

Principal Management In Improving The QualityOf Education Personnel

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Abstract

This research aims to identify the principal's management in improving the quality of educational staff at SMAN 5 Karawang. Improving the quality of educational staff is important in improving the quality of education in schools. SMAN 5 Karawang is one of the senior high schools that has a good reputation in Karawang, but it still needs to be studied further regarding the quality management of the educational staff that is implemented. This research uses a qualitative descriptive research method with data collection techniques through observation, interviews and documentation studies. Informants consisted of school principals, education staff, teachers and students at SMAN 5 Karawang. The collected data was analyzed using qualitative data analysis techniques, namely data reduction, data presentation, and drawing conclusions. The results of this research indicate that SMAN 5 Karawang has implemented effective education staff quality management. This management includes developing the professionalism of educational staff through training and development, using performance evaluation as a monitoring and development tool, providing rewards and punishments, as well as efforts to improve communication and cooperation between educational staff, students and parents

Keywords: *Education, Management, Quality*

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Introduction

Good education will produce graduates who have good competencies. However, improving the quality of education does not always go according to expectations (Permana et al., 2024). This can be caused by various factors, such as lack of government attention to education, lack of motivation from teachers, and lack of supervision and a good education quality assurance system. . To overcome this problem, efforts are needed to improve the quality of education. One way that can be done is by implementing an education quality assurance system. The education quality assurance system isa system used to guarantee that the education provided is in accordance with established standards (Dessler & Phillips, 2011). This system can help to improve the quality of education by measuring the quality of education provided and taking necessary actions to overcome existing problems. Education staff is an important profession in the world of education.



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Educational personnel have a very important role, namely as implementers, organizers of education so that success in the learning and teaching process can be achieved so that they can mutually improve the quality of education. The success of education carried out in schools is very dependent on the success of schools in empowering existing educational staff.

Meanwhile, according to GR Terry as quoted by Abu Choir, management is achieving certain goals by using the help of other people. Management is a typical process consisting of planning, organizing, activating and controlling actions carried out to determine and achieve predetermined targets through human and other resources. The quality of educational staff can be interpreted as the abilities, skills and qualities possessed by educational staff in carrying out their duties and responsibilities in the field of education. This includes various aspects, such as competence, professional attitude, motivation, and the ability to adapt to current developments. The quality of educational staff is very important in influencing educational outcomes produced by an educational institution (Althof & Berkowitz, 2006).

Quality educational staff can provide effective and efficient teaching, be able to motivate students, and provide quality services to students and their parents. To improve the quality of educational staff, various efforts need to be made, such as improving education and training for educational staff, providing incentives and rewards for educational staff who perform well, and conducting regular evaluations to identify needs and improvements that need to be made (Kritpracha et al., 2015). Conceptually SBM will have an impact on improving school performance in terms of quality, efficiency of financial management, equal distribution of opportunities and achievement of goals. Providing quality education will be able to improve the quality of human resources. Quality human resources, according to Tilaar (Syafri et al., 2020), have the characteristics of human character, namely people who are honest, trustworthy, like to work hard, innovative. Then someone who is smart or intelligent, an entrepreneur in various fields of life, and a competitive character who is really needed in the open world of the 21st century. In a life full of competition like today, it causes people's demands for the quality of goods and services are also getting higher (Yousapronpaiboon, 2014).

Minister of Education and Culture Regulation Number 28 of 2016 concerning the Quality Assurance System for Primary and Secondary Education, mandates that every educational unit is required to: (1) to control the implementation of education by educational units in primary and secondary education so that quality education can be realized, and (2) to guarantee fulfillment of standards in educational units in a systemic, holistic and sustainable manner, so that a culture of quality grows and develops in educational units independently. Therefore, the education quality assurance system is basically to monitor educational units in fulfilling National Education Standards. This is as mandated in Law Number 20 of 2003 concerning the National Education System that every citizen has the same right to obtain quality education. Edward Sallis stated that from a customer perspective, the definition of quality is something that not only meets customer wants and needs, but also exceeds them. This concept is called "quality in perception", where quality can only be seen by the person who looks at it. According to Philip B. Crosby (1986), what is meant by quality is the degree of ability of a product or service to meet the satisfaction of users and producers (Permana et al., 2023).

