

Quality Management Of Private Tsanawiyah Madrasahin Bandar Lampung City

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Abstract

The problems found in this study are Private MTs difficulties to meet the quality standards contained in the 8 national education standards, as many as 37% of private MTs have an C accreditation score, and almost 80% of private MTs teachers are categorized as unfit. The low quality of the madrasah is indicated because of the low work commitment, compensation, quality culture, and teacher performance. Therefore, further research was conducted to determine the effect of work commitment, compensation, and quality culture on teacher performance and the quality of private MTs in Bandar Lampung City, so as to find an effective and efficient madrasah quality management model, especially those with private status in Bandar Lampung City. This research is a type of survey research using quantitative methods. The sample in this study was 221 private MTs teachers in Bandar Lampung City. Data collection tools in this study were questionnaires and data analysis techniques using path analysis and multiple regression analysis, followed by qualitative descriptions to obtain a clearer picture. The results of the study found that: (1) There was an effect of commitment on teacher performance, namely 56.8% which was categorized as moderate, especially on indicators normative commitment. (2) There is an effect of compensation on teacher performance, namely 94.2% which is categorized as very strong/very high, especially on the safe indicator. (3) There is an influence of quality culture on teacher performance, namely 87.8% which is categorized as having a strong influence, especially on indicators of customer focus. (4) There is a simultaneous influence of commitment, compensation, quality culture on teacher performance of 94.5% which is categorized as very strong. (5) There is a direct effect of commitment on the quality of madrasah, namely 43.2% which is categorized as moderate, especially on indicators normative commitment. (6) There is a direct effect of compensation on the quality of madrasah, namely 56.3% which is categorized as having a moderate effect, especially on the safe indicator. (7) There is a direct influence of quality culture on the quality of madrasah, namely 64.8% which is categorized as moderate, especially on indicators of customer focus (8) There is a direct influence of teacher performance on the quality of madrasah, namely 51.3% which is categorized as moderate, especially on indicators carry out the teaching and learning process. (9) There is an effect of commitment, compensation, quality culture, and teacher performance, simultaneously on the quality of madrasah by 69% which is categorized as very strong/very high influence. The most dominant factor influencing the quality of private MTs in Bandar Lampung City is quality culture. These findings indicate that a positive quality culture can further improve the quality of private MTs in Bandar Lampung City.

Keywords: quality, performance, commitment, compensation, quality culture

INTRODUCTION

Madrasah is an Islamic educational institution that is integrated with the national education system. The history of madrasah in the past is reminiscent of an institution that experienced discrimination. However, the existence of madrasah is very much needed by the community. Law No. 2 of 1989 concerning the National Education System, for example, shows how madrasah are an integral part of Indonesia's national education. This law mandates madrasah to carry out transformations so that they change from religious educational institutions to schools with Islamic characteristics. This certainly strengthens the status of madrasah as part of the national education system. Thus, madrasah as educational institutions in Indonesia, also play a strategic role in improving the quality of human resources.

This means that being part of the national education system does not mean that madrasah will automatically become better. After being integrated into the national education system, madrasah now also have to compete with schools as educational institutions that are usually established first. In the context of madrasah, the challenges are even more complex because of the demands for the development of Islamic values in students as subjects of education. Therefore, madrasah need to make greater efforts in improving the quality of madrasah.

One of the problems facing developing countries like Indonesia is international competitiveness. In 2020, Asian countries with the best positions are occupied by Japan at 11th place, Singapore at 19th place, South Korea at 22nd position, and China at 24th in the world. Meanwhile, Indonesia is ranked 55th in the world. This position is up from 2019 which was in the 56th position in the world. Indonesia is above Panama, Morocco, Peru, Oman, Tunisia, Vietnam, Ecuador, and Myanmar.

In this 2020 world's best education system research, Indonesia occupies the 70th position out of a total of 93 countries ranked. **The Organization for Economic Cooperation and Development (OECD) noted that the ranking of Indonesia's Program for International Student Assessment (PISA) based on the 2020 survey was at the bottom. PISA itself is an international assessment method that is an indicator to measure the competence of Indonesian students at the global level. For the value of reading competence, Indonesia is ranked 72 out of 77 countries. For Mathematics scores, it is ranked 72 out of 78 countries. While the value of Science is ranked 70 out of 78 countries. This value tends to stagnate in the last 10-15 years.**

A number of assessments above are not able to cover all aspects of the dimensions of education in Indonesia, especially in Islamic educational institutions. However, the data confirms

that the quality in Indonesia is still very low. Nevertheless, the assessment above and the like can be referred to as a guideline for improving the quality of education in Indonesia, including madrasah, especially in private madrasah. Director of Madrasah Curriculum, Facilities, Institutions and Student Affairs (KSSK) of the Ministry of Religion Ahmad Umar said that so far, private madrasah have had difficulty meeting the quality standards contained in the 8 national education standards. The Ministry of Religion (Kemenag) said the percentage of the number of public madrasah was only 5 percent and 95 percent of private madrasah. In general, the condition of private madrasah in Indonesia was established by the community with limited conditions.

The National Accreditation Board for Schools/Madrasah (BAN-S/M) accredits 62,365 schools or madrasah throughout Indonesia from SD, MI, SMP, MTs, SMA, MA, SMK, SLB, SDLB, SMPLB, to SMALB levels. Of these, there are 1,416 schools that are not accredited. Of the 62,365, 15,805 were spread to rank A or with a percentage of 25.34%. Rank B was 33,827 or 54.24%. C rating is 11,317 or 18.15%, and has not been accredited as much as 1,416 or 2.27%.

National Emis data shows that out of 10,365 MTs, only about 20% can be considered good. While the remaining 80% is in the opposite condition. To see from the condition of these madrasah, it can be seen from the aspects of management, financing, geographical location and parents of students. According to data from the Ministry of Religion, almost 80 percent of private madrasah teachers are in the unfit category (Murthado, 2012: 91).

