

The Role of School Management in Improving the Quality of Education in Indonesian Embassy Schools in the Kingdom of Saudi Arabia

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ABSTRACT

The purpose of this research was to uncover the reality of the role of school management in improving the quality of education in Indonesian Embassy Schools in the Kingdom of Saudi Arabia. The researcher employed the descriptive survey method to achieve the study's aims and the questionnaire as a tool for the study, which consisted of 40 phrases separated into two axes (quality level and obstacles/difficulties). The study population comprised 117 administrators and teachers at Indonesian Embassy Schools in the Kingdom of Saudi Arabia. The following are some of the study's most significant findings: The study subjects agree strongly with the quality of school management in Indonesian Embassy Schools in the Kingdom of Saudi Arabia, with an average score of 4.38 out of 5. The study subjects agree to a moderate degree on the obstacles and difficulties facing school management in the quality of education in Indonesian Embassy Schools in the Kingdom of Saudi Arabia, with an average score of 2.64 out of 5. The researchers suggest that, in light of the findings, the most crucial course of action be taken: encourage cooperation between administrators and teachers by creating opportunities for teamwork and exchange of ideas and successful practices; enhance the levels of educational quality by providing continuous training programs for administrators and teachers that focus on developing their skills and updating their knowledge of the latest educational practices; promote a culture of innovation and constant improvement in the school by encouraging administrators and teachers to participate in the development and implementation of policies and improvement practices.

Keywords: School Management, Quality of Education, Indonesian Embassy Schools.



Introduction

Education is a crucial global issue, as it is the foundation for progress and advancement. The international conflict now centers on improving education quality, making it a national security issue and investment in human resources. The challenge lies in preparing and qualifying a civilized young generation with knowledge and technology, ensuring their development in various fields.

The modern world presents numerous challenges to improve education quality, necessitating a new philosophy and a reevaluation of the educational system. This is due to scientific, technological, and economic challenges, increasing social demand, resource utilization, sustainable development, and lifestyle changes. The primary objective of educational systems is not to provide education for every citizen but to ensure high-quality education, addressing the need for sustainable development and resource utilization (Ibrahim, 2005).

Modern innovations require administrative leaders to possess multi-skills, self-learning abilities, and integration with employees and teachers. They must clarify facts, set goals, and rehabilitate and train multiple times in their careers. The Ministry of Education's focus on educational school management and adopting modern scientific methods will improve performance, shifting from experience-based management to scientific management based on scientific, theoretical, and philosophical foundations (Haya, 2003).

Successful management is crucial in the educational process. It sets milestones and facilitates workers' progress toward common goals. It aims to improve performance by raising awareness of responsibilities and providing proper guidance. In recent years, schools have shifted their focus to studying society and contributing to its problems and goals. This has increased convergence and communication between schools and society (Gorton & Snowden, 2000).

School principals' managerial performance is crucial for improving overall school performance. The effectiveness of school management relies on a clear mission, strategy, and objectives. These determine what individuals must do within the school, expected outputs, desired behavioral patterns, and the skills of the staff. Improving these aspects of performance and implementing procedures to address them is essential for enhancing the school's overall performance (Mohammed & Hisham, 2013).

The school must be comprehensively improved as an integrated educational system with modern theories, methods, and administrative leadership. It serves as an academic, recreational, and therapeutic institution that promotes democratic education, allowing the natural mental abilities of both private and public individuals to grow. These equal opportunities allow intelligent students to advance and showcase creativity and innovators, making it an indispensable factor in raising the new generation (Tariq, 2001).

The global interest in quality in education has led to the establishment of global formulas and mechanisms such as the academic accreditation system, ISO specifications, and national quality awards. This international focus on quality has



made it a worldwide requirement and strategy for achieving the best in education (Joseph, 2003).

Colleen's (2003) study underscored the importance of quality commitment in all educational organizations, emphasizing each individual's responsibility for continuous improvement in their workplace.

Hence, this study intends to disclose the reality of school management's role in improving the quality of education in Indonesian Embassy Schools in the Kingdom of Saudi Arabia.

Study Problem

Improving education systems, including school organization and management, prepares future generations to handle challenges and changes effectively. However, schools in many countries, including Indonesia, need help with their progress. These include a lack of resources, restrictions on movement, lack of professional practices for teachers, inadequate administrative and educational processes, and inadequate organizational structures. Studies have highlighted these issues as contributing factors to low school performance.