The definition of quality according to Field (1993) is "as a measure of product or service performance according to one specification at a certain point". This idea places more emphasis on "size". In this case, the size of course depends on the type of goods or services produced as a result of human performance, both in the form of objects and non-objects, namely in the form of services, as is the case in the field of education, which is a form of service or service industry, namely academic services. (Nonformal Education Innovation, nd). Meanwhile, according to Deming (1986), "the difficulty in defining quality is to translate quality into future needs of the user into measurable characteristics, so that a product can be designed and turned out to give satisfaction at a price that the user will pay". This statement focuses on context, customer response and customer needs and capabilities. Edward Deming in his statement emphasized how a product or service is perceived by customers, and when the customer's perception can change, the more

satisfied the customer is, the longer the product/service is considered to be of high quality (Lathifah et al., 2022). Improving the quality of education is considered as one way to improve the welfare of society and prepare the younger generation to become productive and competitive citizens. The Islamic concept teaches that in providing services from businesses that are run, whether in the form of goods or services, they must provide quality and guarantee consumer satisfaction. For a Muslim, running a business is an act of worship, so the business must be started with pure intentions (lillahi ta'ala), then followed by the right method, the right goal, and the correct use of business results.

The results of the field study show that the education quality assurance system implemented is good at SMAN 5 Karawang and includes several main components, namely planning, implementation, evaluation and control. SMA Negeri 5 Karawang is a school that has good quality education. This school is known for its superior programs, namely the science (Natural Sciences) and Social Sciences (Social Sciences) study area expertise programs. SMA Negeri 5 Karawang also has adequate facilities to support the learning process such as complete science, social studies and language laboratories. Apart from that, this school also has various and quality extracurricular programs such as student council, PMR, basketball, volleyball, choir, youth scientific work, pencak silat, karate, theater, cheerleading, taekwondo, rohis, angklung and others. In terms of academics, SMA Negeri 5 Karawang also has quite good achievements, several students from this school have achieved achievements in science olympiads and other olympiads.

Overall, SMA Negeri 5 Karawang is recognized as a school that has good quality education and has facilities and programs that support the learning process and has quite good achievements. In practice, SMAN 5 Karawang faces various obstacles in ensuring the quality of educational staff. Some obstacles may include a lack of effective training and professional development programs, a lack of performance monitoring and evaluation, and a lack of incentive systems that encourage better performance. Apart from obstacles in ensuring the quality of educational staff, SMAN 5 Karawang may also face motivation problems in adapting to changes and innovations in the world of education. Changes and innovations in the world of education continue to develop rapidly, especially with increasingly widespread access to information and communication technology. However, the education staff at SMAN 5 Karawang are less motivated to adapt to these changes and innovations. This research aims to find out the strategy for implementing the education quality assurance system in schools and what obstacles are faced in this implementation. It is hoped that the results of this research can provide input for the government and schools to improve the quality of education in an effective and efficient manner.

Method

This research uses a qualitative approach which aims to dig up information, explore, elaborate and systematize the significance of a particular phenomenon (Chaaban et al., 2023). Research is a systematic activity carried out to obtain relevant and valid information, data or facts using standardized and objective methods. Research aims to develop or obtain new knowledge, improve performance, and provide solutions to a defined problem or research question. Research is carried out by collecting data and information through observations, experiments, interviews and data analysis to obtain accurate and objective conclusions. The qualitative approach research method is a research method used to understand and describe a phenomenon in depth through descriptive and subjective data analysis (Snyder, 2019). The qualitative approach focuses more on interpretation and understanding of the data obtained rather than testing specific hypotheses or predictions. Qualitative research methods are considered the most appropriate because they can provide a comprehensive picture of the reality regarding strategies for ensuring the quality of educational staff at SMAN 5 Karawang, which includes strategies for implementing concepts of quality of educational staff with the aim of increasing the professionalism of educational staff. According to Sugiyono (2016) qualitative research methods are research methods based on philosophy, which are used to research scientific conditions (experiments) where the researcher is the instrument, data collection techniques and qualitative analysis emphasize meaning.

