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SCHOOL CLIMATE IN IMPROVING THE QUALITY OF EDUCATIONAL SERVICES FOR STUDENTS AT MTS AL WASHLIYAH

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ABSTRACT

This research is focused on School Climate in Improving the Quality of Education Services for Students at MTs Al Washliyah. This research is a quantitative research with descriptive method. Data was collected using a questionnaire instrument developed by the researcher. All research data were analyzed using regression analysis. Determination of respondents using stratified random sampling, namely data collection by taking into account the existing strata of the entire population to be research respondents. . management of facilities and infrastructure can be said to be good, where related parties such as teachers are involved at this stage. In addition, the madrasa head at this stage conducts a needs analysis on the effectiveness and efficiency of facilities and infrastructure. Supervision carried out by the head of MTss Al Washliyah has been carried out well, but there are several teachers who do not know the standard of supervision carried out and there are no strict sanctions against teachers who violate the rules. The results of this study indicate that there is a positive effect of the school climate on improving service quality, showing an effect of 60.7% and 40.3% influenced by other factors. The findings in this study are educational service satisfaction which has the largest role in parental satisfaction, followed by school climate and improvement of education services In addition, the madrasa head at this stage conducts a needs analysis on the effectiveness and efficiency of facilities and infrastructure. Supervision carried out by the head of MTss Al Washliyah has been carried out well, but there are several teachers who do not know the standard of supervision carried out and there are no strict sanctions against teachers who violate the rules. The results of this study indicate that there is a positive effect of the school climate on improving service quality, showing an effect of 60.7% and 40.3% influenced by other factors. The findings in this study are educational service satisfaction which has the largest role in parental satisfaction, followed by school climate and improvement of education services In addition, the madrasa head at this stage conducts a needs analysis on the effectiveness and efficiency of facilities and infrastructure. Supervision carried out by the head of MTss Al Washliyah has been carried out well, but there are several teachers who do not know the standard of supervision carried

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INTRODUCTION

Madrasas as a formal educational institution must have the potential to produce human learners. In transforming the potential or resources of students into human learners (on becoming a learner), madrasas must become pioneers of learning communities. Thus, the main task and function of the madrasah is to become a "learning community" capable of building "human learners" as the basis for the birth of a learning community in Indonesia.

Realizing educational goals is not only sufficient through the educational climate but also non-formal education or extracurricular education. Extracurricular activities are a series of learning activities carried out outside of class hours (Keser, et al., 2011; Farb & Matjasko, 2012; Metsäpelto & Pulkinen, 2012; Bakoban, 2015; Inriyani, et al., 2017).

The quality of the climate in the madrasa of an educational institution is an indicator of the quality of education in it as a whole. it seems to be them for the school that will increase the offer to potential applicants. Climate Pre-eminent schools also get top priority to elevate the good name of the schools they manage. The existence of intense competition in the extracurricular field that has occurred in the world of education lately is proof that schools must try in such a way that schools can manage good and quality educational activities.(Ghafar, Sujatnika, and Sutarman 2021)

The development of effective, efficient, productive and accountable schools needs to be supported by changes in various aspects related to education, including the school climate. Changing the school climate needs to be done to respond to the deteriorating condition of education. This is further strengthened by fundamental changes in various aspects of life, which demand adjustments in education and a conducive school climate that supports meaningful learning.(Interest 2021)A conducive school climate and culture is characterized by the creation of a safe, comfortable and orderly learning environment so that learning can take place effectively. A conducive school climate and culture is very important so that students feel happy and have a positive attitude towards their school, so that teachers feel valued, parents and the community feel accepted and involved.(Fauzi et al. 2021).This can happen through the creation of positive norms and habits, harmonious relationships and cooperation based on mutual respect between one another

Thus, it is expected to be able to improve the quality of education in Indonesia. Students as one of the madrasah's internal customers as well as subjects that will determine the success of a madrasah management, because the success of a madrasah is largely determined by the indicators in its students. So in this case madrasas must be managed and empowered as well as possible so that they are able to realize the title as quality madrasas that are able to process students who will ultimately produce optimal products.(Rahmawati 2016).

