

THE PRINCIPAL'S ROLE IN IMPROVING THE QUALITY OF EDUCATION AT METTA MAITREYA ELEMENTARY SCHOOL

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Abstract : Based on observations, there has been no research that explains the role of school principals in improving the quality of education at Metta Maitreya Elementary School. In fact, research on the role of school principals in improving the quality of education at Metta Maitreya Elementary School is important. Based on these observations, research will be conducted on the Role of School Principals in Improving the Quality of Education at Metta Maitreya Elementary School. The research method used is qualitative method. The time of this study is August to September 2023. The place of research is SD Metta Maitreya which is located at Jalan Tuanku Tambusai, , Puri Nangka Sari Complex, Pekanbaru. Data sources come from the Principal of SD Metta Maitreya, teachers, students, and parents. Data collection techniques through observation, interviews, and documentation. The conclusion of this study is that the role of the principal in improving the quality of education at SD Metta Maitreya is that the principal acts as an educator, manager, *educational administrator*, *supervisor*, and entrepreneur at SD Metta Maitreya.

Keywords: role of school principal, quality of education

1. Introduction

Leadership is an important or very important aspect in an institution. With leadership in an institution, it will also determine the success of the institution. For example, in an organization, a leader determines planning, organizing, implementing, supervising, and evaluating, so that aspects of management in the institution will be taken care of. Examples of leadership in an institution for example in schools. The school is led by a principal who is trusted to lead the school. The principal in exercising leadership also determines the success of the educational institution he leads. If the leadership of the principal is taken care of, it can help determine or improve the quality of education.

Examples of leadership in schools, for example, the principal also becomes a mentor for teachers at school. The principal plays a role in providing guidance to teachers who must be given guidance in order to improve aspects that must be improved so that they can achieve the predetermined learning goals. Of course, if there is an aspect that is already good or very good, then it is maintained by the teacher. Only the aspects that must be improved are improved by the teacher. Then an example of the leadership aspect of the principal is that when there are

accreditation activities at the school, the principal will lead the accreditation activities. For example, the principal by starting his steps through planning. The headmaster begins by planning his steps by determining what grades will or want to earn? For example, when you want to get an A accreditation, the principal must make a plan that makes him get an A grade. Then after making a plan, the next step is for the principal to organize, namely starting to provide work to teachers and education staff. After that, the principal asked the education staff and teachers to carry out the work that had been given. The next step is to supervise the work that has been carried out by them. Then the next step is the evaluation.

The discussion about the principal's leadership is very interesting to discuss. But until now, there has not been much research on the role of school principals in improving the quality of education. In fact, the research mentioned above must be carried out to reveal information related to the role of school principals in improving the quality of education. By revealing the aspects mentioned above, the quality of education in schools will be able to improve.

Research related to the role of school principals in improving the quality of education if it has been revealed will support the progress of educational institutions, namely schools. The quality of school graduates is an important aspect that must be considered by the principal so that each graduate is a quality graduate. This proves that research on the role of school principals in improving the quality of education must be carried out. With this research, information related to the role of school principals in improving the quality of education will be revealed. Related to those mentioned above, a research entitled The Role of School Principals in Improving the Quality of Education will be conducted. The purpose of this research is to determine the Role of School Principals in Improving the Quality of Education at Metta Maitreya Elementary School.

2. Literature Review

Crosby in Syafaruddin and Syukri (2022: 3-4) defines quality as *conformance to requirement*, which is as hinted or standardized. A product has quality if it is in accordance with predetermined quality standards. Quality standards include raw materials, production processes and finished production. Then, according to Garvin in M.N. Nasution in Syafaruddin and Syukri (2022: 3-4) that quality is a dynamic condition related to products, humans or labor, processes and tasks, and environments that meet or exceed customer or consumer expectations. Consumer tastes or expectations on a product are always changing so the quality of the product must also change or be adjusted. With changes in product quality, changes or improvements in labor skills are needed, changes in production processes and tasks, and changes in the organizational environment so that products can meet or exceed consumer expectations.

