



Quality culture & school climate development

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ABSTRACT

This Study uses a qualitative descriptive method and type study. This is library research, with the destination will display how development culture quality school is critical and influential in forming a professionalism human character-based education culture. Because School no just a receptacle or the place ongoing learning process activities teach however, how about the educators/resources available power capable create a conducive culture and climate so that serenity and a sense of security could feel in the environment, as well as necessary indicators noticed in develop culture quality and conducive climate school because the Education Law says every citizen have right same for getting a quality education, but in reality culture quality at School still found constraints with several influencing factors both internally and external like role leader yet maximum, communication, curriculum, teacher quality, facilities, learning process anyway committee school here several parts Becomes Duty paramount for stakeholders in the world of education until the moment this. Claims quality/quality education increase with progress knowledge and technology, global competition is increasingly strict and conscientious Public so that when managers education no capable solve internal problems School, so quality no capable follow compete globally as demands that. Temporary Culture quality is absent from role leaders, teachers, committees, and all school human resources. The sued gives a fulfilling exterior to all hope users (parents, students, and society), where education covers the quality of input, process, output, and outcome.

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INTRODUCTION

Idea culture quality developed with a new paradigm about engaging participant educate in the learning process, which does not just make them active in the learning process, but they are also allowed to determine an activity learn that they will do with their teacher. Hence, the mouth of the participants educates the study in a fun atmosphere, dynamic and full of joy because conditions created, of course, nuanced aspirational, and appropriate to the participant's request educate. In-house learning process classes always give attention to the aspirations of participant educates, ignore those who need to be faster in the process of understanding, and do not harm those who are fast in understanding teaching materials. Participant education gets proportional service, and all

must lead to the minimum limit of achievement competence in accordance set number together in the corridor of mastery learning (Rosyada, 2004)

This is one of the factors in increasing culture quality in school because schools that do not have culture quality It is also influenced by many factors in line with the study earlier (Damayanti, 2017) that condition the ability of the managerial head school to develop quality school moment this is: (1) Head school not yet operate function monitoring (controlling) with ok. Activity supervision (controlling) carried out in schools in the form of supervision still needs to be a formality to evaluate employees' performance. Activity supervision still needs to be realized to repair and upgrade the quality school. (2) Head schools still need the right strategy to increase the quality of the school. (3) Head schools still behave rigidly towards the teacher or staff (interpersonal skills).

Culture school is the most critical factor in form student Becomes fully human optimistic, brave, appear, behave cooperativeness, and personal and academic skills. Schools that have superior or successful education sure usually could see from several variables that affect it like acquisition value and condition physical will but not enough notice anything else it does not look precisely the same more take effect to performance individuals and organizations that itself includes values, beliefs, culture, and norms so-called behavior as the human side of organization (side/aspect people and organizations (Kasman, 2021). Then also a very need noticed factor internally and external organization school because the same effect on the development culture quality school naturally for realizing: (a) measurable planning, (b) clear organization, (c) process or Effective and efficient implementation, (d) monitoring and evaluation in a manner sustainable. Many other alternatives are put forward for overcoming, at least reducing, the problem of culture and character nation in question: education. Education is considered a characteristic alternative preventive because education builds a new nation. As characteristic alternative preventive, educational expected could develop quality generation young nation in various possible aspects minimize and reduce reason various problem culture and character nation.

Of course, acknowledged that results from education will see an impact in no time soon, but have power resistance and a substantial impact on society. Facts show that quality education still needs to be as expected. Claims to enhance quality education the increase. This thing because there is (1) progress in knowledge and technology, (2) increasing global competition strict, and (3) awareness community (parents and students) will provide quality education the higher. Without mastery, knowledge, and technology, someone not enough can anticipate life changes every day and cannot always resolve problems. Life develops fast. Global competition in the era of free markets causes great competition tight. Could participate in that global competition, someone sued to have more abilities/qualities, namely skills in communication, can weave cooperation, Skills or specific skills, tenacious individuals, discipline, ethos, high work, bright catch opportunity, and spirit for Up (Arbangi, 2016)

The whole source of power people in education can follow current demands with notice management school, which includes (Teacher Quality, Curriculum, Learning process, facilities, assessment, cost of education, and quality graduates). Climate school according to Hoy and Miskel (2014: 313), Climate school is a series of internal characteristics that can differentiate one school from other schools and can influence behavior from members in each of the schools concerned, musicians according to

(Iqabe, 2017) climate, formally school, refers to social relationships and relations work between school staff and administrators. Climate school is a personality collective or atmosphere including helpful behavior staff or hinder teaching, or climate teaching. Climate schools influence the culture that exists in schools and influence procedures on how we do everything at school. Climate school is significantly related to the effectiveness of the school. So that could conclude results definition that climate school is characteristic, personal character collective showing atmosphere and quality from life influencing school behavior from members in each school related with development climate and improvement quality school.

