

EDUCATION IN DISRUPTION 4.0 ERA DEVELOPMENT OF WORK CULTURE IN ELEMENTARY SCHOOL AT BANJARMASIN SOUTH KALIMANTAN INDONESIA

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This study was aimed to analyze the model of the work culture in elementary schools. This study used the qualitative approach using the case study type. The research instruments were researchers themselves. The data were collected using an in-depth interview, participation observation, and documentation. The respondents were selected using the snowball sampling technique. The data were analyzed using the model developed by Creswell. The verification of the data was done through credibility, transferability, dependability, and confirmability criteria. The findings showed that the model for the development of work culture in elementary school start from the vision, mission, norm and value, strategies of the schools, quality and equity. In the process development of the commitment, competency, autonomy, empowering and continues improving the teachers, internal and external monitoring and external standard of quality work.

Keywords: Work culture, Elementary school, Education, Qualitative approach.

1. Introduction

Now everyone is surprised and get busy by the arrival of a new era which known as the industrial revolution 4.0 era or also known as by the name disruption era. Industrial revolution 4.0 era requires human resources who are intelligent and characteristic to master the ability to face tough challenges and completions regionally and globally. This is the reason why the current and future Indonesia human resources must have the **characteristic** (*performance characteristic: hard work, disciplined, resilient, not easy to give up, complete and has the characteristic of moral values such as faith and piety, honest, humble, polite/ morals*), **competency** (*creative thinking, creativity, communication, collaboration and problem-solving*), **literacy** (*reading and writing, numeracy, scientific literacy, ICT Fluency/technology skills*), *language skill, cultural awareness, logical thinking*) and the ability to communicate within the global world. Facing this challenge, Indonesia is demanded to produce human resources with the

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best quality. This process is done by establishing the best quality of education from early childhood education (**PAUD**) until higher education. The world now is currently facing industrial revolution 4.0 or which known as Industrial 4.0. According to Mckinsey Global Institute's analysis, Industrial 4.0 is giving great and wide impact especially on the employment sector, in which robot and machine have replaced a lot of employment opportunities in the world. For this reason, the industrial revolution 4.0 has to be addressed wisely and carefully. This industrial era, with its connectives and digitalization, can increase the efficiency of the manufacturing chain and product quality. On the other hand, this industry is going to vanish 800 million employment opportunity in the whole world by 2030 because it will be taken over by robots. This can be a threat to Indonesia as a country who has quite high labour force and unemployment rate. This is the reason why the government need to address this change correctly through developing strategies that can increase the competitiveness of national industries while creating wider employment.

By observing various changes and innovations as well as the existing developments, the Government of Indonesia is currently implementing strategic steps which determined based on the Making Indonesia 4.0 road map. This effort was made to accelerate the realization of the national vision that has been decided to take advantage of the opportunities in the industrial revolution 4.0 era, which is to get Indonesia into the top 10 countries that have the strongest economy in the world in 2030 (Satya, 2018).

Quality becomes Indonesia citizens' hope and attention and becomes very urgent and strategic because the quality of education in various types and levels of education is still a problem and does not meet the expectations of all parties. Even though UU Sisdiknas Bab XIV, article 51 has stated that "Management of higher education units is carried out based on the principles of autonomy, accountability, quality assurance and transparent evaluation" (UU No: 20), as also strengthened Peraturan Pemerintah Nomor, Bab XV, article 91 section 1 that "Every education unit in the formal and non-formal channels is required to carry out education quality assurance" (PP No: 19). Furthermore, it is emphasized through article 91 section 3 that "Quality assurance of education must be carried out in stages, systematically and planned in a quality assurance program that has a clear target and time frame" (PP No: 19).

The education nationally still faced to complex issues, incomplete equal distribution issues in education and the lows of the relevance of education with the social requirement as yet faced further with life issues. There are poor quality results of educations. According to data 2017, the ranking of Indonesia stands on rank 5 in ASEAN (other issues is the character of the student such as student scuffle, drugs, teacher beating by student and vice versa, immoral violation, even the most common is glueing in the elementary school. Moreover, it is currently becoming one of the quality indicators of low graduation rate in CPNS (Candidates for civil servant) participant selection in various type/sector occupations joined. It causes concern in society.