The quality of madrasah, especially in MTs, especially in Bandar Lampung City, based on EMIS data for the 2019/2020 school year, it is known that of the 30 MTs in Bandar Lampung City, there are 11 (eleven) or 37% MTs who get a C accreditation and only 2 (two) or 6.7% MTs that received A accreditation. Of the 30 MTs in Bandar Lampung City, the smallest accreditation score was 56 which was categorized as very low.

The Ministry of Religion (Kemenag) explained that in general the conditions for private madrasah in Indonesia were established by the community with limited conditions. This makes it difficult for private madrasah to meet the quality standards contained in the 8 national education standards. This explanation is very concerning because of the total number of madrasah in Indonesia, as many as 92.1% of these madrasah are private. Even in the city of Bandar Lampung, of the total madrasah, both MI, MTs, and MA, there are 108 madrasah, 85.2% of madrasah are private. If it is devoted to MTs, of the 30 MTs in Bandar Lampung City, 93.3% are private. If you look at the accreditation value of Private MTs in Bandar Lampung City, 37% of Private MTs still get an accreditation score of C. These data indicate that the quality of Private MTs in Bandar Lampung City

is still less than optimal. The low quality of the madrasah is indicated because of the low work commitment, compensation, quality culture, and teacher performance. Therefore, further research was conducted to determine the effect of work commitment, compensation, and quality culture on teacher performance and the quality of private MTs in Bandar Lampung City, so as to find an effective and efficient madrasah quality management model, especially those with private status in Bandar Lampung City.

METHODOLOGY

This study uses quantitative research methods. Quantitative research methods are research methods based on the philosophy of positivism, used to examine certain populations or samples, data collection using research instruments, data analysis is quantitative/statistical, with the aim of testing predetermined hypotheses (Sugiyono, 2011: 8).

This research was conducted at the Private Tsanawiyah Madrasah in Bandar Lampung City, totaling 28 Private MTs. The population in this study were all private Madrasah Tsanawiyah teachers in Bandar Lampung City for the 2020/2021 academic year, totaling 608 people. The number of samples in this study uses the method developed by Isaac and Michael using a formula with a margin of error of 5%. **Based on these calculations, from 608 private Madrasah Tsanawiyah teachers in Bandar Lampung City, a sample of 221 obtained** Private Madrasah Tsanawiyah teachers were in Bandar Lampung City.

This research has four independent variables, one dependent variable and one intervening variable. The independent variables are: teacher work commitment (X_1), compensation (X_2) and quality culture (X_3). While the dependent variable is the quality of the madrasah (Z). The intervening variable of this research is teacher performance (Y). The data collection tool in this study was a questionnaire which had previously been tested for validity and reliability. The data analysis technique uses path analysis and multiple regression analysis.

RESULTS AND DISCUSSION

The findings obtained from the results of this study can be described in detail as follows: **The first finding** is the effect of work commitment, compensation, quality culture on the performance of private MTs teachers in Bandar Lampung City. The effect of teacher work commitment on the performance of private MTs teachers in Bandar Lampung City is 0.568 or it can be said that changes in the performance of private MTs teachers in Bandar Lampung City are influenced by the teacher work commitment variable of 56.8% which is categorized as moderate / moderate. Thus there is a

positive influence, namely if the work commitment of teachers increases, then the performance of private MTs teachers in Bandar Lampung City will also increase.

The research findings are relevant to the research results of Abdul Kholik Amirulloh Zein (2018: 199), in his research finding that empirically confirms the positive impact of organizational commitment and work motivation on teacher performance which in turn will have a positive impact on school quality. The results of Prapti Ningsih's research (2016: 127) also found that commitment had a positive and significant effect on teacher performance in Pasangkayu District, North Mamuju Regency, based on the results of the t-test it was proven. Yohanes Sukamto's research (2016: 165) proves that work commitment has a positive ($b_2 = 0.325$) and significant ($p = 0.000$) effect on teacher performance. Nana Triapnita Nainggolan (2020: 1) has also succeeded in proving that commitment and performance have a strong relationship. The results of hypothesis testing are obtained that teacher commitment has a positive and significant effect on teacher performance. Suriani (2020: 1) in his research also found that the coefficient of organizational commitment of 0.110 means that if the value of Organizational Commitment increases by 1a, the performance value will also increase by 0.110. A positive coefficient value means that Organizational Commitment has a positive influence on performance.

Based on some of the results of these studies, it can be concluded that one of the factors that can affect the performance of madrasah teachers is the work commitment of the teacher. Teachers who have a high work commitment will give birth to high performance as well. And vice versa if the teacher lacks work commitment, the teacher's performance tends to be low. For this reason, in improving teacher performance, another thing that must be done is to increase work commitment within the teacher. The higher the teacher's work commitment, the teacher's performance will increase.

This study also found that the effect of teacher work commitment on the performance of MTs teachers in Bandar Lampung City when viewed based on teacher commitment indicators, the average percentage of teacher work commitment Private MTs in Bandar Lampung City are higher on the normative commitment indicator, which is 65.4%. This means that the influence of teachers' work commitment on teacher performance Private MTs in Bandar Lampung City are more influenced by normative commitments, namely (1) awareness of their noble profession (2) awareness of obligations (3) sincerity.

The research findings are relevant to the research results of Ria Padma Nur Ariyani (2020: 113) that normative commitment has a positive and significant influence on performance.