Modern management methods need to be improved in schools, with traditional approaches being outdated. Some resist contemporary changes, and principals discourage renewal and innovation. This lack of modern approaches is crucial for improving performance, as supported by contemporary literature (Mahmoud, 2005).

Improving administrative performance is crucial for achieving desired goals, especially in schools with issues and weaknesses that require improved school management based on educational quality management principles.

In light of the above, the research question can be formulated as the following central question: **What is the role of school management in improving the quality of education in Indonesian Embassy Schools in the Kingdom of Saudi Arabia?**

Study Questions

The following questions follow:

- What is the quality of school management in Indonesian Embassy Schools in the Kingdom of Saudi Arabia?
- What are the obstacles and difficulties facing school management in improving the quality of education in Indonesian Embassy Schools in the Kingdom of Saudi Arabia?
- What are the ways to improve the quality of education in Indonesian Embassy schools in the Kingdom of Saudi Arabia?

Study Objectives

- To identify the quality of school management in Indonesian Embassy Schools in the Kingdom of Saudi Arabia.
- To identify the obstacles and difficulties facing school management regarding the quality of education in Indonesian Embassy Schools in the Kingdom of Saudi Arabia.



- Identify ways to improve the quality of education in Indonesian Embassy Schools in the Kingdom of Saudi Arabia.

Study Significance

- The research makes a modest contribution to understanding school management's role in improving education quality.
- The research's scientific importance lies in studying the relationship between school management and its role and how to apply this to improving the quality of education.
- This research can benefit school administrators in Indonesian Embassy Schools in the Kingdom of Saudi Arabia by enhancing their efficiency and effectiveness, minimizing negative administrative phenomena, and promoting positive administrative performance.
- The research is a response to the call of researchers and educational leaders to develop school management and improve schools. It is part of the ongoing efforts to develop school leaders and achieve future education goals.

Study Limitations

Objective Limitations: The scope of this study was to identify the role of school management in improving the quality of education in Indonesian Embassy Schools in the Kingdom of Saudi Arabia.

Human Limits: The research comprised administrators and teachers in Indonesian Embassy Schools in the Kingdom of Saudi Arabia.

Spatial Boundaries: This study was focused on Indonesian Embassy Schools in the Kingdom of Saudi Arabia.

Time Limits: This study was conducted during the second semester of the academic year 2024.

Study Terminology

School management is a collective human activity aimed at organizing and continuously improving the affairs of a group (Hafez & Mohammed, 2003).

Educational quality is a scientifically defined set of systems and phrases encompassing all educational process elements, including inputs, methods, and outputs (Battah & Eltani, 2016).

Indonesian Embassy Schools is the sole official educational institution in the Kingdom of Saudi Arabia, managed by the Indonesian Ministry of Foreign Affairs and the Indonesian Ministry of Education. It offers education at all levels and has three branches in Riyadh, Jeddah, and Mecca (official website of the Educational Attaché at the Indonesian Embassy, 2024).

The role of school management in improving the quality of education in Indonesian Embassy Schools in the Kingdom of Saudi Arabia is procedurally defined as the degree to which the study subjects answer the scale of the role of school management

in improving the quality of education in Indonesian Embassy Schools in the Kingdom of Saudi Arabia prepared for this purpose.

Theoretical Framework

Theoretical frameworks are crucial aspects of scientific research. They aid in identifying the literature's background and frameworks, enable researchers to identify related concepts, and provide information for concluding, answering, and finding suitable solutions to the study problem.

School Management

The Concept of School Management

Gordon defines school management as strategically using human and material resources to achieve the community's educational objectives.

Arafat Abdul Aziz Suleiman defined education as organized and coordinated work that serves education and achieves goals in line with set objectives.

School management involves coordinating individual and group efforts to achieve specific goals with the highest effectiveness and efficiency in human conditions (Ibrahim, 2013).

Hassan Mustafa defines it as a collaborative process involving multiple individuals, including the school principal, deputy, first professors, pioneer professors, and administrative mentors, working together to improve the educational process and achieve social goals, fostering participation, cooperation, and mutual understanding (Abdulaziz, 2007).

The definition of school management can be summarized as follows:

- The principal and the staff undertake all organized and coordinated efforts and activities to achieve educational goals.
- School management is a collaborative effort between individuals and school management, requiring collective efforts and activities for effective implementation.
- This structured and coordinated effort aims to serve and achieve educational objectives in line with set goals.

