

Effectiveness of Implementation of Quality Management System ISO 9001: 2008 at Vocational High School, North Sumatra in the terms of Principal Leadership, Organizational Commitment and School Climate Factors

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Abstract: *This study aims to discuss (1) the direct effect of partial and together the principal's leadership and commitment to the organizational climate of the school, (2) the indirect effect partial principal leadership and organizational commitment to the effective implementation of Quality Management System (QMS) ISO 9001: 2008 through climate of the school, (3) the effect of partially and together factors of school leadership, organizational commitment and school climate on the effectiveness of implementation of ISO 9001: 2008. This research is descriptive and associative, with quantitative methods. The study population was vocational high school in North Sumatra province that have implemented QMS ISO 9001: 2008 up to December 2013 amounted to 34 vocational high school. Number of respondents 775 people consisting of principals, vice principals, Quality Management Representative, teachers and staff. Respondent determined by proportional random sampling technique. The research data was collected using a questionnaire. Hypothesis testing was done by using descriptive and path analysis. The results showed that the partial, improvement of school leadership and organizational commitment can improve the working climate of the school. Taken together the principal's leadership and organizational commitment can explain 98.4% of the school climate. Partial improvement of school leadership and organizational commitment can improve the effectiveness of the implementation of QMS ISO 900: 2008 through the work of the school climate. Furthermore, partial improvement of school leadership, organizational commitment and work of the school climate can improve the effectiveness of QMS ISO 900: 2008, and together can explain 97.7% effective implementation of QMS ISO 900: 2008. Path coefficient is the largest working climate, which is 0.724. Based on the research findings, that for vocational high school that has implemented QMS ISO 9001: 2008 in North Sumatra province, concluded (1) principal leadership and school organizational commitment partially and jointly direct effect on the school climate, (2) leadership school, school climate and organizational commitment partially and together directly influence the effectiveness of the implementation of QMS ISO 900: 2008, (3) the principal's leadership and organizational commitment partially and jointly indirect effect on the effectiveness of the implementation of QMS ISO 900: 2008 through the school climate.*

Keywords: *effectiveness of implementation QMS, principals leadership, organizational commitment and school climate.*

I. Background

Quality management principles in vocational high school is needed to ensure all functions are run by managers of education under the leadership of the principal as a top manager, leading to efforts that all services provided by the school as much as possible according to customer requirements. In other words, services that satisfy the customer (customer satisfaction), even if it allows such services exceed customer expectations. In addition, due to evolving customer needs, the quality management are also expected to ensure that quality development is also conducted continuously (continuous quality improvement). Both of these are the focus of quality management, including the vocational school as an organization. Today has developed an approach, especially in the managerial process, namely the Quality Management System (QMS). QMS is a management system oriented customer satisfaction with the first principle of pursuing the activities carried out correctly (right first time) through continuous improvement. Implementation of Quality Management System in the school, as a leading organization in the national education system of Indonesia, is expected to become one of the efforts in improving the quality of education in Indonesia. This fits well with the expectations of the implementation of the new paradigm of national education, after over 32 years in the New Order era, have been accustomed to a centralized management education, which makes the role of the school management is just as executor of the activities outlined rigidly from the center. However, in the new paradigm of education, which is applied after Indonesia entered the reform era as a replacement for the New Order era, a new way of looking that school is the most understand what and how its needs, how to manage resources that are most appropriate

for school. This perspective gave a new management concept for the school, called the School Based Management (SBM).

When the school management is seen as one of the factors that affect the quality or performance of the school, then the implementation of School Based Management (SBM) into a very appropriate vehicle for implementing quality management systems in schools, to ensure that the quality assurance of education products and services into a culture, that culture of quality assurance. The concept of improving the quality of school-based education is based on the principle that schools should be given credence in the form of autonomy, to organize and take care of himself, according to the internal and external conditions, and in accordance with the needs of its customers. School-based management provides an opportunity for the school to determine what will be done and how to do it, of course with the provisions remain in a great frame of Indonesian National Education System. The implementation of SBM puts school will be a major determinant of the quality of the school, and the key is how quality is managed and developed. This demand is slowly but surely making the school began to implement a Quality Management System (Total Quality Management). In the implementation, because the management of the quality of a system, the more popular title is Quality Management System (QMS), or in terms of the Quality.