Here are three opinions about quality, according to Elliot, Juran, and Deming. Elliot in Syafaruddin and Syukri (2022: 11) mentions quality is something different for different people depending on time and place or is said to be in accordance with the purpose. Then, Juran in M. N. Nasution in Syafaruddin and Syukri (2022: 11) stated that quality is the suitability of product use (*fitness for use*) to meet customer needs and satisfaction or Quality as conformity to specifications. Furthermore, Deming in Syafaruddin and Syukri (2022: 11) stated that quality must aim to meet current and future customer needs.

According to Permendiknas No. 63 of 2009 concerning the Education Quality Assurance System that the quality of education is the level of intelligence of the nation's life that can be achieved from the implementation of the National Education System. Then, Fattah (2012: 2) stated that Quality is the ability possessed by a product or service that can meet needs or expectations, customer satisfaction which in education is categorized into two, namely internal

(students / students) and external (society and environment. Abdullah (2017: 191-192) stated that Quality or more often referred to as quality is a description of the overall characteristics of goods or services that show their ability to satisfy the needs of users. Regarding education in schools, the quality of education always refers to the specifications of educational services that are in accordance with the objectives or benefits of education itself.

Suti (2011: without pages) states that the notion of quality can be seen from two sides, namely the normative aspect and the descriptive aspect. In a normative sense, quality is determined based on intrinsic and extrinsic considerations. Based on intrinsic criteria, the quality of education is an educational product, namely humans who are educated according to ideal standards. Meanwhile, based on extrinsic criteria, education is an instrument for educating a trained workforce. As for the descriptive sense, quality is determined based on real circumstances such as learning achievement test results. Thus, the quality of education is the degree of excellence in managing education effectively and efficiently to give birth to academic and extra-curricular excellence in students who are declared graduated for one level of education or complete certain learning.

Quality means quality, degree, level. The term quality has quite diverse meanings, containing many interpretations and contradictions. Quality in the relative sense (standard) is applied in the world of education in Indonesia, among others, as evidenced by the existence of a national curriculum that provides details of the goals to be achieved, the formulation of desired competency standards, content standards, assessment standards including national examinations (Umaedi, Hadiyanto and Siswantari in Kuntoro, 2019: 92). In general, quality means the degree or level of excellence of a product (work / effort) in the form of goods and services (Kuntoro, 2019: 92).

In general, quality means the degree (level) of excellence of a product (work / effort) in the form of goods and services, both tangible and intangible. In the context of education, the definition of quality refers to the educational process and educational outcomes (Tuala, 2018: 62). In the "educational process" quality is involved as input, such as: teaching materials (cognitive, affective, or psychomotor), methodology (varies according to teacher ability), school facilities, administrative support and infrastructure and other resources and the creation of a conducive atmosphere. School management, classroom support functions to synchronize these inputs or synergize all components in the interaction (process) of teaching and learning both between teachers, students, and supporting facilities in the classroom and outside the classroom, both curricular and extra-curricular contexts, both in the scope of academic and non-academic substance in an atmosphere that supports the learning process. Quality in the context of "educational outcomes" refers to the achievements achieved by schools in each certain period of time (whether at the end of each cawu, the end of the year, 2 years or 5 years, even 10 years) (Tuala, 2018: 62-63).

Achievements achieved or educational results (student achievement) can be in the form of academic ability test results (e.g. general tests, Ebta or Ebtanas). It can also be achievements in other fields such as achievements in a sport, art, or certain additional skills such as: computers, various types of techniques, services. Even school achievement can be in the form of intangible conditions such as an atmosphere of discipline, familiarity, mutual respect, cleanliness, etc. (Tuala, 2018: 63). Between the process and the results of quality education are interconnected. However, in order for a good process not to be misguided, quality in the sense of results (output) must be formulated in advance by the school, and it must be clear the target to be achieved for each year or other period of time. Various inputs and processes must always refer to the quality of the results (outputs) to be achieved. In other words, the responsibility of schools in school-based quality improvement is not only on the process, but

the final responsibility is on the results achieved. To determine the results/achievements achieved by 64 School Quality Improvement Management, especially those concerning aspects of academic or cognitive ability, benchmarking can be done (using standard reference points, such as NEM). Evaluation of all educational outcomes in each school, both those that already have benchmarks (benchmarking) and others (extra-curricular activities) is carried out by individual schools as self-evaluation and is used to improve quality targets and the next year's education process (Dirhamno in Tuala, 2018: 63).