Many factors become the reasons for poor quality education even very complex, such as human resources (quantity and quality), sources of funds, supporting facilities for education and learning culture, and work culture as well as various other factors including educational policies and the community environment. One of the factors that have not become a concern or has not been formed from the elements of education providers up to the school level is a quality-oriented work culture (quality culture).

Known by many people in the business world and has succeeded in making progress for them it seems like it has not affected the world of education as a whole and comprehensively.

Minister of research, technology, and education Mohamad Nasir explained, based on earlier evaluation of the country's readiness in facing the industrial revolution 4.0 Indonesia was expected as a country with high potential (Rohida, 2018). Although, Indonesia is still below from Singapore, at the level of Southeast Asia Indonesia's position is quite calculated. While related to the Global competitiveness index in World Economic Forum 2017-2018, Indonesia ranked 36th, up by five ranks from the previous year 41st position out of 137 countries (Mukhlisin, 2019).

2. Literature Review

Quality improvement in an educational institution environment at any type and level is strongly influenced by work habits, work culture and organizational culture that are interrelated. Without a work culture and quality work culture, quality improvement will not be achieved as desired and become a demand of the community (Memon, Soomro, & Kumar, 2018; Suriansyah, 2010; Suriansyah, 2017) The efforts to improve quality

can be done by improving the quality of the education process at the school level. One thing which is very urgent but often forgotten is the management organization model in improving the quality of the process is the implementation of Total Quality Management (TQM).

Implementation of TQM seeks to ensure that all members of the organization can create, innovate and excel in activities that become their respective duties and responsibilities, by involving, empowering, giving recognition and appreciation to all people fairly and equally (equity and equality). To improve the achievements of organizational members, staff must be involved and provide for their needs. Therefore coaching and training, understanding of the vision, mission and goals and strategies of all people in their work, as well as giving recognition of their contributions to improving organizational performance becomes a very important, fundamental and strategic thing.

Research that has been done on organizations including educational organizations generally agrees that the need to change organizational culture requires the implementation of Total Quality Management (TQM) as an approach to organizational management (Adebanjo & Kehoe, 1999; Ahmed, Loh, & Zairi, 1999; Chen, Kang, & Guo, 2020; Kanji & Yui, 1997; Manley, 1998; Vermeulen, 1977). Ciampa (1991) has also suggested that organizational culture can be strongly altered through continuous improvement programs, which are the implementation of important elements in TQM. However, in its implementation, this change cannot occur in a short time. Organizational culture is not something that is created by a leader alone or something that can be escorted and predicted by members of the organization. Quality organizational culture is something that is assembled and formed and is the result of everyone in the organization, so cultural change is far from impossible, even though quality work culture is a slow and difficult process to achieve maximum change in a short time. This means that changes in work culture can be done through a process that is consistent and continuously carried out by the leadership.

Since more than a century ago, the study of organizational culture has become a special attraction for experts, especially in the context of understanding and practising organizational behaviour as a quality work culture. Schein (1997) suggests that organizational culture includes two dimensions, namely (1) Dimensions of *external environments*; in which there are five namely: (a) *mission and strategy*; (b) *goals*; (c) *means to*

achieve goals; (d) measurement; and (e) correction, and (2) The dimensions of internal integration in which there are six main aspects, namely: (a) common language; (b) group boundaries for inclusion and exclusion; (c) distributing power and status; (d) developing norms of intimacy, friendship, and love; (e) reward and punishment; and (f) explaining and explainable: ideology and religion.

The quality of work is very closely related to the work culture that is owned and underlying the people in carrying out activities related to their daily tasks and functions. The common thing is that educators and education staff are often bound by habits without any willingness to change the work process with new things as a result of creativity and innovation, while quality will not succeed without a quality process. A quality process is something that must be formed through quality work habits. To reach the stage of quality work habits must start from the leadership of educational institutions to the lowest level, namely students (Alatrash, 2018; Suriansyah, 2010; Suriansyah., 2017).