According to Herzberg, the quality of educational services to students can be influenced by several factors, namely intrinsic factors and extrinsic factors. Intrinsic factors include high achievement, expectations, and student talents, while extrinsic factors include the quality of teacher teaching, madrasa culture, and madrasa climate. In addition, the main determinant of customer satisfaction is the customer's perception of service or service quality.(Pratiwi 2013)

According to Browne et al and Guolla, the quality of service perceived by students

is the cause of student satisfaction. According to Zeithaml and Bitner, the factors that determine satisfaction are perceived service quality, product quality and price, situational factors and individual factors.

The madrasa climate is conducive, namely the madrasa head, teachers, and students have enthusiasm in carrying out their respective duties and responsibilities, the madrasa head and teachers have a work ethic and students have a learning ethic, slight violations of madrasa rules and regulations by both teachers and students .(Cohen 2006) learners. To get a conducive madrasa climate, one must pay attention to the physical environment, social environment, and cultural environment that can support the student learning process, because a positive madrasa climate is related to increased satisfaction for madrasah members.(Ideswal, Yahya, and Alkadri 2020)

Litwin and Stringer explain, school climate is defined in various ways by experts as the result of subjective perceptions of the formal system, the informal style of the principal, and other important environmental factors that influence students' attitudes, beliefs, values, and motivation. individuals at school.(Damayanti 2017). However, from several variations of the understanding of school climate, if examined more deeply, it will condense into three meanings. First, school climate is defined as the personality of a school that distinguishes it from other schools. Second, school climate is defined as an atmosphere in the workplace that includes a variety of complex norms, values, expectations, policies and procedures that influence individual and group behavior patterns. Third, school climate is defined as an individual's perception of activities, practices and procedures as well as perceptions of behavior that is valued, supported and expected in an organization.(Aisah et al. 2021)

School climate can be seen as the school atmosphere, attitudes and interactions of principals, educators and students that influence perceptions, attitudes and behavior towards other people in the school environment. Based on some of the opinions above, it can be concluded that the school climate is a characteristic in the form of feelings, shared meaning, and the atmosphere felt by the principal, teachers, students, staff and parents of students who interact with each other.(Chandra and Wind 2017)

The role of the madrasa head is as an educator, manager, administrator, supervisor, leader, innovator and motivator. It is expected to be able to realize an increase in teacher quality starting from needs analysis, planning, development, performance evaluation, work relations, to remuneration which is an important job for a school principal.(Setiawan 2016)

Cohen, et al. Describes the measurement of school climate into ten dimensions grouped into 4 categories, namely: security, teaching and learning process, interpersonal relations and institutional environment. The first category consists of:

a. *rules And Norms,*contains rules that are clearly communicated and implemented consistently;
b. *physical security*includes the feelings of students and parents who feel safe from physical harm at school;
c. *social and emotional security*includes the feelings of students who feel safe from ridicule, satire and ostracism.

The second category consists of:

a. *support and learning*, demonstrating support for practice, such as positive and constructive feedback, encouragement to take risks, academic challenges, individual attention, and opportunities to demonstrate knowledge and skills in a variety of ways
b. *social Learning And Citizenship,*demonstrate support for the development of social and community knowledge and skills, including effective listening, problem solving, reflection and responsibility and ethical decision-making.(Suhayati 2013)

The third category consists of:

a. *Respect Diversity,*showing mutual respect for individual differences at all levels, namely between students and students, parents and students and parents and parents
b. *adult social support,*demonstrate cooperative and trusting relationships between parents and parents to support students in terms of high expectations for success, willingness to listen and personal attention;
c. *social support students*, indicating the existence of a network of relationships to support academic activities.

The fourth category consists of:

a. *school connectedness/involvement,*including a positive bond with the school, a sense of belonging and general norms for participating in school life for students and families.
b. *physical environment,*including cleanliness, orderliness, and the attractiveness of facilities as well as the attractiveness of facilities and adequate natural and material resources.(Syafaruddin, Harahap, and MS 2021)

Etymologically management (English) comes from the word to manage, in Webster's New Cooleglate Dictionary the word manage is explained from the Italian “Managlo” from the word “Managlare” which in turn comes from the Latin manus which means hand. The word manage in the dictionary is given the meaning of guiding and supervising, treating with care, managing trade or affairs, accomplishing certain affairs.

Educational management is the art and science of managing educational resources to create a learning atmosphere and learning process so that students actively develop their potential to have religious strength, self-control, personality, intelligence, noble character, and the skills needed by themselves and society. , and society. nation and state(Sulistyorini 2009)

a. Madrasah Curriculum Management

Curriculum management is the whole process of joint efforts to facilitate the achievement of teaching objectives with an emphasis on efforts to improve the quality of teaching and learning interactions.