The educational process is said to be of quality if all components of education are involved in the educational process itself. Factors in the educational process are various inputs, such as teaching materials, methodologies, school facilities, administrative support and infrastructure and other resources as well as the creation of a conducive atmosphere. While the quality of education in the context of educational outcomes refers to the achievements achieved by schools in each certain period of time. Achievements achieved or educational results (student achievement) can be in the form of academic ability test results (e.g. general tests, Ebta and Ebtanas). It can also be in other fields such as achievements in a branch of sports, arts or certain additional skills such as computers, various types of techniques, services and so on (Tuala, 2018: 64).

In the context of education, the notion of quality, in this case refers to the educational process and educational outcomes (Jafri D and Abdul Rahmat, 2017: 55).. Furthermore, the quality of education, is one of the pillars of human resource development (HR) is very important to develop a country. It can even be said that the future of a country lies in the existence of quality education at the present time, quality education will only grow if there are quality educational institutions. Therefore, efforts to improve the quality of education are ways to create quality education (Kuntoro, 2019: 92-93). Then, Rabiah (2019: 59) stated that quality management in education is a way of organizing all educational resources, which is directed so that everyone involved in it carries out their duties vigorously and participates in improving the implementation of work so as to produce appropriate services that even exceed the expectations of "education customers". Then, Fadhli (2017: 218) stated that the quality of education is the quality of graduates and services that satisfy parties related to education.

Latifah (2022: 176) stated that the leader who leads a school is called the principal who coordinates all residents, namely teachers, education staff and students in the school. Then, a leader, such as the principal, must have quality standards that are an important element for the progress of the school he leads. Furthermore, Kharismawati (2019: 20) also discussed school principals. He stated that the principal is the key to the success of a school or institution, because the success of achieving the goals and quality of the school is strongly influenced by the leadership of the principal. The leadership of the principal is inseparable from the role of the principal who aims to improve the quality of education.

Manora (2019: 123-124) stated that the role of school principals in improving the quality of education must be in accordance with professional performance to be able to create well-organized educational achievements, so the components that must be considered are teachers, students, education staff, as well as facilities and infrastructure and all involved in the school. Furthermore, Jatirahayu (2013: 53) stated that school principals can improve teacher performance in schools. Leaders must show their exemplary attitude in order to improve the quality of their educational institutions (Sutikno, 2021: 10). Based on this opinion, leaders have a role to improve the quality of education. Examples of leaders in educational institutions such as school principals. The principal has a role to improve the quality of education in the institution he leads.

Fitrah (2017: 36) stated that the role of school principals in order to improve the quality of education is very important because it can affect the success and failure of the quality of education itself. Broadly speaking, the scope of duties of the principal can be classified into two main aspects, namely work in school administration and work related to educational professional development. Then, according to the perception of many teachers, the success of the principal's leadership is mainly based on his ability to lead. The key to the smooth work of the principal lies in stability and emotion, as well as self-confidence. This is a psychological basis for treating its staff fairly, setting an example in behaving, behaving and carrying out duties.

Rosyadi and Pardjono (2015: 125) stated that the success of an educational institution depends on the leadership of the principal. Because the principal as a leader in his institution, he must be able to bring his institution towards achieving the goals that have been set, he must be able to see changes and be able to see the future in a better globalization life. The headmaster must be responsible for the smooth and successful management of all arrangements and management matters formally to his superiors or informally to the community that has entrusted his students. Pustaka Yustisia (2007: 102-103) explains that the principal as the top leader has authority and power, as well as the ability to manage and develop his subordinates professionally. Thus, the principal must have several professional competencies, namely: (1) the principal acts as a leader, (2) the principal acts as a manager, (3) the principal acts as an educator, (4) the principal acts as an administrator, (5) the principal acts as an entrepreneur, (6) the principal acts as a creator of the work climate, and (7) the principal acts as a supervisor. The principal in carrying out his duties has responsibilities to the quality of existing human resources (Juliantoro, 2017: 25). Based on this opinion, the principal must carry out his duties so that the quality of human resources in the school can be of high quality. If the quality of the quality of the resources is the power, then the graduates are also qualified.

