

## ***The Effect of School-Based Quality Improvement Management and Achievement Motivation on Teacher Performance***

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**Abstract:** *The objective of this study is to examine the direct impact of school-based quality improvement management on teacher achievement motivation and performance, as well as the indirect impact of school-based quality improvement management on teacher performance through achievement motivation. The research population was 485 while the research sample was 220 public elementary school teachers in Tangerang Regency who were selected through random sampling. This research is quantitative research with path analysis to see the direct and indirect influence between research variables. The research data collection technique uses a questionnaire whose validity and reliability have been tested. From the data analysis, the research results showed that: Management-based quality improvement has a direct effect on teacher achievement motivation; School-based quality improvement management has a direct effect on teacher performance; School-based quality improvement management has an indirect effect on teacher performance through achievement motivation in Tangerang Regency State Elementary Schools. This means that achievement motivation can mediate the influence of school-based quality improvement management on teacher performance; Teacher achievement motivation has a direct influence on teacher performance in Tangerang Regency Public Elementary Schools. The implications of this research are to encourage greater autonomy in schools and improve overall school quality, which includes increasing teacher effectiveness and developing effective school leadership.*

**Keywords:** Achievement motivation, teacher performance., Quality Improvement.

## **Pengaruh Manajemen Peningkatan Mutu Berbasis Sekolah dan Motivasi Berprestasi terhadap Kinerja Guru**

**Abstrak:** Tujuan dari penelitian ini adalah untuk menganalisis pengaruh langsung Manajemen Peningkatan Mutu Berbasis Sekolah terhadap Motivasi Berprestasi dan Kinerja Guru, dan pengaruh tidak langsung Manajemen Peningkatan Mutu Berbasis Sekolah terhadap kinerja guru melalui motivasi berprestasi. Populasi penelitian berjumlah 485 sedangkan sampel penelitian sebanyak 220 guru SD Negeri di Kabupaten Tangerang yang terpilih melalui *random sampling*. Penelitian ini merupakan penelitian kuantitatif dengan analisis jalur (*Path Analysis*) untuk melihat pengaruh langsung dan tidak langsung antar variabel penelitian. Teknik pengumpulan data penelitian dengan menggunakan kuisioner yang telah diuji validitas dan reliabilitasnya. Dari analisis data ditemukan hasil penelitian menunjukkan bahwa: Manajemen peningkatan mutu berbasis sekolah berpengaruh langsung terhadap motivasi berprestasi guru; Manajemen peningkatan mutu berbasis sekolah berpengaruh langsung terhadap kinerja guru; Manajemen peningkatan mutu berbasis sekolah berpengaruh tidak langsung terhadap kinerja guru melalui motivasi berprestasi di Sekolah Dasar Negeri Kabupaten Tangerang. Artinya motivasi berprestasi mampu memediasi pengaruh manajemen peningkatan mutu berbasis sekolah terhadap kinerja guru; Motivasi berprestasi guru berpengaruh langsung terhadap kinerja guru di Sekolah Dasar Negeri Kabupaten Tangerang. Implikasi dari penelitian ini adalah untuk mendorong otonomi yang lebih besar di sekolah dan meningkatkan kualitas sekolah secara keseluruhan, yang mencakup peningkatan efektivitas guru dan pengembangan kepemimpinan sekolah yang efektif.

**Kata kunci:** Motivasi berprestasi, kinerja guru, peningkatan mutu..

## 1. Introduction

The principles of Total Quality Management (TQM) can be extended to many educational procedures at different levels, including high school, middle school, elementary school, and training institutions (Nawelwa, 2016). Total quality management (TQM) is an approach that can lead to substantial transformations in the education system, leading to enhanced productivity and effectiveness. Sallies holds the belief that comprehensive quality management is a concept of ongoing improvement that offers a range of practical tools and approaches to fulfil the present and future requirements, desires, and expectations of any educational institution. Given that organisations and education centres play a crucial role in supplying and preparing human resources for manufacturing and service organisations in the community, it is imperative to thoroughly investigate and use quality management principles in education (Shahmohammadi, 2017).

In order to address these situations, the government introduced school-based management (SBM) as a strategy to transfer control of schools back to society. Social responsibility for education, including management and enhancement of educational quality, is expected to be fully assumed by society through SBM (Tanjong et al., 2020). School-based management (SBM) refers to changes in the behaviour and practices of school administrators, teachers, and administrative personnel in the operation of schools. Hence, to enhance education in Indonesia, the government has prioritised teacher reform as a key objective (Allen et al., 2018). The quality of educators in Indonesia is below standard, characterised by weaknesses in competence, knowledge, and pedagogical skill (Rosser & Fahmi, 2018). This outcome can be attributed to the disparity and inadequate quality of educators (Kanya et al., 2021). Teachers have a vital role in establishing a stimulating classroom environment that encourages students to actively engage in their learning. Therefore, any decrease in the quality of teachers can have significant and widespread effects (McKnight et al., 2016).