School Management Objectives

- The focus is on identifying, fostering, and directing students' natural talents and abilities to benefit themselves and society.
- They promote the balanced development of students' spiritual, moral, psychological, physical, and social personalities.
- Abdul Samad (2012) asserts that fostering creativity in students enhances their innovation and renewal abilities and fosters a spirit of boldness and self-confidence.
- School staff members' distribution of tasks and responsibilities is based on individual differences in abilities and aptitudes.
- The teacher educates the student about his role in his community and family and encourages him to establish cooperative social relationships.



- The focus is on enhancing students' abilities and skills by providing suitable information, ideas, and experiences (Abdulaziz, 2007).

The Importance of School Management

- The administrative aspect of a school significantly impacts the educational process, either positively or negatively, due to the large number of students enrolled at different stages (Ragheb, 2011).
- The official state institution school is a social framework designed to provide young adults with comprehensive spiritual, intellectual, and social development (Khalaf, 1986).
- The learner's attention is extended to all intellectual, spiritual, and physical aspects.
- The goal is to ensure the complete fulfillment of human needs and desires.
- Implementing educational policies underscores school management's significance (Badran, 2006).

Quality of Education

The Concept of Quality in Education

Quality in education can be seen as a system of policies and procedures or an organizational mechanism for accountability and development (Abdulsalam, 2014); some view it as a system where inputs interact (Al-Tartouri & Juwaihian, 2006).

The study follows the National Authority for Quality Assurance and Accreditation of Education (NAQAAE) definition of quality in education. It aims to verify that institutional academic standards align with the institution's mission and that the quality of learning opportunities, scientific research, community participation, and environmental development meets or exceeds the expectations of all end users of the educational institution's services. This approach aligns with national or international standards (National Authority for Quality Assurance and Accreditation of Education, 2009).

Quality in education is a system where educational inputs interact and are transformed into outputs through the teaching process, ensuring high customer satisfaction (Al-Sabra, 2015). Al-Ajrashi (2015) emphasized the importance of translating the needs and expectations of students and society. Yahyawi and Mishnan (2014) view it as a continuous philosophy that enhances processes and outputs to ensure satisfaction for learners, students, and the labor market.

Education Quality Objectives

Quality management in education focuses on maximizing resource utilization to produce high-quality outputs, aiming to achieve objectives defined by Hannah and Abdel Fattah et al. (2010):

- Educational efficiency and development.
- Enhancing educational performance efficiency.
- Achieving comprehensiveness at all levels and effective unit communication.



- Developing and improving educational services for students.
- Contributing to organizational culture and distribution of authority and responsibilities.
- Improving outputs according to labor market needs.
- Providing preventive measures to avoid mistakes.
- Achieving maximum benefits for workers and increasing job satisfaction.
- Fostering creativity and innovation within the educational environment.
- Building and enhancing human relations in educational organizations.
- Encouraging active employee participation in all activities.
- Continually improving the internal work environment.
- Developing skills and modernizing work methods.
- Ensuring communication between educational institutions and the environment.
- Eliminating unemployment rates by studying the market and providing requirements.
- Instilling the concept of continuous improvement and development in all areas of education.
- Optimal utilization of financial and human energies and resources.
- Giving feedback and optimal treatment to improve performance quality.

The Importance of Quality in Education

Quality in education is crucial for addressing global changes and improving performance, and it is essential for meeting labor market needs and achieving predetermined goals (Al-Sabra, 2015).

Quality management in education is crucial, as highlighted by Abdel Fattah & Ghanam (2010), Al-Adl (2009), and Akhlif (2010):

- Education sector skills development.
- Improving educational performance and outputs.
- Encouraging officials' participation in decision-making.
- Strengthening cohesion and coordination within institutions.
- Overcoming educational management problems.
- Optimizing financial and human resource investment.

Literature Review

The researcher analyzed literature reviews, selected relevant studies, organized them chronologically, and conducted an analysis, presenting them in a structured manner.

The study by Al-Atiwi (2023) aimed to determine the impact of e-management on the quality of education in Qasbah Amman Education. The sample consisted of 81 principals from the Qasbah Amman Education Directorate, selected through stratified random methods. The analytical-descriptive method was used. The results showed a medium evaluation score for the role of e-management in improving education quality, with no significant differences in the system's management. The study highlights the importance of e-management in enhancing educational outcomes.