Next we will discuss quality. Alifuddin (2012: 79) stated that the concept of quality has now developed towards customer satisfaction. The organization in providing products or services must conform to the requirements expressed by customers. Organizations need to continuously create new ideas or innovations to meet these requirements.

Furthermore, Mulyasa (2011: 226 with edits as necessary) stated that the concept of TQM (*Total Quality Management*) in education or education quality management views that educational institutions are service industries. Furthermore, TQM views educational business products as services in the form of services provided by education managers and all employees to customers in accordance with certain quality standards.

Furthermore, Sallis (2010: 197-198 with edits as necessary) stated that To achieve quality improvement, teams in educational institutions must and need to direct the TQM philosophy to a more practical level. Then the most important thing is how to find the right tool to get a job done. Staff need to be trained to use these tools appropriately.

In the context of education, the notion of quality includes *educational inputs*, processes, and *outputs*. *Educational inputs* are all that must be available for the educational process to take place. All of this is resources and software and hopes to guide the process. *Resource inputs* include human resources (principals, teachers including BK teachers, employees, and students) and the rest of the resources (school equipment, equipment, money, materials, and so on). So all resources and software and guiding expectations for the educational process must be in place. *Software inputs* such as school organizational structure, laws and regulations, task descriptions, plans, and so on. *Input* expectations in the form of vision, mission, goals, goals to be achieved by the school. *Input* readiness is very necessary so that the education process can take place properly. The process of education is the transformation of something into

something else. Something that affects the progress of the process is called *input*, while something from the result of the process is called *output*. In micro-scale education (school level), the process in question is the decision-making process, institutional management process, program management process, teaching and learning process, and monitoring and evaluation process, with a note that the teaching and learning process has the highest level of importance compared to other processes (Mulyasa: 2012: 157).

Then Irianto (2011: 117 with edits as necessary) said that improving the quality of education has a relationship with the learning process. The learning process is closely related to teaching staff, equipment, and learning resources. *Educational output* is the performance of the school. School performance is school achievement resulting from school processes/behavior. School performance can be measured by its quality, effectiveness, productivity, efficiency, innovation, quality of work life, and morale. Especially related to the quality of school output, it can be explained that school *output* is said to be of high quality or high quality if school achievement, especially student achievement, shows high achievement in (1) academic achievement, in the form of general test scores, final test scores, scientific papers, academic competitions, (2) non-academic achievements. School quality is influenced by many stages of interconnected activities (processes) such as planning, implementation, and supervision (Mulyasa (2012: 158 with edits as necessary).

Spanbauer (1992) states that educators must learn to use and interpret basic strategies that are often used for quality improvement. From the opinion conveyed by Spanbauer, educators must try to have strategies such as effective teaching strategies to improve the quality of the learning process in the classroom. With the improvement of the quality of the learning process in the classroom, students will have an understanding of the lessons taught by the teacher. If students understand the lesson taught by the teacher then when there is a test then students will be able to answer the questions given by the teacher. If students can answer the questions given by the teacher, this shows the quality of the teacher's learning process in the classroom. Based on the above understanding, it can be understood that Quality Improvement Management has the following principles:

- a. Quality improvement must be carried out in schools;
- b. Quality improvement can only be carried out with good leadership; Quality improvement must be based on data and facts both qualitative and quantitative;
- c. Quality improvement must empower and involve all elements in the school;
- d. Quality improvement has the aim that schools can provide satisfaction to students, parents and the community (Suryasubroto, 2004: 21).

To achieve quality education, of course, good educational program planning is needed. In education planning to achieve quality education, it is necessary to pay attention to the influencing conditions, appropriate strategies, planning steps and have assessment criteria (Ibrahim and Rusdiana. 2021: 254). From the explanation presented by the experts above, the role of the principal in improving the quality of education at SD Metta Maitreya is the function of the principal of SD Metta Maitreya in providing quality services to school customers to improve the quality of education. The quality of education increases, so school performance can also be declared to improve. Therefore, the principal of Metta Maitreya Elementary School must carry out his function as a principal in order to improve the quality of education in his school.

