LEADERSHIP AND IMPROVEMENT EDUCATION QUALITY

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Abstract: Leadership education is a strategy that determines the appearance of institutional change towards the better. Therefore, leadership should be improved from time to time to promote national education. All principals become a significant factor which allows the vision, mission and goals of education becomes manifest in the era of globalization

A. INTRODUCTIO

Leadership can take place anywhere and anytime. Leadership is the ability to influence others so that they are willing to take an action voluntarily to achieve certain goals. According to Mondy and Premeaux that:*Leader-ship or leading involves influencing others to do what the leader wants them to do"*. This opinion means emphasizing the influence that leaders have on members of the organization so that they carry out an activity they want(1995:345).

The quality of National Education will be measured through the achievement of all National Education Standards, including content standards, processes, graduation competencies, educators and education personnel, facilities and infrastructure, management, financing and education assessment.(PP RI No. 19 tahun 2005). Serious and earnest attention by the parties to efforts to fulfill and realize all these standards will determine the quality of education.

 The issue of the quality of education is an issue that is always warm and interesting to discuss and study. The issue of the quality of education is in line with the demands of development and change. A change demands the role of a reform agent (*The agent of change*) in generating innovation ideas and managing change. The figure of an agent of change internally in an educational institution is the existence of a leader who carries out leadership effectively, namely leadership who is able to manage all the resources in the institution he leads towards the expected vision and mission. Especially human resources, namely educators and education staff who are allegedly loaded with various problems, including issues of qualification, professional coaching and development, as well as their performance which really requires intensive and sustainable attention, direction and guidance so that they are truly able to carry out all tasks, functions and activities. responsibilities in a professional manner, in line with the demands of the required standards of educators and education personnel.

According to Mohd. Ansyar, Ph.D (2012), There are three factors that determine the quality or quality of education, namely:"(a) people (educators), (b) program (curriculum)

and (c) institution (leader)". Thus, efforts to fulfill and realize all national education standards should ideally be supported by qualified personnel, coupled with good programs (curriculum) and effective institutions (leaders).

The reality on the ground, a factor that is often highlighted and considered by the government and policy makers is to make changes in terms of the program (curriculum changes) without being accompanied by efforts that are in harmony and balance with efforts to improve people (educators and education staff), as well as management and management. education (by the leadership of the institution). This means that the program (curriculum) changes, but the people who will run it and the management of program implementation (curriculum) are not well organized and managed. Finally, the program (curriculum) that has been determined cannot be implemented optimally as expected, because it is not accompanied by adequate competence of educators and education personnel, and is not supported by good management, such as the absence of intensive and continuous monitoring or control of efforts implementation of a program (curriculum) that is sustainable.

The problems above can be identified from the emergence of various comments, complaints and criticisms from educators and education staff with the phrase "change leadership, change policies, change ministers, change curriculum". This is an indication that the changes made in the field of education are not based on a correct understanding of the meaning of change. Changes are made only based on the thoughts and ideas of a handful of people who have the authority to make decisions and produce education policies.
Even though ideally the changes made must involve all relevant elements in order to identify relevant and useful inputs in decision making, so that the decisions or policies taken are understood by related parties so that they finally get support and can be implemented properly. In other words, there will be no resistance to change, if the relevant parties feel involved and valued and feel that they are an important part of the realization efforts.

Leadership is one of the determinants of success in achieving quality standards for educators and education personnel in order to improve the quality and quality of education in an educational institution. A leader must have good managerial skills, so that he is able to bring elements of the institution systemically in the desired direction in accordance with the vision, mission and goals of the institution he leads. Leaders of educational institutions must be able to realize a sustainable program (sustainability) referring to the required quality standards.

This article discusses several relevant issues. First, it describes the conception and implications of educational leadership, quality standards of educators and education personnel as well as the quality of education. Second, discussing the role of leadership in realizing sustainable education programs and quality for educators and education staff. Third, it states the importance of leadership commitment for efforts to realize the standards of educators and education personnel in the context of improving the quality of education in an educational institution.

Leadership is needed to bring about constructive changes in teaching programs according to the values and goals of decision makers. The spearhead of quality education is learning, school buildings may be simple, as well as office facilities, transportation equipment, benches, tables and so on. However, learning should receive greater attention. Quality of education is an evaluation of the educational process with high expectations to be achieved

and develop customer talents in the educational process, quality is essential in the educational process, the learning process is the goal of educational organizations, educational improvement is the highest level of excellence to be achieved. " Hoy et al (2000:12).