Normative commitment has the greatest influence on performance. It is also relevant to the research findings of Arina Nurandini (2014: 78) that normative commitment has a positive and significant influence on employee performance. High normative commitment will provide high performance. The findings of Didik Darmadi's research (2019: 1) also prove that partially, normative commitment has a significant influence on employee performance. The normative commitment variable has a dominant influence in influencing the performance of the Pamekasan Regency Population and Civil Registry employees. The results of Robbi's relevant research (2019: 19) also prove that the influence of normative commitment on employee performance with the F test results in the calculated F value $>$ F table, 77,353 significance level $0.00 < 0.05$. means that normative commitment has a positive and significant effect on employee performance.

Based on these findings, it can be concluded that normative commitment has a more dominant influence on the performance of private MTs teachers in Bandar Lampung City. Thus, to improve the performance of private MTs teachers in Bandar Lampung City, the normative commitment of teachers must be increased in addition to affective commitment and ongoing commitment, so that the performance of private MTs teachers in Bandar Lampung City can increase more optimally.

Another factor that has an influence in improving the performance of private MTs teachers in Bandar Lampung City is compensation. The effect of compensation on the performance of private MTs teachers in Bandar Lampung City is 0.942 or it can be said that the change in the performance of private MTs teachers in Bandar Lampung City is influenced by the compensation variable of 94.2% which is categorized as very strong/very high influence. Thus there is a positive influence, namely if the compensation increases, the performance of private MTs teachers in Bandar Lampung City will also increase.

The research findings are relevant to the research results of Muzayyin Arifin (2007: 111), based on the results of his research it is known that the lack of welfare assistance and inadequate salaries are major problems that cause a decrease in the performance of a teacher both living in rural areas and in cities. In addition, as voiced by teachers in Semarang (Suara Merdeka.com) that guarantees for teacher welfare will provide peace of mind at work which will have an impact on improving teacher performance so that it will also improve the quality of the students produced. In addition, it will also increase the quantity of teachers because of this welfare guarantee.

The results of Kus Daru Widayati's research (2019: 17), that there is a relationship between compensation and teacher performance. And it can be seen that the correlation between

compensation and teacher performance is seen from the Pearson Correlation of 0.702. That there is a strong relationship between the compensation variable and the teacher performance variable at SD Negeri Jatiwaringin X Bekasi. Aprijon's research (2014: 88) also finds that there is a strong relationship between the compensation variable and the performance of high school teachers in Bangkinang District. Another study (Alisyah Pitri, 2017: 1) found that compensation has an effect on teacher performance as much as 17.1%. So the compensation is enough to affect the performance of teachers at SMPN 3 Batusangkar.

Based on the results of previous studies, it can be understood that the compensation received or given to teachers will have an effect on improving teacher performance. Teachers who pay attention to their welfare will certainly be more enthusiastic in their work and will then work seriously in order to achieve optimal results.

This study also found that the effect of compensation on the performance of MTs teachers in Bandar Lampung City when viewed based on compensation indicators, the average percentage of teacher compensation Private MTs in Bandar Lampung City are higher on the safe indicator, which is 65.3%. This means the effect of teacher compensation on teacher performance Private MTs in Bandar Lampung City are more influenced by safe indicators, namely the salary/wages received by teachers are sufficient to help teachers feel safe and assist them in meeting their basic needs.

The research findings are relevant to the results of Winarni's research (2013: 48) that there is a significant influence of salary on the performance of the employees of the Salatiga City Library and Archives Office, as evidenced by the value of $t_{count} (2.397) > t_{table} (2.052)$. Therefore, it is necessary to increase the amount of salary, this can be done by providing a proposal to the Salatiga City government so that the local government makes a report note to the central government. Other research (Khairunnisah Batubara, 2013: 23) also found that partially, the factor that affects employee performance is the salary factor (wages). This can be seen from the results of the t-test which results in the value of $t_{count} > t_{table}$, which is $6.927 > 2.042$ for salary and $3.646 > 2.570$ for wages. Fatmawati (2018: 1) also found that salary has a significant effect on performance and incentives have no significant effect on performance. Furthermore, from the results of data analysis, it was found that the contribution of salaries and incentives to employee performance was 19.3%. This means that to improve the performance of employees, the company must increase the provision of good or conducive salaries and incentives. The higher the salary and incentives, the better the performance. On the other hand, if the salary and incentives are low, the performance will also decrease. However, it is different from the results of Nonik Maifanda's research (2019: 81) who found that salary had no effect on employee performance.

Based on these findings, it can be concluded that safe compensation has a more dominant effect on the performance of private MTs teachers in Bandar Lampung City. Thus, to improve the performance of private MTs teachers in Bandar Lampung City, the compensation given to teachers should be increased, especially salaries that meet teacher needs, so that the performance of Private MTs teachers in Bandar Lampung City can increase more optimally.

Another factor that has an influence in improving the performance of private MTs teachers in Bandar Lampung City is the culture of quality. The influence of quality culture on the performance of private MTs teachers in Bandar Lampung City is 0.878 or it can be said that changes in the performance of private MTs teachers in Bandar Lampung City are influenced by the quality culture variable of 87.8% which is categorized as strong/high influence. Thus there is a positive influence, namely if the quality culture increases, the performance of private MTs teachers in Bandar Lampung City will also increase.

The research findings are relevant to the research results of Kaisya Azzahra Kadar Sarifani (2017: 137) that organizational quality culture has a positive and significant influence on teacher performance, either partially or simultaneously. The findings of Siti Juariah (2017) also prove that quality culture has a significant effect on teacher performance. Idir Tarsidi's research (2013: 67) succeeded in finding that School quality culture has a positive effect on teacher performance. This means that the better the school culture, the better the teacher's performance.

Based on the results of previous studies, it can be concluded that the organizational quality culture will be able to improve the performance of teachers in the madrasah. Therefore, to achieve superior quality, it is necessary to improve teacher performance by building a quality culture in the madrasah. The better the quality culture in madrasahs, the better the performance of teachers, and the achievement of quality will be more optimal.