3. Method

The research method used is qualitative method. The time of this study is August to September 2023. The place of research is SD Metta Maitreya which is located at Jalan Tuanku Tambusai, Puri Nangka Sari Complex, Pekanbaru. Data sources come from the Principal of SD Metta Maitreya, teachers, students, and parents. Data collection techniques through observation, interviews, and documentation. The data validity test plan in this study is a credibility test, transferability test, dependability test, and conformity test (quoted from Yusuf: 2013: 397: 401; R, Syamsuddin and Damaianti: 2011:91-92).

4. Result and Discussion

The following is a discussion of the role of school principals in improving the quality of education at Metta Maitreya Elementary School as follows.

a. The principal plays the role of Educator at Metta Maitreya Elementary School

The school principal plays the role of educator at Metta Maitreya Elementary School in that the principal pays attention to the competencies possessed by the teachers at Metta Maitreya Elementary School. Competencies possessed by teachers at Metta Maitreya Elementary School in the learning process, it can be used during the learning process carried out in the classroom. From this explanation, the school principal's role is to improve teacher competence at Metta Maitreya Elementary School for example guiding teachers there. The school principal as an educator also plays a role in guiding educational staff at Metta Maitreya Elementary School.

The role of the school principal as an educator at Metta Maitreya Elementary School, then the principal must also have extensive knowledge so that the principal can become a teacher guide at Metta Maitreya Elementary School if there is part of the learning carried out by the teachers at Metta Maitreya Elementary School which must be corrected so that with guidance from the principal, teachers can improve the learning carried out so that it becomes appropriate again. Ways that the head can do at Metta Maitreya Elementary School to increase their knowledge, for example by reading. Then, the school principal guides the work of the educational staff at Metta Maitreya Elementary School also like that. Head of Metta Maitreya Elementary School must have knowledge so that when educational staff at Metta Maitreya Elementary School anyone asked, then the principal at Metta Maitreya Elementary School can answer it. Head of Metta Maitreya Elementary School who have carried out their duties well or very well as educators, then this will be able to improve the quality of education in at Metta Maitreya Elementary School.

b. The principal plays the role of Manager at Metta Maitreya Elementary School

In this aspect, then the head of Metta Maitreya Elementary School carry out its management functions. The management functions in question are planning, organizing, implementing, monitoring and evaluating. Head of Metta Maitreya Elementary School who carries out these management functions, his implementation will support the success of the school he leads. For example, a school principal at Metta Maitreya Elementary School make a plan, namely to develop the school to get an A accreditation score, then the head of Metta Maitreya Elementary School plan well or very well. After that, head of Metta Maitreya Elementary School hold a meeting to organize it. In this aspect, then the head of Metta Maitreya Elementary School give work to educational staff and teachers at Metta Maitreya Elementary School to carry out the plans he has made.

Withgive workto education staff and teachersMetta Maitreya Elementary School,then the plans that have been made are already at the organizing stage. At the time of pembErianwork, then headMetta Maitreya Elementary Schoolalso explains how to do the work that has been donegive so when it's ongiveright, then the person who gets itworkit can work to implementworkwhich hasgiventhe. After that, headMetta Maitreya Elementary Schoolsupervising the performance of educational staff and teachersMetta Maitreya Elementary Schoolwhich has been ingivethat's the job. After supervision has been carried out, an evaluation is carried out to determine the level of success of the work carried out by education staff and teachersMetta Maitreya Elementary School. HeadMetta Maitreya Elementary Schoolwho have carried out their duties well or very well as managers, this will be able to improve the quality of education inMetta Maitreya Elementary School.

c. The principal plays the role of Educational Administrator in Metta Maitreya Elementary School

The role of the principal as an educational administrator inMetta Maitreya Elementary Schooloriginates from the nature of educational administration as the utilization of various resources such as people, facilities and infrastructure as well as various other learning media optimally, precisely, effectively and also efficiently to support the achievement of educational goals. By achieving educational goals, quality graduates will be achieved. In this aspect, then the headMetta Maitreya Elementary Schoolmust utilize various sources to achieve the educational goals that have been set.