Thus, the quality of education is the quality of graduates and satisfying services, with graduates with good grades, while the quality of services can serve the needs of interested parties quickly and accurately, so the quality of education is focused on the quality of learning, which in total describes the quality of the process, the quality of the people, the quality of the people. the results describe the expectations of customers and school/madrasah stakeholders.

B. CONCEPTUAL STUDY
1. Basic Concepts of Leadership

Essentially, leadership is included in the study of the concept of human relations. Therefore, the leadership process takes place anywhere and anytime in a reciprocal relationship between individuals and human groups. Overton (2002:3) explains: *Leadership is the ability to get done with and through others while gaining their confidence and cooperation"*. It is understood from this opinion that leadership is the ability to get action through others with trust and cooperation.

Leadership is a number of skills that a person uses in an organization, and leadership is a combination of all things. Leaders need to have a vision of the future and bring the people they lead to achieve the goals of the people they lead to achieve the goals the organization wants. (Veithzal Rivai, 2004:229-230)

According to Bennis and Nanus (1985:3), "*Leadership is necessary to help organizations develop a new vision of what they can be, then mobilize the organization change toward the new vision.*" This definition implies that leaders must be able to become agents of change for the institutions they lead. The changes in question are changes that have a clear vision.

According to Sallis (1993) a leader can develop subordinates (people he leads) by seeking various aspects, individually or in groups, psychologically or sociologically, implicitly or explicitly whose concrete can be referred to the details of attitudes and behaviors or activities that are stated as detailed as follows: (1) initiating discussion, (2) seeking information and opinions, (3) proposing procedures to achieve goals, (4) explaining or parsing ideas, (5) concluding, (6) testing for consensus, (7) acting as moderator, (8) compromising and creative in overcoming differences, (9) trying to reduce tension in the group and trying to penetrate difficult problems. (10) express the group's feelings and ask others to check the impression, (11) make the group agree on the standard, (12) refer to documents and data (13) praise and correct members in a fair way, and are able to accept complaints equally well with compliments.(Sallis: 1993)

Belasco (1990:31) in Abdul Aziz Wahab (2008: 313-314) suggests potential obstacles that a leader must watch out for, understand and anticipate for the implementation of change (empowering performance), namely:

1. It always takes long. People are slow learners and can forget about their problems easily, and they usually last longer than expected. Changing long-standing habits is difficult. The larger the organization, the longer it will take to change.
2. *Exagerated expectation, everyone wants everything nom*. If people are encouraged to be ready then they will be ready. But sometimes they see it's something that can be done instantly. For that we need people who can be trusted to solve various problems in various situations.
3. *Carping sceptics*. In every professional organization there are always skeptics. It could be that the things raised are right or wrong, therefore every criticism that arises needs to be tested for its seriousness and breadth.
4. *Procastination*. Empowerment of vision takes a lot of time. The organization's vision deals with things that are not visible, such as customer attitudes or employee motivation. Managers generally avoid things that are difficult to measure. And it is even more difficult to maintain a subjective judgment in the face of challenges.
5. *Imperfection*. You have to be prepared for all the mistakes. Turn mistakes and mistakes into learning experiences. Turn mistakes into opportunities to refocus on the vision and redefine each person's role in making the vision come to life.

In order for change to be carried out properly, the empowerment of change must pay attention to various components that are relevant to the desired change. Furthermore Belasco (1999:15) in Abdul Wahab (2008) explain about empowering change:

1. *Empowering change*. "*your actions tell the tell*". Your actions tell you what to do. The basis of any change effort is dedication and commitment shown in concrete, specific and individual actions that drive the process. This means that actions that reflect the vision will motivate workers to use that vision.
2. *Getting ready to change*. Change can be pleasant and successful or otherwise fail. People persist and insist on old habits and behaviors that in the past have proved very useful. Realize this will limit the progress of the organization.
3. *Anticipate the obstacles*. Empowering change is not easy to do but it is possible and very essential for organizations to thrive and thrive. Every obstacle and problem must be faced and anticipated.
4. *Create tomorrow*. Various conditions that cause various problems must be solved. You must be able to determine what to do and where the organization is going in the future (goals)
5. *Focus resources*. An executive without resources is like a ship without sails that will go nowhere. This means that there is a need for clarity of focus starting from the strategy of identifying essential macro activities to be maintained and eliminating those that are not essential. Likewise with micro activities