This study also found that the influence of quality culture on the performance of MTs teachers in Bandar Lampung City when viewed based on quality culture indicators, the average percentage of quality culture Private MTs in Bandar Lampung City are higher on the customer focus indicator, namely 66.9%. It means the influence of quality culture on teacher performance Private MTs in Bandar Lampung City are more influenced by customer-focused indicators, both internal and external customers.

The research findings are relevant to the research results of Justicia Rian Putri (2017: 1) that based on the results of the t-test, the t-count value is 1.797 which is greater than the t-table, which is 1.673 and the significance level is 0.078 which is lower than the limit of 0.10. This shows that the

customer focus variable has an effect on managerial performance partially or individually. Other research results (Andre Tantonso, 2019: 4748) also prove that customer focus has a significant influence on managerial performance. The research of I Gusti Ayu Tri Bhuwana Dewi (2020: 2487) also found that focus on customers has a positive and significant effect on managerial performance at tourism bus POs in Denpasar City. The results of other studies (Abdul Aziz, 2016: 93) prove the results of the T-test show that focusing on customers partially has a positive and significant effect on employee performance.

Based on these findings, it can be concluded that customer focus has a more dominant influence on the performance of private MTs teachers in Bandar Lampung City. Thus, to improve the performance of private MTs teachers in Bandar Lampung City, the quality culture must be further improved, especially in focusing on customers, so that the performance of Private MTs teachers in Bandar Lampung City can increase more optimally.

Based on the findings and relevant research results, it can be concluded that to improve the performance of private MTs teachers in Bandar Lampung City, it is necessary to increase work commitment, compensation, and quality culture of Private MTs in Bandar Lampung. Bandar Lampung City. If some of these factors increase, then the performance of private MTs teachers in Bandar Lampung City will increase for the better as well.

Therefore, if work commitment, compensation, and quality culture together affect the performance of private MTs teachers in Bandar Lampung City, this study found an increase in the performance of Private MTs teachers in Bandar Lampung City by 0.945 or it can be said that changes in the performance of private MTs teachers in Bandar Lampung City are influenced by work commitment, compensation, and quality culture together by 94.5% which is categorized as very strong/very high influence.

The second finding is the effect of work commitment, compensation, quality culture, and teacher performance on the quality of private MTs in Bandar Lampung City. The direct influence of teacher work commitment on the quality of private MTs in Bandar Lampung City is 0.432 or it can be said that changes in the quality of Private MTs in Bandar Lampung City are influenced by the teacher's work commitment variable of 43.2% which is categorized as moderate/fair. Thus there is a positive influence, namely if the work commitment of teachers increases, the quality of Private MTs in Bandar Lampung City will also increase.

The research findings are relevant to the results of research by Retno Indriyati (2018: 51) who succeeded in proving that organizational commitment has a positive and significant influence

on quality management performance. Nana Syaodih (2006: 7) also suggests that leaders or groups who want to implement a quality program must have a commitment or determination to change. In essence, quality improvement is making changes for the better and more weighty. Usually, the change creates fear, while commitment can eliminate fear.

Nasution (2004: 18) also emphasized that the concept of quality management requires a long commitment from all the people involved in it. Muhaimin (2013: 136) also states that to improve the quality of education, teachers must have a commitment to improve the quality of education, faith, piety, and noble character. A similar opinion was expressed by Surya (2010: 82) that in order to achieve quality education, teachers must have values and excellence in having a commitment to always being in the corridor of goals in carrying out their duties. Another similar opinion also emphasizes that the quality of education requires professional teachers who are not only competent but also committed to their positions and clients; with an emphasis on the services to be provided (Sortjipto, 2004: 153). Glickman (1981: 40) also states that professional teachers can carry out quality education which is characterized by having a high work commitment.

Based on the results of the study, it is understood that through work commitment in addition to improving teacher performance, it will also indirectly improve the quality of madrasah. Thus, it is very important for teachers to have work commitment in order to improve the performance and quality of madrasah.

This study also found that the effect of teacher work commitment on the quality of private MTs in Bandar Lampung City when viewed based on teacher commitment indicators, the average percentage of teacher work commitment Private MTs in Bandar Lampung City are higher on the normative commitment indicator, which is 65.4%. This means that the influence of teacher work commitment on the quality of private MTs in Bandar Lampung City is more influenced by normative commitments, namely (1) awareness of a noble profession (2) awareness of obligations (3) sincerity.

The research findings are relevant to the research results of Muchtar Hidayat (2010: 11) based on this study that both normative commitments have a significant relationship with service quality. Therefore, the researcher concludes that it is the nature of normative commitment that is important in relation to service quality. The results of other studies (Yati Suhartin, 2018: 93) also found that normative commitment had a positive and significant effect on organizational citizenship behavior of employees of PT KAI DAOP VI Yogyakarta. This is evidenced by the regression coefficient of the normative commitment variable (X3) of 0.481 which is positive and a significant value of 0.000 which is smaller than $\alpha = 0.05$.

The results of this study are in line with the theory of Meyer (1993: 538) studying the relationship between Organizational Citizenship Behavior (OCB) and employee normative commitment. The results showed that normative commitment had a positive and significant effect on OCB behavior. That is, normative commitment can occur because employees feel they have an obligation to remain as employees for the rewards received.

Based on these findings, it can be concluded that normative commitment has more dominant influence on the quality of private MTs in Bandar Lampung City. Thus, to improve the quality of private MTs in Bandar Lampung City, the normative commitment of teachers must be increased in addition to affective commitment and ongoing commitment, so that the quality of Private MTs in Bandar Lampung City can increase more optimally.

