

The Influence of ISO 9001:2008 and Principal's Leadership toward Education Quality through Teacher's Performance of Vocational High School in Malang City, Indonesia

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Abstract

This study aimed to analyze the influence ISO 9001:2008 and leadership of principal toward teacher's performance in Vocational High School of Malang city, to analyze the influence ISO 9001:2008 and leadership of principal toward the quality of education in Vocational High School of Malang city, to analyze the influence teacher's performance toward the quality of education in Vocational High School in Malang city, and to analyze the influence ISO 9001:2008 and leadership of principal toward the quality of education through teacher's performance of Vocational High School in Malang city. The population in this study were teachers of SMK in Malang, amounting to 1114 teachers. The target population in this study is a teacher who has experience more than 15 years. This is based on a target population of 386 teachers eventually. While the sample of this research is the teacher who was selected as the research object. Based on the results of testing the validity and reliability of all the variables such as ISO 9001: 2008, Leadership, teacher performance, Quality of Education by calculating the correlation coefficient that all the items is valid and reliable. ISO 9001: 2008 and the leadership of the principal influence on the quality of education through teacher performance SMK in Malang. It has been proved that the ISO 9001: 2008 and the leadership of the principal influence on the quality of education through teacher performance and teacher performance influences the quality of education, thus the present study found that teacher performance be a strategy or method that is capable of mediating in full to the ISO 9001: 2008 and the principal's leadership in the effort to improve the quality of vocational education in Malang.

Keywords: ISO 9001:2008, Principal's Leadership, Education Quality, Teacher's Performance.

1. Introduction

The implementation of *Asean Economic Community* (AEC) in 2015 is a new challenge for Vocational High School to grab job market especially in domestic. Vocational High School is educational institution which prepares students to have knowledge, skill and competence which will become their provisions after they accomplish their education in Vocational High School, so that the students will be able to be either job creator or as a worker that means they are ready to come in job market (Schippers, 1994).

Purwanto (2009) states that the guarantor of internal education quality in school is done to guarantee that every executor of education in school must be appropriate with the standard of national education. One of the standard of accreditation which is used to guarantee education academic quality is ISO 9000. ISO 9000 is a standard of quality management system which is admitted by international. There are 4 serial numbers namely: ISO 9001, 9002, 9003 and 9004 which have difference in guarantying process quality based on operational activity to produce good and service. ISO stands for *International Organization for Standardization*

The owner of certificate ISO 9000 makes the organization/company easy to contribute in international market. The number of Vocational High Schools which have implemented the standard of quality management system ISO 9001:2008, since 2009 to 2013 experienced improvement. In 2014, it is hoped Vocational High School which implement ISO 9001:2008 can reach 2000 schools.

Leadership factor of principal has important role in education. "Leadership of principal is one of factor that can encourage school to form vision, mission, goal and target of school through programs which are done with planned and step by step" Mulyasa's opinion (2013 : 90) contains meaning that the principal is claimed to have good management ability and leadership, therefore, he or she can take initiative to improve school quality.

The assessment of teacher's performance about learning effectiveness (Mulyasa, 2013). Teacher's performance is the success of teacher in doing education's task which is appropriate with responsibility and authority based on performance standards that have been implemented in order to achieve the goal of education (the law number 14 of 2003, on Teachers and Lecturers).

The success of teachers in carrying out educational tasks should be in accordance with the responsibilities and authority of teachers based on performance standards (Law no. 14 of 2003, on Teachers and Lecturers.). According to Majid (2012) that the teacher performance standards to meet job performance will have an impact

on the quality / academic quality include the implementation of the admission process for new students (input), the implementation of the teaching and learning process (process) and graduate students who are competent (output).

Based on the explanation above, it can be concluded that the influence of ISO 9001: 2008 and the leadership of the principal toward the quality of education through teacher performance brings significant affection, that is why the researcher took this study. This study aimed to know how the description ISO 9001:2008, leadership of principal, the quality of education and teacher's performance in Malang city, to analyze how the influence ISO 9001:2008 and leadership of principal toward teacher's performance in Vocational High School of Malang city, to analyze how the influence ISO 9001:2008 and leadership of principal toward the quality of education in Vocational High School of Malang city, to analyze how the influence teacher's performance toward the quality of education in Vocational High School in Malang city, and to analyze the influence ISO 9001:2008 and leadership of principal toward the quality of education through teacher's performance of Vocational High School in Malang city.