Curriculum management for school principals will direct learning to run well with reference to achieving student learning goals.

Curriculum management is related to managing the learning experiences experienced by students. Curriculum management is the activity of carrying out the school's vision, mission, goals and objectives with reference to the national curriculum and local content curriculum that apply according to the semester based on the educational calendar.(Interest 2021)

b. Madrasa Infrastructure Management

According to Ibrahim, who was quoted by the LPPKS Team (technical implementer within the Ministry of National Education in the field of developing and empowering school principals), the management of facilities and infrastructure can be interpreted as a collaborative process to utilize all educational facilities and infrastructure effectively and efficiently.(Damayanti 2017)

The management of educational facilities and infrastructure in schools is basically one of the areas of study of school management or education management and is at the same time the main task of school managers or school principals. Facility management is often also referred to as materials management, namely all regulatory processes related to procurement(Pratiwi 2013)

According to education experts classify it into several kinds of educational facilities which are reviewed from several points of view. 1) in terms of whether or not it is used, 2) in terms of its movement or not, 3) in terms of the relationship between the teaching and learning process.

c. Quality of Madrasah Education

According to Edward Sallis, quality can be defined as something that satisfies and exceeds customer needs, this definition is referred to as quality in perception.(Rahmawati 2016)Quality relates to the goodness or badness of an object, level, or degree. In general, quality or quality is the description and overall characteristics of goods or services that demonstrate their ability to satisfy the expected or implied needs. In this regard, the quality of education can be seen from two things, namely referring to the educational process and educational outcomes.

Based on observations made at MTs Al Washliyah, many achievements have been made at the district, provincial and national levels. MTss Al Washliyah in Bajaronggi Village is the only pilot madrasah. In addition, he has won many achievements in the academic and non-academic fields. In an effective school, special attention is given to the creation and maintenance of a conducive climate and culture for learning. A conducive school climate is characterized by the creation of a safe, comfortable and orderly learning environment so that learning can take place effectively. A conducive school climate and culture is very important so that students feel happy and have a positive attitude towards their school, so that teachers feel valued, and so that parents and the community feel accepted and involved. This can happen through the creation of positive norms and habits, harmonious relationships and cooperation based on mutual respect. In addition, a conducive school cultural climate encourages every school member to act and do the best that leads to high student achievement. School climate and culture are also related to fostering hope for achievement in all school members. there is a significant relationship between high expectations for achievement and student academic achievement. This characteristic is related to the creation of a positive ethos. a conducive school cultural climate encourages every school member to act and do the best that leads to high student achievement. School climate and culture are also related to fostering hope for achievement in all school members. there is a significant relationship between high expectations for achievement and student academic achievement. This characteristic is

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Teachers at MTss Al Washliyah strive continuously to improve the quality of graduates or prospective workers who have superior personalities who are independent, professional, committed and cultured in the global era. This can be proven by the various successes achieved by students. Likewise, as a reciprocal relationship between the madrasa and the community, MTss Al Washliyah is increasingly showing positive community attention and trust. This can also be proven by continuing interest in students from year to year which can encourage students to excel. The high school climate that is transmitted into the classroom plays a role in increasing students' expectations, especially the desire to improve their academic achievement

METHOD RESEARCH

The research methodology used is descriptive (descriptive research) using a qualitative approach with the method of observation, interviews and documentation.(Samsu 2017). The location of this research is MTs Al Washliyah Bajaronggi, North Sumatra. Checking the research data was carried out by source triangulation, namely the author compared and re-checked the information obtained through different data collection techniques and method triangulation, namely to find the same data, several methods were used in the form of interviews, observation, documentation. With data analysis through data reduction, data presentation and drawing conclusions(Shidiq and Choiri 2019).The place of research that will be used as a background to obtain the data needed to support the achievement of research objectives. Data After the required data is collected using data collection techniques or certain instruments, the next activity is data analysis. According to Miles and Huberman (1994) and Supardi (2017), for this reason, the data obtained is then analyzed using an interactive qualitative data analysis model consisting of (a) data reduction (b) data presentation (c) conclusions, where the process takes place circularly during the research.