The study by Al-Shammari & Al-Ruwaili (2023) aimed to identify administrative issues in Sons Secondary Schools in King Khalid Military City and propose solutions. The research used a descriptive and analytical approach, using a questionnaire tool and a sample of 40 individuals. The results showed moderate administrative issues, with no significant differences in attitudes towards these issues based on job variables. However, there were substantial differences in years of experience and educational qualifications. Study subjects agreed moderately on suggestions to address the administrative problems, with a prominent recommendation being to consider the tasks of school principals and minimize administrative burdens to improve the educational process. The study suggests that addressing administrative issues is crucial for a better educational experience.

The study by Sadiq Stuar (2022) aimed to identify the reality of school management in Baghdad and Erbil public schools for the intermediate stage from the administrative staff's perspective. A descriptive-analytical approach was used, using a questionnaire to survey 185 principals. The study found moderate availability of total quality standards in school administrations, suggesting that administrative performance can be improved through training courses on modern techniques. There were no significant differences in the study sample members' average answers due to factors such as educational qualification, years of experience, and training courses. The researcher recommended conducting workshops on effective educational leadership practices, exchanging international experiences in administrative performance, and conducting studies on the availability of total quality standards in school management at different stages of education.

The study by Al-Ghuwairi (2022) aimed to assess the application of Total Quality Management (TQM) elements in primary schools in the capital city of Amman from the teachers' perspective. The research used a descriptive-analytic method and a questionnaire to gather data from 60 male and female teachers. The results showed a moderate application of TQM elements in primary schools in Amman. Significant differences were found in applying TQM elements attributed to gender and females. However, no significant differences were found in applying TQM elements attributed to educational qualifications. The study highlights the need for improved administrative and teaching management in academic institutions to adapt to modern-era developments.

The study by Al-Otaibi (2022) aimed to investigate the role of professional learning communities in enhancing the quality of primary education in Dammam and Jubail, Saudi Arabia. The research utilized a descriptive survey method involving a questionnaire with 19 statements distributed across five dimensions and a random sample of 335 primary school teachers. The results showed that professional learning communities played a significant role in improving the quality of education in primary schools. The study found that teaching methods, teachers' professional practices, school management, academic achievement, and school environment played significant roles. The study also found substantial gender differences in responses, with female teachers showing more positive responses. The study recommends training teachers, improving their performance, promoting participatory



leadership, and providing educational resources and modern technologies. It also suggests complementary studies on the subject. The findings highlight the importance of professional learning communities in enhancing the quality of education in these regions.

The study by Al-Badaina (2022) investigates the role of school management in enhancing students' academic achievement from the teachers' perspective. The research involved 220 male and female teachers, using a descriptive survey and questionnaire. The results showed that school management plays a significant role in improving students' academic performance. However, there were significant gender differences in all areas, with males showing higher achievement. The study also found substantial differences in the impact of the work and government sectors. The recommendations include increasing teacher training programs to promote excellence and creativity, improving educational resource rooms, and equipping them with the best equipment.

The study by Azzouz and Omar (2021) focuses on the challenges faced by school management in Algeria, specifically in managing human resources. The researchers used a questionnaire to survey education administrators and inspectors. The results showed significant administrative challenges limiting the quality of education in Algeria, with an average response rate of 2,456. The planning dimension ranked first, followed by management, organization, and training. The study found no significant differences in responses due to gender or experience, confirming the credibility of the results. The study's findings highlight the need for effective management and resource management in Algerian educational institutions to ensure the quality of education.

The study by Al-Hamidi (2021) aimed to identify the role of school leadership in improving the quality of teaching and learning processes in primary education schools for grades 5-9 in North Al-Batinah Governorate. The descriptive method was used to analyze the differences in responses from the study sample members based on gender, job title, and years of experience. A purposive sample of 119 principals and assistant principals of primary education schools in North Al-Batinah Governorate was selected and distributed between 87 principals and 32 assistant principals.

The study by Yassin (2020) aimed to identify the role of school management in applying teaching quality standards among Islamic education teachers in the Zarqa Education Directorate in Jordan. A sample of 160 teachers, including 72 male and 88 female teachers, was surveyed using a descriptive method and questionnaire. The results showed an overall average of 3.71 out of 5, with the planning standard having the highest average (4.85). The criterion of implementing lessons had the highest average (3.83), followed by the evaluation criterion with an average (3.56) and a grade (of medium). There were no statistically significant differences in teaching experience or gender, with teaching experience of less than five years. Based on the results, several recommendations and proposals were made to maintain quality standards in teaching and improve evaluation quality in Zarqa schools, the whole Kingdom of Jordan, and the Arab countries.