Various studies proved that the formation of quality work culture can be done by Implementing Total Quality Management (TQM) or widely known as Integrated Quality Management. This model leads to changes in traditional work culture towards more focus on quality work culture, therefore, it is very strategic if implemented in the world of education from Pre-school to University. A touch of TQM will be able to grow a quality work culture and a quality education process which in term will produce quality products.

Implementation of integrated quality management in the performance and management of the educational institution, in general, is focusing on cultural development and work quality from each person in the organization. This is important because quality development can be achieved with improving the activities and the process of the activities. The problem is that how high-quality culture can be invented in the implementation of education until the school level.

3. Methods

This study used the qualitative approach and multi-case study. The research instrument of this research is the researchers themselves. The data were collected using the in-depth interview, participation observation and documentation. The Key information of the research is Principals,

supervisor, parent, community leaders and board of education. The respondents were selected using *a snowball sampling technique*. Key informants who participated in this study consisted of school principals, deputy principals, teachers, community leaders, education offices from superior and outstanding elementary schools in Banjarmasin and alumni from the school. The data verification is done through credibility, transformability, dependability and confirmability criteria. The data analyzed using the model developed by Creswell.

4. Results and Discussion

Based on the results of the analysis of interview, observation and documentation data obtained the description of the quality work culture is strongly influenced by several factors that are interconnected, mutually influencing and mutually reinforcing namely: the vision, mission, norm and value, strategies of the school and quality and equity. In the process development of the commitment, competency, autonomy, empowering and continues improving the teachers, internal and external monitoring and external standard of quality work. Based on the findings above, the model of improving the quality of work culture can be formulated as follows.

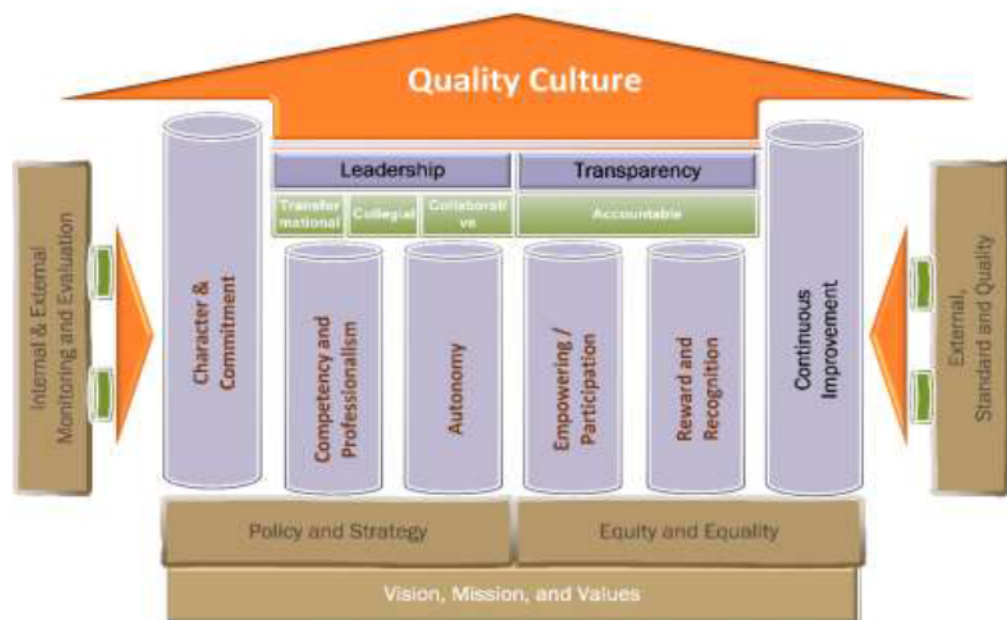


Figure 1: The quality of work culture

4.1. Vision, mission and basic values in quality work culture

From various research results, there is a similarity that changing organizational culture is a necessary condition for the successful implementation of Total Quality Management (TQM) towards a quality work culture (Adebanjo & Kehoe, 1999; Ahmed et al., 1999; Ciampa, 1991; Kanji & Yui, 1997; Manley, 1998; Vermeulen, 1977) and Owlia and Aspinwall (1997) Penn State University (Zairi, Francis, Ahmad, Ali, & Bomtaia, 2007). Changes in work behaviour and culture must begin by establishing a vision, mission, characteristics, behavioural values and values work culture that is clear and understood by all people (members of the organization), therefore intensive, comprehensive and continuous socialization is accompanied by an evaluation of its understanding by all members of the organization because values, vision and mission are basic values for the creation of a quality work culture from an organization (Wilkinson & Dale, 2001). Strong belief in the value system will be the basis and make it easier to solve word problems. Therefore, without a strong understanding and belief by staff towards values, vision and mission, the involvement and sense of ownership of the institution will be weak which can result in performance at work.

