



Quality Management of Teacher Empowerment in Pekalongan Primary Islamic Schools

Nur Kholis

UIN K.H. Abdurrahman Wahid Pekalongan, Indonesia
nur_kholis@uingusdur.ac.id

Fatah Syukur

UIN Walisongo Semarang, Indonesia
fsyukur@walisongo.ac.id

Ade Ishs

RMIT Graduate & Traditional Islamic Observer, Australia
ade@ishs.net

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Abstrak

Mutu sekolah sangat ditentukan oleh kompetensi gurunya. Sekolah Islam yg memiliki pembedaan karakter Islami pada siswa menjadi tujuan utama, guru memainkan peran yang lebih besar. Artikel ini membahas tentang konsep-konsep yang berkaitan dengan pemberdayaan SD Islam di Pekalongan. Dalam mempromosikan layanan berkualitas kepada masyarakat, sekolah ini mengembangkan strategi untuk memberdayakan guru mereka. Penelitian ini menggunakan studi kasus ganda di mana pendekatan berorientasi variabel digunakan untuk mengembangkan sejumlah proposisi yang menjadi dasar analisis lintas kasus. Artikel penelitian ini membahas teori-teori yang berkaitan dengan manajemen sumber daya manusia, membangun interkoneksi antara teori dan konsep pemberdayaan guru, dan terakhir menganalisis beberapa temuan mendalam yang dianggap berhasil oleh sekolah dalam memberdayakan gurunya. Riset ini menegaskan peran forum guru dalam meningkatkan kualitas belajar mengajar di sekolah.

Kata Kunci: Pemberdayaan Guru, Manajemen Mutu, Pembentukan Karakter Pesantren

Abstract

A school's quality is heavily determined by the competence of its teachers. In terms of Islamic schools where building Islamic character in students serves as the main objective, the teachers play even a greater role. This article discusses concepts related to the

empowerment of Islamic primary schools in Pekalongan. Promoting quality services to the community, the schools develop a strategy to empower their teachers. The research uses multiple case study whereby a variable-oriented approach is employed to develop a number of propositions upon which a cross-case analysis is constructed. This research article discusses theories related to human resource management, builds inter-connection between the theories and the concept of teacher empowerment, and finally analyzes some profound findings upon which the schools are considered successful in empowering their teachers. It underscores the role of -amongst which- a teachers forum in improving the teaching and learning quality in the schools.

Keywords: *teacher empowerment, quality management, Islamic school's character building*

INTRODUCTION

Islamic educational thinkers and practitioners face a great demand to formulate a theory of management of Islamic education based on religious values. Muslims belief in their holy book and the Prophet's sunnah amplifies this urge as they expect the experts to develop practical guidelines to run Islamic schools built on Islamic teachings. On the other hand, such theories developed by western thinkers make it possible for muslims to take either of the following options: study and provide the theories from the west with some religious justification from alQuran and Sunnah, or combine them with insights from Islamic perspectives. Religious values are deemed to give significant contribution to the agenda since the role of values in organizational effectiveness and the way management discourses put more emphasis on human resource management. For Muslims, Islam is the foundation of all values one of which is its view on man as the God's delegation on earth.

As an Islamic educational institution, Islamic schools could use religious values in attaining organizational effectiveness and efficiency, which also applies to the realm of teacher empowerment. Building students' religious character serves as the core of Islamic schools objectives in which teachers play a critical role. Islamic school teachers have undergone empowering programs including training, seminars, workshops and short courses held by the government or their own schools. Such programs as training, scientific forums, masters degree scholarship, and research skills upgrading have been conducted to empower teachers (Kamaruddin, 2014:103, Khumaedi, 2017:133, Connie, 2016:105). However, those programs are deemed to give little contribution to the betterment of students' learning achievements, particularly where schools lack policies and facilities by

which teachers are able to implement their new skills. This research shows teacher empowerment constitutes more than just training or workshops, and in relation to religious education, such claim has been supported by researchers that demonstrated the significance of teacher empowerment (Muttaqin & Panaemalae: 2019, Lessy & Arif, 2020, Ahrari:2021, Dahiru:2022), especially in covid-19 pandemic era (Sianipae et.al: 2021).

