The Head Master of Strategy In
Developing Religious Academic Quality Culture

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Abstract : *The strategy of developing a culture of religious academic quality includes: planning, implementation, and evaluation. The method of this research uses descriptive qualitative method. The purpose to analyze and find the efforts of Head Master in developing culture of academic religious quality. in developing the culture of quality that is SWOT strategy which is contained in vision, velue, program, and target of School. The research findings formed vision of school mission, goals and objectives, and effort of schoolr principal in developing culture of religious academic quality.*

Keywords: Strategy, Quality Culture, Academic Religious

Introduction

Hanges in quality culture aim to form a quality-oriented culture, and make quality foundation for all components of education. If this management is set in the school, then the leadership should try to build awareness of its members starting from their own leaders, teachers, employees, students, and various related elements, such as guardians, and graduate users. Herein lies the importance of developing engineering factors, and motivational factors, so that gradually it can be ensured that the quality culture will develop within the school. It is important to apply effective and constructive forms of human relationships in order for all members of the school to feel a harmonious relationship to the formation of effective and effective cooperation. Cultural change in the quality culture is done to pursue ways of formulating common beliefs, religious values interventions,

and formulating the vision and mission of Schools for one of the formal education institutions in Indonesia.

With regard to the culture of quality underlying the establishment of a quality culture, researchers are interested in studying the strategy of school Principals in blessing the school quality culture because the quality culture is one of the responsibilities of school Principals. This is done to meet the demands for the improvement and improvement of the higher quality of school . In addition, the development of research on school culture orientation is no longer on the issue of cultural rationalization, but seen from classical and scientific management theory, which focuses on th improvement of the higher quality of school . In addition, the development of research on school culture orientation is no longer on the issue of cultural rationalization, but seen from classical and scientific management theory, which focuses on the management of learning is the only way the School Principal's job is to improve the effectiveness of school, but later research in this field has penetrated into a new perspective, namely the role of school Principals in terms of the social dimension of school culture. Head of Master also provides an important role for the formation of a strong school culture. Research on the Head of Master in developing the quality culture, directed towards the establishment of a strong school culture (*Good School Culture*), in order to improve the quality of school, and it turns out some educational institutions have not entirely undertaken the development of quality culture.

The Head of Master in developing quality culture is an effort to synergize all components of school so that committed to quality of school.Pevelopment of quality culture, include: (1) cultural building (*culture building*), in the form of vision, mission, goals, values and beliefs, reward system, and social and cultural designs; and (2) personal building in the form of role modeling, namely: personal behavior, leader behavior and administration action.[1]

Review Of Literature

Strategy Concept

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[1] Caldwell, B.J & spink, JM, *Leading The Sel fManaging School* (London: The Falmer press, 1992) .Hal.143

Strategies are systematically arranged efforts to achieve a goal. David says that strategy is a means together with long term goals to be achieved.[2] David's goal is crucial to the success of the school because it expresses direction, helps in evaluation, creates synergies, explains priorities, focuses coordination, and provides platform for planning, control, motivation, and control activities.[3] Furthermore, Mintzberg (in Aime Heene et al.). Acknowledges that the concept of strategy includes at least five interrelated meanings, Mintzberg's strategy is: plan to further clarify the direction of the school in rational way of realizing its long-term goals ; reference to the assessment of consistency or inconsistency of behavior and actions taken by the school; positioning angle chosen by the school to bring about its activity; perspective concerning the integrated vision of school with its environment, which is the boundary for its activities; and rare tactical school detail containing information to fool competitors or opponents.[4]

SWOT Analysis Strategy

SWOT analysis is a classical strategic planning instrument. Using a framework of strengths and weaknesses and external opportunities and threats, it provides a simple way to estimate the best way to implement a strategy This instrument helps the planners what can be achieved, and what things they need to pay attention to.[5]Frequently asked questions to think about the above issues are: (a) strengghts (*strengths*) and weaknesses associated with *skills and abilities, funding lines, commitment to positions, contacs and partners*, dan *existing aktivities*; (b)opportunities (*opportunities*) dan *threats* (*threat*) the problem *others organisations relevant of issue, resourses: financial, technical, human, political and policy space,* dan*others groups or forces.*

According to David, the SWOT strategy is an important knocking tool that helps managers develop four types of strategies: SO strategies (*power-opportunities*), WO strategies (*weakness-opportunities*), ST

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[2] David, *Strategic Management*: Concepts, (Jakarta: Salemba Four, 2012). Hal. 18.
[3]*Ibid*, hal. 24
[4] Aime Heene, et al, *Strategic Management Public Klimrasahan*, (Bandung: PT Refika Aditama, 2010). Hal. 54-55
[5] A New Wave of Power, *People and Politics. The Action Guide for Advocacy and Citizen Participation.* (Lisa Vene Klasen with Valerie Miller.World Neighbors, 2002) .Hal. 170

strategies (*power-stroke*), and WT strategies (*weakness- threat*). Matching the major external and internal factors is the most difficult part of developing the SWOT strategy and requires good judgment-and none of the most correct alloys.[6] SO strategies utilize the company's external strengths to take advantage of external opportunities.[7]Meaning that all school Principals certainly want their school to be in a position where internal strength can be used to take advantage of trends and external events. In general, school will run Wo, ST, or WT strategies to achieve situations where school Principals can implement SO strategies. Ifschool has a big weakness, then the school will struggle to overcome it and turn it into a force. When a school is faced with great threat, the school will try to avoid it and concentrate on opportunities.WO strategies (WO strategies) aim to improve internal weaknesses by taking advantage of external opportunities. Sometimes great opportunities arise, but school have internal weaknesses that prevent them from taking advantage of them.[8] In applying this SO strataegi, the school Principal cooperates with other institutions to cover the weaknesses faced or the Head of Master sends teachers / teachers to attend training outside the institution in order to increase knowledge.ST strategies (*STstrategies*) use the power of company to avoid or reduce the impact of external threats.[9] This does not mean that a strong school should always face threats directly within the external environment. The ST strategy is conducted by the Head of Master to confront threats coming from outside the school, if the quality culture developed by the school Principal and imitated by other institutions, the Head of Master must have the ability to seek a breakthrough new about the quality culture. This means that the Head of Master performs its function as an innovative the Head of Master.