The data sources that can be used in qualitative research are as follows: (1) Interviews: Researchers can conduct interviews with respondents who are relevant to the research topic. Interviews

can be conducted face to face or via telephone or video call. (2) Observation: Researchers can make direct observations of situations or phenomena that are relevant to the research topic, (3) Documents: Researchers can obtain data from documents such as journals, reports, newspapers, official documents, and so on. (4) Focus group: Researchers can conduct group discussions with respondents who have experience or knowledge relevant to the research topic. (5) Triangulation: Researchers can obtain data from several different sources and compare the data to strengthen research findings. In this research, the subject of this research is SMAN 5 Karawang, and the object of this research is the school principal including education staff and teachers. The elements of this research include strategies for ensuring the quality of educational staff and what efforts are made by educational staff to improve their professionalism at SMAN 5 Karawang. From the data obtained in the field, the next step is data analysis. In qualitative research, there are several steps taken in analyzing data, one of the data analysis models according to Miles and Huberman (Snyder, 2019), namely data reduction, data presentation, and drawing conclusions.

Result and Discussion

George R. Terry in management theory is the development of the concept of management functions. Terry divides management functions into four important elements: planning, organizing, directing and controlling. This concept is known as the "Management Process" and is the basis for many modern management theories. The principal's planning in assuring the quality of educational staff must include competence in planning the goals to be achieved and knowing the steps that must be taken to achieve these goals. According to Alder in Rustiadi (Nitjarunkul, 2015) states that planning is a process of determining what you want to achieve in the future and determining the stages needed to achieve it. In this context, the principal's planning strategy in ensuring the quality of educational staff needs to be carried out effectively and in a directed manner so that it can be implemented in accordance with the plans that have been made.

This planning has similarities with planning in the educational management function in schools. Therefore, school principals need to master these planning strategies. Based on the results of the interview regarding the planning strategy for quality assurance for educational staff, the principal explained the steps he took before implementing the quality assurance strategy for educational staff. First of all, he prepared a strategic plan or planning to implement future strategies. After planning the strategy, the next step is organizing. The principal also appoints a deputy who will assist in the planning. Next, he invited educational staff to discuss and gave them the opportunity to contribute ideas and thoughts regarding strategies that would be implemented in assuring the quality of educational staff.

After all preparations and planning are complete, the school principal will implement the strategy. This illustrates that the principal of SMAN 5 Karawang applies the theory of Robbins and Judge (2008) in the journal (Greenland et al., 2022) which states that a transformational leadership style is a leader who inspires his followers to put aside personal interests for the good of the organization. In the next interview, Mr. Atang Suardi, one of the deputy principals at SMAN 5 Karawang, also conveyed the same thing. In the interview, the respondent explained his role as a staff member at the school and his relationship with the principal.

According to respondents, school principals often provide tasks and direction related to overall school development. One of the programs that is focused on is ensuring the quality of educational staff. Usually after the school principal has prepared a joint annual strategic plan, he will present it to respondents to help implement the plan in developing the quality of educational staff. In the principal's last direction, the principal emphasized the importance of the services and conveniences provided by all levels of educational staff to students, parents and teachers. Thus, these steps become an important foundation in ensuring the quality of educational staff carried out by school principals.

Strategy for Organizing Quality Assurance for Education Personnel at SMAN 5 Karawang Organizing education personnel is an important effort in maintaining the smoothness and quality of education in schools. A leader must also play a role in ensuring direction, unifying people, providing motivation and inspiration (Ruslan Wahyudin & Permana, 2020). In this organization,

the school principal pays attention to several aspects so that all educational staff can play an effective and efficient role in the educational process.