Building commitment towards value, vision, and mission is done through socialization and the most important is through the excellent examples from parts of all of the educational institution leader in forms of speech, action, and behaviour towards daily activities. The study that has been done by the experts has proved the important role of leader as a strong commitment model in the implementation of duty and is quality-oriented (speech, action, and performance) will bring a big impact towards the commitment of the staffs (Cummings & Worley, 2001; Lee, Roberts, Lau, & Leung, 1999; Powell, 1995; Rivers & Bae, 1999). Therefore, the equality of chief and teachers, educational staffs along with stakeholders proceeding to the institution is one of the elements of the determinant of a successful forming of qualified work ethic. The achievements of a school in creating innovation and program in aspect enhancement are influenced by the ability of the headmaster in changing the behaviour, manner, and actions of educators in everyday activity (Hoy & Miskel, 2013).

4.2. The continues and programmed improvement of competence

From many studies discovered that organization, in this case, is a part of educational institution needing competent improvement effort and be done

continuously along with the advancement of education and technology with the public's demands. Those things mentioned has also been declared by many results that affirm the improvement of competence is a major need to shape skilful work tendency and ethic. Sallis (1995) stated that Total Quality Management (TQM) can be understood as continuous refinement philosophy before the organization's goal which can be achieved by the participation of all components in said organization. This proves that the continues improvement of competitiveness is the most important element in the application of competent work ethic as been said by Cruickshank (2003) and Zairi et al. (2007). The training of scholars and educational staffs becomes strategic as an endeavour to enhance human resources in the organization (Dean Jr & Bowen, 1994; Hackman & Wageman, 1995; Sitkin, Sutcliffe, & Schroeder, 1994). It becomes more strategic in the context of implementing new things resulting from innovation in the field of work (Ahire, Waller, & Golhar, 1996; Hackman & Wageman, 1995). This will be realized and strengthen the organizational culture towards a quality work culture. But this improvement must be based on increasing competency based on the results of the test assessment (TNA) (Suriansyah, 2017) thus the efforts to increase competence will be by the needs of the organization and individuals in the organization will improve the quality of the implementation of the main tasks and functions.

4.3. Incentives and recognition

Every human being needs recognition of his existence and what he does and requires incentives as an appreciation for what he does. Therefore it is needed a leader who can give credit to those who have fair achievements to anyone without discrimination. This recognition and appreciation can foster work motivation and increase the confidence and effort of each individual. This was stated by Ehige and Akpan (2004), Thor (1994), Awonaya (1977), Okokie (1996), De Jong and Den Hartog (2007) and Eisenberger and Cameron (1996). Any change must be accompanied by a reward system because this will affect the achievement and implementation of changes in work.

Incentives/rewards as a reward or appreciation are not always interpreted by giving an amount of money or position, but also recognition of one's achievements and the existence of a form of appreciation will be very meaningful for an educator and educational staff and can increase work motivation. Conversely, achievements that are not recognized/valued can reduce motivation and loyalty of one's work.

4.4. Empowering and involvement educator and education

Everyone needs to be recognized what is done as a result of his thought and work. Therefore everyone needs to be given autonomy in carrying out work without feeling tightly regulated. With autonomy can give birth to the growth and development of one's creativity. Autonomy and involving the implementers must be considered as an effort to build a sense of ownership and in the context of forming this quality culture (Aslamiah, 2019). Autonomy will increase employee involvement, communication and involvement in decision making reducing the gap between the needs of employees (educators and education personnel) and the organization (Akdon, 2006; Mosadegh, 2006).