WT strategies are defensive tactics aimed at reducing internal weaknesses as well as avoiding external threats. The school that faces a variety of external threats and internal weaknesses is really in a

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[6]David. Fred R. *Strategic Management*: Concepts, (Jakarta: Salemba Four, 2012). Hal. 327
[7]*Ibid.*Hal. 329
[8]*Ibid*. Hal. 331
[9]*Ibid*. Hal. 333-339

dangerous position.[10]WT Strategy is done by school Principal to know weakness and threat from inside and outside. Any strategy has advantages and limitations as well as SWOT strategy. The limitations of the SWOT analysis are: (1) The SWOT does not indicate how to achieve a competitive advantage. (2)SWOT is a static and time-constrained judgment, (3)SWOT makes school excessive emphasis on one particular internal or external factor in formulating strategy.[11]

The above strategy helps the planners including the school Principals on the things tobe achieved and what needs tobe addressed. The SWOT analysis of the strategy, namely: (a) strengths include: strategies undertaken by the Principal School in developing the culture if accompanied by the skills and abilities of the innovative Head of Master; the strategies implemented are supported by sufficient funding to develop a culture of school quality; the head of Master has strong commitment in positioning as the leader of the institution; head of master have partners with teachers, staff to shape the culture of school quality; and the strategy that is carried out always leads to the planned activities and becomes the framework for developing the culture of the quality of school.Weaknesses include: the skills and abilities of low-level heads Master make barriers in developing a quality culture; a mediocre funding system is an impediment to the development of a quality culture because the culture of quality that is expected has not been fully achieved; the principal of school often interferes with schoolh affairs that are not his authority; in developing a quality culture, school Principals pay less attention to highly committed teachers and staff; and all forms of activities that lead to the formation of a quality culture have not been fully implemented.Opportunities include: the head of Master should establish links with other agencies to promote a reliable quality culture; sources of funds, strategies undertaken, and school citizens should be utilized to the maximum extent possible even the guardians of the students, the committee is also involved in realizing the quality culture; all forms of school Principal policy should be oriented towards the establishment of culture of quality; guardians, school committee and even the foundation board are involved in the preparation of the strategy and its implementation because especially

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[10]*Ibid*. Hal. 340
[11]*Ibid*. Hal. 343

the board of the foundation has an important role to the quality culture what will be realized later students leave the schoolThreats include: in establishing relationships with other institutions, the school Principals should have a precautionary principle because the run not necessarily agreed upon by others; if planned strategy efforts are not fully supported by the school, even the required funds still face constraints; if the policy of the school Principal has not been fully accepted by teachers, staff and school including students; and the head of Master needs to pay attention to other internal and external forces.

In relation to educational institutions and the development of a quality culture, strategic efforts include development that begins with planning, David suggests that planning is innovation ahead for success as well as planning consisting of all managerial activities related to future preparation.[12] Tasks especially include forecasting, goal setting, strategy use, and goal setting.[13] In formulating a strategy formula is a complex process whereby the strategic objectives of a school - which is the resultant of authority, mission, vision and values of kemadrasahan - will be absorbed and formulated into objective strategies.[14] Plans prepared by school Principals in relation to David's view are: (a) predicting what quality culture will be achieved together in each lesson year; (b) setting goals, priority quality cultures; (c) and what strategies to use; (d) the final determination of targets, such as teachers, employees, or students as a whole. Barry and Bryson (*cited Aime Heene*), a strategy that has been formulated will typically take the form of strategic planning which may contain elements, the following: an explanation of the process toward the goal, the whole process, and the participants; mission statement; formal and informal authorities; vision of school; analysis of internal and external environment; exposure of important issues; implementation plans; planning of human resources and potential; financial plans, follow-up plans; and translation and evaluation processes.[15]

Implementation (*implementation*), There is no doubt that the implementation of the strategy is a crucial effort in the strategy

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[12] David. Fred R. *Strategic Management*, Hal . 190
[13]*Ibid*, Hal. 192
[14]Aime Heene, et al, *Strategic Management*. Hal. 172
[15]*Ibid*, Hal. 176

process.[16] The value to society is not actually felt through the development or formulation of strategy, but by the implementation of the strategy. It is therefore crucial that implementation of a plan, usually experiencing crucial constraints as well. Obviously, these constraints require significant handling. According to Heene there are six obstacles, namely: subordinate-style leadership style which is all instructional or free-paced; ambiguous strategies and overlapping priorities; senior management teams that are uneducated and less communicative; horizontal communication that stalled; inadequate leadership competence. [17]The head Master has the ability to understand that the school is influenced by the participants (*partners*) and the partner must also understand the strategy. Next, within Implementation should also be prepared meansthat fightingbecause impossible a strategy can be done without supported by complete facilities. The principal of the school implementing must be flexible and not rigid against the structure of the school because this will affect the flow of information, even in making decisions. Success or failure in implementing a strategy will depend on the partners' desirability because the partner also feels responsible for realizing the strategy in reality. In addition, the Principal of school does not attach individual interests to the implementation of the strategy and even reveals its power.Finally, it is important to remember that culture encompasses the whole of the cognitive systems, values, and behavioral patterns inherent in the school.

Evaluation When evaluating strategy, it should be reflected that there is essentially no absolute benchmark to assess whether a strategy that has been realized is "*good*" or "*still not good*". Nevertheless, there are certain traits that can be an indicator of the effectiveness of strategy and also indicate whether the strategy is "*credible*" enough to be realized. According to Romelt (Heene), the features can be broken down into four comprehensive criteria, consistency, self-adjustment, value creation, and self-potential.[18] The Head Master evaluates the implemented strategy, finally sorting out strategies that require improvement, even cutting it out for the sake of achieving the stated expectations. In this activity, revision action is also needed by the

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[16]Aime Hanee, *Manajemen Strategik* , Hal. 178
[17]*Ibid*, Hal. 179-180
[18]*Ibid*, Hal. 186

school Principal in particular because although effective and credible strategies and moments are right and able to formulate the right way, but still the efforts of handling strategy should be critically observed. Accordingly, a similar study conducted by schoolreceived a good reception by educational experts, so that management experts view school as system of social. For that reason, the study of school, including the Head of Master need to be reviewed socio-cultural. From here arises the urgency of writing or research is to deepen the leader of the school culture.

Continuous quality improvement is a hallmark of quality control management because to develop the school quality culture, Principals school are required to make continuous quality improvement that refers to the Deming cycle (*Deming Cyele*), then efforts are: conducting customer research and using the results for planning educational products (*plan*); produce educational products through learning process (*do*); examine educational products through educational evaluation / evaluation of learning whether the results are as planned or not (*check*); market educational products and hand over graduates to parents or the community, further education, government, and business (*action*); and analyzing how the product is received in the market, whether on an advanced education or in the business world in terms of quality, cost and other criteria (*Analyze*).[19]Efforts to develop a quality culture should refer to several principles:[20] focusing on the vision, mission and objectives of the school; the creation of formal and informal communication; innovative and willing to take risks; have clear strategy; performance oriented;the clear evaluation system; have a strong commitment; consensus-based decisions; the clear reward system; self evaluation. Meanwhile, in addition to referring to number of principles above, the effort to develop the quality culture also adheres to the principles, including: team work; ability, desire; happiness; respect (*respect*); honesty; discipline; empathy (*empathy*); knowledge and courtesy.[21]

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[19]Bounds, G. Beyond, *Total Quality Managemen Toward*, Hal. 54
[20]Directorate of Education Personnel Directorate General of Quality Improvement of Teachers and Education Personnel *Ministry of National Education. Development of Culture and Climate Learning in Schools* (training materials for competency development of principals / principals head Jakarta, 2007) hal. 78
[21]*Ibid. 79*