In the early stages of data collection, the research focus was still comprehensive and unclear, while the observations were general and broad. After the focus is clear, the researcher uses more structured observations to obtain more specific data. After conducting research, data

reduction means that the researcher summarizes and selects the main things, focusing on the important things.

1. Presentation of data means that after the data is reduced, the next step is to display the data.
2. Presentation of data is done in the form of brief descriptions, charts, relationships between categories, and the like.
3. Drawing conclusions means that after the data is presented, then making conclusions from the results of the data analysis that has been carried out.
4. Results of data analysis in the form of findings; One of the data presented is that the researcher re-analyzes the data and compares it with the underlying theory which is then described after analyzing the data related to the theory. Researchers draw conclusions which are the results of research.

Data from Moleong (2014), in qualitative research data validity factors are also considered because a research result is meaningless if it is not recognized or trusted. Strengthen the validity of the data found and maintain validity as suggested by Lincoln and Gubs, which include: credibility, transferability, dependability, and confirmation

RESULT AND DISCUSSION

RESULT

In planning the madrasah curriculum, the Head of MTss Al Washliyah Bajaronggi tries to synergize the national curriculum according to the government policy of the Minister of National Education with the local content curriculum. The curriculum used at MTs Al Washliyah Bajaronggi is curriculum 13 for grades VII, VII and X. As a follow-up to the national curriculum, a meeting is held at the beginning of the school year to reformulate the vision, mission and objectives. and madrasah targets in one academic year or two semesters, preparation of an academic calendar, preparation of regular lesson schedules for odd and even semesters with reference to the national curriculum, assigning teachers of subject areas to be outsourced and assigning homeroom teachers from grades X, XI, and XII

In the first stage, the calculation and analysis of variables was carried out using the confirmator technique to find out the general description of the average respondent's answers to the variable principal transformational leadership, school climate and school effectiveness. The discussion is as follows: The average description of the respondents' answers about the transformational leadership of school principals is in the high category, meaning that overall the transformational leadership of school principals in this study describes the daily behavior

of school principals as a determinant of the direction of school programs, agents of change, ideal influences, inspirational motivation, intellectual stimulation and individual judgment.

Table 1.1 Transformational Leadership Indicators

Leader	Follower
Have vision, destination, motivation, desire, needs,	vision, destination, values, motivation, desire, needs,
aspirations, hopes for the future unite with whichfollower dreams.	aspirations, hopes, the future, unite with whichleader wants.
Motivation, power, skill to realizevision is higher than followers but trying to raise the motivation of followers to be the same high.	Use leaderas a role model so try identifyhimself with the leader.
Stimulating and transform parafollowers to the level of the leader.	motivating leader for achieve common goals
Use power expertise and charisma.	

Transformational leadership is a leader who inspires his followers to put aside their personal interests for the good of the organization and they are able to have a tremendous influence on their followers. They pay attention to the self-development needs of their followers; changing followers' awareness of existing issues by helping others see old problems in new ways; as well as being able to please and inspire his followers to work hard to achieve common goals. Transformational leadership motivates and inspires followers and is similar to visionary and charismatic leadership.

This is because transformational leadership aims to increase the intrinsic motivation of followers by imbibing the goals and aspirations of the leader. Transformational leadership has four domains namely: ideal influence; inspirational motivation; intellectual stimulation; and

individual considerations

This means that the principal's transformational leadership component in this study has been carried out properly. The average description of respondents' answers about the school climate is in the high category, the community has paid attention to elements of work comfort, welfare and compensation, fulfillment of school facilities and infrastructure, support, supervision and work discipline, harmonious working relations and good school management policies so that they can support the implementation of the learning process in schools. School climate occurs because of the interaction between open organizational structures, dynamic performance standards, teacher's sense of responsibility, teacher participation in the organization, recognition of work results, supportive management style and commitment in carrying out tasks. support, supervision and work discipline, harmonious working relations and good school management policies so that they can support the implementation of the learning process in schools. School climate occurs because of the interaction between open organizational structures, dynamic performance standards, teacher's sense of responsibility, teacher participation in the organization, recognition of work results, supportive management style and commitment in carrying out tasks. support, supervision and work discipline, harmonious working relations and good school management policies so that they can support the implementation of the learning process in schools. School climate occurs because of the interaction between open organizational structures, dynamic performance standards, teachers' sense of responsibility, teacher participation in organizations, recognition of work results,