The organization of educational personnel includes the placement of positions and responsibilities in accordance with the competencies of each individual. This placement process must be based on an assessment of the qualifications and work experience of educational staff. With the right placement, they can carry out their duties better and provide optimal contributions to the progress of the school. In an interview with the principal regarding the organization of educational personnel at SMAN 5 Karawang, it can be concluded that the principal emphasized the importance of organizing educational personnel in the educational context. The discussion of the results of this answer discusses several important points expressed by the school principal, including; (1) The importance of placement that suits your abilities; The school principal stated that the placement of educational staff must be based on an assessment of their qualifications and work experience. This is important to ensure that each education staff is given positions and responsibilities that are appropriate to their abilities. Thus, they can work more effectively and efficiently in carrying out their duties. (2) Impact of proper placement: Placing educational staff appropriately has a positive impact on their performance. In appropriate placements, education staff will feel more comfortable and motivated to make maximum contributions to school progress. They will be able to optimize their potential, make better use of the knowledge and skills they have, and better meet the demands of their duties. (3) Maximum contribution to school progress: With the right placement, educational staff will be able to make a maximum contribution to school progress. They will be able to carry out their duties well, facilitate effective teaching and learning processes, and support optimal student development. Proper placement also allows education staff to focus on areas that suit their interests and expertise, so that they can act as examples and mentors for students. (4) Benefits for all parties: Good organization of educational staff not only benefits the educational staff themselves, but also the school as a whole.

With the right placement, schools can increase efficiency and effectiveness in providing education. Teachers who are satisfied with their placements also tend to stay longer, reduce turnover, and build stability in the school workforce. The same thing was also conveyed by Mrs. Erni as one of the educational staff at SMAN 5 Karawang who stated that the organization of educational staff at SMAN 5 Karawang had gone well. The division of duties and responsibilities among teachers, staff and other educational staff has been clearly defined. This clear division of tasks allows each individual to focus on their respective fields and work collaboratively to achieve the desired educational goals.

One of the main benefits of a clear division of tasks is the creation of a work space that suits each individual's abilities. When each educational staff can work according to their field, they can optimize their skills and knowledge in carrying out their duties. This is in line with GR Terry's management theory stating that: "Management is a typical process consisting of planning, organizing, moving and controlling actions to determine and achieve goal through the use of human resources and other resources" and of course this contributes to increasing productivity and work efficiency in schools (Abdul et al., 2022). Through a clear division of tasks, each individual can also focus on their tasks without too much overlap or conflict. In the educational context, this is very important because each element in the school has specific roles and responsibilities. For example, teachers are responsible for providing teaching and learning to students, while administrative staff are responsible for looking after the administration and management of the school. With a clear division of tasks, each individual can work more effectively and efficiently according to their roles and responsibilities. By carrying out good organization, SMAN 5 Karawang can create a harmonious and effective work environment for education staff. This will have a positive impact on the quality of education provided by the school.

Strategy for Implementing Quality Assurance for Education Personnel at SMAN 5 Karawang Implementing Quality Assurance for education personnel is an important step in ensuring the quality of education provided at an educational institution. Quality assurance

involves various activities to ensure that educational staff have adequate qualifications and competence to carry out their duties. Implementation of Quality Assurance for educational personnel also involves collaboration between educational institutions and various related parties, such as the government, the educational community, and students' parents. This collaboration aims to create a conducive educational environment and support improving the quality of educational staff. Apart from that, the involvement of related parties also allows the exchange of information and experience which can enrich the knowledge and skills of education staff.

Overall, the implementation of Quality Assurance for educational staff is a systematic effort to ensure that the education provided meets established quality standards. Based on the results of interviews with school principals, it can be concluded that quality educational staff have an important role in the learning process and school operations. Basically, quality assurance is a crucial factor in ensuring that education staff and teachers have adequate competence. Through quality assurance, they can continue to improve their quality, implement excellent service, and use effective learning methods. Not only that, good cooperation is also the main key in achieving this goal. Intense collaboration between related parties, such as the Education Department, other educational institutions, teachers and school staff, is very important. With solid cooperation, they can support each other, share experiences and knowledge so that quality assurance can be implemented optimally.