Research Methods

The research approach is the design that regulates the research so that the researcher gets the right result according to the characteristics, the nature, and the purpose of the research.[22] The qualitative approach, where the data is collected with the natural setting as the source of direct results.And expected to describe and find thoroughly about strategy the head of the master in developing a culture of quality. Results is a record of evidence according to evidence and truth; materials used as research support or concrete materials that can be used as analysis or conclusions. results or information sought on the concept of quality culture, efforts to develop a culture of quality, and the impact of its application. Resutls were obtained from resource persons, as well as documents related to the focus of the study through in-depth interviews, participant observation, and documentation. Sources of data in this study can be divided into two, namely human / human and not human. bast of human results serves as a subject or key informant (*key informant*), while non-human results sources, but in the form of documents relevant to the focus of research, such as pictures, , meeting notes or writings that are related to the focus of research. resoutl type in qualitative research in the form of words, and actions, the rest in the form of additional results such as documents and others.[23]he research instrument is tool to understand the meaning and interpretation of the phenomena and symbols of interaction in the three school, it requires the involvement and direct appreciation of the researcher on the object in the field. This research instrument is the researcher himself as the planner, results collector, results analysis, interpreter results, and as reporter of research results.[24] Researchers use observation and interview guidelines to facilitate the research process. The efforts of researchers, namely: (a) understand the efforts of preparing data compilation instruments; (b) knowing things to consider, and (c) the researcher knows the components used to complete the instrument.

Result collection is done through observation. Observation aims to get the right result about the object of research, so it can be

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[22]*Ibid.* 80
[23]Lexy. J. Moleong, *Research Methodology*, Page. 157
[24]*Ibid*, Hal. 162

compiled a list of the right kuesinoner or can arrange a careful research design. Documentation study is a study done through techniques such as collecting document images, answers to questions filed result concerned historical history of development, legislation, regulations, policies, work programs, institutional structure, order and so forth then the result source is equipped with interviews and field observations.[25] Then, result analysis is a systematic process for reviewing and collecting interview transcripts, field notes, documentation and other activities to deepen the understanding of the research focus. The analysis of qualitative result is analytic inductive, which emphasizes the meaning of the particularity of the case rather than its (*nomotetik*). According to Miles and Huberman, result analysis consists of three activities that occur simultaneously namely: result reduction, result presentation and conclusion (*verification*).

In conducting qualitative or naturalistic research, the research instrument is the researcher himself and the possibility of going native or biased inclination. To avoid such occurrence, it is recommended to test the validity of result (*credibility*).[26] Credibility is an attempt to ensure result error by confirming the two obtained with the object of research. The goal is to prove that what the researcher observes is consistent with what actually happens to the object of research.[27] Dependability is an activity of data checking about the wrong result. If the result obtained by the researcher is correct, then the result is classified data dependabilitas.[28]Konfirmabilitas in this research done together with dependability Confirmability is used to assess the research results, while dependability is used to assess the research process through result collection to a well-structured report form.

Discussions and Findings

The strategy of developing quality culture by School Principal first compile the vision that is manifestation of senior High School

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[25]Sanusi Uwes, *Lecturer's Quality Management* (Jakarta: Logos Wacana Ilmu, 1999). Hal . 74

[26]Lexy J. Moleong, *Qualitative Research Methodology* (Bandung: Teens Rosdakarya, 2002). Hal. 103

[27]Nasution, S, *Qualitative Naturalistic Research Method* (Bandung: Tarsito, 1988). Hal. 105-108

[28]*Ibid*. Hal 377

"profn society, which is able to educate students become pious, achievement, skilled, and independent with approach of affection, kinship, exemplary, and adequate facilities and with environment clean, beautiful, beautiful, and Islamic ".The mission of the madrasah is to increase the appreciation and practice of Islamic teachings by familiarizing the congregational prayers and other worship, improving the learning activities and guidance in discipline, effective in achieving academic achievement, carrying out extra-curricular activities oriented to improving achievement and skills training, follow the race or the match as a place of achievement, motivate students to continue education in college or business entrepreneurship, motivate students to diligently read books and access the internet in order to increase scientific and information insight, cultivate adequate facilities and infrastructure in accordance with the needs of education and learning, and optimizing cooperation with the parties who have a high concern for the progress of senior High School of the coontryin Gondanglegi.[29]The determination of the mission vision of the senior High School Head includes the determination of the objectives to be achieved, so that the strategy is in line with David's view that goals are critical to the success of the school because it states direction, helps in evaluation, creates synergies, explains priorities, focuses coordination, and providing a platform for planning, supervising, motivating, and controlling activities.[30]

Furthermore, the initial strategy with the vision of the school mission mission is given some strategic elements because the preparation of the vision of the mission is one of the strategies that have been formulated will usually be in the form of strategic planning which can contain elements, illustrated the pandahuluan, which is an explanation of the process towards the goals, the overall process, and its participants; mission statement, including linkages with the authority of the school; formal and informal powers of public ornaisation; vision of the school accompanied by an exposure to the strategic content of public theschool; analysis of internal and external environment; exposure to the most important strategic issues; implementation plans including its operational phases; planning regarding infrastructure and human resource potential; financial

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[29]*Ibid.* Hal. 382
[30]David, *Strategic Management: Concepts*, (Jakarta: Salemba Four, 2012).

plans, including operational budgets; follow-up plans; and translation and evaluation processes.[31]Next is the goal to be achieved by the school in its keitan with the vision of the mission. The purpose of the mission vision is superior culture. Superior in religion and character, excels in achievement, excels in discipline, excels in art, excels in art and sport, and excels in the concern for the environment, while the target is the realization of attitudes and behavior towards the appreciation and practice of Islamic teachings to familiarize prayer congregation and other worship, the implementation of learning activities and guidance in discipline, effective in order to achieve academic achievement, the implementation of extra-curricular activities oriented to improving performance and skills training, realizing student interest to follow the race or match as a place of achievement, improve students' ability to continue education in college or business entrepreneurship.[32]

   When formulating a strategy formula is a complex process whereby the strategic goals of theschool - which is the resultant of authority, mission, vision and values hand master -will be absorbed and formulated into objective strategies.[33] In addition, encouraging students' desire to diligently read books and the internet for scientific and information insight, the availability of adequate facilities and infrastructure in accordance with the needs of education and learning, and the realization of cooperation with parties who have a high concern for the progress of senior High School of the coontry in Gondanglegi. The school Principal's effort to encourage students to add insight is the efforts of Schoo Principals to: (1) make efforts; (2) thorough attention to the schoo environment; (3) the relationship of madrasah; (4) teacher education; (5) student achievement; and (6) student progress.[34] Thus, the definition of mission vision, setting goals and objectives is the initial effort of school Principals as the first role because the role of school Principals on the vision and quality of education is closely related to parents and the quality of pupils

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[31]Aime Heene, et al, *Strategic Management Public Klimrasahan*, (Bandung: PT Refika Aditama, 2010). P. 172

[32]*Ibid*. Hal. 175

[33]Aime Heene, et al, *Strategic Management Public Klimrasahan*, (Bandung: PT Refika Aditama, 2010), p. 172