The involvement and the empowerment of educators or teachers on making decisions, policies, guidance, SOP and some of the things that related about the matter of institution will build their responsibility feelings especially on making every decision that made. This is important and will decide the success of Total Quality Management (TQM) as an effort to build a culture of quality works (Blazey, Davison, & Evans, 2003; François et al., 2003; Huang, Chuan, & Chen, 1998; Lawler, Mohrman, & Ledford, 1995; McAdam & Kelly, 2002; Merron, 1994; Mosadegh, 2006; Young, Charns, & Shortell, 2001). According to Dean Jr and Bowen (1994) and Ahire et al. (1996) this can make the organization as an organization that is always based on a quality culture and has a positive relationship with involvement in work, job satisfaction, career satisfaction and organizational commitment. The formation of a quality work culture will not succeed if empowerment and autonomy are not given.

Suriansyah (2017) and Aslamiah (2019) emphasize that there is a positive relationship between work involvement and organizational commitment in shaping individual behaviour, and work involvement is a strong predictor of organizational commitment. Someone whose work involvement is low indicates low organizational commitment.

The empowerment is indicating the process of increasing the emotional and cognitive capacity of the individuals to make some significant choices while translating them into actions. Professional empowerment is regarded under the shadow through which teachers are properly facilitated through teaching resources, time management, and various indicators of job innovation (Ddungu, 2014). Meanwhile, Suriansyah, Aslamiah, Iwan, and Dalle (2019) recommended that university administration and other authorities should

reasonably contribute to promoting the idea of teacher empowerment as it is important for the growth of the education sector. For this purpose, concern authorities should emphasize those factors which can further enhance the empowerment of teaching faculty

4.5. *Autonomy in the work implementation*

Everyone wants to have autonomy in carrying out work without feeling tightly because the autonomy that is given will be able to make growth and development of one's creativity. Autonomy and involving implementers must be considered as an effort to build a sense of belonging and in the context of forming this quality culture. Autonomy will increase employee involvement, communication, and involvement in decision making reducing the gap between the needs of employees (educators and education personnel) and the organization (Mosadegh, 2006). Akdon (2006) stated that autonomy will take greater responsibility for educators and education in a lower rank, which in turn gives freedom of thought and action in one group thereby increasing its commitment to an organization. While, Maassen, Gornitzka, and Fumasoli (2017) stated that institutional autonomy as the foundation of university ideology is the basis of renewal in the last decade, therefore strong leadership can be a good model for everyone and can involve everyone in making the decision (Newman, Schwarz, Cooper, & Sendjaya, 2017). Involved staff will enable the development of innovative ideas because staff trust allows ideas to develop with diverse substance (Newman et al., 2017). Thus, the effectiveness and efficiency of work implementation will be higher.

4.6. *Commitment & character*

Multiple studies established that high commitment from the staffs for everyday works and oriented at the high quality of work based on the modal commitment indicated by the leadership to the staff. Speech, action, and performance commitments will be model for the staff (Aly & Akpoi, 2001; Cummings & Worley, 2001; Lee et al., 1999; Powell, 1995; Rivers & Bae, 1999). Therefore it needs similarity between the commitment of the leaders and the commitment of education, education staff also institutional stakeholder are one of determining elements for successful implementation of Total Quality Management (TQM) in the establishment of quality work culture (Suriansyah, 2018) because commitment is an important factor in achieving the goals that have been set (Jazzar & Algozzine, 2006).

Those are mentions above are according to Rosenholtz (1989) stated that teacher commitment has a positive relationship with organizational performance. Kushman (1992) also stated that the teacher's high commitment to the organization has a positive relationship with student academic achievement.

Many studies give the results, the teacher that has a high commitment are the important factors that influence on student learning, the academic achievement of students Kushman (1992) and Leithwood, Jantzi, and Steinbach (2003) and Ross and Gray (2006). Whereas students who have teachers with low attention to students and a high number of absences.

The results of the latest research have reported by Suriansyah (2018) found that teacher commitment made a significant contribution to the creation of a conducive learning environment, and give accelerate the improvement in the quality of student learning outcomes.