2. Teoretical Review

2.1. Quality

According Sallis (2011: 95) There are several definitions of the four important writers about quality, namely: 1) Philip B. Crosby. Quality is conformance to requirements or the excellence of its publications, such as the resistant watch, durable shoes, or an expert doctor . 2) W. Edward Deming. Quality means solving to achieve continuous improvement, such as the application of kaizen at Toyota and quality control at Telkom. 3) Joseph M. Juran. Quality is conformance to use, such as shoes designed for sports or leather shoes that are designed for the office or to a party. 4) K. Ishikawa. Quality is customer satisfaction therefore, every part of the process within the organization has a customer. Internal customer satisfaction will lead to customer satisfaction organization. Understanding the quality delivered by experts has meaning about conformance to the requirements of excellence, compliance with the use of continuous improvement to achieve customer satisfaction. Quality is a structured process for repairing the resulting output. In schools, the quality standards set for each series of work within the overall work process. (Arcaro, 2007: 75).

According Mulyasa (2013: 224), the quality of education is a nation's level of intelligence that can be gained from the implementation of the National Education System. In this study, the quality of a student's academic views of the percentage passing the National Examination (UN), as well as the average score of the UN which includes input, process and output.

2.2. Teacher's Performance

Performance is the result of the work in quality and quantity achieved by an employee in performing their duties in accordance with the responsibilities given to employees (Mangkunagara, 2005: 67). According to Majid (2012) teacher performance is the successful education of teachers in performing their duties in accordance with the responsibilities and authority based on performance standards that have been set in a specific time to achieve educational goals and components of teacher performance in the management of learning that includes: a. The preparation of lesson plans, b. Implementation of teaching and learning interactions, c. Assessment of learning achievements of learners, d. The implementation of the follow-up assessment.

2.3. ISO 9001:2008

According to Prabowo (2009: 57) ISO 9001: 2008 is an international standard for quality management systems / quality. ISO 9001: 2008 establishes requirements and recommendations for the design and assessment of a quality management system. ISO 9001: 2008 is not a product standard, because it does not state requirements that must be met by a product (goods or services). ISO 9001: 2008 is only a quality management system standards. But, however it is expected that the product resulting from an international quality management system, will be good quality (standard). Efforts to improve school management, among others, implemented through the application of quality management system ISO 9001: 2008. The quality management system ISO 9001: 2008 is a quality management standard mechanisms of the most prominent. The success of the quality management system ISO 9001: 2008 in improving the effectiveness and efficiency and quality of development in the industrial sector offers opportunities for education to implement it. The application of the quality management system ISO 9001: 2008 is the fourth edition was published on November 14, 2008 came into effect on 15 November 2008 and is a refinement of the ISO 9001: 2000 is an international standard for quality management systems. ISO 9001: 2000 establishes requirements and recommendations for the design and assessment of the quality management system, aims to ensure that the organization will provide products (goods and services) to meet the requirements set (Gaspersz, 2003: 1). Ula (2013: 126), education needs to implement a

quality management system ISO 9001: 2008 in order to achieve the best service with reference to international standards.

The quality management system ISO 9001: 2008 requires a steady and thorough planning and involve all resources available at the school. Planning is an important part of management, without the management plan will not succeed because they do not know clearly the direction and goals to be achieved by an organization. Planning is a fundamental process in the management to decide where and how to achieve it.

Qohar (2008: 14) describes the quality management systems (ISO 9001: 2008) is documented procedures and practices required by the International Standard, which aims to ensure the suitability of the process and the products (goods or services) to specific needs or requirements, which required by the organization to ensure the effective planning, operation and control of its processes effectively. Needs or requirements are defined or specified by the customer and the organization.

2.4. Leadership

Definition of leadership according Makawimbang (2012: 6) is the ability of a person to influence others. This implies that leadership is a person's ability to influence others so that others submit or follow the desires of a leader.

Principal leadership is the ability to move all personnel in the educational unit performing the task of learning to encourage schools to realize the vision, mission, goals and objectives of the school through programs implemented in a planned and gradual (Mulyasa, 2009: 90).