Management System internationally known. QMS implemented in vocational high school is expected to answer the complaints of society, business and industrial world as users vocational graduates, to improve the quality of vocational education graduates. Implementation of Quality Management System in line with the policy Repositioning vocational high school (SMK) and general high school (SMU) becomes 70:30. Due to the success of vocational education, open a specified amount (quantity), but the quality is far more important. While quality can only be obtained through a quality process, the quality of the management process approach, it is appropriate to be applied in vocational.

In 2013, based on data Main Directorate of Vocational amount vocational high school in North Sumatra as many as 209 vocational high school. Of these up to December 2013 there were 34 vocational high school that has implemented QMS ISO 9001: 2008. Some of the problems that occur in the application of QMS ISO 9001: 2008 are described briefly below.

First, the issue of organizational commitment. If re-consider the background of the application of QMS ISO 9001: 2008, the ideas and the drive to implement QSM is not coming from the awareness of internal or vocational initiatives concerned, but more because of the encouragement and even obligation as a condition for being nominated as international standard in vocational high school. Though the effectiveness of implementation of QMS ISO 9001: 2008, is largely determined commitment of all citizens of the school, because quality requires coordination and cooperation among individuals and units at the respective schools.

Second, false perspective, which assumes that the certificate of QMS ISO 9001: 2008 as a destination. This viewpoint is made that the availability of documents supporting the primary work of implementation. In fact, the actual Quality Management System is in the process, and the document is as physical evidence of the implementation process that always give priority to quality. Quality Management System (QMS) is not objective, but the QMS is a tool and guide to the make sure that quality and continuous improvement is Carried out, according to the author's inherent in the memory when received training on QMS.

Third, the lack of a working environment that promotes a culture of quality schools. Indeed, when a school has implemented QMS ISO 9001: 2008, then ideally slowly but surely, becoming very thick quality culture in the school environment. But according to the author's observation, almost no significant differences between the school climate in which vocational high school has implemented ISO 9001-2008 QMS with CMS not apply. One of the purposes of the application of QMS ISO 9001: 2008 is a guarantee of the quality improvement. The main indicator of the quality improvement is marked by the emergence of creative activities and innovative.

ourth, the issue of school leadership. Autonomous schools are supposed to be a big capital in the effectiveness of the quality management system. Ideally, the biggest consideration in determining a person to occupy the post of principal is the consideration of professionalism. But in fact common in the field of education, the principal office has become a political position, which is often the biggest consideration is not determined ownership of competence, but rather based on political considerations. Concerns and the threat of loss of position become part of the principal. This has an impact on the ownership certificate of QMS ISO 9001: 2008 by the school, just as the administrative and legal requirements only, since escaped the attention of the principal priorities. Management science is standard put forward one of the key requirements of the most crucial in the effective implementation of the Quality Management System at the school is the principal's leadership role. Implementation of QMS ISO 9001: 2008 in any organization, leadership commitment is a necessary condition that can not be negotiated, but it is one of necessity. The headmaster of the ownership is expected to be motivator for enhancing competence and exemplary in the application of quality culture, which will then be followed by the school community. New paradigm in educational management, the concept of School-Based Management, should be a very positive moment to implement a culture of quality in vocational education, because theoretically MBS gives broad authority to the leadership of the principal.

