



## The Influence of Total Quality Management (TQM) Implementation, Transformational Leadership, and Work Motivation on the Performance of Civil Servant Teachers in Public Senior High Schools and Vocational Schools

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**Abstract** This study aims to investigate the influence of Total Quality Management (TQM), Transformational Leadership, and Work Motivation on the Performance of Civil Service Teachers at Senior High Schools and Vocational High Schools in Education Branch Region IX of North Sumatera Provincial Education Office, both partially and simultaneously. This research employs a quantitative approach with an explanatory research design. The population consisted of 1,036 Civil Service Teachers from Senior High Schools and Vocational High Schools in Education Branch Region IX of North Sumatera Provincial Education Office. Data were collected through questionnaires distributed to a sample of 290 respondents. Data were processed using prerequisite tests and hypothesis testing through SPSS 26 software application. The research results revealed an  $R^2$  of 0.403, indicating that 40.3% of the independent variables (Total Quality Management, Transformational Leadership, and Work Motivation) influence the dependent variable (Teacher Performance), while the remaining 59.7% is attributed to other factors outside the studied independent variables. Partial testing demonstrated: 1. Total Quality Management (TQM) shows a positive and significant influence on Teacher Performance, with a significance value of  $t < 0.05$  ( $0.046 < 0.05$ ) and  $t$ -calculated ( $4.605$ )  $>$   $t$ -table ( $1.968$ ); 2. Transformational Leadership exhibits a positive and significant impact on Teacher Performance, with a significance value of  $t < 0.05$  ( $0.048 < 0.05$ ) and  $t$ -calculated ( $1.985$ )  $>$   $t$ -table ( $1.968$ ); 3. Work Motivation demonstrates a positive and significant effect on Teacher Performance, with a significance value of  $t < 0.05$  ( $0.002 < 0.05$ ) and  $t$ -calculated ( $6.086$ )  $>$   $t$ -table ( $1.968$ ). Simultaneous testing revealed a positive and significant influence among Total Quality Management, Transformational Leadership, and Work Motivation on Teacher Performance, with  $F$ -calculated ( $64.280$ )  $>$   $F$ -table ( $3.02$ ) and a significance value of  $0.000 < 0.05$ .

**Keywords:** Total Quality Management, Transformational Leadership, Work Motivation, Teacher Performance.

### 1. Introduction

Education is a process of acquiring knowledge, skills, values, and attitudes through experience, teaching, or training. Education aims to develop individual potential, both intellectually, emotionally, and socially, so that individuals can contribute positively to society. This process can occur in various environments such as schools, families, or communities, and can be formal or informal. Teachers play a crucial role in education as they are directly responsible for teaching, guiding, and developing learners. The quality of education is highly dependent on teachers' performance and fundamental abilities in executing their roles as educators, mentors, and instructors. The primary roles of teachers

include teaching, guiding, educating, and training students to optimize their individual potential. This aims to create high-quality individuals in both intellectual and character dimensions.

The Education Branch Region IX of North Sumatera Provincial Education Office serves as an extension of the North Sumatera Provincial Education Office to implement part of the government's educational responsibilities within its jurisdictional authority. Specifically, it manages educational affairs at the Senior High School (SMA), Special Needs School (SLB), and Vocational High School (SMK) levels in North Tapanuli and Humbang Hasundutan Regencies. The

total number of educational units at these levels within this branch is 78 (seventy-eight) units.

In accordance with the North Sumatera Governor's Regulation Number 28 of 2023, one of the primary responsibilities of the Education Branch Head is to coordinate, facilitate, develop, control, and evaluate the implementation of provincial government affairs in the educational sector within their respective branches. The Head of Education Branch Region IX has conducted training for all Senior High School, Vocational High School, and Special Needs School principals through leadership development meetings, providing guidance, direction, and presentations related to 21st-century leadership styles.

Furthermore, during monthly School Principals' Coordination Meetings (MKKS) for Senior High Schools and Vocational High Schools in North Tapanuli and Humbang Hasundutan Regencies, the Education Branch Head has encouraged all school principals to implement Total Quality Management and transformational leadership. Additionally, the Branch Head has issued a circular to school principals, explicitly requesting the implementation of Total Quality Management and transformational leadership within their respective educational institutions.

Based on field observations, some school principals in Education Branch Region IX have adopted leadership styles that motivate, foster enthusiasm and self-confidence among teachers in performing their duties. They involve teachers in problem-solving and emphasize the importance of maintaining work values and morals, leading with heart in alignment with Christian leadership principles.

However, the researcher also observed that some school principals have not effectively implemented good leadership practices. Some only approach teachers when they require specific information or have personal interests. Communication between supervisors and subordinates remains limited, often characterized by one-way communication from top to bottom, demanding task completion without considering workplace support facilities. Regarding work motivation and teacher performance, the researcher noted both positive and negative aspects during institutional training. Some teachers demonstrate exceptional work ethic, taking responsibility for their primary tasks and becoming "leadership's trusted individuals." These teachers appear consistently busy, often assigned continuous tasks beyond their core functions.