Multiple prior research (Dian et al., 2022; Istijarti et al., 2019; Iswan et al., 2021; Prayogi et al., 2022; Sundari et al., 2020) have indicated that the adoption of school-based management has yielded positive outcomes in enhancing educational quality.

Previous research (Erlangga et al., 2015; Firlianza & Suhardi, 2024; Gumilar & Munzir, 2018; Jamma, 2016; Mukhtar et al., 2024;

Setiyati, 2016) shows that teachers' achievement motivation significantly influences teacher performance in completing the task. The following describes previous research on achievement motivation conducted by (Amalia et al., 2023; Yunus et al., 2021). Student workability is still significantly and positively influenced by achievement motivation.

This research presents new research combining the school-based quality improvement management and achievement motivation on teacher performance variables into one research topic. Additionally, this study differentiates itself from previous research through research emphasis, subjects, and participants. This new research combines several variables into one unit for investigation and exploration. This research is interesting because of the variations in emphasis, research participants, and combination of research factors compared to previous research. This research aims to determine the relationship between school-based quality improvement management and achievement motivation on teacher performance. Researchers develop hypotheses based on predetermined goals and relationships between variables: 1) H1: School-based quality improvement management has a direct impact on teacher achievement motivation; 2) H2: School-based quality improvement management has a direct impact on teacher performance; 3) H3: School-based quality improvement management has an indirect impact on teacher performance through the enhancement of achievement motivation.

## 2. Research Method

This study utilises a quantitative research methodology, specifically route analysis, to investigate the direct and indirect impacts among the variables being studied. The problem configuration is illustrated in the subsequent path diagram:

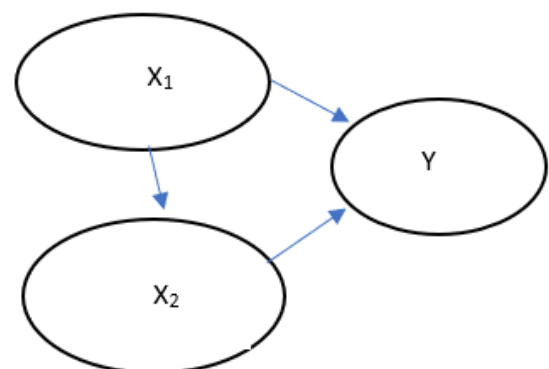


Figure1.Path Analysis Model

The research utilises route analysis using SPSS 26 as the data gathering technique. The research instrument employed is a questionnaire that has undergone thorough testing to ensure its validity and reliability. The study encompassed a total of 485 individuals, with a research sample consisting of 220 public elementary school teachers in Tangerang Regency. The selection of participants was carried out using a random sampling method. The research data was collected using a questionnaire that utilised the likert scale. The gathered data was subsequently examined utilising descriptive and inferential statistics. Assess conventional assumptions and experiment with hypotheses.

### 3. Result and Discussions

The research process involves several types of hypothesis testing, including the direct influence test (t Test), Indirect Influence Test (z Test)/mediation test with sobel test, determination test, and simultaneous significance (F Test). Path Analysis was employed to analyse all the data. Path model analysis requires the initial creation of a path model to assess the presence of a mediating role. The beta coefficients of each variable can be observed in the route model image resulting from the analysis of the research data.

Tabel 1. Direct Effect Test

Coefficients <sup>a</sup>				
Unstandardized Coefficients		Standardized Coefficients		
B	Std. Error	Beta	t	Sig.
39.41	4.210		9.360	.000
.359	.077	.298	4.648	.000
.204	.082	.136	2.477	.014

a. Dependent Variabel: Teacher performance

The coefficient value of the influence of the SBQIM variable on accomplishment motivation is derived from data processing. Based on the tcount value of 4,648 > ttable value of 1,660, and the Sig value of 0.000 < 0.05, it can be concluded that there is a significant and direct influence of SBQIM on accomplishment motivation. School-based quality improvement management (SBQIM) aims to grant schools greater autonomy in determining their curriculum and effectively utilising available resources to foster innovation.

Conversely, according to data analysis, the coefficient value for the impact of the SBQIM variable on teacher performance is 0.298, indicating a positive influence, while the significance level is not specified. The value is 0.014, which is less than 0.05, indicating that it is

statistically significant. Based on the tcount value of 2,477 being greater than the ttable value of 1,660, it can be concluded that there is a significant impact of SBQIM on the performance of teachers who have a quality culture. One of the responsibilities of the school principal is to ensure the quality of education in the school. The principal exercises authority to implement educational activities that meet the 8 National Education Standards, thereby maintaining high quality standards.