2. Standards of Educators and Education Personnel

Broadly speaking, there are two required qualifications, namely academic and non-academic qualifications. As emphasized in article 28 that educators and education staff must

have academic qualifications and competence as learning agents, be physically and mentally healthy, and have the ability to realize national education goals. The intended academic qualification is the minimum level of education that must be met by an educator and education staff as evidenced by a diploma and/or certificate of relevant expertise in accordance with the provisions of the applicable legislation. Competencies as learning agents at primary and secondary education and early childhood education include: Pedagogic Competencies, Personality Competencies, Professional Competencies, and Social Competencies. Then for someone who does not have a diploma and / or certificate of expertise but has special skills that are recognized and needed can be appointed as an educator after passing the feasibility and equivalence test.

3. Quality of education

The term quality of education refers to the concept put forward by Sallis (1993: 7) that "*TQM is how much its philosophy corresponds with the best educational management practice.*" It is understood that philosophically emphasizes the efforts of best educational management practices. Furthermore, he explained that "*TQM is a means of assuring quality and standards in education. It provides a philosophy as well as a set of tools for improving quality* (Sallis, 1993:8)." The quality of education in question is sustainable quality referring to the quality standards of education in accordance with the demands of the development and progress of the times that are based.

Conceptually, Sallis (1993: 22) asserts that the concept of quality is a dynamic idea containing two kinds of concepts, namely the absolute concept and the relative concept. In everyday life the concept of quality is more of an absolute concept, which implies goodness, beauty and truth, is ideal without compromise, with the highest standards so that it is admired by many people and few who can afford it. In this case scarcity and high price are characteristics of quality in the absolute concept. Quality here is used as a status distinction between those who have and those who do not. In the field of education, the concept of absolute quality basically creates an elite group. The concept of absolute quality contains "luxury and status". Overall this concept represents a high standard. In the relative concept of Sallis (1993: 23), quality is not seen as an attribute of a product or service but as something that is owned, which does not have to be expensive and exclusive, does not have to be special, maybe even mediocre. According to this concept, quality exists when it is needed, meaning that quality must be in accordance with the desired goals.

The concept of relative quality contains two aspects, namely (1) describing clear specifications, (2) meeting customer needs. Quality is demonstrated as a procedure in a system that is understood as a guarantee of system quality, so as to be able to provide good services and results for certain standard specifications.

The concept of quality put forward by Sallis is interesting for reflection. The tendency that usually occurs in society and also among the political elite views quality issues according to the absolute concept, which is something that is expensive and difficult to achieve or realize. So to get to the quality of education is always associated with expensive costs. As a result, only a handful of people can afford it. It would be interesting if there are experts who are able to offer relatively low costs but are able to provide quality service and quality institutional systems that guarantee customer satisfaction. The author is optimistic that effective and wise leadership can lead to sustainable and affordable quality.

Sa'ud (2006) in his paper on quality assurance, suggests that continuous quality improvement needs to be carried out within a quality framework, both on its own initiative (internally driven) and or involving external parties. The quality assurance approach is important so that education can manage resources optimally to ensure the quality of academic services and educational accountability for stakeholders.

To achieve the expected quality targets and educational quality standards, a strong team consisting of all elements of educational and non-educational personnel is needed. Why is a strong team important? Sallis (1993) explains as follows:

1. A strong team is important for an organization (institution) as a first step or a strong foundation to build Total Quality Management (TQM). In some education sectors, teams have been developed as the basic unit of curriculum delivery. (Sallis: 1993)

2. The team functions to carry out certain tasks in the context of functionalizing team work.

3. Useful for achieving specific projects. (Ad-hoc and short-term projects and improvement teams are key elements in improving quality.)