Fundamental dimensions of teacher empowerment are often neglected by school management. A comprehensive awareness of these dimensions becomes a prerequisite for improving the quality of students' learning experiences. Teacher empowerment has grabbed educators' attention around the world. Short (1992:4) defines it as "...a process whereby school participants develop the competence to take charge of their own growth and resolve their own problems.", while Forefry (2017:47) identified mentorship by university teaching staff to school teachers as effective teacher empowerment. In addition, teacher involvement in school decision making on areas such as students enrolment, learning and teaching evaluation and finance has been identified as effective teacher empowerment. Zembylas et.al (2005:437) underlines teachers' satisfaction towards school work culture -professional development programs, teacher involvement in school decision making process, career promotion, and status appreciation- greatly contribute to teacher empowerment in Cyprus schools. Tindowen (2019: 617) researched 215 teachers in Filippine and concluded that teachers felt empowered when they feel appreciated, are given opportunities to develop their professionalism, feel capable to fulfill their duties and have an impact on students' achievements. Bogler and Nir (2012:287) identified school appreciation and care towards teachers' contribution and needs as teacher empowerment in 153 schools in Israel, while Hammond found out from 700 teachers in America that servant leadership practiced by principals played a critical role in teacher empowerment programs.

This data demonstrates that teacher empowerment is more than just training. In this article, the concept of teacher empowerment within quality management practices will be discussed. Total quality management principles serve as a foundation to run teacher empowerment programs. The term total in TQM is commonly described to involve all members of the organization in achieving customer-satisfaction oriented continuous improvement. Consequently, this total involvement is directed to improve

knowledge and skills of all members at all levels. The two basic notions of TQM, continuous improvement and customer satisfaction, imply delegation of authority to ensure the improvement of customer satisfaction in accordance with the types of services at each level.

Involvement, improvement of knowledge and skills and delegation of authority prove to be vital dimensions of teacher improvement. Botha's research (1996:110) on "Total Quality Improvement and Teacher Empowerment" and Paul's (1998:144) on "The relationship between the principles of total quality management and school climate, school culture, and teacher empowerment" offered important points regarding the matter. While Botha underlined the critical role of delegative leadership practiced by principals, Paul identified a strong correlation between school leadership and teacher empowerment. The two researches focused more on the relationship between TQM and teacher empowerment, while this article attempts to shed a light on human resource management practices within TQM that contribute to teacher empowerment programs.

TQM principles such as employee involvement, training, teamwork and reward system are used to develop an approach to teacher empowerment, especially in Islamic educational institutions. The article will first discuss concepts of teacher empowerment and quality management, and present some underlying research findings on quality management of teacher empowerment in Islamic schools. It first discusses three theories of human resource management on which teacher empowerment and quality management practices could be built. It then analyzes the relationships between the theories to offer strategies in teacher empowerment in Islamic schools practiced by Pekalongan Islamic primary schools.

Empowerment in Management Theories

Employee or teacher involvement is the result of the strengthening of the humanism dimension in the development of management theories. After the emergence of scientific management that treated workers as machines, social scientists began to render more attention to the role of the human side of an organization. Amongst theories that give special attention towards the human aspect of management are AMO (Ability - Motivation - Opportunity) theory, Likert System 4 participative management system, and Harvard Strategic Human Resource Management. They offer key postulates in

developing a concept of teacher empowerment within a framework of quality management.

Ability, Motivation and Opportunity (AMO) theory has been regarded as one of the most influential theories in the study of human resource management. The theory views employee performance is influenced by his knowledge, skills and abilities, and whether or not he does the work effectively depends on his motivation, which finally his execution of the work is contingent on the opportunities available to him (Almutawa, Muenjohn & Zhang, 2016:19). In the study of human resource management, AMO theory has been widely used to determine the relationship between management of human resources and the produced performance. The basic principle of AMO theory is that a combination of ability, motivation and opportunity has a great impact on employee performance. In this article, AMO theory is considered pertinent to analyze the role of schools in facilitating teachers to perform well.