According Mulyasa (2013: 98) the principal must perform its role as a leader to perform the function:

- 1) The principal as an educator (educator)
- 2) The principal as manager
- 3) The principal as an administrator
- 4) The principal as supervisor
- 5) The principal as leader (leader)
- 6) The principal as innovator
- 7) The principal as motivator

The school principal that can perform the above functions properly can be said to be the principal has good leadership skills. thus clear that the principal as leader in order to succeed must run for at least seven of these functions, as well as other criteria such as educational background and experience. Besides The headmaster must able to lead, manage schools are also required to be able to create an atmosphere conducive working environment so as to motivate teachers to work and could prevent the disintegration or split in the organization.

Rahman (2006: 106) states that "The principal is a teacher (functional positions) are appointed and given the additional task of structural positions (principals) in school. School leadership should really be justified, because the responsibility of the head of the school is very important and determine the level of student outcomes, as well as the productivity and morale of teachers depends on the principal in the sense of the extent to which the principal is able to create the excitement of work and the extent to which the head schools to encourage his subordinates to work in accordance with policies and programs that have been outlined so that the productivity of high teacher and student learning outcomes increased."

3. The Conceptual Framework and Hypotheses

3.1. The Conceptual Framework

The quality of education as one of the pillars of the development of human resources essential for national development (Mantja 2008). Salis (1993) developed the ISO 9000 for education. Interest Salis (1993) developed the ISO 9000 which is to increase the role of academic quality and performance capabilities of teachers (teacher). Sartika (2013) has tested 18 clause recommended by Salis (1993). Results Sartika study (2013) found that the role of ISO 9001 is more focus on curriculum development and academic quality. Based on the theoretical study stated by Salis (1993) and research findings Sartika then built the frame of the implementation of ISO 9001 the performance of teachers and academic quality.

Gasperz (2002) states that the principles of quality management one of which is the involvement of people. Mantja (2008) explains that to achieve organizational goals depends heavily on individual behavior. Interactions between individuals within the organization called organizational behavior (Torang, 2012). The aim of implementing ISO 9001 in the education sector to improve the performance of teachers and academic quality (Salis, 1993) then built the framework of association (influence) the behavior of the organization on teacher performance and the quality of academic.

The performance of teachers is a teacher's success in carrying out education in accordance with the responsibilities and authority based on performance standards that have been set in a specific time in order to achieve the goal of education (Act No. 14 of 2003, on Teachers and Lecturers.). Teacher performance with regard

to the effectiveness of learning covers various aspects consisting of input, process and output (Mulyasa, 2013). Classroom action research conducted by the Ministry of National Education to improve teacher performance. Thus built the framework of association (influence) the behavior of the organization to the performance of teachers and academic quality.

The success of teachers in performing the task of education must comply with the responsibilities and authority of teachers based on performance standards (Act No. 14 of 2003, on Teachers and Lecturers.). Majid (2012) states that the teacher performance standards to meet job performance will have an impact on the quality / academic quality include the implementation of the admission process for new students (input), the implementation of the teaching and learning process (process) and graduate students who are competent (output). Based on the statement of Majid (2012) then it creates the line of thinking influence of teacher performance toward academic quality.

3.2 . The Research Hypothesis

1. Effect of ISO 9001: 2008 and Leadership Principal toward the Teacher Performance SMK in Malang is significant
2. Effect of ISO 9001: 2008 and Principal Leadership toward Quality of Education SMK in Malang is significant
3. Effect of Teacher Performance toward Quality of Education is significant
4. Effect of ISO 9001: 2008 and Principal Leadership toward Quality of Education through the Teacher Performance can be approved.

4. Method

4.1. Scope of the Study

This study examines the management / governance aspects of education through teachers' perception approach Vocational High School who works at SMK certified ISO 9001: 2008. This study examined several variables that affect the quality of education such as the implementation of ISO 9001: 2008, school leadership and teacher performance SMK. Selection of teachers as the research object, among others, have not been many studies that reveal the quality management system implemented SMK in Malang.

4.2. Population and Sample Research

The population in this study were teachers of SMK in Malang, amounting to 1114 teachers. The target population in this study is a teacher who has experience ≥ 15 years. This is based on a target population of 386 teachers eventually. While the sample of this research is the teacher who was selected as the research object.