Overall, quality educational staff, quality assurance, and good cooperation are crucial factors in improving the quality of education and the effectiveness of school operations. This is in line with Edward Sallis' quality theory in the journal (Wahyudin et al., 2024) which states that quality is a desire to always try to do everything well from the start and this is demonstrated by all education staff at SMAN 5 Karawang. In the implementation of quality assurance in fact, it can be seen based on an interview with one of the educational staff, namely Mrs. Yoyoh, who provided information that the implementation of quality assurance for educational staff at SMAN 5 Karawang involves several important stages. Strict selection in recruiting new educational staff ensures appropriate qualifications and experience, so that qualified and competent educational staff can be obtained. Continuous training and development is provided to education staff through various workshops, seminars and internal training to improve their skills in teaching, classroom management and implementation of the latest curriculum.

Routine performance evaluation with a transparent and objective assessment mechanism helps identify strengths and areas that need to be improved in efforts to improve the quality of education. With this approach, it is hoped that schools can provide better learning experiences and services to students, as well as continue to improve the overall quality of education. This is in line with the statement of one of the female students at SMAN 5 Karawang when interviewed who stated that the administration of SMAN 5 Karawang provides very good service in terms of administration. Informative and responsive services have helped students quickly get the information they need, such as improving grades and correspondence. Apart from that, school cleanliness and safety are also a priority, with a cleaning team that is skilled at cleaning all school areas after every break.

Overall, the services and facilities provided by SMAN 5 Karawang have created a comfortable learning environment for students. In order to develop the quality assurance competence of education personnel, educational institutions must provide continuous professional training and development. With structured training and development, education staff can continue to improve their competence in accordance with educational developments and the demands of the times. Overall, competency in quality assurance for education personnel involves understanding the curriculum, ability to manage learning, skills in assessment and evaluation, as well as interpersonal competence applied at SMAN 5 Karawang.

By developing and strengthening these competencies, educational staff will be able to play an effective role in improving the quality of education and facing challenges in the ever-growing world of education. On one occasion, the researcher asked the principal regarding the competence of educational staff at SMAN 5 Karawang and it was concluded that competence in ensuring the quality of educational staff is very important in the world of education. Not only teachers, but

also other education personnel such as school administration staff and cleaning staff need to have adequate competence. Quality assurance aims to ensure that all educational staff have sufficient knowledge, adequate skills and a professional attitude in carrying out their duties. On the next occasion, the principal also made a statement that SMAN 5 Karawang was actively involved in developing educational staff, especially through educational seminars and outreach activities held by the regional government.

Although internal evaluations and training are also carried out, their effectiveness is limited due to frequent changes in educational policies. Overall, the educational staff at SMAN 5 Karawang are considered competent in managing learning support aspects, but are hampered in developing further educational programs. Furthermore, during an interview with one of the education staff at SMAN 5 Karawang, he stated that the competency of the education staff had a positive impact on students and the school as a whole. With competent education staff, students can study comfortably and obtain quality knowledge. This also has an impact on students' academic performance and the overall image of the school. Assuring the quality of educational staff is an important aspect in achieving quality education. Training conducted in various competency themes, including a focus on administrative management and the application of technology in school administration systems, also helps in improving the quality of education.

It can be concluded that the competence of educational staff has an important role in ensuring quality in schools and this is in accordance with Mckinsey's 7 S Model theory in the journal of education and teaching (Arifin et al., 2020) which has been presented in the theoretical study above explaining that Competence Strong ability enables individuals or organizations to carry out their duties and responsibilities well. By having relevant skills and knowledge, a person can work effectively and efficiently, producing better and higher quality results.