Another factor that has an influence in improving the quality of private MTs in Bandar Lampung City is compensation. The direct effect of compensation on the quality of private MTs in Bandar Lampung City is 0.563 or it can be said that changes in the quality of Private MTs in Bandar Lampung City are influenced by compensation variables of 56.3% which are categorized as moderate/fair. Thus there is a positive influence, namely if the compensation increases, the quality of private MTs in Bandar Lampung City will also increase.

The research findings are relevant to the results of research by Lukman T. Ibrahim (2018: 61) that compensation has a positive and significant effect on quality at Abulyatama University Aceh is proven to be true. Another study (Sutton: 67) also found that the relationship between the faculty compensation system was very close because it had an impact on the mission and quality of the institution. Research Zhijuan Zhang, et al. (2008: 19), proves that teacher compensation has an effect on school quality.

The results of this relevant research prove that it is important to pay attention to the compensation received by the teacher. Teachers who pay close attention to compensation will further improve the performance of these teachers and will indirectly improve the quality of their work and improve the quality of madrasah. Thus, to improve the quality and performance of teachers, it is necessary to pay attention to and increase teacher compensation.

This study also found that the effect of compensation on the quality of MTs in Bandar Lampung City when viewed based on compensation indicators, the average percentage of teacher compensation Private MTs in Bandar Lampung City are higher on the safe indicator, which is 65.3%. This means the effect of teacher compensation The quality of private MTs in Bandar Lampung City is

more influenced by safe indicators, namely the salary/wages received by teachers are sufficient to help teachers feel safe and assist them in meeting their basic needs.

The research findings are relevant to the research results Yati Suhartini (2020: 454) Compensation (X1) has a positive and significant effect on the Quality of Work Life (Y) in hospital nurses in the city of Yogyakarta. This is evidenced by the compensation regression coefficient (X1) of 0.227 which is positive with the t-count value = positive 2.701 > t-table value = 1.994, and the significance value = 0.009 < sig value. = 0.05. Thus, the first hypothesis (H1) can be accepted. The results of another study (Dimas Surya Lesmana, 2020: 168) also found that salary and organizational justice had a positive effect on employee job satisfaction at the Regional Financial Management Agency of Ciamis Regency with a magnitude of 44.1% and the remaining 55.9% influenced by other factors. It is expected that the Regional Financial Management Agency of Ciamis Regency maintains and pays attention to salaries and organizational justice so that it can increase employee job satisfaction.

Based on these findings, it can be concluded that safe compensation has a more dominant effect on the quality of private MTs in Bandar Lampung City. Thus, to improve the quality of private MTs in Bandar Lampung City, the compensation given to teachers should be increased, especially salaries that meet the needs of teachers, so that the quality of Private MTs in Bandar Lampung City can increase more optimally.

Another factor that influences the quality of private MTs in Bandar Lampung City is the quality culture. The direct influence of quality culture on the quality of Private MTs in Bandar Lampung City is 0.648 or it can be said that changes in the quality of Private MTs in Bandar Lampung City are influenced by the quality culture variable of 64.8% which is categorized as moderate / moderate influence. Thus there is a positive influence, namely if the quality culture increases, the quality of Private MTs in Bandar Lampung City will also increase.

The study's findings are relevant to the research results ACENG Kurniawan (2014) found that the quality of madrasah culture affect the quality improvement Mof Accredited Private Aliyahadrasah B throughout Bandungregency. Siti Zubaidah (2015: 177) found that school culture has a positive effect on the quality of 67.6% in the medium category. Nasrul Amin (2018: 94) asserts that to make an Islamic educational institution superior, it is necessary to build a culture of quality within the institution.

Based on the results of previous studies, it can be concluded that the organizational quality culture will be able to improve the quality of the madrasah. Therefore, to achieve superior quality, it

is necessary to build a quality culture in the madrasah. The better the quality culture in the madrasa, the more optimal the achievement of quality will be.

This study also found that the influence of quality culture on the quality of MTs in Bandar Lampung City when viewed based on quality culture indicators, the average percentage of quality culture Private MTs in Bandar Lampung City are higher on the customer focus indicator, namely 66.9%. It means the influence of quality culture The quality of private MTs in Bandar Lampung City is more influenced by indicators focused on customers, both internal and external customers.

The research findings are relevant to the research results Pebriani Efendi (2018: 1653), based on the results of the analysis, it was found that the customer focus variable had a significant effect on customer satisfaction. The value of the coefficient of determination of 0.583 indicates that 58.3 percent of the variation in customer satisfaction used in the regression equation, while the remaining 41.7 percent is explained by other variables outside the focus on customers used in this study.

The results of this study support the opinion that focus on consumers is one of the key elements of successful TQM implementation (Prajogo, 2004: 31). Another study (Musran Munizu, 2010: 185) also found that the value of the Standardized Regression/loading factor of the customer-focused variable (X3) is positive and significant at 0.290 on employee performance (Y). This means that companies that are increasingly focused on serving customers are able to encourage increased performance achieved by employees. The customer focus variable has a positive and significant impact on employee performance with a contribution of 29%.

Similar research results also found that from the partial test results it is known that the customer focus variable is the variable that has the most dominant influence on customer satisfaction. The coefficient of determination of 0.731 indicates that 73.1 percent of the variation in customer satisfaction can be explained by the four independent variables used in the regression equation, while the remaining 26.9 percent is explained by other variables outside the four variables used in this study (Arifin Al Amiri, 2019: 6391).

Based on these findings, it can be concluded that customer focus is more dominant in influencing the quality of private MTs in Bandar Lampung City. Thus, to improve the quality of private MTs in Bandar Lampung City, the quality culture must be further improved, especially in focusing on customers, so that the quality of Private MTs in Bandar Lampung City can increase more optimally.