[34]Thomas J Sergiovanni., et., al., *Educational Goverment of Administratio* (New Jersey, Printice Hll itc 1991), Hal. 107.

learning.[35]the efforts of the Head Master in developing the next quality culture is to cultivate appreciation and uphold the culture of the nation, be polite to the elderly, cultivate the spirit of excellence toward the school citizens, help and encourage each student to recognize the potential, conduct activities and train (KIR), extracurricular activities of youth scientific group (KIR), increasing the number of hours on a particular lesson, disciplining in fulfilling obligations and accepting their rights, willing to be penalized if violated, and eligible to receive awards if achievers, carrying out Extra-curricular Scout activities, conduct extracurricular activities of PMR.Efforts by School Principals to develop a quality culture in the led institution. In this case it is understandable that the School Principal is required to build a school culture, emphasizing on the basic elements and superiority of the school. The head of school is expected to make changes as an attitude of respect for the social life of the community as a whole, all members of the school are fostered to achieve the goals for the quality of education. In the context above, that leaders of School Principals are technically, humane and educational.[36]

Furthermore, coaching and training of vocalists, band / masching band drums, dance arts, volleyball, modeling arts, basketball, martial arts, soccer, cultivating awareness of school environment, cultivating the madrasah's sense of mourning, applying the participation management of all components with involving schools and stakeholders, and by empowering communities to complement school facilities and infrastructure.When linked with the opinion of experts, the strategy of School Principals in developing the school quality culture can be found some of the main elements that underlie the framework of thinking in this tulusan is he head of master is defined as the disseminator of school vision and mission, School Principal as the founder of values and belief in school, creating symbols that can reinforce the uniqueness of the school, building social and emotional relationships between students, teachers and the community on school commitments and missions school, and designing school structures.

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[35]*Ibid*, Hal. 108

[36]Caldwell B., J & Spink, J.M., *Leading the Self*, (Without a word, the name of the publisher, and the year) Pg. 85.

The strategies or efforts used by the School Principal in developing the quality culture begins by devising a vision of the school mission, setting goals and objectives for the vision of the mission. The Head of Master then proceeds to act as the sequence of actions: (1) planning; (2) programming; (3) socialization of the program; and (4) the implementation of the program. Planning is the process, the way or the act of planning something that the policy will be taken or implemented by all members of the school. Every member of the school involved must follow and carry out all the actions that have been planned. The plans made by Madrasah Principals include: (1) preparation of work programs ranging from School Principals, vice Principals of School, extracurricular builders, and constructors of Olympic subjects; (2) budgeting each program; and (3) program realization.The strategy that begins with this plan is consistent with that of Mintzberg (in Aime Heene et al.) The concept of strategy includes at least five interrelated meanings, ie planning to further clarify the direction of the school in a rational way of realizing its long-term goals; references relating to the assessment of consistency or inconsistency of conduct and actions taken by schools; the positioning angle chosen by the school leads to its activity; a perspective concerning the integrated vision of the school with its environment being the boundary for its activities; and details of schooltactical efforts that contain information to fool competitors or opponents. [37]In addition, planning can be said as innovation in the future to achieve success.[38]In relation to the development of quality culture, programming in every educational standard needs to be realized. The Head of Master prepares the daily, monthly and yearly work program, the deputy head of the curriculum comprises the work program related to learning, the deputy head of the facility and infrastructure, procurement, repair and disposal, the Vice Head of Student Affairs shall prepare an activity program in the form of academic activities and extracurricular activities as well as the establishment of OSIS / board every academic year, and the deputy head of the public relations department prepare work programs related to the outside world, not official, for example doing cooperation with companies, government.

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[37]Aime Heene, et al, *Strategic Management Public Klimrasahan*, (Bandung: PT Refika Aditama, 2010), p. 54-55

[38]David, Strategic *Management: Concepts*, (Jakarta: Salemba Four, 2012), p. 190

And no doubt that the implementation of the strategy is a crucial effort in the strategy process. The value to society is not really felt through development or effort formulate a strategy, but by adequate implementation of the strategy.[39]After the program has been completed by each unit within the school, the next is to conduct a socialization, namely holding a board meeting with the Head of Master to explain the program that has been prepared, notify the students in ceremonial activities every Monday, and install the program in place of announcement school.Programs that have been agreed with the school component are implemented in accordance with the time and place that has been determined, as well as funds that have been budgeted. Of course, this program is implemented with the spirit and sense of responsibility and dedicated to produce in accordance with the vision of the mission school. After that program the implemented, then evaluated. As Romelt said (in Heene), the characteristics can be broken down into four comprehensive criteria , concerning consistency, self-adjustment, value creation, and self-potential.[40]

Head of Master in developing the culture of quality, which involves all components of school.Effort is used by the Head of Master in order to formulate the vision of the mission of the school and vision of the mission is certainly related to the quality culture to be achieved together.It is also said that the Head of Master in preparing the vision of the mission the school is always deliberated with the board of the foundation. To which direction the school is about to dock. Deputy head of the school of the curriculum adds that in preparing the vision and mission can not be separated from the three components namely foundations, school, and committees because the vision and mission is expected to answer the wishes of the community.[41]The effort to develop a quality culture developed by the Head of Master is a unity among the members of the organization and includes the internal factors of the school because between the foundation, the Head of Master, the teachers and the staff must unite to support the developed culture. eg The existence of individuals who

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[39]Aime Hanee, *Strategic Management of Public Kemadrasahan*, (Bandung: PT Refika Aditama, 2010), p. 17

[40]Nursa'bani Purnama, *Quality Management Perspective*, (2006), Hal. 73

[41] Nursa'bani Purnama, *Quality Management Perspective*, (2006), Hal. 73

deviate from the prevailing system. If the deviation is left, it will be followed by other individuals, so there is a difference in a change. The above efforts are followed by increasing the liveliness, competence of teachers, adding hours, making breakthroughs or creating new innovations, explaining the programs that have been planned by the leadership and not contrary to the customs and education foundations senior High School in Raudlatul Ulum, coordinating with the board, or committee, or the power with all components of the institution, maintaining the traditions of the teacher who founded the foundation, and provide the task in accordance with the function and expertise.