In conclusion, the suitability of the placement of educational staff at SMAN 5 Karawang is very important to ensure the success of education at the school. Qualifications, competencies, student characteristics, work experience, special skills, and personal suitability are factors that need to be considered in the placement process. By paying attention to all these factors, it is hoped that schools can have the right staff in the right places to create an optimal learning environment for students. Education staff play an important role in the world of education. They are an integral part of educational institutions, such as schools or colleges, who are responsible for providing operational and administrative support necessary for the educational process to run smoothly.

One of the main functions of educational staff is to maintain and carry out school administration. They are responsible for managing student data, arranging lesson schedules, taking care of new student registration, as well as taking care of various other administrative aspects. In this case, they act as a liaison between students, teachers and parents in conveying important information. Therefore, placing educational staff in schools is a critical step in ensuring the smoothness and quality of education provided to students. One factor that must be considered is the qualifications and competence of educational staff. Each position in a school, such as teachers, principals, administrative staff, and janitors, requires skills and knowledge appropriate to the responsibilities they carry out.

Based on the results of interviews with school principals, a conclusion can be drawn from this statement, namely that in the placement of educational staff, several factors that need to be considered include work experience, special skills, and personal suitability. Selecting staff who are experienced and have relevant expertise will improve the quality of teaching and services in schools. Apart from that, the principal also said that it was important to ensure that the staff selected had personalities and attitudes that suited the school culture and could work well in a team. By paying attention to these factors, SMAN 5 Karawang can develop the quality of their educational staff in accordance with the basic competencies required in each position. A similar thing was also conveyed by one of the educational staff that educational staff play an important role in managing school resources.

They are responsible for tasks that include managing financial budgets, purchasing goods and inventory, maintaining and repairing school facilities. Through carrying out these tasks, they contribute to creating a comfortable and efficient learning environment for students and teachers. Apart from that, educational staff also play a role in supporting extracurricular activities and school events, such as parent meetings, exhibitions and other events. This is in accordance with McKinsey's 7 S Model theory in the journal of education and teaching which has been presented in the theoretical study above, explaining that the role of educational staff is very important in maintaining the smooth and successful operation of schools. Development and quality assurance of educational staff in schools is an important aspect in efforts to improve the quality of education. A good work culture in schools has a crucial role in managing and maintaining quality assurance of educational staff.

In a school environment that implements a good work culture, all educational staff members, including teachers, principals and administrative staff, are committed to working collaboratively and professionally. Based on the results of interviews with Mrs. Yoyoh as an education staff, it can be concluded that effective communication is an important aspect of the work culture at SMAN 5 Karawang. Open and transparent communication allows educational staff members to exchange information, coordinate well, and resolve problems effectively. The work culture in this school encourages teachers and educational staff to share ideas, experiences and challenges faced in the learning process. Apart from that, maintaining ties between educational staff members is also part of the work culture at SMAN 5 Karawang, such as having lunch together while discussing and interacting. All of this contributes to a positive and productive working atmosphere at the school. The principal also conveyed the same thing during the interview, which can be concluded that in this school there is good discussion integration between employees.

A good work culture is also emphasized to increase professionalism and self-development. Teachers and educational staff are also encouraged by school principals to continue to develop skills and knowledge through training, seminars and workshops. This ensures that educational staff become more competent in carrying out their duties and facing changes in the world of education. The principal said that priority is given to proper recognition and appreciation for outstanding teachers and educational staff. This action not only increases their motivation, but also builds a spirit of cooperation and togetherness within the education team. This positive work environment and focus on self-development helps create an environment conducive to success and growth in the world of education.