In a review of Rensis Likert book “New Patterns of Management”, Bonjean (1963:261) underscores Likert’s emphasis on the role of employees’ need fulfillment in achieving an organization effectiveness and efficiency. According to Likert, there are four types of management: exploitative authoritative (system 1), benevolent authoritative (system 2), consultative (system 3) and participative (system 4). Likert believes system-4 to be the one practiced by all types of organizations such as company, government, hospitals and educational institutions. There are three common characteristics demonstrated by organizations implementing system-4: 1) managers establish relationships that are supportive for members of organizations, 2) managers use participative decision making process and supervision, 3) managers set high performance objectives (Grote, 1980: 18). The participative management system helps employees to be strongly committed in performing their job individually and collectively, find values of the organization that correspond with their personal values, and be motivated to do the best in helping the organization reach its goals. Likert’s system-4 legitimates employee empowerment that promotes employee involvement in decision making.

Havard Human Resource Management was developed by Beer at.al in their book “Human Resource Management: A General’s Manager’s Perspective”. The concept is also known as soft HRM or developmental humanism approach to HRM. It views employees as an important asset and source of values with competitive advantage such as

commitment, adaptability, skills and performance. Therefore, soft HRM is built on an idea that highly values employees through its principles as mutual respect, mutual commitment, mutual responsibility and teamwork (Goyal & Patwardhan, 2020: 78). Soft HRM focuses on creating a conducive workplace where employees are facilitated in working effectively. Legge mentions three main features of soft HRM: flexibility, teambuilding-empowerment-involvement, and culture management (Legge, 1995: 139).

Teacher Empowerment: Scope and Dimensions

In his article “Empowerment- a management style for the millennium”, Long (1996:6) defines empowerment as “Building the climate wherein employees at all levels will want to be fully involved in and totally committed to the successful achievement of the overall Corporate Objectives thereby developing both the organizational and personal performances/potential.” Lyons in Hammond (2017:30) contends that empowerment aims at developing teachers’ self-efficacy. In education, the following terms are discussed around empowerment: autonomy, shared government, participatory government, participative decision making, professional collaboration, participatory leadership, and site-based management (Liu, 2019:21). Short (1993) defines teacher empowerment as a process whereby school participants develop the competence to take charge of their own growth and resolve their own problems.

There are two types of empowerment, structural and psychological. An empowerment focusing on changing policies and structure of organization is structural, and the one that develops intrinsic motivation, self-efficacy, dedication and commitment is psychological (Mustafa & Bon, 2012). In Singh and Sarkar (2013:317), Kanter explained that structural empowerment is built on four aspects namely access to resources, access to information, professional development and recognition, and creating a conducive workplace. Access to resources means availability of materials required in performing daily tasks. Access to information the depth of information shared with members of the organization. Professional development ensures the opportunities for members to upgrade knowledge and skills, and recognition is demonstrated by the presence of a link between employees’ performance and appreciation he receives.

Singh and Sarkar (2013:317) also point out that structural empowering programs

will bring about creative ideas and innovative behavior when psychological empowerment is in place. Hales (2000:505) observes many empowerment programs missed substantial objectives to delegate more autonomy to workers. Short (1994:1) developed six dimensions of teacher empowerment: involvement in decision making, teacher impact, teacher status, autonomy, opportunities for professional development, and teacher self-confidence. Bogler and Somech (2004:278) state that teacher empowerment consists of three fundamental aspects: improved status, increased knowledge and access to decision making. Referring to Conger and Kanungo and Spreitzer et.al, Singh and Sarkar (2013:317) formulate 4 dimensions of teacher empowerment, namely meaning, competence, impact and autonomy.

Singh and Sarkar's notion of teacher empowerment combines other dimensions with the four. Dimensions of decision-making and status are parts of the impact dimension where a teacher's belief in his impact on the school's improvement is a result of his access to decision making process and improved status. In addition, self-efficacy, opportunity and improved knowledge are included in the competence dimension. In addition, the four dimensions of teacher empowerment developed by Singh and Sarkar resonate with four competences that Indonesian teachers are required to practice. The regulation of National Education Ministry No.16 year 2007 sets four competences for Indonesian teachers, namely pedagogic, personality, social and professional. Dimension of competence is translated into pedagogic and professional competences. Dimension of autonomy is also contained in pedagogic competence that requires teachers to develop curriculum, meaning they are given authority to create an effective learning environment. Dimensions of impact and meaning are described in personality competence that tells teachers to demonstrate a strong work ethic, responsibility, pride, and self-efficacy. Therefore, the four prescribed competencies of Indonesian teachers correspond with dimensions of teacher empowerment developed by Singh and Sarkar. In other words, dimensions of meaning, competence, impact and autonomy are inherent aspects of teachers competencies set by the Indonesian government.