The results of this research also have the similar result with the previous studies conducted by Aslamiah (2014); Aslamiah (2019) which states that organizational commitment influences on performance. On the other hand, internally the faculties, departments, and academics have to make necessary responses proactively and positively towards the changing trends and developments in the external environment, thereby putting new challenges to their autonomy and empowerment in terms of their knowledge expertise, research, curriculum development, instruction, management, and organizational performance (Hussin & Ismail, 2009; Ohlin, 2019; Tarman, 2012).

4.7. Participatory and collaborative leadership

Educational leadership and leader in school are believed to be the determining factors in the success of schools in achieving the desired goals. This is evident from various research results (Aslamiah, 2014, 2019; Homburg, Krohmer, & Workman. Jr, 1999; Suriansyah, 2010; Suriansyah., 2017; Young et al., 2001) which concluded that leadership provides a major contribution not only to satisfy but also OCB and the performance (performance) of teachers in schools Previously, in Aslamiah (2019), stated that good human resource performance can be achieved through education/training, leadership and incentives available to them. of leadership is a leadership style Participatory style is an action that is needed to ensure customer satisfaction.

Wiyono (2013) states that transformational leadership tends to empower human resources effectively and efficiently, so leaders can develop strong visions, communicate goals, and create an organizational environment that encourages motivation and commitment of members to develop sustainably. This condition enables leaders to transform organizational elements through future challenges and needs. Meanwhile, Suriansyah and Aslamiah (2018) found that quality public schools were led by school principals who adopted a transformational style.

Various studies have consistently shown that leadership plays a major role in directing organizational activities to the best performance. Hesselbein and Goldsmith (2006) explain that an influential leadership profile is when a leader shows commitment to service to all people, likes people and can work with them, patience and tolerance and maturity and with them (educators and education staff) work hard. This shows that the leader has a collegial, collaborative and participative style. Successful leaders are leaders who carry out joint tasks with educators and educators as well as people they lead with together, in togetherness and for togetherness towards quality institutions. Leadership in primary and secondary schools that are successful in building quality education is the principal's leadership style that is more inclined to transformational leadership with a collectivity and collegiality approach (Aslamiah, 2019).

4.8. Periodic and continuous monitoring and evaluation

Monitoring and evaluation are one of the elements of Total Quality Management (TQM) that can formwork habits and work culture towards a better and quality work culture if done correctly and correctly target.

Monitoring and evaluation through stakeholders, educators, and education staff and even through students (students or students) to guarantee quality service (in the sense of quality work culture) is one of the important things in the TQM model. As stated by Zhao (2003) that the quality of education can be measured by student satisfaction and external customer satisfaction such as the community and parents. To ensure student satisfaction can only be done through monitoring and evaluation (monitoring and evaluation) periodically and continuously (Hellström, 2006; Jong & Hartog, 2007). By the opinion of Blazey et al. (2003) which states that monitoring is needed to achieve achievements because from this activity accurate, precise and objective information will be obtained. The results of monitoring and evaluation activities must be followed up with appropriate and relevant

feedback for more innovative behavioural changes including quality cultural behaviour.

5. Conclusion

Based on the results of the analysis and discussion as described above, it can be concluded as follows:

1. The results of quality education and accessible in the era of disruption 4.0 can only be produced through a process of quality implementation. A quality process will produce if a quality work culture has been created in the environment.
2. A quality work culture can be developed from the belief of all people towards values, norms, vision and mission that are socialized and understood and recognized as visions, mission and values by all members of the organization. For this reason, intensive, systematic and continuous socialization is needed to build understanding and beliefs about values / norms, vision and mission as well as institutional goals.
3. To build a quality work culture, pillars are needed, namely: the foundation of the Vision, Mission and Value, the quality policy and its achievement strategies. Furthermore, the necessary character and commitment of staff, competence and professionalism, adequate autonomy for staff, empowerment and participation of all staff, appreciation and recognition of staff contributions as well as continuous and programmed development and improvement.
4. To achieve the six elements leadership is needed with a transformational, collegial and collaborative approach; transparency and accountability.
5. To ensure the process runs according to the expected quality, internal and external monitoring and quality standards from external parties are needed as a reference.

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