Overall, a good work culture in schools has a very important role in ensuring the quality of educational staff. Thus, this is in accordance with McKinsey's 7 S Model theory in the journal of education and teaching which has been presented in the theoretical study above explaining that with the existence of a collaborative, professional and communicative work culture, schools can create a conducive and effective environment. The principal's leadership style plays a crucial role in ensuring the quality of educational staff in schools. An effective leadership style can influence the motivation, performance and professional development of education staff, which in turn has an impact on the quality of education provided to students. Based on the results of interviews with Mrs. Erni as an education staff at SMAN 5 Karawang and one of the teachers at SMAN 5 Karawang, it can be concluded that the application of a transformational leadership style by the school principal in the context of quality assurance for education staff has a positive impact. This leadership style creates a work environment that is motivating, collaborative, and supports professional development. Through open communication, empowerment and inspiration, school principals are able to influence the commitment, performance and quality of work of educational staff. This is in accordance with McKinsey's 7 S Model theory in the journal of education and teaching which has been presented in the theoretical study above explaining that leadership style can help an institution achieve its goals. This kind of work environment provides satisfaction and joy for employees, and contributes to improving the quality of education in schools.

Quality Assurance Supervision Strategy for Education Personnel at SMAN 5 Karawang. Supporting factors in ensuring the quality of educational personnel are very important to ensure that the education and teaching process runs well and provides optimal results. Based on the results of interviews with school principals regarding supporting factors for ensuring the quality of educational staff, it can be concluded that the supporting factors that have been discussed are firstly the qualifications and competencies possessed by educational staff, structured and sustainable professional development, implementation of active supervision and guidance, and regular evaluation and feedback are important elements in improving the quality of education.

This shows that there is a direction effort carried out by SMAN 5 Karawang in developing the quality of educational staff and this is in line with the opinion about direction according to GR Terry's theory namely making all group members willing to work together sincerely and passionately to achieve goals in accordance with planning and organizing efforts. By paying attention to these factors, a better education system can be produced that focuses on ensuring high quality. Quality assurance of educational staff is a very important process in the world of education to ensure the quality and performance of educational staff. However, there are several inhibiting factors that can prevent achieving this goal. Based on the results of interviews with school principals regarding factors inhibiting the quality assurance of educational personnel, it can be concluded that the inhibiting factors in assuring the quality of educational personnel at SMAN 5 include, among others, lack of training and professional development, inaccurate performance assessments, lack of administrative support, unclear roles and responsibilities, responsibilities, as well as a lack of communication and collaboration between education staff, school principals and other related parties. These factors can hinder improving the quality of educational staff and need to be handled effectively so that quality assurance can be realized well in the school.

Conclusion

Planning Strategy for Quality Assurance of Education Personnel at SMAN 5 Karawang. Quality assurance of education personnel is important in ensuring the quality of education at SMAN 5 Karawang. Strategic planning for the quality of educational staff is one of the main priorities for SMAN 5 Karawang as evidenced by the planning that has been prepared by the principal in the school's strategic plan. The school principal also involves all related parties in strategic planning in preparing and implementing planning strategies for quality assurance of educational staff. Strategy for Organizing Quality Assurance for Education Personnel at SMAN 5 Karawang The principal stated that placement in accordance with the abilities of the education personnel is very important. This will have a positive impact on their performance. With the right placement, education staff will feel more comfortable and motivated, so that they can make maximum contributions to school progress. Apart from that, the right placement also allows education staff to focus on areas that suit their interests and expertise.

The benefits of good placement are not only felt by the education staff themselves, but also by the school as a whole. Strategy for Implementing Quality Assurance for Education Personnel at SMAN 5 Karawang Education personnel at SMAN 5 Karawang apply the principle of collaboration between all parties which enables the development and implementation of a comprehensive and sustainable strategy. The strategy for implementing quality assurance for educational staff at SMAN 5 Karawang includes various aspects, such as selection of quality educational staff, continuous professional training and development, performance monitoring and evaluation, as well as appropriate rewards and incentives to encourage better motivation and performance. Quality Assurance Supervision Strategy for Education Personnel at SMAN 5 Karawang In order to achieve good quality assurance, the principal said that a good supervision strategy is needed to overcome inhibiting factors through effective action, such as increasing training and professional development, increasing the accuracy of performance assessments, providing support adequate administration, clarifying roles and responsibilities, and improving communication and collaboration between all relevant parties. By overcoming these inhibiting factors, quality assurance of educational staff can be achieved well in schools.

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