Conversely, the researcher also observed instances of suboptimal performance. Some teachers do not fully utilize working hours, spending time chatting in staff rooms or leaving the office during work hours for personal matters. Several teachers demonstrate lack of discipline through tardiness and premature departures, resulting in less-than-optimal performance. Suboptimal teacher performance directly impacts educational achievement and quality. The researcher suggests that these phenomena result from leadership behaviors, acknowledging that leaders inherently possess different approaches to leading their subordinates.

A leader's success in mobilizing subordinates to achieve established objectives heavily depends on their authority and ability to create work motivation. Motivation is essential in TQM and transformational leadership, as leadership fundamentally involves motivation, requiring leaders to collaborate effectively with subordinates to realize improved performance.

Based on these observations, the researcher aims to investigate and analyze the study titled: "The Impact of Total Quality Management (TQM) Implementation, Transformational Leadership, and Work Motivation on Civil Servant Teacher Performance in Senior High Schools and Vocational High Schools within Education Branch Region IX of North Sumatera Provincial Education Office."

## 2. Methods

Academic research frequently employs quantitative methodologies to investigate complex organizational dynamics, with this particular study utilizing an explanatory research design to comprehensively examine the intricate relationships between critical variables affecting educational performance. The research focuses on a sophisticated analytical framework that investigates the causal interconnections between Total Quality Management (TQM) implementation, Transformational Leadership, and Work Motivation as independent variables, and their collective impact on Civil Servant Teacher Performance within the Educational Branch Region IX of North Sumatera Provincial Education Office. By employing a rigorous quantitative approach, the study seeks to elucidate the nuanced mechanisms through which organizational strategies and motivational factors influence professional effectiveness in educational institutions.

The research methodology demonstrates methodological precision through its strategic sampling approach, drawing from a comprehensive population of 1,035 civil servant teachers across Senior High Schools and Vocational High Schools in the specified region. Utilizing the Slovin sampling formula, researchers systematically selected a representative sample of 290 participants, ensuring statistical robustness and minimizing potential sampling biases. This methodological strategy allows for a statistically significant investigation of the proposed hypothetical relationships between the identified variables, providing a nuanced understanding of the complex interactions within educational organizational contexts.

The explanatory research design enables a multifaceted analysis that transcends traditional descriptive approaches, focusing instead on hypothesis testing and causal relationship identification. By examining the variables both individually and simultaneously, the study offers a comprehensive perspective on the factors influencing teacher performance. This approach not only contributes to theoretical understanding but also provides practical insights for educational administrators and policymakers seeking to enhance organizational effectiveness and professional development strategies within the educational sector. The research's systematic methodology and comprehensive

analytical framework underscore its potential to generate significant empirical insights into organizational performance dynamics.

### 3. Results and Discussion

The contemporary educational landscape demands a sophisticated understanding of the complex factors that contribute to teacher performance and organizational effectiveness. This research explores the intricate relationships between Total Quality Management (TQM), Transformational Leadership, and Work Motivation as critical determinants of teacher performance in educational institutions. By examining these interconnected variables, the study seeks to provide comprehensive insights into the mechanisms that drive professional excellence and organizational development in the educational sector.

#### 3.1 Total Quality Management (TQM) and Its Impact on Teacher Performance

Total Quality Management represents a holistic organizational approach that transcends traditional management paradigms, emphasizing continuous improvement, systematic processes, and organizational culture transformation. In the educational context, TQM is not merely an administrative strategy but a fundamental philosophy that reshapes institutional dynamics and professional practices. Research by Ibrahim and Rusidana (2021) underscores the critical importance of understanding TQM within educational environments, highlighting its potential to cultivate a robust quality-oriented culture.

The empirical investigation reveals a statistically significant positive correlation between TQM implementation and teacher performance. Statistical analysis demonstrates that the t-value for the TQM variable significantly exceeds the critical threshold ( $t_{\text{calculated}} = 4.605 > t_{\text{table}} = 1.968$ ), with a remarkable significance level of 0.000, which is substantially lower than the conventional  $\alpha=0.05$  significance level. This robust statistical evidence substantiates the profound impact of TQM on enhancing teacher professional capabilities and institutional effectiveness.

#### 3.2 Transformational Leadership and Its Influence on Professional Performance

Transformational leadership emerges as a pivotal factor in organizational development, particularly within educational institutions. Bass and Avolio's seminal work (2004) articulates the distinctive characteristics of transformational leadership, emphasizing its proactive and motivational dimensions. Such leadership transcends traditional hierarchical interactions, characterized by heightened environmental sensitivity, strategic vision articulation, and the ability to inspire and engage organizational members.