II. Literature Review

1. Effectiveness of Implementation of Quality Management System ISO 9001: 2008 at Vocational High School

Gibson et al (1995:28) suggested several criteria for assessing the effectiveness, which in the context of organizational behavior is the optimal relationship between the seven criteria, namely: 1) productivity, 2) quality, 3) efficiency, 4) flexibility, 5) satisfaction, 6) the nature of excellence and 7) development. The seven criteria when grouped can be divided into four categories, namely 1) the organization, 2) the environment, 3) workers, and 4) management practices. This is in line with the opinion of Steers (1997:9) which states in essence, the factors which support the ultimate success of an organization can be found in four general groups. The four common groups are: (1) characteristics of the organization, (2) the characteristics of the environment, (3) characteristics of workers, and (4) Characteristics of management policies and practices. Steers believes that the effectiveness of the organization is seen as the ultimate goal. Steers added, that the best way is to investigate the effectiveness of simultaneous attention to three interrelated concepts: (1) understand about the optimization goals, (2) systematic perspective, and (3) the pressure in terms of human behavior in organizational structure (Steers, 1997: 4-6). Steers see that, related to the assessment of the effectiveness of three things: an understanding of the optimization goals of the organization, knowing the systematic perspective, and an emphasis on human behavior in terms of the organizational structure. These three things are a unity that builds effectiveness. Based on the above, it can be concluded that the assessment or measurement of effectiveness is the extent to which the achievement of an organization, program or policy as compared to the targeted objectives or planned, and can significantly impact perceived by the target group. Measurements can be carried out is through productivity, satisfaction, excellence, quality, and development. While the factors that influence it can be grouped into four categories, namely: (1) characteristics of the organization, (2) the characteristics of the environment, (3) characteristics of the organization's members, and (4) Characteristics of policy and management practices ".

2. School Climate

In concept, the working environment in the school climate is defined as a set of attributes that gives color or character, spirit, ethos, spiritual atmosphere, from any school (Fisher & Fraser, 1990; Tye, 1974). Litwin and Stringer (1968) explains that the school climate is defined variously by scholars, as a result of the subjective perception of the formal system, the informal style of the principal and other important environmental factors that influence the attitudes, beliefs, values and motivations of individuals who are at the school. Many researchers have identified a variety of dimensions to measure school climate. One of them according to Halpin & Croft in Gunbayi (2007: 2), who proposed eight dimensions of organizational climate. Four of them focus on teacher behavior, namely disengagement, hindrance, esprit and intimacy. Four dimensions again focus on the behavior of the principal, that aloofness, production, thrust, and consideration. 1968 Harvard Business identified six dimensions of school climate, namely flexibility, responsibility, standards, rewards, clarity and team commitment. Schneider in 1983 suggested six dimensions of organizational climate, ie organizational support, quality members, openness, supervisory style, members and member autonomy conflict.

3. Leadership Principal

Daft (2005: 5) states that leadership is a relationship between the leader and a follower or subordinate in realizing the goal. Referring to this definition, means leadership has elements of leader, follower, influence, purpose, responsibility, personal integrity, change and a common goal. Daft stated that leadership is an influence relationship among leaders and followers who expect real change corresponding common goal, for a united effort anyway. Smith (1997: 3) states the leader must have the ability to develop a vision, the vision of womanly skills change action and directing skills to help other people to carry out various aspects of the vision. Thus the ability of leadership means developing the skills shown by the vision, sets out the vision into action and move his followers to realize the vision through action. In various notions of leadership mentioned above, contained a claim that someone who runs a leadership function is required to have certain skills. However, the capabilities and skills are not enough, the leadership should be supported ownership attitude, because a leader must be able to adapt to the needs. This aspect is an aspect of wisdom. Stoner et al (2003: 163) states that leadership is not only dependent on certain properties, but is more dependent on how well the properties of the leader to the needs and situation.

Timpe (2004: 9) says leadership is not the same as management. Leadership ability is something higher ability of management skills. Daft (2005: 5) states that leadership is a relationship between the leader and a follower or subordinate in realizing the goal. Referring to this definition, means leadership has elements of leader, follower, influence, purpose, responsibility, personal integrity, change and a common goal. Daft stated that leadership is an influence relationship among leaders and followers who expect real change corresponding common goal, for a united effort anyway. Smith (1997: 3) states the leader must have the ability to develop a

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4. Organizational Commitment