Quality Management as a Framework of Teacher Empowerment

Literature shows that definitions of TQM undermine the critical role of human resource in an organization. Sallis (2002) defines TQM “..creating quality culture where the aim of every member of staff is to delight their customers, and where the structure of

their organization allows them to do so,” Lunenburg (2020:1) views that TQM is “... a broad vision on the nature of organizations and how organizations should be changed.” Hill (1993:21) observes that TQM “.. is concerned with customer-focused organizational improvement, achieved through activities of groupings of employees at various levels in the structure.” Quebodeaux (2010:22), citing Rhodes, contends that TQM creates “... a fundamental paradigm shift in business and industry by focusing attention on the customer whose requirements and needs ultimately began to drive the work process.” Dahlgaard et.al (1998:16) defines TQM as “a corporate culture characterized by increased customer satisfaction through continuous improvements, in which all employees in the firm actively participate.”

An analysis of the aforementioned definitions of TQM discloses that human resource proves to be the prominent factor. Quality culture stated by Sallis indicates a vital role of members of an organization in building values supporting quality corporate culture. He also underlines the role of organization structure in providing all members opportunities to build the desired culture. Likewise, Dahlgaard et.al clearly mentions, “... all employees in the firm actively participate” to designate that TQM promotes active participation of all members of an organization in building quality culture, which is stated in the same tone by Oakland “..involving each individual at each level.

In relation to this, Ozturk (2012: 10) labels TQM with *human factor* as its main feature. To him, the most distinguishing feature between traditional management and quality management is the authority held by workers. In TQM, a wider authority of a member of an organization impacts on higher responsibility and motivation. Bostingl affirms this intangible attribute of TQM that builds positive energy for all members of an organization to practice a more sincere and open relationship with each other. This results in the improvement of employee’s personal and professional competencies.

TQM implies that an organization needs to delegate authorities to all members. Quality culture underscores the importance of shared commitment to continuously improve quality products in order to satisfy customers. Huq points out that employee involvement in quality improvement programs serves as the fundamental philosophy of quality management. In order for an employee to improve the quality of his services, he needs to be involved in determining the best approaches to accomplish his job. Since TQM values a quality culture that involves all members, employee empowerment is

considered a key factor in implementing the philosophy.

Furthermore, Huq (2016:552) observes that continuous improvement in TQM can only be realized where the ways of problem identification are conducted in a bottom-up model, *'Everyone in an organisation from top to bottom, from offices to technical service, ... must be involved. People are the source of ideas and innovation and their expertise, experience, knowledge and cooperation have to be harnessed to get these ideas implemented.'*⁴⁸ This explains the central role of human resource management in quality management as it advocates teamwork, participative management, creativity, innovation, reward system, training, high level communication, customer feedback, employee involvement and empowerment, and fast decision making.

Quality management infuses a belief in members of an organization that their involvement is prerequisite to improve the quality of products and services. They must be involved in a process of management system changes, in implementing new ways of delivering services and in practicing a two-way communication with top management. To help employees build strong commitment to quality improvement, they need to be given opportunities to learn new skills and authority to make fast decision making (Malthape, 2002:25).

Daily and Bishop (2003:395) conducted research on the human resource factor in implementing TQM and its relation to employee involvement. They identified five (5) factors contributing to the success of employee empowerment, namely management support, training, reward system, teamwork and employee involvement. They concluded that employee involvement is a prerequisite ingredient for employee empowerment, and team work and reward system are required to successfully make employees feel involved. The picture describes that training and management support produce nothing in the absence of teamwork.

Teacher Empowerment in Quality Management System

In order to be established within the framework of quality management, teacher empowerment needs to be done as part of a systematic process of building quality culture. In his book "Quality Management Demystified", Kemp (2006:94-95) offers five phases of quality management, namely Quality definition, Quality planning, Quality control, Quality assurance and Delivering quality. Sallis in his book "Total Quality Management

in Education” states that implementation of quality management in an educational institution needs to be held within quality management strategies consisting of four main phases; Quality Policy, Quality Plan, Quality costing, and Quality monitoring and evaluation.

The frameworks developed by Kemp and Sallis offer a concept of teacher empowerment strategy. This is in line with the theory of soft HRM developed by Harvard University that requires attention to human resource development at all aspects of a school's strategic planning. In other words, quality management of teacher empowerment demands a comprehensive blueprint encompassing all phases of a school road map from planning to evaluation.