Another factor that influences the quality of private MTs in Bandar Lampung City is teacher performance. The influence of teacher performance directly on the quality of Private MTs in Bandar Lampung City is 0.513 or it can be said that changes in the quality of Private MTs in Bandar Lampung City are influenced by teacher performance variables of 51.3% which are categorized as moderate / moderate. Thus there is a positive influence, namely if the teacher's performance increases, the quality of Private MTs in Bandar Lampung City will also increase.

The findings of this study are relevant to the results of research by Ade Mulyani (2012: 86) which found that there was a significant effect of teacher performance on the quality of learning in SMK Sekabupaten Purwakarta. The results of another study (Anton Idris, 2017: 189) found that simultaneously teacher performance had a significant effect on quality. The contribution of the influence of teacher performance on school quality is 53.0%. La Ode Ismail Ahmad's research (2017: 133) found that in order to achieve the targeted goals in improving quality, it is important for teachers to improve the quality of their performance in learning as figures who play an important role in advancing the world. education.

Based on the results of this study, it is understood that to improve the quality of madrasah, it is necessary to improve the performance of teachers in these madrasah. Teachers who have high performance are able to display performance that is fast, precise, professional, and responsive, so that the work of the teacher will certainly achieve high quality as well. So it is appropriate that teachers who have high performance are very important to have in madrasah so that their quality increases for the better. Thus, to improve the quality of madrasah, it is necessary to improve the performance of the madrasah teachers.

This study also found that the influence of teacher performance on the quality of MTs in Bandar Lampung City when viewed based on teacher performance indicators, the average percentage of private MTs teacher performance in Bandar Lampung City was greater in indicators of implementing the teaching and learning process, namely 65%. This means that the influence of teacher performance on the quality of private MTs in Bandar Lampung City is more influenced by indicators of implementing the teaching and learning process, namely managing learning interactions, managing the learning process, using various methods in learning, and using media or learning resources.

The research findings are relevant to the research results Danya Radinda Suprayogie (2021: 24) that there is a positive influence of the zoom meeting-based e-learning variable on the quality of student learning. And the results of the research on the zoom meeting-based e-learning learning

variable on the teaching and learning process also have a positive effect. The conclusion from the statistical data processing can be stated that this zoom meeting-based e-learning learning can have a direct effect on the learning quality of Accounting Education students class 2018.

Other research results prove that the general description of the quality of elementary schools in Indramayu District and teacher teaching performance is in the very high category, while the utilization of learning resources is in the high category. Partially, both have a significant effect on school quality. Taken together, teacher teaching performance and utilization of learning resources have a significant influence on school quality (Oding Supriyadi, 2009:98).

The results of Philip Fatma Dewi's research (2018: 369) prove that there is a positive and significant influence of professional teachers on the quality of learning which is indicated by the results of the t test which obtained a tcount of 15.368 > ttable of 1.98 at a significance level of 5% with a coefficient of determination (r^2) of 0.7. This shows that the quality of learning at SD Muhammadiyah Terpadu Kec. Siman Kab. Ponorogo 70% is determined by the professional teacher competence variable. While 30% of learning quality variables are determined by other variables such as educational background, teaching experience, and education and training attended.

Euis Karwati (2014: 41) also proves that electronic learning has a positive and significant influence on the quality of learning at FKIP UNINUS. Thus, electronic learning needs to be improved because it is proven to be able to improve the quality of learning at FKIP UNINUS. Kadek Yudi Saputra (2015: 1) also found that the learning process had a significant effect on students' social studies learning outcomes by 81.6%.

Based on these findings, it can be concluded that the teacher's performance in carrying out the teaching and learning process has a more dominant influence on the quality of private MTs in Bandar Lampung City. Thus, to improve the quality of private MTs in Bandar Lampung City, teacher performance must be further improved in carrying out the teaching and learning process, so that the quality of Private MTs in Bandar Lampung City can increase more optimally.

Based on the findings and relevant research results, it can be concluded that to improve the quality of private MTs in Bandar Lampung City, it is necessary to increase work commitment, compensation, quality culture, and performance of private MTs teachers in Bandar Lampung City. If some of these factors increase, then the quality of private MTs in Bandar Lampung City will increase for the better as well.

Therefore, if work commitment, compensation, quality culture, and teacher performance together affect the quality of Private MTs in Bandar Lampung City, this study found an increase in the quality of Private MTs in Bandar Lampung City by 0.690 or it can be said that changes in the quality of private MTs in Bandar Lampung City are influenced by work commitment, compensation, quality culture, and teacher performance together by 69% which is categorized as very strong / very high influence.

These findings make it clear that the quality of private MTs in Bandar Lampung City will be better if the level of work commitment, compensation, quality culture, and teacher performance increases.

Based on these findings, it is known that of the four variables, namely teacher work commitment, compensation, quality culture, and teacher performance, the biggest contribution to improving the quality of private MTs in Bandar Lampung City is quality culture, which is 64.8% which is categorized as having a strong influence.

These findings indicate that a positive quality culture can further improve the quality of private MTs in Bandar Lampung City. Therefore, Aceng Kurniawan (201) found that the quality of madrasah culture has an effect on improving the quality of B-accredited Private Madrasah Aliyah in Bandung Regency. Siti Zubaidah (2015: 177) found that school culture has a positive effect on the quality of 67.6% in the medium category. Nasrul Amin (2018: 94) asserts that to make an Islamic educational institution superior, it is necessary to build a culture of quality within the institution.

Therefore, it is important to make various efforts to improve the quality culture. In an effort to implement a quality culture as a whole, there are six values, there are six values that must be used as basic principles for the leadership of an organization or institution, namely (1) the position in the organization, education providers and users are positioned the same, (2) between subordinates or employees. boss is the same (openness). This second value is related to the first value above, namely, involving the work environment in a group, (3) harmonious relationships, (4) focusing on the process. The organization is a system, and the system involves processes that need to be carried out properly to make the system successful, (5) There are no triumphs and failures, but learning from experience (Mulyadi, 2009: 106).