The school's competitive climate is now considered a designed organization that could enhance the quality of life for Public something nation. School, as the place of maintenance education, is a system with various interrelated devices and elements related to and necessary empowerment. Internally the school has teacher equipment, students, curriculum, facilities, and infrastructure. By external school own and relate with agency else, fine in a manner vertical nor horizontally. Inside context education, schools have Stakeholders (interested), including students, teachers, society, government, and the business world. Because of that, the school needs accurate management (management). give optimal results accordingly to the needs and demands of all interested parties (stakeholders) (Pasaribu, 2017)

teacher's role as a quality educator is one strategic factor for realizing destination education national as in the National Education System Law no. 20 of 2003, Article 3 that education is capable develop the ability and shaping character as well as civilization dignified nation in skeleton educate life nation, aim for developing potency participant educate to be the man who has faith and piety, has character noble, healthy, knowledgeable, capable, creative, independent and become a democratic citizen as well as not quite enough answer, and every citizen have equal rights for getting a quality education. With understanding the excellent concept of chief's school, teaching all HR in the school as organizer citizen supported education schools, school stakeholders, or related others will develop a culture quality school in skeleton development excellent school, including supervisors, and managers/coaches' education will build it with effective and efficient.

Because of that, the quality school's development culture is critical and influential in forming a professional human character-based education culture. Because School no just a receptacle or the place of ongoing learning process activities and teaching, but how do educators/resources available power capable create a conducive culture and climate so that serenity and security could feel an environment that, as well as necessary indicators noticed in developing culture and conducive climate school. With the development of culture quality, the school does not miss three existing combinations, i.e., input, process, and output, because when culture is not structured with good so could damage the ecosystem in the world of education, impacting activities and improving quality and climate.

RESEARCH METHOD

Study this uses method qualitative descriptive and type study this is research library (Library Research) where the whole activity process data collection is carried out with method read related references with title research, notes as well as process ingredient related research with a study this (Zed, 2004) exact match with an opinion (Sari & Asmendri, 2020) that Studies Literature is type research conducted with reading books or magazines and other data sources for collect data from various literature, sound library as well as in places another. Thereby research References the past stages of research carried out by the writer (Zed, 2004), i.e., Gather ingredients for research, then collect material from the information or empirical data sourced from books, journals, and scientific and other supporting literature theme study this. Second, Read the ingredient bibliography, reading for destination study, no passive work, a reader requested to absorb so just all information knowledge in ingredient reading do it an activity demanding hunt involvement reader as well as active and critical in order to be able to get results maximum, Third make notes research, activities record ingredient study can say the most critical stage and is heaviest peak from whole Suite study literature (Zed, 2004) because in the end whole material that has been read must conclude form report. With thereby that with various reading references good from reports, journals and books make references and additions to hasanah literature in research about culture quality and development climate school, where culture quality is a Duty together for all involved in the world of education, because until the moment this Becomes attention to education that is quality school be one urgent must be upgraded with involvement all stakeholders with pay attention to the process, input and output in the world of education

RESULTS AND DISCUSSIONS

A. Results

The invention and discussion served in a manner descriptive of culture quality and development climate school. Function culture quality in the world of education/school be one crucial part effect increasing or developing quality school naturally supported with good management, too various strategies have been developed in the process of upgrading culture quality school is one determination of educational process standards policy this exact and strategic for equity and improvement quality education. However still, many realities show low-quality education in Indonesia. Naturally, no miss with existence structure in organization schools that do not walk effectively, as discussed in the background. Internal and external factors influence the culture and quality school one of the: First, One Manager does not yet have maximum to do roles and responsibilities; he answers the problem and becomes the Duty of the central Manager (leader). Education where roles and functions must walk in a manner continuously. Because culture potentially Becomes a blocker quality when an organization school should impact source power education not capable of realizing the achievement of educational goals and targets in a manner maximum. Head School is one component of the most critical education to increase quality education and responsive answers to achievement vision, mission, goals, and quality education.

Second, the Manager still needs to find the right strategy for enhancing quality. The temporary existence of a leader is very needed in vulnerable work experience issues that are challenging; one leader must think openly to see something problem from many corners and understand the fundamental reason, so a leader is not hesitant to involve source power surrounding reach hope all party. In education, ideas and innovation must strengthen cooperation to increase quality because of the hope and desire of all parties where institutional education could Fulfill all hope, promising hope for participant students, parents, and the community, as the nation and State. Third, Communication still needs to be maximum and effective in environmental education. Communication in the world of education is essential in many things. Isn't it only a demanded leader to build effective Communication but all source of power humans, namely teachers, committees, schools, and parents, must intertwine with good natural relation in development quality where a manager education needs to understand aspects of effective Communication, because organizations that have culture good quality always have an effective communication model, good between the individual in the group nor between the group?