The success of a strategic effort towards the development of the above quality culture concept is evidenced by the existence of a cultural form. The form of successful development of quality culture in senior high school of the country in Gondanglegi, that is culture superior, 5-S culture, shame culture, and cultural relegius. The superior culture that becomes the icon of school is superior in religion and character, achievement, discipline, art, art and sport, and the attitude of care to the environment, so that the superior culture including the culture of preatsi, Mr. Mulyadi's emphasizes that the culture of achievement that is delivered is a competition-oriented culture or competence.[42] Mulyadi explained that the culture of achievement is a collection of school members in this culture given the opportunity to develop themselves as much as possible, so that it can surpass other school. The advantages of these members can be capitalized as the excellence of school that will be ready to compete with other school. Culture 5-S is a culture that shapes the attitude and behavior of students while in the school. They will apply this culture to anywhere about smile to everyone, greet each other to others, be polite and well mannered to others as well as to the teacher. Culture 5-S is an adaptive culture in the form of independence. This means that the independence of the school reflects its adaptability because it represents the authority it possesses because without independence a school is not able to adapt well, it happens, just the opposite of following and bound to the other party.[43] This culture of shame is a

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[42]*Ibid*, Hal 96

[43]Mulyadi, Head of Master *Leadership in Developing Quality Culture* (Malang, 2010), Hal. 96.

culture that seems to students to say in themselves that they feel embarrassed when it comes too late, not dressed neatly, smoking in school, not keeping good name school, having hair not cut neatly and unclean, absent to school without permits, does not maintain cleanliness and order of school, embarrassment to interfere with teaching and learning activities, do not bring school, embarrassed as santri not berakhlaqul karimah and do not read qoran, and embarrassed to go home before the time.[44] Culture of shame in the above as presented by Kuntjaraningrat which divides the three cultures in three forms which one of them is the form of culture as a complexity of patterned behavior activities of human beings in the society.[45] Religious culture is a culture oriented to the vertical relationship, the relationship to Allah SWT. The reflected in the prayer dhuhur activity, praying dhuha, and reading qoran each enter the class. In addition, the activities of boalding school flash in school, and the commemoration of the big day of islamic. Religious culture is a culture that fosters the activity and the personality of a student, so it is true that delivered by Mulyadi in the types of culture, so that the culture of religion including the culture in the achievement scope, namely in the school and in relation with the school culture achievement prioritizes the liveliness of members and school as a whole. This orientation is necessary in preparation for achievement and achievement.[46]

So, the reality of the quality culture contained in the individual case of MAN Gondanglegi is precisely what Sugeng Listyo Prabowo says that culture contains as aspects, as follows: (1) culture is a social constraint of cultural elements, such as the values of belief and understanding , embraced by all members of the group; (2) the culture provides the demand for its members in understanding an event; (3) culture contains events or traditions; (4) in a culture, the pattern of values, beliefs, expectations, understandings, and behavior arises and develops over time; (5) culture directs behavior: habit or tradition is the glue that unites a school and ensures that its members behave in

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[44]*Ibid.* Hal. 98

[45] Koentjaraningrat, *Mentitet Culture and Empowerment.* (Jakarta, without the name of the publisher, 1974).Hal. 76

[46]Mulyadi, Head of Master *Leadership in Developing Quality Culture* (Malang, 2010), Hal . 96

accordance with the norm; and (6) the culture of each school is unique.[47]In addition, Bounds also said that school Culture is the daily manifestation of the values and traditions underlying the school. This is seen in how employees behave, the expectations of the school and vice versa, and what is considered fair as employees perform the work, while the quality culture is the system of school values that produce an environment conducive to sustainability and sustainability of quality improvement. The quality culture consists of, traditions, procedures, and expectations about the promotion of quality.[48]

Culture or school culture is a collective agreement on values shared in life in school, and binding all citizens in the madrasah concerned. School culture is also a system of shared values and beliefs shared by all parties who must interact within the framework of achieving goals and a person must work optimally and commitment to the process and work of quality or best possible.[49] It is this school culture that plays a role in determining the various operational systems that lead to norms of behavior, determining what the school may and should not do, and the form of control and supervision. Such a concept of quality culture means that according to the school culture in the form of norms in the school appears in written rules as well as unwritten agreements. It contains positive leads and witnesses to violations within the master.[50]the criteria for measuring school culture is seen in the pattern of understanding and adjustment of behavior of every madrasah citizen by way of behaving in the school. The stronger the school culture, the more stable the agreement will be. School culture must be institutionalized because culture is not formed simply but reflects the past of the school when it was founded. Culture requires institutionalization in the form of efforts to preserve school culture with the process of socialization so that the school citizens understand the culture of school where they join.Dynamic environmental changes have a strong impact on school life. The

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[47]Sugeng Listiyo Prabowo, "*Quality Assurance with Quality Management System* ISO 9001/2000 in Higher Education, Multi Site Study at STIE Malang kucecwara Malang and Narotuma University Surabaya", (Dissertation, State University of Malang, 2008), Hal. 85

[48]Bounds, G., *Beyond Total Quality Management Toward the Emerging Paradigm* (New York Mcgraw Hill Inc., 1994), Hal. 101

[49]Mulyadi, *Leadership Head*, Hal. 81

[50]*Ibid*. Hal. 87

changes that lead to improved forms of creativity, innovation, the vision of the mission of the future, the use of sophisticated technology, a new orientation in the interaction with all stakeholders, must take place essentially by changing the quality-oriented school culture because of the school culture static will have an impact on school ineffectiveness. Thus, the expected changes can deliver high quality results.[51] This is in accordance with the quality criteria contained in the quality product areas of the School Principal showing continuous improvement over the past three years.A quality culture is a student habituation system, a teacher, and an employee with regard to attitudes, behaviors both within the school and outside the school. This custom will be a particular cirikhas of a madrasah, so that each madrasah has a significant difference in the community. The quality culture carried by a school will make the competitiveness, so that each school has a different rank with other school. The concept of quality culture in seniorhigh school of the country in Turen is an elaboration of Kuntjaraningrat that culture as "the whole system of ideas of action and the work of human beings in the framework of the life of society which is made man's self by way of learning". Koentjaraningrat further divides the culture in three forms: (a) the form of culture as a complexity of ideas, ideas, values, norms, rules and others; (b) the form of culture as a complexity of patterned behavior activity of man in society; and (c) the form of culture as objects of human works.[52]

Regular school ranking is important to ensure the realization of a quality culture. It is also expected to improve the performance of senior high school (MA) leaders to compete to be the best in quality assurance. The Directorate General of Higher Education has published the evaluation results . Internal Quality Assurance System for school throughout Indonesia.Untuk it required appropriate quality management included in the world of education considering the legal education must also make quality assurance in order to continuously improve the quality of education.[53]The master called predicate good practices in implementing quality assurance. The basis

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[51]Mulyadi, *Leadership Head*, Hal. 86

[52]Koentjaraningrat, *Mentitet Culture and Empowerment*. (Jakarta, without the name of the publisher, 1974), Hal. 99

[53]Suharsaputra, *Educational Administration*, (Bandung: PT Refika Aditama, 2010), Hal. 255-256.

of the assessment includes curriculum, learning process, competence (*students, graduates, and teachers*), academic atmosphere, infrastructure, finance, publications, community relations, institutional management, information systems, and interagency cooperation. This is accordingly Deming discloses that conformity to market needs.[54] In the concept of Deming, quality education is education that can. produce output, good service and graduates according to the needs or expectations of the customer (*the market*) while Fiegenbaum mean quality is full customer satisfaction (*full customer satisfaction*).[55] In this sense, then what is said school quality is school that can satisfy customers, both internal and external customers.Quality assurance means the process of determining and meeting management standards consistently and continuously, so that stakeholders get satisfaction. The estuary satisfaction is within the area of customer satisfaction proposed by Mulyadi that the Head of Master reports customer satisfaction data; The head of Master can show that the level of customer satisfaction has increased steadily over the last three years; The head of Master can show that the school's customer satisfaction tier is higher than that of its competing school; there is an effective process sustu for handling customer complaints; the definition of teacher and employee support work to properly resolve customer complaints; and school Principals use an innovative approach to assess customer satisfaction.[56]The school is required to conduct both internal and external activities by independent institutions such as National Accreditation Board (BAN). It should be emphasized that this quality assurance system should be carried out continuously in order to ensure that school graduates is a smart and competitive person.In the long term, the implementation of quality assurance in school is expected to improve the human development index (human development index), so that has the competitiveness at the international level.