Referring to the opinion of Edward Sallis (2006: 32), schools that have a quality culture are as follows: (1) schools focus on customers, both internal and external customers. internal customers who receive educational services directly, namely students, education managers. and external customers who do not have an interest in the quality of education services, such as parents, the

community, the business world, and the government, (2) schools focus on efforts to prevent problems that arise, in the sense that there is a commitment to work properly from the beginning, or what is known as with a zero de fact program (zero damage), (3) schools have investments in human resources that are continuously maintained so that they do not get damaged. because psychological damage is very difficult to repair (4) schools have strategies to achieve quality, both at the leadership level, academic staff, and administrative staff (5) schools manage complaints as feedback to achieve quality and position failure as an instrument for further improvement (6) schools have a policy in planning to achieve quality, both in the short, medium, or long term (7) the school seeks an improvement process by involving all components according to their duties and functions (8) the school encourages everyone who is seen to have creativity, is able to create quality to stimulate others to can work with quality (9) schools clarify their respective responsibilities including the direction of work vertically and horizontally (10) schools have clear evaluation strategies and criteria (11) schools place the quality that has been achieved as a way of further improvement (12) schools view quality as an integral part of the school's work culture (13) places continuous quality improvement as a must.

Another opinion states that schools that implement a quality culture have the following characteristics (1) Customer Focus: In a quality culture, both internal customers and external customers are drivers. External customers determine the quality of products and services delivered to them, while internal customers play a major role in determining the quality of people, processes, and the environment associated with products or services. (2) Obsession with quality: In organizations that implement a quality culture, the final determinant of quality is internal and external customers. With defined quality, the organization must be obsessed with meeting or exceeding what is specified. This means that all employees at every level try to carry out every aspect of their work based on if an organization is obsessed with quality, then the company can do it better. (3) Scientific Approach: A scientific approach is needed in the application of quality culture, especially for designing work and in the decision-making and problem-solving processes related to the designed work. Thus data is needed and used in preparing benchmarks, monitoring performance, and implementing improvements. (4) Long Term Commitment: Quality culture is a new paradigm in doing business. For that we need a new corporate culture as well. Therefore, a long-term commitment is very important to establish a culture so that the implementation of a quality culture can run successfully. (5) Teamwork: In organizations that implement a quality culture, teamwork, partnerships and relationships are established and fostered, both between company employees and with suppliers, government institutions, and the surrounding community. (6) Continuous System Improvement Every product or service is produced by utilizing certain processes

in an environment. Therefore, the existing system needs to be improved continuously so that the quality it produces can increase. (7) Education and Training: Today there are still companies who turn a blind eye to the importance of education and training. They assume that companies are not schools, what is needed is ready-to-use skilled workers. Meanwhile, in organizations that implement a quality culture, education and training are fundamental factors. By learning, everyone in the company can improve their technical skills and professional expertise. (8) Controlled Freedom: In a quality culture the involvement and empowerment of employees in decision making and problem solving is a very important element. This is because these elements can increase the employee's sense of ownership and responsibility for the decisions that have been made. (9) Unity of Purpose: In order for the quality culture to be implemented properly, the company must have a unity of purpose. Thus every effort can be directed towards the same goal. However, this unity of purpose does not mean that there must always be an agreement/agreement between management and employees regarding wages and working conditions. (10) Employee Engagement and Empowerment: Employee involvement and empowerment is important in implementing a quality culture. Efforts to involve employees bring 2 main benefits, first, it will increase the likelihood of making good decisions, good plans, or more effective improvements because it also includes the views and thoughts of those who are directly related to the work situation. Second, employee involvement also increases the sense of ownership and responsibility for decisions by involving people who must carry them out (Hadari Nawawi, 2005: 128).

According to Jerome S. Arcaro (2007: 43) the characteristics of schools that implement a quality culture include: (a) Focus on the customer. In improving the implementation of the quality of madrasah, they must serve the needs of customers both internally and externally. (b) Total involvement. All interested components (madrasah residents and community members and the government) must be directly involved in quality development. (c) Measurement. Measurement is carried out by means of evaluation, this evaluation is used as a reference in improving the implementation of quality. (d) Commitment. This is related to quality education is a shared commitment to a quality culture. (e) View education as a system. (f) Sustainability improvement. The basic principle of quality is continuous improvement (continuous) this step is done consistently find ways to deal with problems and make necessary improvements.

Instilling a quality culture in an organization is indeed not easy because of the heterogeneity of the backgrounds of members of the organization in terms of education, experience, culture and values that are brought along. Therefore, the cultivation of a quality culture requires patience and tenacity because it takes quite a long time. However, this is a target that must be achieved in order

to improve the quality, productivity and competitiveness of the organization in order to survive in the local, regional and global competitive arenas. Thus, the successful implementation of a quality culture begins with a conducive environment, followed by an understanding of quality principles, and efforts to ask employees to be actively involved in the required activities.

Based on the findings and results of the study, it can be concluded that there are several factors that influence the quality of madrasah, namely teacher work commitment, compensation, quality culture, and teacher performance. Thus, to improve the quality of madrasah, private MTs in Bandar Lampung City should increase the work commitment of teachers Private MTs in Bandar Lampung City, especially on normative commitments, namely (1) awareness of their noble profession (2) awareness of obligations (3) sincerity. In addition, so that the quality of Private MTs in Bandar Lampung City is also increasing, it is necessary to increase the compensation of Private MTs teachers in Bandar Lampung City, especially safe compensation, namely the salary / wages received by teachers are sufficient to help teachers feel safe and help them meet their basic needs. Improving the quality of Private MTs in Bandar Lampung City also requires improving the quality culture of Private MTs in Bandar Lampung City, especially the quality culture that focuses on customers, both internal and external customers. Improving the performance of private MTs teachers in Bandar Lampung City, especially in carrying out the teaching and learning process, namely managing learning interactions, managing the learning process, using various methods in learning, and using media or learning resources is also very important because it can improve the quality of Private MTs in Bandar Lampung City .

