120	25	10.8%	Strong
2	75.0 – 97.5	113	49.0%	Strong enough
3	52.0 – 74.5	80	34.6%	Not strong enough
4	30.0 – 51.5	13	5.6%	Lemah

Table 2: Trend of Interpersonal Communication Categories (X_2)

Class	Class Interval	Observation Frequency	Relative Frequency	Category
1	62 - 76	26	11.3%	Good
2	48 - 61.75	101	43.7%	Pretty Good
3	33 - 47.25	81	35.1%	Not Good
4	19 - 32.75	23	9.9%	Bad

Table 3: Trend of Variable Achievement Motivation Categories (X_3)

Class	Class Interval	Observation Frequency	Relative Frequency	Category
1	114 - 140	34	14.7%	High
2	87 - 113	94	40.7%	High enough
3	60 - 86	83	35.9%	Not high enough
4	35 - 59	20	8.7%	Low

Table 4: Trend of Variable Job Satisfaction Categories (X_4)

Class	Class Interval	Observation Frequency	Relative Frequency	Category
1	92 - 112	28	12.1%	Satisfied
2	70 - 91	113	48.9%	Quite Satisfied
3	48 - 69	76	32.9%	Less Satisfied
4	28 - 47	14	6.1%	Not Satisfied

Table 5: Trend of Variable Commitment to Implementing the Education Quality Assurance Policy Categories (X_5)

Class	Class Interval	Observation Frequency	Relative Frequency	Category
1	95.5 - 116	14	6.12%	Strong
2	72.5 - 94.5	93	40.2%	Strong enough
3	49.5 - 71.5	106	45.9%	Not strong enough
4	29.0 - 48.5	18	7.8%	Weak

The results of the correlation analysis, pathways, and the results of testing alternative hypotheses are shown in Table 6 below.

Table 6: Summary of Correlation Analysis Results and Meaningfulness and Intermediate Path Analysis Exogenous Variables with Endogenous Variables, and research hypothesis testing.

Number Hypothesis	Coefficient Correlation	Coefficient Path	t_{count}	Signifi-cancy	Information	Alternative Hypothesis
	$r_{12} = 0.183$	$p_{21} = 0.183$	-	-	Unanalysis	
1	$r_{13} = 0.513$	$p_{31} = 0.459$	8.442	0.000	Meaningfull Path	be accepted
2	$r_{14} = 0.438$	$P_{41} = 0.388$	6.705	0.000	Meaningfull Path	be accepted
3	$r_{23} = 0.381$	$P_{32} = 0.297$	5.469	0.000	Meaningfull Path	be accepted
4	$r_{24} = 0.344$	$p_{42} = 0.273$	4.727	0.000	Meaningfull Path	be accepted
5	$r_{15} = 0.504$	$p_{51} = 0.121$	2.696	0.008	Meaningfull Path	be accepted
6	$r_{25} = 0.393$	$p_{52} = 0.093$	2.223	0.027	Meaningfull Path	be accepted
7	$r_{35} = 0.764$	$p_{53} = 0.421$	7.077	0.000	Meaningfull Path	be accepted
8	$r_{45} = 0.729$	$p_{54} = 0.340$	6.077	0.000	Meaningfull Path	be accepted

All path coefficients are significant because they have (tcount) greater than t table 5%, namely: 1.65 thus, all paths coefficient are significancy. Based on the results of hypothesis testing as shown in table 6, it can be concluded that the eight alternative hypotheses proposed can be accepted. Furthermore, the path of the causal variable relationship to the Commitment of Implementing Education Quality Assurance with its exogenous variables is shown in Figure 1 below.
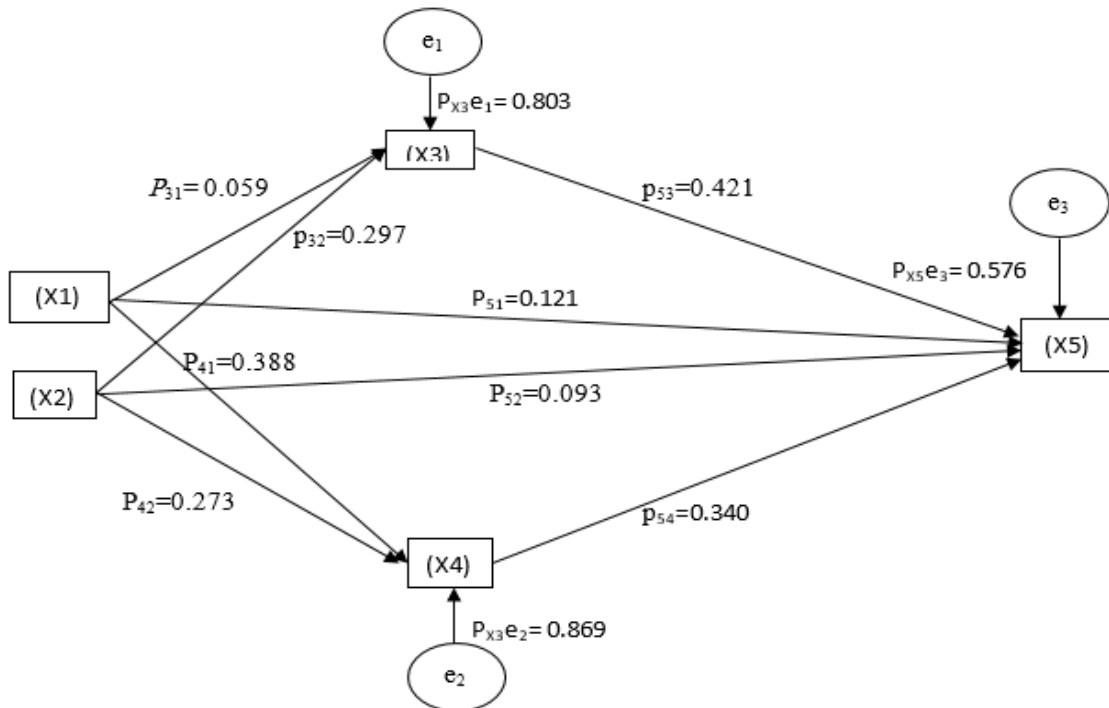
Figure 1: The path of the causal variable relationship to organizational culture (X_1), Communication Interpersonal (X_2), Achievement Motivation (X_3), and Job Satisfaction (X_4) on the Commitment to Implementing Education Quality Assurance (X_5)