4. The team becomes the engine of quality improvement

Teams have a number of important functions. As exemplified by Miller, Dower & Innis in Sallis: 1993) in the course drafting team has a number of important functions: (1) responsible for the quality of learning, (2) Responsible for the use of teachers' time, materials and space used, (3) serve as a means to monitor, evaluate and improve quality, evaluate and improve quality, (4) act as a conduit of information to management regarding changes required in the quality improvement process."*The team is a powerful means of making and proposing changes*" Teams are a solid way of making change. In the author's opinion, implementing the quality of education can be studied with matters relating to the academic abilities of students/students, adjustments to the social adaptation of students, the role of parents and teachers in assisting students in achieving success in education, setting the environment according to the needs of students. which is heterogeneous. Based on this, the role of educational psychology in the implementation of quality education is very important.

C. ANALYSIS

a. Implications of leadership on efforts to realize the Standards of Educators and Education Personnel for the achievement of quality education

The leadership in question is the leadership applied by educational leaders. Sulastri cites several expert opinions regarding educational leaders in relation to the effectiveness of educational institutions (schools). Bush & Coleman (2000) stated that educational leaders are "Culture Creators". According to Duignan & Macpherson that school effectiveness emphasizes the importance of what happens in the classroom and educational leadership that provides a culture in the teaching and learning process, therefore, educational leaders have a responsibility to create an organizational culture that enhances organizational development and growth. The qualities identified by Duignan and Macpherson in educational leaders, are similar to transformational leaders, which emphasize leaders who encourage and empower subordinate responsibility, by:

1. Create opportunities for participants (participants) in the change process to reflect on their practice and develop a personal understanding of their implications and self-change;
2. Encourage those involved in implementing an improvement to form social groups and provide mutual support throughout the change process;
3. Provide positive feedback opportunities for all involved in the change; and
4. Be sensitive to the results of process development and provide the necessary conditions for feedback and follow-up so that those involved have the opportunity to discuss and rethink their ideas and practices.

Fiedler (1997) cited Sulastri noted the above implications for teaching leadership include: (1) Managing teaching and curriculum; (2) Supervision of teaching; (3) Monitoring student progress; and (4) Provide a teaching climate that teaches. Northfield adds that a key style of educative leader is that the leader provides opportunities for participants to develop personal understanding and encourages conditions for reflection in practice (Bush & Coleman, 2000).

Lipham developed a "four-factor theory" of leadership for school principals, namely (1) structural leadership, (2) facilitative leadership, (3) supportive leadership, and (4) participatory leadership.
All these leadership factors emphasize managerial and administrative skills. The success of the principal is being able to modify or adjust the four leadership factors according to the needs of the school.

b.   The Role of Leadership in Realizing Sustainable Education Programs and Quality

Waddel et al (2004:3): suggest that for the purpose of "sustainability", (sustainability) a program needs the ability to implement improvement and transformation of change. It also demands organizational and management skills simultaneously in a mature market where cost, efficiency, and increased innovation are key. Then to develop new products and services where radical innovation, speed and flexibility are important.

The quality of continuing education in an institution is strongly influenced by all available resources, and is determined by the quality of leadership in managing resources at the institution. Principals and leadership levels are responsible for realizing sustainable quality. In this regard, Sallis (1993:8) asserts "...no book can tell an institutional how to achieve total quality for itself – only your customers can tell you that!". The point is that the quality of an institution will be guaranteed if the elements of the institution itself are able to meet the expectations of all customers (customers). The expectation of the customer in question is the existence of quality service and provide satisfaction. This effort is in dire need of a management system capable of empowering all elements of the institution through effective leadership.

In order to realize the program and quality of continuing education in an educational institution, a leader must realize that "Successful institutions of the future must be as responsive and fluid as the world around them." (Sallis, Edward: 1993. p.78). Meaning: A successful institution (organization) towards the future is an institution that is responsive and changes according to the demands of the world around it. It is understood that this requires

innovative leadership and is able to face the challenges of change. Based on the concept above, it can be understood that the role of a leader of an educational institution is very decisive in efforts to meet the needs of the institution he leads. Such as being able to pursue various programs and activities that are relevant to efforts to fulfill and improve and develop the competence of educators and education personnel at the institution according to the standards set.

The principles of effectiveness and efficiency, strategic accuracy, clarity of direction and mission understood by all elements of educational institutions, and healthy competition are important things that need to be pursued. This can be the strength and key to the leadership's success in carrying out the duties, functions and responsibilities of advancing educational institutions in accordance with the quality standards required for all elements and components of the institution they lead.