RESEARCH METHOD

This article is based on qualitative research using multiple case studies to analyze strategies employed by Islamic schools in Pekalongan in implementing quality management of teacher empowerment. Stake (226:6) observes that cases of multicase study share commonness in certain aspects, and researchers attempt to find similarities and differences between the cases to study the common phenomena of all the cases. “*We study what is similar and different about the cases in order to understand the quintain.*” The quintain of this research is a pattern of teacher empowerment built on quality management in SDIT Ulul Albab, SDIT Gondang and SD Muhammadiyah Paesan.

To come to a conclusion, this multiple case study uses proposition, cross-case analysis and variable-oriented approach. Miles and Huberman (2014:100) define proposition as “a statement that puts forth a conditional event -an if-then or why-because-proposal that gets closer to prediction or theory. Propositions are made to conclude and synthesize the analysis. In this research, propositions are developed after each case has been analyzed, which afterwards become key aspects to conduct cross-case analysis. The latter serves as a tool so that the result of the research could become reference for similar cases in other contexts. Miles and Huberman (2014:101) state, “*..to enhance generalizability or transferability to other contexts.. (and) .. to deepen understanding and explanation*”. It is to answer the question “Do these findings apply beyond this one specific case? This multiple cases study uses a variable-oriented approach, which is one employing a concept or theory as a reference to study the cases. The approach is used

from the beginning of the research to spread a net over the cases whose building blocks are variables and the interrelation between them (Miles & Huberman, 2014:102). The variables of the research are the four dimensions of teacher empowerment namely meaning, competence, impact and autonomy, and an implementation of quality management upon which those dimensions are built.

Propositions:

1. SDIT Ulul Albab employs a well measured process in the aspects of teacher professionalism and religious personality in teacher empowerment programs through the development of lesson plan, enactment of learning activities, supervision and team teaching, and improvement of teacher competence through coaching and training.
2. SDIT Ulul Albab involves teachers in the decision making process to improve their self-confidence and pride to contribute.
3. SDIT Ulul Albab pays great attention to the strengthening of teachers' religiosity to improve the effectiveness of Islamic character building.
4. SDIT Gondang implements coaching and monitoring to improve the teachers' competence in realizing effective learning activities.
5. SDIT Gondang employs recognition of the teachers' performance to build teacher status and impact.
6. Training, supervision and teachers forum contribute to teacher empowerment
7. Teachers' involvement in extracurricular activities improve their motivation to contribute.

Findings: Strategies of teacher empowerment based on quality management in islamic primary school in Pekalongan: Building dimensions of teacher empowerment.

RESULT AND DISCUSSION

The three Islamic primary schools, SDIT Ulul Albab, SDIT Gondang and SD Muhammadiyah Paesan, share similarities in implementing quality management-based teacher empowerment. The following section discusses this quintain or similarities by taking into consideration such factors as organization resources, the role of yayasan and functions of management.

a. Providing Professional and Religious Enlightenment

Some literature has identified the role of religion in an organization in terms of the degree of employees' religious faith in building work culture. Amongst them are Lambert's "Spirituality, Inc.: Religion in the American workplace", Julia's "God is my CEO: Following God's principles in a Bottom-line world", and Mitroff and Denton's "Spirituality Audit of Corporate America: A Hard look at spirituality, religion and values in the workplace" (Chan-Serafin, 2013:1586). Well-thought decision making determines effectiveness and efficiency of goal achievement, and individuals' religiosity is considered crucial in the decision making process. In other words, the degree of one's belief and his religious practices plays a fundamental role in achieving an organization's goals.

Islamic schools need to establish an environment where Islamic values are their core values since their main objective is to build an Islamic character in students. Psychology and social scientists affirm a significant role of religious values in achieving organization's goals (Chan-Serafin, 2013:1596). From quality management's perspective, to create quality students who demonstrate Islamic character Islamic schools are compelled to develop quality standards for teachers, ones that ensure their practicing Islamic values. Moreover, Serafin (2013:1593) asserts an environment filled with people practicing religious values, which transcend worldly interests, creates a fertile land for the emergence of the group's social and ethical integrity, which ... called "intrategy" -building a school culture through internalization of religious values to attain teachers' commitment in fulfilling their tasks and responsibilities.