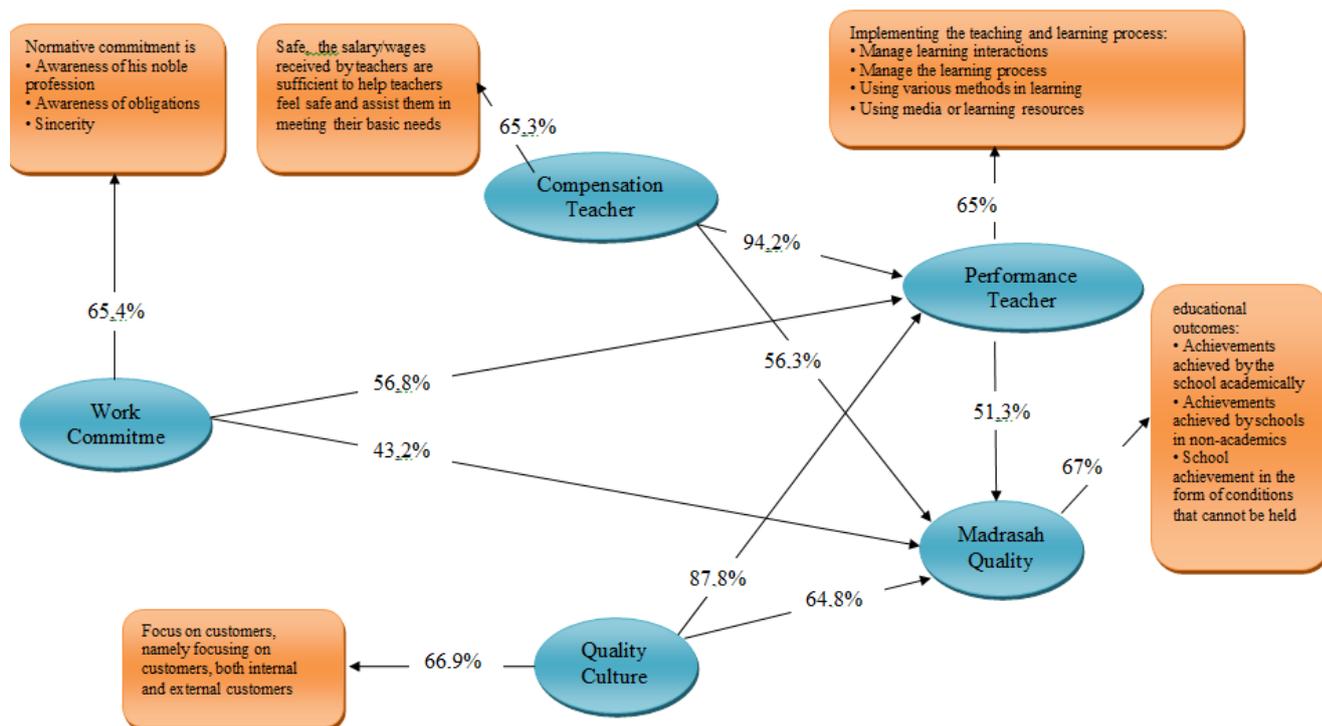


Figure 1. The concept of a quality improvement model for private MTs in Bandar Lampung City

CONCLUSION

Based on the results of data presentation and analysis, in accordance with the formulation of the problem proposed in this study, the following conclusions were obtained: (1) There was an influence of commitment on the performance of private MTs teachers in Bandar Lampung City, namely 56.8% which was categorized as moderate/fair. especially on indicators of normative commitment, namely (a) awareness of a noble profession (b) awareness of obligations (c) sincerity. (2) There is an effect of compensation on the performance of private MTs teachers in Bandar Lampung City, namely 94.2% which is categorized as very strong/very high, especially on the safe indicator, namely the salary/wages received by teachers are sufficient to help teachers feel safe and assist them in meeting their needs. the main thing is. (3) There is an influence of quality culture on the performance of private MTs teachers in Bandar Lampung City, namely 87.8% which is categorized as strong/high influence, especially on indicators of customer focus, namely focusing on customers, both internal and external customers. (4) There is an effect of commitment, compensation, quality culture simultaneously on the performance of private MTs teachers in Bandar Lampung City by 94.5% which is categorized as very strong/very high influence. (5) There is a direct influence of commitment to the quality of private MTs in Bandar Lampung City, namely 43.2% which is categorized as moderate/sufficient, especially on indicators of normative commitment, namely (a) awareness of a noble profession (b) awareness of obligations (c) sincerity. (6) There is a direct effect

of compensation on the quality of private MTs in Bandar Lampung City, which is 56.3% which is categorized as moderate/sufficient, especially on the safe indicator, namely the salary/wages received by teachers are sufficient to help teachers feel safe and assist them in meeting their basic needs. . (7) There is a direct influence of quality culture on the quality of Private MTs in Bandar Lampung City, namely 64.8% which is categorized as moderate/fair, especially on indicators of customer focus, namely focusing on customers, both internal and external customers. (8) There is a direct influence of teacher performance on the quality of Private MTs in Bandar Lampung City, namely 51.3% which is categorized as moderate / moderate, especially on indicators implementing the teaching and learning process, namely managing learning interactions, managing the learning process, using various methods in learning, and use media or learning resources. (9) There is an effect of commitment, compensation, quality culture, and teacher performance, simultaneously on the quality of Private MTs in Bandar Lampung City by 69% which is categorized as very strong/very high influence.

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