The importance of the commitment of the organization is strengthened by a series of studies that show a strong correlation between organizational commitment with job performance. (Luthans, 2002: 237). Almost similar to the opinion of Meyer and Allen, Munandar (2004: 75) cites the opinion of Griffin and Bateman describes three dimensions of organizational commitment are: 1) personal desire to maintain membership in the organization, 2) belief and acceptance of the values and goals of the organization, 3). willingness to devote conscious effort for the benefit of the organization. The discussion about the commitment definitions above, it appears the experts provide a variety of definitions of organizational commitment. But apparently converging on the understanding that almost similar. Based on various definitions of organizational commitment, it can be concluded that organizational commitment is the attitude of members of the organization that describes the level of acceptance and confidence in the values and goals of the organization, which is demonstrated in consistent behavior to engage activities to achieve organizational goals and desire to remain part of the organization.

III. Research Methodology

This research is descriptive and associative, with quantitative methods. The study population was vocational high school in North Sumatra province that have implemented QMS ISO 9001: 2008 up to December 2013 amounted to 34 vocational high school. Number of respondents 775 people consisting of principals, vice principals, Quality Management Representative, teachers and staff. Respondent determined by proportional random sampling technique. The research data was collected using a questionnaire. Hypothesis testing was done by using descriptive and path analysis.

IV. Research Results

Based on these data and results that have been implemented and presented in accordance with scientific principles of effective implementation of QMS ISO 9001: 2008 at vocational high school in North Sumatra, proving the following:

1. Leadership principals directly affect the school climate. This means that if the leadership of the principal is increased, there will be an increase in the effectiveness of the implementation of QMS ISO 9001: 2008. The results of data processing research found that the magnitude of the direct effect of principal leadership on the climate of the school or schools of 0.228 or 22.8 percent. What this means is that 22.8 percent of school climate change can be explained by the variables of school leadership.
2. Organizational commitment directly influence the school climate. What this means is when organizational commitment was grown and maintained, it will increase the conductivity of the school climate. The results of data processing research found that the magnitude of the direct effect of organizational commitment on the school climate of 0.268 or 26.8 percent. What this means is that 22.8 percent of school climate change can be explained by the variable organizational commitment.
3. Leadership principals directly affect the effectiveness of the implementation of QMS ISO 9001: 2008. This means that if the leadership of the principal increases, the tendency of the effectiveness of the implementation of QMS ISO 9001: 2008 will increase. The results of data processing research found that the magnitude of the direct effect of principal leadership on the effectiveness of the implementation of QMS ISO 9001: 2008 amounted to 0,024, or 2.4 percent. That is 2.4 percent of the variance is the effective implementation of QMS ISO 9001: 2008dapat explained by the variables of school leadership.
4. Commitment to the organization directly influence the effectiveness of QMS ISO 9001: 2008. This means that if organizational commitment increases, the tendency of the effectiveness of the implementation of QMS ISO 9001: 2008 will increase. The results of data processing research found that the magnitude of the direct effect of the organization's commitment to the effective implementation of QMS ISO 9001: 2008 amounted to 0.268 or 26.8 percent. This means that 26.8 percent of the variance is the effective implementation of QMS ISO 9001: 2008 can be explained by the variable organizational commitment.
5. School climate directly influence the effectiveness of QMS ISO 9001: 2008. This means that if conductivity school climate increases, the tendency of the effectiveness of the implementation of QMS ISO 9001: 2008 will increase. The results of data processing research found that the magnitude of the direct effect of climate on the effectiveness of the implementation of the organization's work QMS ISO 9001: 2008 amounted to

0.524 or 52.4 percent. This means that 52.4 percent of the variance effective implementation of QMS ISO 9001: 2008 is explained by climatic variables of school work.