Tabel 2. Indirect Effect Test

	Indirect effect	Z Sobel	P Sobel
X1 -> X2	0,037280	1,88513	0,02970
-> Y	185	234	599

The data processing reveals that the indirect impact has a value of 0.037. Additionally, it is established that the Sobel Z value is 1.88, which falls below the critical value of 1.96. Furthermore, the Sobel P value is 0.029, which is lower than the significance level of 0.05. This implies that there is an indirect impact of SBQIM on teachers' performance with a quality culture, mediated by achievement motivation. Hence, achievement motivation serves as an indirect mediator for the impact of SBQIM on teachers' performance inside a quality culture. SBQIM exerts a substantial impact on the performance of quality culture teachers, both directly and indirectly, notably by affecting their accomplishment motivation.

This study presents three research hypotheses. Examining how school-based quality improvement management and achievement incentive influence teacher performance is the main purpose of this research. This inquiry yielded several significant discoveries. The first hypothesis posits that school-based quality improvement management directly influences teacher achievement motivation. According to Istijarti et al., (2019) research findings, the implementation of school-based management should adhere to the following prerequisites: 1) a requirement for change or innovation, 2) a restructuring of the educational institution, 3) changes in processes as a means of learning, and 4) a deliberate execution. The conclusions of this research diverge from the results of previous studies, as the distinction in this research resides in the incorporation of enhancing school-based management with variables related to teacher accomplishment motivation. Achievement motivation refers to the inherent strength or driving force that compels an individual to

engage in activities, particularly in the context of employment. The level of an employee's motivation directly correlates with their performance. Higher motivation leads to higher performance, while lower motivation results in lower performance (Ningsih et al., 2021). The psychological aspect, encompassing factors such as drive for success, commitment to work, and moral principles, has the potential to impact an individual's performance. Teachers who possess a positive mental outlook will demonstrate unwavering dedication and strong drive in their profession. Individuals who possess high drive tend to exhibit strong work discipline. Strong work drive is bolstered by strong work discipline and executed with courteous work ethics will undoubtedly yield exceptional achievement (McCleskey, 2014).

School-based quality improvement management significantly affects teacher performance. The findings of this study are consistent with the studies carried out by (Puspitasari et al., 2020; Sianturi, 2021). Research findings indicate that school-based management has a good impact on teacher performance, however the effect is only partially significant. Teachers' performance can be assessed by various criteria, including job quality, punctuality, productivity, training efficacy, appraisals, work results, conduct, and personal traits (Masa'deh et al., 2016). Improving teacher effectiveness is requirement for improving educational quality and producing highly skilled graduates. Improving teacher performance can be accomplished by implementing school-based management, which allows the Principal to efficiently update teacher training and supervision in a creative, organised, focused, and continuous manner, therefore fostering the enhancement of teacher performance (Kurniasari et al., 2019).

The findings pertaining to the third research hypothesis indicate that the implementation of school-based quality improvement management indirectly influences teacher performance using enhancing achievement motivation. This discovery aligns with the previous study (Taryaman, 2018) that demonstrates the favourable and substantial impact of school administration on teacher performance in facilitating student learning outcomes. The findings of this study offer fresh insights into the impact of school-based quality improvement management and achievement motivation on teacher performance. Principals aiming to enhance the performance of their instructors will derive significant advantages from the findings of

this study. This can be accomplished by enhancing the administration of quality improvement at schools and fostering motivation for achievement. The implications of this research are to encourage greater autonomy in schools and improve overall school quality, which includes increasing teacher effectiveness and developing effective school leadership.

#### 4. Conclusions

The main objective of this study is to determine the influence of school-based quality improvement management and achievement rewards on teacher performance. The results of the hypothesis testing suggest that the introduction of school-based quality improvement management has a direct impact on teachers' motivation to attain greater levels of performance. Furthermore, it has been shown that the influence of school-based quality improvement management on teacher performance is enhanced by the motivation to achieve higher levels of performance in public elementary schools in Tangerang Regency.

Further investigation can be carried out at other educational tiers in Indonesia, extending beyond elementary schools, to examine the influence of school-based quality improvement management and achievement motivation on teacher performance.

This research is associated with several problems. A significant impediment that emerges is the constrained sample size, which is confined by the very brief duration of the study and solely concentrates on public elementary school education. The scope of this study is restricted to public primary schools situated in Tangerang City, Banten Province, Indonesia. The applicability of these findings to other public schools may be restricted. This study primarily targets educators and school administrators working in public primary schools situated in Tangerang City.

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