4.3. Types and Sources of Data

Types of data collected to be processed including data subjects with primary sources, data collected from respondents on the proposed statement. The collected data tabulation is done, then processed with the help of statistical program SPSS (Statistical Package for Social Scientists) and AMOS (Analysis Moment of Structure).

4.4. Research Instruments

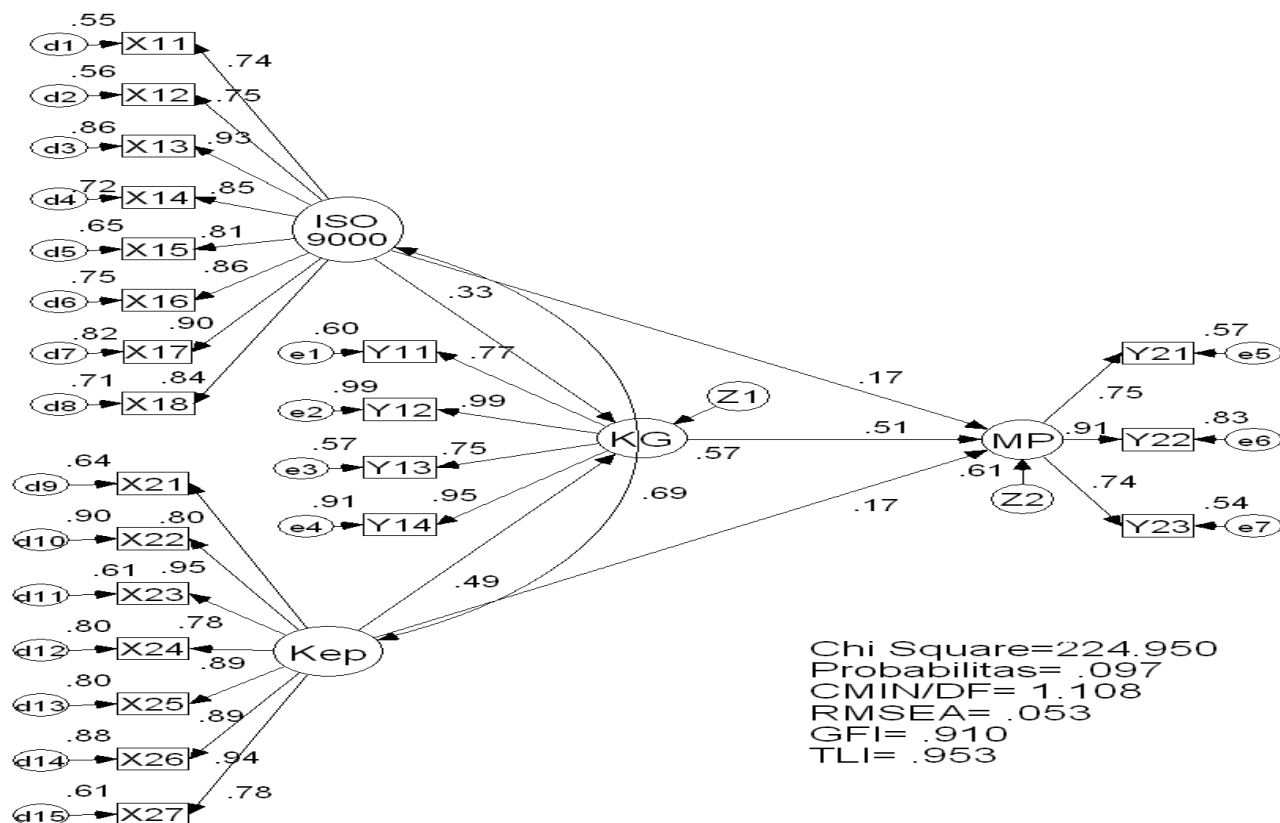
Instruments used this study was a questionnaire with several items attached questions consisting of two (2) exogenous variables such as ISO 9001 and the leadership of the principal, as well as two (2) an endogenous variable that teacher performance and the Academic Quality.