6. Leadership principals indirectly affect the effectiveness of the implementation of QMS ISO 9001: 2008 through the work of the school climate. This means that if the leadership of the principal increases, the tendency of the effectiveness of the implementation of QMS ISO 9001: 2008 will be enhanced by conductivity of school climate. The results of data processing in this study found the magnitude of the indirect effect of school leadership on the effectiveness of the implementation of QMS ISO 9001: 2008 through the school climate at 0.346 or 34.6 percent. What this means is 34.6 percent effective implementation of QMS variant ISO 9001: 2008 is explained by the variables of school leadership through school climate.
7. Organizational commitment indirect influence on the effectiveness of the implementation of QMS ISO 9001: 2008 through the school climate. This means that if organizational commitment increases, the tendency of the effectiveness of the implementation of QMS ISO 9001: 2008 will be enhanced by the school climate. The results of data processing in this study found the magnitude of the indirect effect of organizational commitment to the effective implementation of QMS ISO 9001: 2008 through the work of the school climate by 0,375 or 37.5 percent. What this means is 37.5 percent effective implementation of QMS variant ISO 9001: 2008 is explained by the variable organizational commitment through school climate.
8. The principal's leadership and commitment to the organization jointly influence the school climate. This means that if the principal's leadership and enhanced organizational commitment together, the tendency of the school climate will increase. The results of data processing in this study found the level of influence of the principal's leadership and organizational commitment together on the school climate is 0.984 or 98.4 percent. This means that 98.4 percent of the variance of the school climate can be explained jointly by the variable of school leadership and organizational commitment.
9. The principal's leadership, organizational commitment and school climate together influence the effective implementation of QMS ISO 9001: 2008. This means that if the principal leadership, organizational commitment and school climate improved together, then the tendency of the effectiveness of the implementation of QMS ISO 9001: 2008 will increase. The results of data processing in this study found the level of influence of school leadership, organizational commitment and school climate on the effectiveness of the implementation of QMS ISO 9001: 2008 together is 0.977 or 97.7 percent. That is 97,7persen variance effective implementation of QMS ISO 9001: 2008 can be explained jointly by the variable of school leadership, organizational commitment and school climate.

V. Suggestion

Based on the conclusions and implications, can put forward some suggestions for improving the effectiveness of the implementation of QMS ISO 9001: 2008 in order to improve the quality and service quality of vocational education in vocational high school in North Sumatra as follows:

1. Department of Education District / City
district Education Office / City needs to do intensive training especially to vocational high school has implemented QMS ISO 9001: 2008 as a program of ISO 9001: 2008, is able to create a better quality of service, which in turn creates high quality graduates. District Education Office / City also need to consider the provision of an adequate budget for the vocational high school to the needs of the application of QMS especially with regard to the fulfillment of the facilities and infrastructure in order to improve the quality of school services.
2. Industry
Industry as a user of vocational graduates should contribute to vocational high school in order to improve the quality of vocational graduates. Contributions may be in the form of cooperation vocational high school- industry in the recruitment of graduates of vocational, apprenticeship opportunities and job training for vocational students to aid delivery of educational facilities can help increase the quality of learning and the quality of vocational graduates.
3. Principal of vocational high school.
In order to improve the quality of vocational school then let principals continuously improve their competence. With a good competency, the principal will be able to lead the school in accordance with the conditions desired by the school community. Good leadership will be able to create a harmonious working relationship between the school community. Good leadership shown by the principal of the school will build a conducive work climate. School principals should show commitment in implementing QMS at the school. The commitment shown by the principal is very important as a school principal can be a role model and an example for the school community. Modeling a head of school will be a major initiator forming work culture and climate of the school.

4. Teachers and Staff / Employees of vocational high school.
The teachers and staff / employees need to continue to demonstrate commitment and support related to the implementation of QMS in an effort to improve the quality of learning and vocational quality. Teachers need to develop innovation and creativity both in the learning process and in the development of themselves. The staff / employees need to give better services for students, parents of students and business partners of vocational high school.
5. Center of Development and Empowerment for Teacher and Education Personnel (PPPPTK BBL) Medan.
BBL PPPPTK Medan is responsible for the quality of vocational teachers in the auxiliaries. In 2014 PPPPTK BBL Medan is actually responsible for the dissemination of curriculum 2013 for principals and teachers of vocational schools in North Sumatra. Charges in the training closely related to improving the competence and quality of principals and teachers. Therefore, PPPPTK BBL Medan can organize the training as well as possible so that principals and teachers can apply well in their respective schools.

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