The research findings validate the significant positive relationship between transformational leadership and teacher performance. Statistical analysis reveals a t-value of 1.985, surpassing the critical t-table value of 1.968, with a significance level of 0.048 – well within the acceptable statistical parameters. This empirical evidence underscores the critical role of transformational leadership in fostering a

dynamic, innovative, and high-performing educational environment.

#### 3.3 Work Motivation and Its Correlation with Professional Excellence

Work motivation represents a complex psychological construct that significantly influences professional performance and job satisfaction. Recent scholarly investigations, such as the research by Winario et al. (2023), emphasize the intricate relationship between work motivation and enhanced professional outcomes. Motivation serves as a fundamental catalyst that propels individuals toward sustained professional excellence and organizational commitment.

The statistical analysis provides compelling evidence of the strong positive correlation between work motivation and teacher performance. With a remarkable t-value of 6.086, substantially exceeding the critical threshold, and a significance level of 0.000, the research unequivocally demonstrates the transformative potential of robust work motivation in educational settings.

#### 3.4 Integrated Variable Interaction

The most significant finding emerges from the simultaneous analysis of TQM, Transformational Leadership, and Work Motivation. The research reveals a comprehensive and statistically robust relationship between these independent variables and teacher performance. The F-test results substantiate this conclusion, with an F-calculated value of 64.280 significantly surpassing the F-table value of 3.02, and a remarkably low significance level of 0.000.

This comprehensive investigation provides nuanced insights into the complex dynamics influencing teacher performance. The statistically significant positive correlations between TQM, Transformational Leadership, Work Motivation, and professional performance underscore the multifaceted nature of organizational effectiveness in educational institutions. The research highlights the critical importance of: Implementing holistic Total Quality Management strategies, cultivating transformational leadership approaches, and developing robust work motivation mechanisms

Educational administrators and policymakers can leverage these findings to design targeted interventions that enhance professional development, organizational culture, and ultimately, educational outcomes. Future scholarly investigations could explore: longitudinal studies examining the sustained impact of these variables, cross-cultural comparative analyses, and deeper qualitative investigations into the mechanisms of interaction between these organizational factors. By continuing to unravel the complex dynamics of organizational performance, researchers can contribute to the ongoing evolution of educational management strategies and professional development frameworks.

### 4. Conclusion

The implementation of Total Quality Management (TQM) by school principals demonstrates a statistically significant positive influence on teacher performance. This is

substantiated by the regression coefficient for the Total Quality Management variable (X1), which exhibits a positive value of 0.181, with the t-test results revealing that the calculated t-value (4.605) exceeds the critical t-table value (1.968), and the significance level of 0.000 is below the standard  $\alpha=0.05$  threshold. Consequently, as the quality of TQM implementation by school principals improves, the performance of Civil Servant Teachers in Senior High Schools and Vocational High Schools within Education Branch Region IX of North Sumatera Provincial Education Office correspondingly enhances.

Transformational leadership executed by school principals similarly exhibits a statistically significant positive impact on teacher performance. This is evidenced by the regression coefficient for the transformational leadership variable (X2), which demonstrates a positive value of 0.107. The t-test results confirm that the calculated t-value (1.985) surpasses the critical t-table value (1.968), with a significance level of 0.048, which is below the  $\alpha=0.05$  significance threshold. Accordingly, as the implementation of transformational leadership by school principals becomes more sophisticated, the performance of Civil Servant Teachers in the specified educational institutions correspondingly improves.

Teacher work motivation manifests a statistically significant positive influence on teacher performance. This is substantiated by the regression coefficient for the work motivation variable (X3), which presents a positive value of 0.462. The t-test results definitively show that the calculated t-value (6.086) exceeds the critical t-table value (1.968), with a significance level of 0.000, which is substantially below the  $\alpha=0.05$  threshold. Consequently, as the work motivation of Civil Servant Teachers in Senior High Schools and Vocational High Schools within Education Branch Region IX of North Sumatera Provincial Education Office increases, their professional performance proportionally escalates.

A statistically significant positive correlation exists among Total Quality Management (X1), Transformational Leadership (X2), and Work Motivation (X3) in their collective (simultaneous) impact on teacher performance (Y). This is empirically validated through the F-test, where the calculated F-value substantially exceeds the critical F-table value, and the significance level is markedly lower than the  $\alpha=0.05$  threshold. Specifically, the calculated F-value of 64.280 surpasses the F-table value of 3.02, with a significance level of 0.000, which is below the standard statistical significance criterion.

Fundamentally, the synergistic interaction of these three variables creates a productive and supportive educational environment, enabling Civil Servant Teachers in Senior High Schools and Vocational High Schools within Education Branch Region IX of North Sumatera Provincial Education Office to optimize their performance and deliver high-quality educational experiences to students. The comprehensive analysis underscores the intricate and interconnected nature of organizational factors that contribute to educational excellence, highlighting the critical role of strategic

management, transformative leadership, and intrinsic motivation in enhancing professional effectiveness.

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