Glenn Cummings (2010) has conducted research on "sustainability in higher education" with the research question "what common characteristics and actions were taken by successful university and college leaders in the pursuit of sustainability?" The research was carried out in four universities for four years. The first two years researched public research universities and the next two years researched public community colleges. The four colleges are: Arizona State University, University of New Hampshire, Cape Cod Community College and Foothill D'Anza Community College District. The senior leadership at the institution expressed the same character and several strategies that made the leaders able to realize sustainability.

Five themes were raised as follows: First, this research indicates, not surprisingly, that leadership plays a crucial role in the success of sustainability implementation. This means that it is not uncommon that the leadership role is an important role in implementing sustainability.

What is required is the ability to develop a clear thing, namely sustainability commitment, where personal appreciation is a significant movement in delivering it to become an ideal institution.

Second, the use of administrative policies, particularly human resource management, provided for significant long-term impacts in the effort to build sustainability. That is to emphasize that administrative policies, human resource management, have a significant impact in the long term in relation to efforts to build sustainability.

Third, effective leaders used the power of symbolism and "milestones" to underscore the institutional significance of sustainability. Consistent with the "transformational" or "symbolic" framework as long as leadership is an action that strengthens the identity of the institution and is able to instill sustainability as a hallmark of the institution (school). Furthermore, Cummings (2010) emphasized that "...Effective leaders used these opportunities with great skills to promote sustainability." This means that effective leaders are able to use opportunities with great skills to realize sustainability. Fourth, all four institutions applied both the symbolic and political framework to engage faculty and students. The point is that symbolic and political frameworks are two important things to guide faculty and students. Then it was emphasized that the moral relationship of leadership and responsibility is an important initiative to realize sustainability. Fifth, leaders used their ability to "tell the story"

of sustainability to engage funders. This means that leaders must be able to be transparent in terms of the use of funds.

Finally, Cummings (2010) concludes, that effective leaders are leaders who are able to build coalitions and are able to maximize the use of personal and administrative power. The integration of sustainability in leadership efforts to improve the curriculum can encourage and encourage sustainability in maintaining the good name of the faculty. Leader skills find ways to achieve institutional success and maintain the reputation of the institution. Then the ability to raise external funds (private or government) is also important in order to realize the sustainability of the institution.

c. Leadership Commitment in Realizing Educators and Education Personnel Standards for Achieving Quality Education

Lestari stated that the effective school model in policy and practice is embodied in the School-Based Quality Improvement Management program or MPMBS (Depdiknas, 2002:14). In an effective school, the principal has a strong role in coordinating, mobilizing, and harmonizing all available educational resources.

Principal leadership is one of the factors that can encourage schools to be able to realize their school's vision, mission, goals, and objectives through programs that are implemented in a planned and gradual manner. Therefore, principals are required to have strong management and leadership skills to be able to take decisions and take initiatives to improve school quality. In general, strong school principals have the ability to mobilize school resources, especially human resources, to achieve school goals.

In carrying out his function as a leader in schools, the principal has duties in the field of administration which can be classified into six areas, namely:

1) Teaching management
This teaching management is the basis of activities in carrying out the main tasks. Activities related to this management include:

a.   Educational leaders should master the outlines of the teaching program for each field of study and for each class,

b.   draw up a school program for one year,

c.   schedule lessons,

d.   coordinating the activities of preparing the teaching unit model,

e.   organize assessment activities,

f.   carry out the norms of grade promotion,

g.   record and report the results of student learning abilities,

h.   coordinating school guidance activities,

i.   coordinating non-curricular programs,

j.   planning procurement,

k.   maintain and develop school library books and learning tools.

2) Staffing management
Included in this field are organizing matters related to selection, promotion, leave, transfer and dismissal of school staff members, division of tasks among school staff

members, health and economic security issues, creation of appropriate and pleasant working relationships. , the problem of implementing the code of ethics for positions.

3) **Discipleship management**

In this field, the activities that appear are planning and organizing new students, dividing students into levels, classes or groups (grouping), moving and leaving students (mutation), providing special services for students. students, manage the implementation and teaching activities, conduct testing and evaluation activities, prepare reports on the progress of student discipline problems, student organization arrangements, attendance problems, and so on.