Discourses in management have paid attention to the role of religious spirituality in quality management implementation where customer satisfaction becomes the norm. As cited by Zymonik and Dobrowolska (2015:149), Stark and Finke view religious spirituality as an essential resource by defining it as "the degree of mastery and attachment to a particular religious culture". The moral integrity demonstrated by members of an organization significantly contributes to an implementation of quality management especially in a process of decision making related to the principles of customer focus and continuous improvement. The two principles entail individuals' mental and emotional intelligences as prerequisites to optimize teamwork in quality management. Continuous improvement for customer satisfaction occurs when the culture of an organization reaches a level that radiates boost effect to build mutual

trust, an aspect of an organization called by Wick (2001:501) as value dynamics that serve as the main resource for quality management implementation.

The data shows what McMullin and Scalfino (2009:59) assert that religious aspect renders a significant impact on the improvement of teachers' competencies. Value of *tawhid* obviously identified in the teacher empowerment programs in SDIT Pekalongan offers sets of moral values as Wick (2001:501) has asserted, "...that embedded within TQM there are a set of moral values -value dynamics- that must be developed and maintained if its to work..". Personal religiosity practiced by the teachers contributes to their social intelligence required to develop the students' Islamic characters.

In relation to this, values of *ihsan*, *taqwa* and *istikhlaf* help the teachers to perform the job. Ngababa and Soni (2017:2) underscore that *ihsan* imparts an effect of experiencing accountability in teachers. Jafari et.al (2020:435) maintain that *taqwa* is a form of intrinsic religiosity that provides a person with a religious value system to view world life as an arena of tests. *Taqwa* confers on a person an ethical sensitivity that he needs to examine ethical situations critical to decision making process. Dimensions of religiosity, social, economy embedded in a concept of work in Islam value highly an employee. As a result, Islamic values present to an employee a legitimation and motivation to keep improving his performance (Ali, 2010:693).

Pekalongan Islamic primary schools are found to optimize the role of yayasan in empowering the teachers. It holds regular meetings to provide the teachers with guidance in both pedagogical and religious issues. Data shows Yayasan contributes greatly to the process of internalization of both professional and religious values in teachers. This process then is intensified through evaluation of school objectives achieved by Yayasan. From a quality management perspective, coaching and evaluation performed by yayasan can be accounted as a practice of continuous improvement through a cycle of plan, do, chek, act (PDCA). In addition, yayasan maintains activities that strengthen the teachers' subscription to religious values in performing teaching and learning activities, something that is identified as building dimension of meaning in teacher empowerment programs.

The value of *istikhlaf*, that being a teacher resonates with the role of *khalifah*, plays a critical role in building core organizational values at early stages. In other words, Islamic schools through their yayasan could utilize religious values to insert

meaning that is crucial for teacher empowerment. The teachers feel empowered as they experience teaching activities as a form of practicing religious values such as “the best who teaches is who teaches al-Quran”, “God’s favor is for those who favors his brothers”, and “the bests are the most beneficial for others”.

b. Instituting teacher empowerment

Teachers experience the dimension of impact where they witness their part in the success achieved by the school. Personal competency prescribed by the Indonesian government incorporates this dimension by stating that teachers must have pride and self-efficacy. Building the dimension of impact, the schools implement some approaches such as giving recognition to the teachers for their contribution, involving them in decision making, and assigning them tasks other than teaching such as supervising extracurricular activities. More than that, the fact Islamic schools are characterized by building Islamic character provides teachers with wide opportunities to experience the dimension of impact.

Islamic schools’ main goal is to build Islamic character in their students, and teachers serve as the main actors in the process. Every behavior leading to development of Islamic character that is demonstrated by the students generates pride and inner satisfaction for the teachers. The teachers’ pride is even doubled when the schools recognize their contribution. The principals or Yayasan acknowledge the teachers’ significant role in the events such as weekly meetings, annual evaluation, or random monitoring sessions. In addition, the schools also use information and communication technology to build this dimension of impact by posting the teachers’ achievements on social media.

c. Establishing training programs

The dimension of competence of teacher empowerment refers to teachers’ self-efficacy. It focuses on the schools’ attempt to improve the teachers’ professional competency through training programs, provision of teaching facilities and teachers forum. On the other hand, dimension of autonomy means the extent to which teachers are able to control their duties and responsibilities. The data collected shows how these two dimensions are closely interrelated. The degree of teachers’ autonomy heavily depends on their competence. The teachers with better competencies are given more

autonomy. On the contrary, the autonomy to develop curriculum for instance renders no effect for teachers who are unable to develop effective and feasible lesson plans. In this regard, Pekalongan Islamic schools put into place such approaches as a) implementing continuous improvement based on management-by-fact principle, b) coaching based on effective dialogue principle, and c) creating team teaching.