The goodness of fit model is then carried out, which aims to test the fit of the proposed model with the data. Path analysis defines the fit (fit) of the proposed model with the data, if the sample correlation matrix is not much different from the reproduced correlation matrix or the expected correlation matrix.

Testing the suitability of the model using the formula:

$$Q = \frac{1 - R_m^2}{1 - M} \; ; \quad R_m^2 = 1 - \left(1 - R_1^2\right)\left(1 - R_2^2\right)\left(1 - R_3^2\right)\left(1 - R_4^2\right)$$

Table 7: Summary of the Calculation Results Proportional Direct Effect of Organizational Culture (X_1) and Interpersonal Communication (X_2) on Achievement Motivation (X_3)

Variable	Direct Effect Proportional to Achievement motivation (X_3)
Organizational Culture (X_1)	0.211
Interpersonal Communication (X_2)	0.088

Table 8: Summary of the Calculation Results Proportional Direct Effect of Organizational Culture (X_1) and Interpersonal Communication (X_2) on Achievement Motivation (X_3)

Variable	Direct Effect Proportional to Job Satisfaction (X_4)
Organizational Culture (X_1)	0.151
Interpersonal Communication (X_2)	0.075

Table 9: Summary of the Calculation Results of the Proportional Influence of Organizational Culture (X_1), Interpersonal Communication (X_2), Achievement Motivation (X_3), and Job Satisfaction (X_4) on Commitment to Implementing Education Quality Assurance Policies (X_5)

Variable	Effect Direct to X_5	Indirect to X_5 through: X_1	X_2	X_3	X_4	Total Effect	Not Path S	U
X_1	0.015			0.026	0.018	0.061	0.002	
X_2	0.009			0.015	0.011	0.037		0.002
X_3	0.177					0.312	0.021	0.114
X_4	0.116					0.258	0.028	0.114
Jumlah						0.668		

If all path coefficients are significant, then, so that Q = 1. If Q = 1, it indicates the fit of the perfect model. Based on the results of the above calculations, there is no insignificant coefficient of distance, meaning that Q = 1, so it can be concluded that the proposed model is a perfect fit (the fit is perfect) with the data. The path found was a

causal relationship or direct and indirect influence on exogenous variables. In line with this, it is shown in Table 7, Table 8, and Table 9, the proportional effect of each exogenous variable on the endogenous analyzed.

Information:

S = spurious component

U = unanalyzed compnent

Based on table 9 it can be seen that Organizational Culture (X_1), Interpersonal Communication (X_2), Achievement Motivation (X_3), and Job Satisfaction (X_4) on the Commitment to Implementing Education Quality Assurance Policies (X_5) = 0.387 + 0.049 + 0.232 = 0.668, whereas the influence of other factors outside of Organizational Culture (X_1), Interpersonal Communication (X_2), Achievement Motivation (X_3), and Job Satisfaction (X_4), namely 1 - 0.668 = 0.322 = 32.2% with path coefficients, namely: $\rho x_5 e_3$ = 0.576. The findings of this study show descriptively that the tendency of commitment to implementing the quality assurance policy of the Principals of Public Elementary Schools in Deli Serdang Regency, North Sumatra Province is less strong with a quantity of 45.9%. This is in accordance with the statement of the Head of the Quality Improvement Division of Educators and Education Personnel (PMPTK) of the North Sumatra Province Education Office [3,4]. If the commitment is in these circumstances, the quality of education will tend to be less than good. The principal as a manager in the school unit plays an important role in improving the quality of education in the school unit he leads. Relevant to this, Hechinger in the Directorate of Education Personnel [19] stated that good schools have never been led by bad principals and bad schools have been led by good principals. There were schools that failed to turn into success, on the other hand, schools that were successful had suddenly decreased in quality, therefore the increase or decrease in the quality of schools was very dependent on the quality of the school principal. Furthermore Pangaribuan reported back the explanation of the Ministry of National Education which estimated that 70% of school principals in Indonesia were incompetent [8]. This condition becomes a big problem, in addition to low competence, there is also a lack of strong commitment to implementing education quality assurance policies. It can be ascertained that the quality of primary school education in Deli Serdang district in the future will remain low. In line with this, it must be increased through research variables that influence it. The tendency of organizational culture is quite strong, namely in a quantity of 49%; Likewise, the tendency of interpersonal communication is quite good, namely in terms of quantity as much as 43.7%; the same thing the trend of achievement motivation is quite high, namely in quantity as much as 40.7; and the tendency of job satisfaction is quite satisfied, namely in quantity as much as 48.9%. The four variables that affect the commitment to implementing the quality assurance policy tend to be sufficient, so it can be seen that the tendency of this commitment follows the trend of the variables that influence it. In line with this, if the four exogenous variables are increased, the endogenous variable will increase. This is further strengthened by the alternative hypothesis testing which concludes that the variables of organizational culture, interpersonal communication, achievement motivation, and job satisfaction have a significant direct effect on the commitment to implementing education quality assurance policies. Seeing the proportional effect with the four exogenous variables of 66.8%; this is great so that an increase in organizational culture, interpersonal communication, achievement motivation, and job satisfaction ensures increased commitment to implementing quality assurance

policies. Interpending variables that directly affect the commitment to implementing education quality assurance can also be improved by improving organizational culture and interpersonal communication. Achievement motivation can be increased by 29.9% through improving organizational culture and interpersonal communication. However, the biggest increase of the two exogonus variables was organizational culture by 21.1%, while interpersonal communication was only 8.8%. Job satisfaction can also be increased by increasing organizational culture and interpersonal communication which amount is 22.6%. Organizational culture has a stronger influence on the commitment to implementing education quality assurance policies by 15.1% compared to interpersonal communication which is only 7.5%. The increase in the four exogenous variables, namely organizational culture, interpersonal communication, achievement motivation, and job satisfaction together shows that 66.8% affect the commitment to implementing education quality assurance policies. In line with this, it is very good to increase the commitment to implementing quality assurance policies through the model found in this study as shown in Figure 2 below.
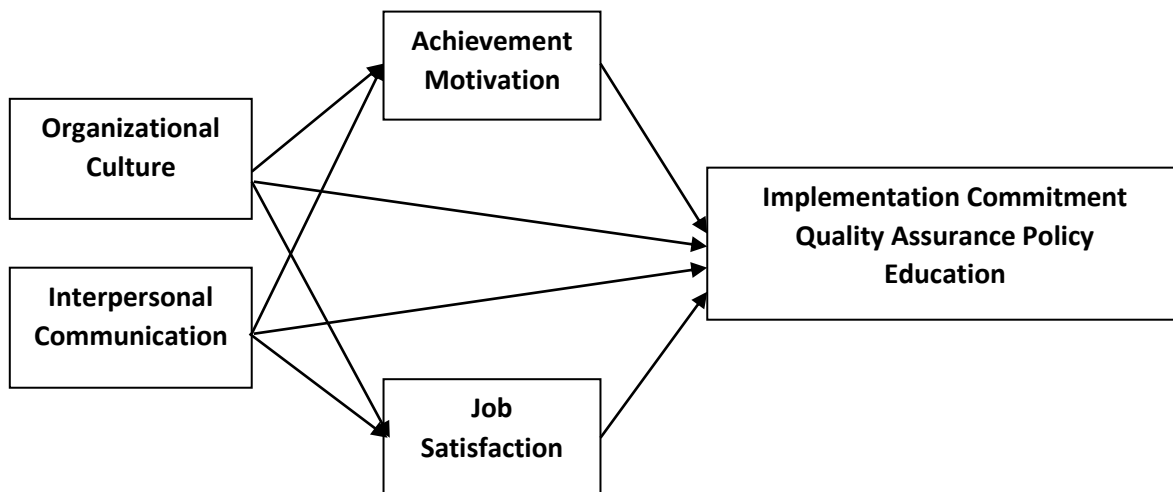
Figure 2: Model for Increasing Commitment to Implementing Education Quality Assurance Policies

This study synthesizes that ;

1. Organizational culture and interpersonal communication together and separately have a significant direct effect on Achievement Motivation;

2. Organizational culture and interpersonal communication jointly and individually have a significant direct effect on Job Satisfaction;

3. Organizational culture and interpersonal communication each have an indirect effect on the commitment to implementing education quality assurance policies through achievement motivation;

4. Organizational culture and interpersonal communication each have an indirect effect on the commitment to implementing education quality assurance policies through job satisfaction;

5. Organizational Culture, Interpersonal Communication, Achievement Motivation, and Job Satisfaction

collectively and individually have a significant direct effect on the commitment to implementing education quality assurance policies;

6. Increased commitment to implementing education quality assurance from the Principals of Public Elementary Schools throughout Deli Serdang Regency can use the Model of Increasing Commitment to Implementing Education Quality Assurance Policies found in this study.

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