4) **Building and yard management**

This management involves planning and procurement efforts, inventory, regulation of use, maintenance, rehabilitation of school material equipment and tools, general beauty and cleanliness, efforts to complete in the form of buildings (school rooms), playgrounds, gardens and yards. schools, school furniture, classical learning tools and teaching aids, school libraries, games and recreation equipment, school maintenance facilities, equipment for special operations, school transportation, and communication tools

5) **Financial management**

In this field, it involves matters relating to the salaries of teachers and school staff, matters relating to the administration of school authorization, matters concerning school fees and student equipment fees, efforts to provide funds for holding meetings and celebrations as well as public gatherings.

6) **Management of school and community relations**

To get sympathy and help from the community including parents of students, and to be able to create cooperation between school-home- and social institutions.

In addition to administrative duties, the principal also has a function in the field of supervision, in this field he has the role of providing guidance, assistance, supervision and assessment on problems related to the technical implementation and development of teaching education in the form of improvement of teaching education programs and activities to be able to create situations learn how to teach.

These tasks include**:**

a. Guiding teachers so that they can clearly understand the goals of teaching education to be achieved and the relationship between teaching activities and goals. Guiding teachers so that they can understand more clearly about the problems and needs of students.

b. Selecting and assigning the most suitable assignments for each teacher according to their respective interests, abilities and talents and further encouraging them to continue to develop their interests, talents and abilities.

c. Provide an assessment of school performance based on the standards of the extent to which the school's goals have been achieved.

Responsibilities as a leader in a school, a principal also has responsibilities in the fields of teaching, curriculum development, student administration, staff personnel administration, community relations, and school equipment and organization.

In empowering the community and the surrounding environment, in this context the principal is the key to success who must pay attention to what happens to students at school and what parents and the community think about the school. Principals are required to always try to

foster and develop good cooperative relationships between schools and the community in order to create effective schools.

This harmonious relationship will form mutual understanding between schools, parents, communities, and institutions, mutual assistance between schools and the community because they know the benefits and importance of their respective roles, and close cooperation between schools and various parties in the community. community and they feel they are responsible for the success of education in schools.

The principal is also not only required to carry out various duties at school, but he must also be able to carry out cooperative relationships with the community in order to optimally develop the personality of students so that the role of the school becomes an institution that is able to realize the vision and mission of national education. To realize quality and effective schools with good quality education, of course, requires a joint commitment to jointly advance the institution and improve the quality of education. The commitment of all elements of the institution, especially the commitment of educators and educational staff in particular, can be built starting from a strong leadership commitment that is able to inspire and motivate and strengthen all elements and resources of the institution to jointly commit to advancing towards the expected quality and quality of education.

In this case, the concept of relative quality put forward by Sallis should be able to inspire leaders of educational institutions not to rely on the quality of their institutions on expensive things. Quality can be improved starting from small and simple things, such as sincerity, perseverance, persistence and teamwork in carrying out tasks in order to achieve the expected goals. Limited facilities and infrastructure should not be used as a barrier to carrying out quality work, because tools are only one small part of the determining factor for success. Of course in this case a creative and innovative effort is needed from all elements of the institution to be able to provide good educational services so that they are able to meet all the standards required for educators and education in particular and the quality standards of education in general. and education in particular can be built starting from a strong leadership commitment that is able to inspire and motivate as well as strengthen all elements and resources of the institution to be jointly determined to advance towards the expected quality and quality of education. In this case, the concept of relative quality put forward by Sallis should be able to inspire leaders of educational institutions not to rely on the quality of their institutions on expensive things.

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d. Conclusion

Based on the description above, it can be concluded that many things are mastered and considered by a leader in order to become an effective leader in order to bring the institution he leads to the desired direction in accordance with the standards required for all elements of the institution.

Effective educational leaders must be able to make the people they lead, especially educators and educational staff aware, that good quality education does not always have to be expensive. With sincerity, tenacity and good teamwork, all goals can be achieved, especially the qualification standards of educators and education staff can be met and achieved and their sustainability is maintained.

Educational leaders have the responsibility to create an organizational culture and a conducive climate for efforts to increase growth and enhance the development of educational institutions in accordance with the required quality standards. In this regard, educational leaders have three main roles: leadership, managerial, and educational fields for all elements of the institution.

The quality of education is the quality of graduates and satisfactory service, with graduates with good grades, while the quality of service can serve the needs of interested parties quickly and accurately, so the quality of education focuses on the quality of learning, which in total describes the quality of the process, the quality of the people, and the quality of the results. expectations of customers and school/madrasah stakeholders.

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