The quality culture done at senior high school inTuren reflects the characteristics and creativity of the managers, and this quality culture is reflected in the vision of the school mission that makes the goal to be achieved in every year and can be proved by graduates of

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[54]Deming W.Edward, *Out of Crisis* (Cambridge: Massachussets Institute of Technology, 1986), Hal. 176
[55]Armand V. Fiegenbaum, *Total Quality Control*, 3rd Edition (1991), Hal. 7.
[56]Mulyadi, *Leadership Head*, Hal. 83.

loyal students of the school year. So, in general, the concept of quality culture is in accordance with his opinion Fiegenbaum means quality is full customer satisfaction (*full customer satisfaction*).[57]The quality culture in senior high schoolof the conutry inTuren can be drawn the conclusion that this quality culture takes sufficient time and empower teachers of subjects with the same discipline to be given tasks according to their respective tupoksi. From the concept of quality culture according to school principal above, the embodiment of the quality culture that has been applied in the form of superior culture, Islmic culture, noble moral culture, greeting culture, culture of help-helping, culture giving performances, exemplary culture, and hygiene culture.

Superior culture is a culture that makes the good of school. Superior culture developed in senior high schoolof the conutry inTuren is memorize the Qur'an and Al Banjari art.Kedua this culture is held regularly every week guided by officers who have been established school.Ben based on quality criteria.Culture this is a culture based on Islamic teachings on quality. This is confirmed by Mulyadi in Muhaimin that quality is the realization of human's doctrine of doing good on all sides because God has done good to mankind with His various blessings, and is prohibited from doing any kind of damage.[58] Although all the culture of quality in an institution including school must be a reflection of the teachings of Islamic as a belief.The Islamic culture applied in senior hihg school of the country in Turen is a culture reflected in daily activities, ie female students wear long sleeves and long skirts to ankles, while male students wear uniforms with long sleeves and trousers to ankles. Likewise, clothing worn by the Teacher Council and employees always reflects the nature of religion. The values that exist within the organization are the main attraction, so that people outside the school are interested to enter into it. In general, these values become the root of schoolthe culture, especially if the values intended are supported by members of the group. the form of the intended values of which appears from the sacrifice of members in performing the work of the school.[59] In addition, this Islamic culture is also reflected in religious activities,

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[57]Armand V. Fiegenbaum, *Total Quality Control,* 3rd Edition (1991), Hal. 7.
[58]Mulyadi, *Leadership Head,* Hal. 79
[59]Mulyadi, *Leadership Head,* Hal. 93

such as prayer Dhuhr, Ashar is held in congregation in Islamic Prayer Room. This quality culture is a culture that puts forward the attitude of behavior. As reflected in this school is the submissiveness and tawadzu 'of the students towards the teacher, as well as carrying out everything that is ordered against the things that the school has set. This culture is evident at every time students enter the gates of the school always greet and shake hands with the Head Master and teachers. In addition, when students encounter teachers, they always look down. Norma in the school appears in written rules as well as unwritten agreements. It contains positive leads and witnesses to violations within the school.[60]

The culture of greeting at senior hihg school of the country in Turenis a culture of saying "please be with you" by students, teachers, and employees in both formal and non-formal situations, either entering space or out of space. even between students and students must greet each other. Each developed culture has dimensions that become the cirikhas of an institution. The culture of helps is to provide students with learning about the attitude of help-help between people. It is reflected in the activities of visiting friends who get calamities, such as sickness, or one of their families died. If you experience the situation immediately the board of OSIS / to raise funds to dona to friends who experienced the disaster. And the funds are delivered by OSIS / board and accompanied by one of the authorized teachers. This culture of help is a familial culture in the form of cooperation because the kinship is the unity that in the school manifested as a cooperation, and on the other hand the family culture does not indicate the weakness. This is reflected in the teaching and learning activities undertaken by the entire board of teachers at senior hihg school of the country in Turen. It is in relation to this learning that the School Principal upholds the performance of the father and mother of the teacher council by awarding certificates. The criteria used by the Head of Master when giving awards every year the lesson ended, the discipline present in the school, the timeliness in teaching in the classroom, the completeness of learning tools, the versatility of using the media, the accuracy of using learning methods, mastery of teaching materials.

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[60]*Ibid.* Hal. 95

Exemplary culture is a culture to provide a good example to learners. This culture is reflected in the slogan of Ki Hajar dewantara which reads meaning the Head of Master gives good example to all schools marga from teacher to pesert educate. This is reflected in the presence of School Principals who always reached the school at 06.30 wib.exemplary initiated by the Principal of school as a leader because the leader has influence in values that have been built. One leader must give examples of how subordinates carry out their duties correctly and responsible.The hygiene culture found insenior hihg school of the country in Turen is in the form of a picket schedule in each class, it says "Clean is Beautiful, Clean is Neat, Clean is Healthy, and Clean is Fun" as well as the slogan that "Cleanliness is from Faith". In the amphithe various forms of writing the school has appointed several people to duty sweep the yard, and set the garden. Culture of hygiene belongs in the form of a flexible culture, and the focus is external, Therefore, a culture that develops is an adaptive culture. Means culture adaftif is a culture that grows and develops influenced by external factors where these factors become supporters as well as inhibit the formation of school quality culture.The quality culture is to create the refraction that becomes the kind ofmaster, so the school is easy to be remembered and the customer's interest. In fulfilling customer satisfaction Fiegenbaum (in Nasution) said that the quality is the full customer satisfaction.[61] Because this school is in pesantren environment, so the quality culture which was developed also adjust the culture developed by the boarding school.