One of TQM principles is management-by-fact, which is a process of decision making or policy development based on valid factual data. The Islamic schools in Pekalongan provide their teachers with data-based assistance, meaning the programs to improve the teachers' competencies are the ones that are truly needed by them. Schools build the autonomy dimension when they send their teachers to training, workshops or seminars. However, lack of facilities and absence of a teachers forum prevent them from applying new skills they receive from those programs. All training related to ICT requires schools to provide the technology needed, and a teachers forum serves as a means to spread the new skills to other teachers. Short (1994:3) asserts that autonomy in teacher empowerment is self-efficacy to have control over their tasks, freedom to make decisions, and an environment that supports risk taking and experiments.

The Islamic schools in Pekalongan value effective dialogue in providing coaching for the teachers. Effective dialogue promotes care and humility, and this is what Harvard strategic human resource management cherishes as individual well-being. A holistic approach to teacher empowerment results in a focused attention to develop humanism through effective dialogue. This means coaching will give the most benefit when it is performed by appreciating a teacher's potentials and sincerity in listening to their problems. This could be done by inviting experts and best educators to share their knowledge and skills through a course of events assisting teachers in improving their professionalism.

d. Establishing supervision and teamwork

Supervision has been identified to be present in all dimensions. The teachers observe that their personal values correspond with and are strengthened by values of the organization when the schools regularly hold supervision and ... As the schools routinely check and supervise the implementation of organizational values practiced

by the teachers, the degree of their effort in ensuring those values to be practiced by the students improves. Values related to building Islamic character are established in the schools as the leaders take serious efforts in ensuring those values practiced by the teachers, a process through which the teachers develop the dimension of meaning. Likewise, in the dimension of competence, supervision plays a vital role in building the teachers' self-efficacy. Antonion (2019:242) observes, "... *supervision as a boost which contributes significantly to their continuous professional improvement.*"

To ensure the success of teacher empowerment, Islamic schools need to give a great attention to supervision. Supervision might be seen as a form of control over teachers. However, it serves as a determinant factor in ensuring the establishment of Islamic character when it is performed by promoting holistic values of humanism. This approach generates a partnership relation between teachers and supervisor where power is equally shared and all ideas are appreciated. Freire as cited by Wall and Palmer (.:4) offered a set of values required to build such a relationship: love (commitment towards others), humility (being humble to listen and respect others' opinions), faith in humankind (a belief that others are capable of creating great things), hope (a belief that others can improve themselves), and critical thinking.

Another dimension of teacher empowerment in the Islamic schools is building teamwork. Other dimensions of teacher empowerment programs are greatly influenced by the presence of a teachers forum. In the dimension of meaning, the forum strengthens a teacher's personal values parallel with the school values. Likewise, the dimension of impact develops as teachers receive feedback from their colleagues (Short, 1994:4). Also, the dimension of competence is crafted as teachers apply their innovative ideas collectively. Daily and Bishop (395) underscore the effect of teamwork toward teachers' effort in implementing new skills. The substantial contribution of teamwork to the development of meaning, impact and competence dimensions of teacher empowerment urges Islamic schools to pay serious attention to its development.

CONCLUSION

Playing a vital role in achieving students' learning objectives, teachers need continuous professional improvement programs. Schools have shown their efforts in realizing this program - called teacher empowerment- through providing such activities as training of pedagogical competencies. Empowerment, however, is broader than just training. Schools have not given much attention to other dimensions of teacher empowerment. Failure in attending to these dimensions might lead to ineffective empowerment programs. The Pekalongan Islamic primary schools studied in this article demonstrate how their teacher empowerment programs resonate with the four dimensions of teacher empowerment: meaning, impact, competence and autonomy. One underlined and profound finding confirms the immense role played by effective dialogue-based supervision and a teachers forum in the teacher empowerment programs implemented by the schools.

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