DISCUSSION

School climate has a very broad meaning, not limited to the problem of improving service quality. In this case, schools are expected to be able to create a climate that is conducive to the personal development of students, not to be a mechanical, bureaucratic and rigid institution, but to become an organic, democratic and innovative social institution. A conducive climate of course will not happen automatically. At least two basic conditions are needed, namely a positive attitude towards reform of all components and the availability of the necessary resources to carry out reform. If to advance agriculture agricultural machinery is needed, then to advance education in schools it is not necessary to develop such machines, but resources, for example, to support research and experimental activities so that education renewal activities can be carried out more broadly, quickly and precisely. Some strategies that can be carried out by school principals in fostering a school climate and culture to improve the quality of learning, among others, can be carried out with acceleration programs, boosting learning achievement,

use the environment around the school. The development of effective, efficient, productive and accountable schools needs to be supported by changes in various aspects related to education, including the school climate. Changing the school climate needs to be done to respond to the deteriorating condition of education. This is further strengthened by fundamental changes in various aspects of life,

A conducive school climate is characterized by the creation of a safe, comfortable and orderly learning environment so that learning can take place effectively.

A conducive school climate and culture is very important so that students feel happy and have a positive attitude towards their school, so that teachers feel valued, and so that parents and the community feel accepted and involved. This can happen through the creation of positive norms and habits, harmonious relationships and cooperation based on mutual respect between one another. To realize the various things above, school principals must be able to develop curriculum and learning with maximum results supported by entrepreneurial tips. For example, if funding from the government is limited, while there are quite a lot of activities to be carried out, then the school principal must be able to find opportunities to utilize the various potentials of the community and the surrounding environment. Schools may become necessary units of community service. Therefore, the principal must be able to maintain and improve the quality of the school. If the quality of the school is good, the community, especially parents, will be willing to play an active role in the school because they are sure that their child will get a good education. Therein lies the importance of the personal entrepreneur of the school principal, to find ways to improve the quality of schools so that the community and parents believe in school productivity, and are willing to participate in various school programs and activities. curriculum that changes every year, so the teacher council does not understand and is even overwhelmed with what the purpose of implementing the curriculum is, so when holding a meeting before the new curriculum is introduced, the vice principal of the madrasah in the field of curriculum explains using power points and examples first. What are the advantages and disadvantages of the curriculum that will be implemented in madrasas by holding meetings before entering the teaching and learning process.

In planning lessons there are several things that must be considered and considered by the teacher council. Of course, this plan must not deviate and still refer to the signs in the Outline of the Teaching Program (GBPP), it must be adjusted to the existing goals of both the institution and the learning objectives themselves.

The deputy head of the madrasa said that professional teachers are those who have teaching experience, intellectual abilities, morals, faith, piety, discipline, responsibility, broad

educational insights, managerial abilities, skilled, creative, have professional openness in understanding the potential, characteristics and problems of students. and have the ability to develop curriculum.

Therefore, the Madrasah head's attention to the discipline of school members really needs to be implemented. Islam also teaches that everything must be done neatly, correctly, orderly and orderly. The existence of internal rules set by the principal for all teachers, such as arriving on time and if absent must be given permission in advance, shows that the principal has a good leadership attitude as a manager who pays attention to the people he leads. . The attitude of discipline that is owned can encourage teachers to work together in realizing the school's vision and mission so that the quality of education in schools can increase.

Planning for infrastructure facilities at MTs Al Washliyah is carried out through an analysis of madrasah needs, both learning needs and office needs. Determining needs is the initial planning carried out by the head of the madrasa in procuring the necessary facilities for the implementation of education. Before procuring certain educational tools or facilities, they must first go through the correct procedures, namely viewing and checking the condition of these facilities and infrastructure.

The infrastructure planning process at MTs Al Washliyah Bajaronggi is planned systematically and programmed by the head of the madrasa through a coordination meeting at the beginning of the year.

At the beginning of each school year a coordination meeting is held to determine what facilities and infrastructure will be used to support the learning process in the classroom in order to improve the quality of madrasas. the deputy head of the madrasah for infrastructure facilities strongly supports the opinion we put forward regarding this in order to improve the quality of students in madrasas. school climate that has a positive effect on teacher performance A good school climate that is conducive both physically and non-physically is the basis for the implementation of effective and productive learning. Therefore the principal as school manager needs to create a climate that is conducive to developing enthusiasm and stimulating students' learning motivation. One of the factors that influence teacher performance is the attitude of the school in an institution or organization. School climate or the atmosphere of the work environment at school is everything that is experienced by teachers and school members when interacting in the school environment. A conducive school climate affects the organizational performance of school members. School climate or the atmosphere of the work environment at school is everything that is experienced by teachers and school members when interacting in

the school environment. A conducive school climate affects the organizational performance of school members. School climate or the atmosphere of the work environment at school is everything that is experienced by teachers and school members when interacting in the school environment. A conducive school climate affects the organizational performance of school members.