In the development of quality culture conducted by senoir high school Raudlatul Ulum in order to achieve the effectiveness of education in school of course imbued by the spirit and values of the results of identification. Development of the quality culture through a special team and involving all schools citizens, then established by the school policy. The concept is in line with the quality in the Deming concept that compliance with market needs.[62] The agreed and agreed quality cultural development policies that are disseminated to all schools either through bulletin boards, letters, circulars or

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[61]Nasution M.N., Integrated Quality Management (*Total Quality Management*), (Jakarta: Ghalia Indonesia, 2001), Hal. 15-16

[62]Deming W. Edward, *Out of Crisis* (Cambridge: Massachusetts Institute of Technology, 1986), Hal. 176.

communications open to and to be understood, understood, approved, followed, and accepted as a school policy or rule.Furthermore, the Head of Master also conducted socialization to the parents of the students. Once it is implemented or implemented together. Furthermore, joint evaluation will be conducted through permanentschool meetings and meetings with student guardians, which includes receiving meaningful inputs for improvement as a follow-up to the effectiveness of education in school. Thus, this evaluation activity is consistent with that of Romelt in Heene, that the features can be broken down into four comprehensive criteria, consisting, self-adjustment, value creation, and self-potential.[63]Based on the views of School Principals, the quality culture developed in senior high school Raudlatul Ulum Gonjaran Gondanglegi Malang in accordance with the vision and mission of the school includes: (1) the culture of greeting good with fellow students, between students with teachers, teachers with teachers, when entering the room; (2) establishing harmonious relationships, both fellow teachers, inter-foundations, inter-institutional higher; (3) cultivate that graduates in this school are able to read the yellow book; and (4) cultivate to commemorate the religious holidays (PHBI). This is in line with the head of master echoed by the Head of Master that Islamic culture, quality culture, and dignified culture make thecharacteristicsenoir high school Raudlatul Ulum Gondaran Gondanglegi Malang, and the leading culture is the students are able to read the yellow book after finished studying in this school.

According to the Head of Master, further said that the concept of quality there are things that need to be prepared in advance, including: (1) students and teachers; (2) facilities and infrastructure; and (3) appropriate learning of technology. Means in this case the Principal Madrasah serves as an innovator.Untuk the implementation of the program developed, then the three things should be prepared, then implemented in the form of teaching and learning activities (KBM). In addition, the skills possessed by students need to be considered such as reading yellow book, participate in the Olympic activities in various other events, as well as the most important cultural concept in this madrasah is the students emphasized to keep behaving

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[63] Aime Hanee, *Strategic Management Kemadrasahan Public*, (Bandung: PT Refika Aditama, 2010), Hal. 186

well (akhlaqul karimah), so that we become kamil.The above quality culture concept is in line with the view of the change in the quality of the product, it is necessary to change or improve the skill of the workforce, change the production process and tasks, and change the school environment so that the products meet or exceed customer expectations.[64] By referring to Nasution's opinion, it means, the concept of quality culture according to the Head of Master(MA)Raudlatul Ulum Ganjaran Gondanglegi Malang want a culture developed at the lead agency can produce products that match the customer's expectations.The view of the concept of quality culture proposed by the Head of Master above is supported by Wahab's view as deputy head of the curriculum that every educational institution has a quality culture that become cirikhas, and this is maintained even as the vision and mission of the institution. The quality culture of each institution with the other institution is not the same, depending on the region, the situation and condition where the institution is located, although if drawn the red thread there are similarities in the goal of providing good and appropriate education services to learners, so that in the end participants students become useful human beings.

In general, the culture of quality established by educational institutions, basically established at the beginning of the establishment of the educational institution, if set by deliberation in forum, then it could be only by one person who has high authority and be role model by the local community, society or scholar who has high charismatic.Although, in the world of education curriculum changes from time to time, this quality culture should not be eliminated, but must be adjusted to the available circumstances, so as to respond to the challenges that are developing. If the era continues to grow because it is not in accordance with the times, then this is a difficult challenge for managers of educational institutions. Educational managers should have a great sense of responsibility to maintain the quality culture of their educational institutions and make it as a vision and mission tau ruh without having to spread the curriculum or regulations of education that is in force even be adjusted to the 8 standards of national education without having to change or eliminate culture the quality of which is cirikhas because it is not in accordance with 8 standards of National education. The quality culture applied in

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[64]Nasuution M.N., *Integrated Quality Management*, Hal. 16

senior high school (MA) Raudlatul Ulum is a quality culture defined by the landing fathers of their own educational institutions which are actually scholars who possess not only the depth of knowledge, but have a broad and forward view, whereby each pass in senior high school (MA) Raudlatul Ulum must really have great benefits for the community, not only the people in Ganjaran village, but the people outside Ganjaran village or in other areas. And it has been proven, that the graduates of senior high school (MA) Raudlatul Ulum many who are doing well in the world of education or in the wider community as community leaders, scholars, and government.

Furthermore, the determination of this quality culture, as ever delivered by KH Muhsin Yasin, and KH Kholili Nawawi based on community needs. The view of the scholars who founded and administered madrasahs with foresight is seen from the very beginning of this school which has integrated religious subjects and general subjects, at least this means that many of the general teachers are imported from outside the region. The quality culture established by the founder of this school, though not a final one, has proven to be of great benefit to society. Not something that is final in nature means that the quality culture allows to be reviewed whether the culture of quality is in keeping with the development of the times or not. This is where the need to adjust the quality culture with the times, so that. easy to be developed through new innovations, so that the existence of this quality culture is still accepted by the wider community. The quality culture established in this school can at least provide answers to the needs of the wider community, not only needs, but socio-economic needs of society because that is the quality culture set by the founders of this school can provide great benefits to the community. In the future a quality culture that has been developed through new innovations and adapted to the development of the times can really provide great benefits to society.

Innovation is the deputy head of master field treasurer is innovation developed not only learning methods that used to be bulk-style boarding school, is now more emphasized on the guidance of reading individually.as for learning materials begin thematic nature that integrates curriculum lesson with yellow book study materials, so the second the material is neither eliminated nor at the same time overlapping.If the Head of Master is able to maintain the quality

culture as a characteristic or cirikhas of the education of senior high school(MA) Raudlatul Ulum, the public's trust is maintained even among those who ask before entrusting their sons. Whether at senior hing school(MA) Raudlatul Ulum retains the pattern or has experienced a shift as occurs in some educational institutions. This proves that the enthusiasm of society remains high who want the quality culture that is in senior hing school(MA) Raudlatul Ulum still maintained as legacy of the founders of this school. Therefore, there is no reason for senior high school(MA) Raudlatul Ulum to eliminate the quality culture, let alone replace it with other quality cultures because the existing quality culture in this school educational institution is the result of genuine endeavor from the founder of the school, how the community or children can mengeyam education both general education and religious education.

This view is in line with Mulyadi's view that the concept of quality culture is categorized into a responsive, adaptive culture. Responsive means that school issues are not limited to the problems that are in it. At the moment it is the opposite, the problem outside the school develops very rapidly. Therefore, to be able to say that a school should be responsive to issues outside of itself.[65]

The embodiment of quality culture in senior high school (MA) Raudlatul Ulum Ganjaran Gondanglegi begins with culture commemorating the big day of Islamic. This is reflected in the public recitation activity in commemoration of the holy day of the Prophet Muhammad SAW, organizing orphanage compensation when commemorating the Islamic New Year one fasting month, conducting public recital while commemorating Isro 'Mi'roj, and organizing the sacrificial animals of goats or cows when Eid Adha, and others. So, the reality of the quality culture developed by school always put forward the religious element because this institution is close together even in boarding school environment.The culture of ta'lim-muta'alim, senior high school (MA) Raudlatul Ulum in developing the Ta'alim Muta'alim culture is realized when students are dealing with teachers, also when students enter the classroom, or when students meet with the students. This culture includes a good courtesy culture against fellow students as well as with teacher.where is this culture is highly

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[65]Mulyadi, *Head of Madrasah Leadership in Developing Quality Culture* (Malang, 2010), Hal. 96

esteemed by the school given the existence of school in boarding school environment.As delivered by Shamsuddukha that "Culture Ta'lim Muta'alim, especially girls who are so respectful to muallimnya.Rememberingis at senior high school (MA) Raudlatul Ulum many are from the last student boarding school.