If the educational goals that have been set are achieved, for example, each student has good or very good knowledge and character, then when they graduate, when they are employed, the party that employs them will also receive the work results that have been demonstrated.fromhis job. If these aspects can be achieved, then this means that the graduates from the school are of high quality. HeadMetta Maitreya Elementary Schoolwho have carried out their duties well or very well as educational administrators atMetta Maitreya Elementary School,then this will improve the quality of education inMetta Maitreya Elementary School.

d. The principal plays the role of Supervisor in Metta Maitreya Elementary School

The principal who acts as supervisor inMetta Maitreya Elementary Schoolit means headMetta Maitreya Elementary Schoolhas the responsibility to monitor, develop and improve the learning process in the classroom which must be improved. In this aspect it means headMetta Maitreya Elementary Schoolcarry out supervision of teachersMetta Maitreya Elementary School. This is intended to monitor teacher performanceMetta Maitreya Elementary School. When the teacher's performance has been monitoredMetta Maitreya Elementary School, then headMetta Maitreya Elementary Schoolwill get information about the teacher's performanceMetta Maitreya Elementary School.

When the headMetta Maitreya Elementary Schoolalready know the performance of the teacherMetta Maitreya Elementary School,then headMetta Maitreya Elementary Schoolprovide coaching to teachers by calling teachers for coaching so that there are benefits to the monitoring aspect that has been carried out by the headMetta Maitreya Elementary School. After coaching is carried out, then the headMetta Maitreya Elementary Schoolcarry out monitoring again to obtain information regarding the development of teacher performanceMetta Maitreya Elementary Schoolafter training has been carried out. If there has been progress, then this shows that the teacher has improved aspects of the learning process carried out in class. Of course, if there are good or very good aspects of the learning process that have been carried out by the teacher, then they must be maintained. HeadMetta Maitreya

Elementary School who have carried out their duties well or very well as supervisors, then this will be able to improve the quality of education in Metta Maitreya Elementary School.

e. The principal plays the role of entrepreneur in Metta Maitreya Elementary School

The principal plays the role of entrepreneur in Metta Maitreya Elementary School. What this means is that the principal applies values entrepreneurship in managing Metta Maitreya Elementary School. For this aspect, the school principal carries out activities, for example:

1. Carrying out innovation for development Metta Maitreya Elementary School

To apply innovation for development Metta Maitreya Elementary School, then head Metta Maitreya Elementary School carry out innovations for school development, for example improving the teacher's room if it needs to be repaired. Improve facilities Metta Maitreya Elementary School which must be repaired so that the school facilities can be used again to support school development.

2. Work to achieve the school as an effective learning organization

An example of this aspect is the head Metta Maitreya Elementary School create a program, for example, every Tuesday, each student is required to read a book for about 15 minutes in the school hall to cultivate reading as a character so that it can increase the knowledge possessed by each student. If students' knowledge can increase, then this will also be beneficial for students now and in the future. The knowledge possessed by students will also be useful for making students' attitudes or character good or the best.

Head Metta Maitreya Elementary School who have carried out their duties well or very well as entrepreneurs, this will be able to improve the quality of education in Metta Maitreya Elementary School. Therefore, head on Metta Maitreya Elementary School can study aspects of work in the field of entrepreneurship so that in their role as entrepreneurs they can develop and improve the quality of education in their schools through aspects entrepreneurship.

5. Conclusions

The problems in this research have been resolved so that conclusions can be drawn from the results of this research on the role of school principals in improving the quality of education in Metta Maitreya Elementary School is (a) The principal plays the role of Educator Metta Maitreya Elementary School; (b) The principal plays the role of Manager at Metta Maitreya Elementary School; (c) The principal plays the role of Educational Administrator in Metta Maitreya Elementary School; (d) The principal plays the role of Supervisor in Metta Maitreya Elementary School; (e) The principal plays the role of entrepreneur in Metta Maitreya Elementary School

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