In other words, continuing or dropping out of school depends on the school's ability to create an environment and the readiness of the environment to accept its existence.

For the implementation of infrastructure facilities at MTss Al Washliyah, the head of the madrasa forms a structure and divides the tasks of each section, as an example of the duties of the deputy head of the madrasa. Infrastructure facilities are as follows:

a. implementing and compiling programs for the development and maintenance of infrastructure facilities.
b. Plan and implement infrastructure development and maintenance programs
c. Coordinate the implementation of the inventory
d. Give instructions and ensure the implementation of those instructions.

The results of the study show that school climate contributes to school effectiveness. However, there is still a need for improvement in the dimensions of leadership support, supervision and work discipline. This dimension needs attention because the working atmosphere will not be conducive if there is no support from the leadership, supervision and work discipline. In this case the principal needs to provide support and opportunities to foster creativity and innovation from members of the organization to innovate, to be more flexible in finding new ways of completing a job. The principal must disseminate school policies that have been made so that all teachers and school staff can understand them. The actual picture of the school climate is described in six dimensions, namely comfort in work, welfare and compensation, fulfillment of school facilities and infrastructure, support, supervision and work discipline, harmonious working relations and school management policies show a high category. The actual picture of the school climate is described in six dimensions, namely the formulation of school goals, high teacher and staff expectations, curriculum implementation, resource utilization, partnerships between schools, parents and government and high commitment of school staff to schools. program is included in the high category. parents and government as well as the high commitment of school staff to the school. program is included in the high category. parents and government as well as the high commitment of school staff to the school. program is included in the high category.

School climate contributes to school effectiveness with a moderate correlation coefficient and a low determination coefficient. School climate contributes to school effectiveness with a strong correlation coefficient and a moderate coefficient of determination. Simultaneously the principal's transformational leadership and school climate contribute to school effectiveness with a strong correlation coefficient and a moderate coefficient of determination. Recommendations Based on research results, discussions and conclusions showing that the transformational leadership of school principals and school climate contribute to school effectiveness. And the principal must also show exemplary behavior that can be a role model for teachers, students and school residents. In achieving success, the principal also needs to pay attention to his success in the school climate. This is related to the level of concern of a leader who is involved in the activities or programs he is doing. The role of leadership as the key to the success of the school principal is greatly influenced by the role of the school principal as a formal official, manager, leader, educator and staff. Improving service is the climate of an educational institution. School climate is the ability to mobilize educational staff, so that the educational goals that have been set can be implemented effectively and efficiently. Principal leadership is one of the factors that can encourage schools to realize the vision, mission, goals, and school goals through programs that are implemented in a planned and gradual manner. In improving school services, it is expected to be able to achieve the goals of educational institutions. School climate can work in different ways depending on the situation faced in improving services. School climate is related to the problem of increasing the conducive situation in schools. Positive school climate behavior can encourage, direct and motivate all school members to work together in improving services.

CONCLUSION

The curriculum is planned and structured based on the needs of students. In the process of organizing the curriculum, the Head of MTss Al Washliyah Bajaronggi carried out two stages, namely the stages at the structural level and the academic level, at the structural level of the implementation system under the command of the Head of MTss Al Washliyah Bajaronggi as the head of the madrasah. Meanwhile, at the academic stage, curriculum development is developed in organizational form, namely subject curriculum, field of study curriculum and local content curriculum. Professionals are those who have teaching experience, intellectual abilities, morals, faith, piety, discipline, responsibility, broad

educational insights, managerial abilities, skilled, creative, have professional openness in understanding potential, characteristics and problems of students and have the ability to develop the curriculum. infrastructure at MTs Al Washliyah Bajaronggi was carried out through an analysis of madrasah needs, both learning needs and office needs. Determining needs is the initial planning carried out by the head of the madrasa in procuring the necessary facilities for the implementation of education.

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