The quality culture above must be done with all the strength because this school is located in boarding school environment. Purwanto found that a strong culture built by four dimensions of K or C is commitment, capability (*kopetence*), cohesion and consistency. The commitment to do the best for the company needs to be supported by the ability of individuals both technical, psychological and sociological skills to support themselves as part of the life of the company as whole.[66]Furthermore, this politeness of politeness is at least careter students can be formed properly, so that wherever they can keep himself that he is a santri and soul student will remain their heart forever. at least this is indicated by the student who still maintain emotional student. from this assumption can be indicated that this quality culture can be met at the end of each lesson as a form of output from this educational institution senior high school (MA) Raudlatul Ulum .The disciplined and orderly culture, disciplined and orderly culture developed in MA Raudlatul Ulum has become one of the priorities to be implemented by all components of school, ranging from school Principals, teachers, employees to students. All components of the school have performed their duties in accordance with their tupoksinya and if one of the school components deviates from their duties, the school component that performs the deviation will get a reprimand from the school Principal. As Ali Shamsuddukha had pointed out that 95% of them have understood their respective duties. If there is a less effective representative we try to reprimand him.

The above quality culture, it can be said that anais superiors and subordinates are togetherness. Mulyadi's view explains that value is related to the first value above, that involves work environment in a group. For example to understand the value of this satisfaction, for example, when working in school with the excellent Head of Master and always come every time always chatting with the staff to give each other views about the daily tasks. And the Head Master also asked the

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[66]Porwanto, *Corporate Culture* (Yogyakarta: Pustaka Pelajar, 2008), Hal. 69

opinion of the staff in solving a problem. The staff felt that the school Principal worked as a partner, so the staff did not hesitate to ask questions or give their opinions and to improve the ability of each staff.[67]Culture excels, superior culture is a culture that can be an icon of an institution, including MA Raudlatul Ulum Ganjaran also has an icon to the culture developed. According to the Head of Master that superior culture is expected is a superior culture in harmony with the vision of school mission, as submitted by the Head of Master, that Islami, qualified, and dignified. It is also conveyed by his representative that the superior culture with respect to academic that leads to the end result of a cultural development that school graduates must master the science sciences and IPS, while the non-academic field graduates in MA Raudlatul Ulum Ganjaran must be able to read yellow book.Exemplary culture, exemplary culture is a form of culture was first created by the Principal School as a leader. School head should have the ability to provide examples of actions, attitudes, and communication with subordinates. As the Javanese proverb becomes the guide of the School Principal as leader because this proverb is a principle held by a leader. This culture is reflected by the Head Master who has started by giving example for teachers and employees in the form of attitude, actions. The attitude and actions of the the Head Master indicate that the leadership principle has been well executed.

  Culture of Hospitality, or culture there. The culture is also used to discuss school issues that require immediate handling. This cultural form of silaturrahmi is expressed by the treasurer's representatives that for every month once gathered together with teachers, staff and representatives of foundations, representatives of committees to discuss disciplinary issues of teachers or some teachers and students. The goal is to build togetherness to uphold the Raudlatul Ulum Rewards for better future. The form of silaturrahmi is that all teachers are sometimes invited in the home of one of the teachers to eat together and discuss the things mentioned above as well as the division of honorarium teachers.Culture gives appreciation.This cultural form is given to anyone who is able to show attitudes and behaviors and perform their duties in accordance with the burden provided by school.Sepedi accuracy present in the school, completing the administration on time, and discipline in the duty.

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[67]Mulyadi, *Leadership Head*, Hal.113

The rewards given to teachers or employees in the form of certificates and compensation funds. This appreciation has been planned before the new school year begins, meaning that this award has been embodied in the budget plan The school (RABM) .So, this culture is mandatory to be implemented.As Sirli proposed that give awards to teachers who are disciplined in carrying out duties.Dan has been budgeted by school.Givingis awards can be a certificate or gift.This is in line with the function of Head Master as a motivator.Menurut MC. Donald in Tabrani, et al quoted Nashar, that motivation is an act of energy in a person characterized by the emergence of feelings and reactions to achieve goals.[68]

The above explanation reveals three important elements, namely: (1) that the motivation initiates the change of energy in every human being. The development of motivation is increasingly bringing changes to the existing neurophysiological system in human organisms; (2) motivation is characterized by the emergence of sense feeling, affection someone. In this case the motivation is relevant to psychological problems, affections, and emotions that can determine human behavior; (3) motivation is characterized by reactions to achieve goals.[69] So, motivation in this case, is actually the response of an action, that is the goal. Motivation does arise from within man, but the emergence of the stimulus or encouragement of other elements whose existence outside the human self, thus causing the emergence of a single goal to be achieved. However, the culture of appreciation is not only in terms of improving the quality of human resources alone, but the teacher's appreciation as the spearhead also must be considered, especially in terms of welfare. besides that there is a special teacher appreciation. this award is given to teachers who teach UN subjects and teachers who are designated as model teachers. This award is done to increase the motivation of teachers in carrying out their heavy duties. Specific appreciation of the exemplary teacher, the assessment is done since the beginning of the school year which is then consulted with the head. Of course this assessment is not enough just the activeness of teachers in teaching alone but the completeness

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[68] H. Nashar, *Role of Motivation and Early Ability in Learning Activities*, Jakarta: Delia Press, 2004, cet. 2nd), Hal. 13
[69]*Ibid*, hal. 38-39

of the teacher's active and active in providing input is also a consideration for establishing the teacher as a model teacher.

Based on the exposure and discussion, the research on the efforts of Head Master in developing the culture of quality obtained research findings, namely: Preparation of vision and mission, description of vision into the mission of school, determination of vision and mission goals school, superior values, courtesy, behavior, religion, value of help-helping, exemplary, discipline, and morality.

Conclude

Based on the above data, it can be concluded that the efforts of the school Principal in developing the quality culture the TWOS strategy embodied in the vision, velue, program, and targets of the school, formulates with vision, policy, socialization, and continuous monitoring, and execution based on priority, and implemented by promoting humanitarian values, togetherness, human resource professionalism, and the didactic academic perstation.

The results of this study are also recommended to: (1) educational institutions to become educational institutions that have quality; (2) managers of educational institutions are advised to manage institutions with a culture of quality, so that they are felt at the end of each year of learning; (3) teachers are advised to understand and implement all forms of school Principal policy as developer of quality culture, so as to see and enjoy the results of the development of quality culture; and (4) other researchers are expected to conduct further similar research using a broader research location

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