The quality of education is indeed not in the form of goods. However, it is a service where quality must be able to meet the needs, hopes, and desires of all parties so that the organization and components of education must be realized according to the formulation of national education standards that all citizens have the right to quality. The quality of education is not only seen from the completeness of the facilities and the splendor of the educational facilities it has but the extent to which the outputs and outcomes produced by educational institutions can meet all expectations. In line with the description, (Musfah, 2015) said that quality in the field of education includes the quality of inputs, processes, outputs, and outcomes. Educational inputs are said to be of high quality if they can process them; the educational process is quality if it can create a PAKEMB climate (active, creative, fun, and meaningful learning). Output can be of high quality if students' academic and non-academic learning outcomes are high. Outcomes are also said to be of high quality if all parties recognize the greatness of graduates and are satisfied with their achievements. Then the most important thing is that student achievement can be traced to school management, teacher profiles, learning resources, and the environment, so it can be concluded that school quality culture is the success of all school components as a learning system to realize student achievement both academic and non-academic so that all mutually have a role in improving quality and creating a good climate in the school environment. Similarly, it is said (Nurhayati 2014) that five main forces can encourage the movement of educational institutions to achieve the expected

quality, namely: (1) effective leadership, (2) design/ appropriate standards, (3) an effective system, (4) awareness and personal motivation, (5) a conducive environment.

1. Culture and Climate School

Culture, according to (Soeroso, 2008), originated from the Sanskrit word " buddayah " which is the plural of the word "buddhi," which means sense. So Culture could be interpreted as related things with reason and mind. At the same time (Maryamah, 2016) put forward that Culture is a source of superiority and competitive central sustainability that allows a unifier in organization, system, structure, and career. In line with the opinion (Islamika, 2019), Culture is "The shared philosophies, ideologies , values, assumptions, beliefs, expectations, attitudes, and norms that knit a community together." Culture schools /madrasas are part of Culture corporate culture. Culture corporate is built on specific characteristics of institutions or owned institutions (Muhaimin, 2015). Several things are characteristic of a corporation put forward by Kasali, as follows:

- a. There is a separation of wealthy individuals/families/groups owned by the organization as a legal entity.
- b. Separation is not quite enough to answer between owner and executor
- c. Prioritize interest customer (customer satisfaction)
- d. Working with the system.
- e. Existence of record keeping and transparency.
- f. Existence accountability
- g. Move with strategy and plan work
- h. Existence effort regeneration sustainable

Culture school is something built from results meetings. Among the values held by the head school as a leader from the values shared by teachers and existing employees in the school. Values the built by thoughts existing humans in school. Meeting thoughts man then produces what is called thought organization; related to development quality, there is a working process to increase effectiveness by integrating desire individual will growth and development destination organization, by specifically for this process is effort stage change in a manner plan that includes something total system throughout period particular and endeavors stage change this related with a mission organization. With thereby, artistic quality is a value system from a producing organization circumstances conducive environment in the formation of continuous improvement inside quality. Cultural quality consists of values, traditions, procedures, and expectations that are put forward quality.

According to (Rain, 2017), a Climate school (school climate) could be put forward as a climate organization that occurs in a school. Climate school results from the interaction media in organization school. Climate school will influence the behavior of teachers and staff education in doing work at school. Climate and culture-conducive schools are marked with safe, comfortable, and orderly learning so that learning can progress effectively. Climate and Culture conducive to school very, it is essential that participants feel happy and behave favorably in school so that teachers feel appreciated and parents and society feel accepted and involved. This could occur through creating positive norms and habits, harmonious relationships, and cooperation based on attitudes each other respect. Besides that, climate and culture-conducive schools push every inhabitant school for activities and do something best that leads to achievement participant high education.

2. Characteristics Schools and Culture Quality

Culture as deep quality life (Way of Life). An organization school manifested in rules or norms, work procedures, and also style leadership; to apply artistic quality (quality) thoroughly, there is a six score according to (Syamsudin, 2016), a must made the principal base for a leader in an organization or institutions, that is.

- a. Position in organizations, organizers, and users education positioned same. What is meant is the need known and known that the school not only staffs academic and staff supporters as

well as managing the highest only, but needs to know students, and interested parties, such as guardian students, government, sponsors, and others. Views from organizers and users need to be calculated to increase sustainable quality. Working in a group manner is working toward for reach Step expected quality. If an error occurs during the process, someone in the group will complete it in a manner together. Because they feel that the group is owned by together and the problems they face need to be solved together too.