5. Research Result

5.1. Validity and Reliability Test Results

The results of testing the validity and reliability of all the variables such as ISO 9001: 2008, Leadership, teacher performance, Quality of Education by calculating the correlation coefficient with the help of statistical program SPSS for windows submitted that all the items scattered in each indicator variable is valid and reliable. Below are the results of SEM analysis.

Picture 1. Structural Equation Modeling



Note:

ISO 9000		Kep = Leadership		KG= Teacher performance	
X11=	Customer focus	X21=	Educator	Y11=	Learning Plan
X12=	Leadership	X22=	Manager	Y12=	Learning Process
X13=	involvement	X23=	Administration	Y13=	Learning Assessment
X14=	process	X24=	Supervisor	MP = Quality of education	
X15=	Management system	X25=	Leader	MP=	Learning Quality
X16=	Continuous involvement	X26=	Innovator	Y11=	Input
X17=	Decision making	X27=	Motivator	Y12=	Process
X18=	Cooperation			Y13=	Output

The influence between the variables and information research hypothesis testing are presented in Table 1:

Table 1. Relation of causality research variables.

No	Exogenous	mediation	endogenous	Koeficient			Result
				direct effect	indirect effect	total effect	
1	ISO 9001:2008	KG	KG	0.33*		0.33*	H1 Accepted
	Kep	KG	KG	0.49*		0.49*	
2	ISO 9001:2008		MP	0.17*		0.17*	H2 Accepted
	Kep		MP	0.17*		0.17*	
3		KG	MP	0.51*		0.51*	H3 Accepted
4	ISO 9000	KG	MP	0.17*	0.84*	1.01*	H4 approved
	Kep	KG	MP	0.17*	0.25*	0.42*	

*) level of significance (p) is calculated is less than 0.05

SEM analysis results obtained Chi Square value was 224 950 with an error rate of 0.097 more than an error rate of 0.05. While goodness of other fit indices showed RMSEA value 0.053 below 0.080, GFI was 0.910 upper 0.900 and TLI was 0.953 above 0.950. SEM results indicate that the model can be accepted as an analytical tool.

5.2 Descriptive Analysis

From the data processing through descriptive test using frequency analysis can be presented descriptions of each dimension factor of each study variable. As for the dimensions of the latent variable exogenous factors or exogenous dimensional construct consisting of motivation and leadership. While the endogenous latent variables or dimensions of endogenous construct consists of the performance of teachers and quality of education.

5.2.1. ISO 9001: 2008

Implementation of the ISO 9001: 2008 shows that most teachers were able to carry out its activities properly, because all the teachers are working under ISO 9001: 2008 is based on the average value of the indicator, Customer focus (X1.1) obtain 3.9845 response, leadership indicators (X1.2) to elicit a response 4.0324 , an indicator of the involvement of everyone (X1.3) to solicit responses 4.2027, indicators process approach (X1.4) to solicit responses 3.9901, indicators of system approach to management (x1.5) to solicit responses 3.9317, continuous improvement indicators (X1.6) elicit responses 4.004, the indicator approaches the fact as the basis of decision-making (X1.7) to solicit responses 3.9102, indicators of ongoing cooperation (X1.8) indicator of ongoing cooperation to elicit a response at 4.1975. Eighth indicators by respondents responded to agree means to ISO 9001: 2008 goes well if the teacher is able to run in the works. Other information that can be delivered that indicators of involvement of everyone obtaining the highest response at 4.2027, compared with other indicators, while indicators approach to management systems obtain minimum response which is equal to 3.9317.

5.2.2. Principal Leadership

Variable principal leadership indicates that the principal is able to carry out its activities properly. Based on the average value of the indicator (X2.1) The principal of the school as an educator (educator) to elicit a response at 4.1394, (X2.2) The principal as the manager elicit a response at 4.0848, (X2.3) The principal of the school as an administrator to elicit a response at 4.2139, (X2.4) The principal as a supervisor elicit a response at 4.3366, (X2.5) The principal as leader (leaders) to elicit a response at 4.1749, (X2.6) The principal as innovator to elicit a response at 4.2921, (X2.7) The principal of school as a motivator to elicit a response at 4.2054. Seventh indicators by respondents responded to agree means the leadership of the principal duties in accordance with its function. Other information that can be conveyed that the headmaster as supervisor obtain the highest response at 4.3366, compared with other indicators, while indicators principal as manager obtain the lowest response which is equal to 4.0848.