- b. Between subordinates or superiors is the same (openness)
The second value relates to the first value above; that is, it involves environmental work in a group. An example of understanding score second is when working in something school /madrasa with the headmaster, who always talks with staff each other and gives a view about tasks every day. Moreover, the madrasa's principal also asked for the staff's opinion on completing something problem. Staff feels that the headmaster is a partner work, so the staff are not disinclined to ask or give his opinion and at the same time to increase each staff member's ability.
- c. A harmonious relationship is healthy in the school environment, and every source of power man feels connected.
- d. Focus on the process, i.e., the organization is something system, and the system involves the necessary processes run with good for success system concerned –process at the institution madrasa education, including registration students, teaching and learning, exams and others. Moreover, it is already a habit that customers (students) get this process.
- e. Not are there successes and failures, but learning from experience. Success or failure in a characteristic process is temporary and significantly depends on the views and judgments of individual and group customers. What is needed is success constantly and how to reach it. Head school or madrasah no can too happy and complacent if reach something success.

Besides the characteristic above, maturity in work, including other features of management quality school. Academic staff and administrative staff work not because of coercion or supervision. They need more answers will the Duty principle and function. Mental attitude (mindset) becomes a precondition for effort enhancement quality. Referring to opinion (Mustaqim, 2016), schools with artistic quality are as follows.

- a. School customer-focused, good internal customers, as well as external.
- b. School focus to effort prevent problems that arise, in the sense that there is a commitment to work correctly starting from the initial, or known with the program Zero De Fact (Damage zero).
- c. The school has investigated source power continuing to guard against it until it experiences damage. Due to damage, Psychology complicated to fix it.
- d. The school has a strategy for reaching quality, good leadership, and power of the academic and administrative staff.
- e. School manages complaints as bait come back for reach quality and position failure as an instrument for repair next.
- f. The school has a policy in planning to reach quality, a reasonable period short, medium, or period long.
- g. Schools working on the improvement process involve all components by duties and functions.
- h. Schools push everything seen to have creativity, the ability to create quality to stimulate others to work in a manner of quality.
- i. School clarified needed to be more answers. Each included direction works in a manner vertically and horizontally.
- j. The school has a strategy and criteria for precise evaluation.
- k. Schools put quality that has been achieved as work culture.

L. Schools look at quality as an integral part of artistic work. Schools put upgrade quality in a manner continuously must

3. Development Strategy Climate at school

Life man is not once free from the influence of natural processes, in the sense that life man will affect processes in nature. At the same time, Climate in school refers to the quality and character of life-based on experiences, norms, goals, values, interpersonal relationships, learning process, teaching and practice leadership, and structural organization in the school. Climate school could interpret in three dimensions; physical, social, and academic. Dimension physique includes speaking about appearance building school and space class, number group learning and teacher to teacher ratio student, setting room class, as well availability source power and safety nor convenience. Dimension social consists of a quality connection between personnel Among students, teachers, and staff, fair and equal treatment from the teacher to students and staff, level competition and comparison among students, and engagement in the inhabitant school in making decisions. Dimension third describes quality learning, teacher expectations on achievement results study students, and to what extent the school control /monitoring to progress of study students who also communicate to parents. Climate-positive schools are marked in a manner robust with awareness inhabitant internal school for making school a learning community or community learner (Cohen et al., 2009; Mansa et al., 2022)

Atmosphere, such a school, will push inhabitant schools to develop democratic processes, especially in Thing study teach and share knowledge between one each other. A learning community is adapted from the learning organization concept, interpreted as connectedness Among inhabitant schools, where they are involved in a dialogic manner for sharing knowledge, norms, values, and skills that lead to progress. The leader's role very essential in creating a learning community, especially if the leader is capable of interpreting study as a process and function to improve the school along citizens, yes concluded that the formation school as a learning community requires Support from Climate positive. With Climate, a positive school of each member school will push to share and cooperate. A state like that will make each side want to learn, share knowledge, and gain experience with one another. To make Climate positive schools no occur so courses, needed existence intervention schools through gift experiences certain to inhabitant schools, especially students and teachers. Development strategy climate at school no miss role important leadership head school, staff, teachers, and everyone involved in the school that. Then how is Climate positive Keep going growing and sustainable, creating a conducive and pleasant atmosphere for them. (1) Build good communication with students and parents (2) Convey rules with strong but complete empathy (3) Involve remainder in making rules. (4) Observing and understanding every student's behavior and giving Support to students in the study. So that created mutual care, respect, safety, and inclusion in the school environment (I MADE RAKA & ALVA CHERRY MUSTAMU, 2022).

CONCLUSION

Claims quality/quality education increase with progress knowledge and technology, global competition is increasingly strict and conscientious Public so that when the manager's education no capable solve problems in school, so quality no capable follow compete globally as demands that. Temporary Culture quality is noticed by role leaders, teachers, committees, and all human resources in the school. The sued gives the outside that satisfies all hope users (parents, students, and society), where education covers the quality of inputs, processes, outputs, and outcomes.

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