5.2.3. Teacher Performance

Variable performance of teachers showed that teachers were able to carry out its activities properly. Based on the average value of the indicator (Y1.1) Preparation of lesson planning to elicit a response at 3.6459, (Y1.2) Implementation of teaching and learning interactions to elicit a response at 3.7184, (Y1.3) Ratings achievement of learners to elicit a response at 3.9107, (Y1.4) The follow-up assessment to elicit a response of 3,838.

The fourth indicator by respondents agreed response means that the performance of teachers continue to increase if teachers carry out their duties in accordance with the purpose of education. Other information that can be delivered is the assessment of learning achievement of students obtaining the highest response at 3.9107, while indicators Preparation of lesson planning lowest elicit a response which is equal to 3.6459.

5.2.4. Quality of Education

The variable quality of education shows that the performance of teachers capable of carrying out its activities properly to improve the quality of education. Based on the average value, input indicators to elicit a response of 4091, the process of obtaining a response indicator for 4148, and output indicators to elicit a response 4.1378. All three indicators by respondents responded to agree means the quality of education continues to rise if the teacher has a good performance in work. Other information that can be conveyed that the process of obtaining the highest response amounted to 4,148, compared with other indicators, while the input indicators to elicit a response lowest response which is equal to 4,091.

6. Discussion

6.1 ISO 9001: 2008, Leadership Principal and Teacher Performance

Based on the results of the study showed that ISO 9001: 2008 and the leadership of the principal direct impact significantly on the performance of teachers of SMK in Malang, where ISO 9001: 2008 is an element that is faced by teachers when teachers are in school, ISO 9001: 2008 values held by each teachers in performing their duties as teachers include Customer Focus, Leadership, involvement All People, process approach, System approach to Management, Sustainable improvement approach For Basic Facts, Decision, Sustainable Cooperation. Considering it is felt directly by the teacher, so that ISO 9001: 2008 direct impact on teacher performance.

It proved that the results of research in SMK in Malang, proven shows that ISO 9001: 2008 direct impact on teacher performance. It is very reasonable when viewed from the characteristics of the respondents turned out majority of respondents are S-1 and S-2 are supported by respective fields of expertise, especially in accordance with department or linearity education.

The results of the analysis of the description of ISO 9001: 2008 states that the answer to each of the eight indicators proved that the answer showed that on average the respondents agreed with the eight indicators. Where indicators involvement of everyone obtaining the highest response at 4.2027, so involve everyone should be maintained and enhanced for the implementation of ISO 9001: 2008 in accordance with the applicable rules. While that should be developed is sustained good cooperation with government agencies or with the company so that if items are maintained and developed then the description will embody ISO 9001: 2008.

6.2 ISO 9001: 2008, Principal Leadership, Quality of Education

Based on the results of the study showed that ISO 9001: 2008 and the leadership of the principal direct impact significantly on the quality of education vocational school in Malang, where ISO 9001: 2008 is an element that is faced by teachers when teachers are in school, ISO 9001: 2008 values held by each teachers in performing his duties as a teacher in between Customer Focus, Leadership, involvement All People, process approach, System approach to Management, Sustainable improvement approach For Basic Facts, Decision, Sustainable cooperation. Considering it is felt directly by the teacher, so that ISO 9001: 2008 directly affects the quality of education. The results of the study at SMK Negeri Malang, proven shows that ISO 9001: 2008 directly affects the quality of education.

6.3. Quality of Education and Teacher Performance

The results of descriptive analysis showed that the four indicators of the performance of teachers the preparation of lesson plans, implementation of teaching and learning interactions, assessment of learning achievements of learners, the implementation of the follow-up results of the assessment, and assessment of learning achievements of learners obtain the best response high of 3.9107, all the performance indicators for teachers to get respondents high, but on the item indicators in all planning of learning is still less.

6.4 Effect of ISO 9001: 2008 and Principal Leadership toward Quality of Education through the Teacher Performance

ISO 9001: 2008 and the principal's leadership significantly influence the quality of education through teacher performance. Thus the hypothesis that ISO 9001: 2008 and the principal's leadership significantly influence the quality of education through teacher's performance proven. The study identified that the dimensions of the construct of the performance of teachers to mediate the full ISO 9001: 2008 and the leadership of the principal on educational quality vocational school in Malang, there is an element involves all teachers and staff in the management of schools to improve the quality of education vocational school in Malang, besides working the same is done by the school with the community and parents as well as the company was also able to push to improve the quality of education.

Principal leadership is very encouraging improvement of quality of education vocational school in Malang, principals in running the supervisor was able to drive the success principals in improving teacher performance in order to achieve high quality education, in addition to supervision activities carried out by principals in improving the performance of teachers, principals schools should also give examples of the teachers and staff are always creative and innovative employees in providing motivation. This has proved the influence of school leadership on teacher performance and also on the quality of vocational education teachers in Malang. Based on the findings of respondents who actually provide the highest response in order to principals retain and improve its performance in terms of supervision.

7. Conclusion and Suggestion

7.1. Conclusion

Contributions ISO 9001: 2008, principal leadership, teacher performance and the quality of vocational education in Malang, shows as follows:

- a. All ISO 9001: 2008 consisting of Customer Focus, Leadership, involvement of all people, process approach, system approach to management, continual improvement approach to the facts as a basis, decision-making, continued cooperation, capable of contributing to variable ISO 9001: 2008, while indicators that provide the greatest contribution to the ISO 9001: 2008 is the involvement of everyone
- b. All principal leadership comprising as educator (educator), headmaster as managers, principals as administrators, principals as supervisors, principals as a leader, the principal innovator and principals as a motivator, able to contribute to the variable leadership school, while indicators that provide the largest contribution to school leadership is the principal supervisor
- c. All teacher performance consisting of the preparation of lesson plans, implementation of teaching and learning interactions, assessment of learning achievements of learners, the implementation of the follow-up assessment, able to contribute to teacher performance variable, while the indicators that provide the greatest contribution is the assessment of learning achievements of learners.
- d. All the quality of education that consists of input, process and output capable of contributing to the quality of education, while the process and output indicators provide equal contribution.

ISO 9001: 2008 and the leadership of the principal influence on the performance of teachers of SMK in Malang. involvement of everyone is able to improve the performance of teachers through the contribution of learners' learning achievement assessment include designing an evaluation tool to measure progress and success, using a variety of strategies and methods of assessment to monitor progress and use assessment methods to monitor the learning outcomes of students. While school leadership to improve the performance of teachers through the contribution of the principal as supervisor which includes making program with supervision and conduct proper supervision. school leadership has a more dominant influence on the performance of teachers of SMK in Malang.

ISO 9001: 2008 and the leadership of the principal effect on the quality of vocational education in Malang, ISO 9001: 2008 and the leadership of the principal is able to improve the quality of vocational education in poor cities through the contribution of the educational process which includes implementation guidelines for the curriculum in teaching, limits students maximum absence in the learning process and the need for good family relationships between teachers and students. ISO 9001: 2008 has dominant influence on the quality of vocational education in Malang

Performance of teachers significantly influence the quality of vocational education in Malang. learner assessment carried out by the teachers to improve the teaching and learning process covers before had prepared a lesson plan and use a curriculum guide in teaching.

ISO 9001: 2008 and the leadership of the principal influence on the quality of education through teacher performance SMK in Malang. It has been proved that the ISO 9001: 2008 and the leadership of the principal influence on the quality of education through teacher performance and teacher performance influences the quality of education, thus the present study found that teacher performance be a strategy or method that is capable of mediating in full to the ISO 9001: 2008 and the principal's leadership in the effort to improve the quality of vocational education in Malang.

7.2 Suggestions

For academia to examine and re-examine -variable another variable because the variable in this study was limited to ISO 9001: 2008, principal leadership, teacher performance and the quality of education and thus can contribute to the development of science as well as strengthening and sharpening theories about teacher performance. For school administrators, especially principals to continuously improve the performance of teachers so that the quality of education in poor SMK may continue to rise.

For subsequent researchers who want to take the same topic with the study suggested should further enrich the results of this study by adding variables award for instance, that found new factors affecting the quality of education, but it is also recommended that the conclusion of this study as a reference for the development of research furthermore.

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