The study by Amara (2020) on the role of educational management in achieving university education quality discusses the digitization of educational management through information technology, electronic educational management, and academic management strategy. The study suggests that university management should adapt to globalization by carefully selecting administrators and workers, continuously developing their capabilities, and utilizing international expertise for comprehensive quality management. It also emphasizes the importance of constantly evaluating workflow in the university education system and implementing plans to improve administrative processes and decisions. The study underscores the need for university management to keep pace with technological advancements and international expertise in quality management.

From the researcher's point of view, the presentation highlights the diverse studies on school management academic contexts, focusing on variables, principal roles, and educational stages. It also highlights the diverse environments studied, including academic and different stages of education. This study focuses on a specific educational environment and stages of schooling, aiming to improve administrative work in these stages.

Methodology

The study employs a descriptive survey approach suitable for its nature and goals. This method involves questioning all research community members or a large sample to describe the phenomenon in terms of its nature and degree of existence without examining its relationship or reasons. This approach suits the study's problem and questions (Al-Assaf, 1996).

The questionnaire was chosen as the optimal method for gathering data from the study population due to its suitability for the methods used, speed and suitability for contacting study subjects, and its performance in tabulation and analysis.

The study involved 117 administrators and teachers at Indonesian Embassy Schools in Riyadh, Jeddah, and Mecca. Due to a limited study population, a complete census approach was used, and 117 questionnaires were acquired for statistical analysis after field application.

The study subjects were identified based on critical factors such as gender, academic background, employer, position, and years of service, reflecting their scientific backgrounds, which were used for analysis in the study.

Based on gender, most of the study subjects are female, with 59.8%, while the percentage of male study subjects amounted to 40.2%.

Based on educational qualifications, 77 administrators and teachers, representing 65.8% of the total study subjects, have a bachelor's degree. Thirty administrators and teachers, representing 25.6%, have a master's degree. Finally, ten administrators and teachers, representing 8.6% of the total study subjects, have a high school diploma or a diploma.

Based on the employer, 57 administrators and teachers work at the Indonesian Embassy School in Jeddah, representing 48.7% of the total study subjects. There are 31 administrators and teachers, representing 26.5% of the total study subjects,

working at the Indonesian Embassy School in Mecca; finally, 29 administrators and teachers, representing 24.8% of the total study subjects, working at the Indonesian Embassy School in Riyadh.

Based on position, most of the study subjects belonged to the category of teachers, with a percentage of 84.6%, while the rate of administrators was 15.4%.

Based on years of service, 56 individuals, representing 47.9% of the total study subjects, have less than three years of work experience and constitute the largest group of study subjects. Forty-six individuals, representing 39.3%, have work experience of six years or more. Finally, 15 individuals, representing 12.8% of the total study subjects, have work experience ranging from three to less than six years.

The following approaches are used to validate the questionnaire instrument:

- The researcher created a questionnaire and presented it to academic scientists and educational management experts. Their assessments confirmed its suitability for the study's objectives, measurement of axes phrases, and language integrity. Based on their observations, an amendment was made.
- The Pearson Correlation Coefficient is a statistical tool used to evaluate the internal consistency of axis phrases and their assertions. It indicates the sincerity of the internal consistency between statements, the total degree of the axis, and its suitability to measure what it was intended to measure.
- The study's reliability was confirmed using Cronbach's Alpha Coefficient, which indicates good dependability for the resolution in its field application, and a general stability coefficient of 0.95, which means stability.

Results and Discussions

The study yielded several findings, including:

The following are the findings for **the first question**: The study subjects agree on the quality of school management in Indonesian Embassy Schools in the Kingdom of Saudi Arabia, with a substantial degree of agreement with an arithmetic mean of 4.38 out of 5.

This finding is similar to the findings of Al-Badaina studies (2022), which found that the role of school management in improving students' academic achievement was at a high level; Al-Otaibi studies (2022), which found that the role of professional learning communities in improving the quality of education in elementary schools was rated as high; and Yassin studies (2020), which found that the level of the role of school management in applying quality standards and controlling them in teaching was rated as high. However, this conclusion differs from the findings of Al-Atiwi studies (2023), which found that the role of e-management in improving the quality of education in Amman's Kasbah education schools was rated as medium, and Al-Ghuwairi studies (2022), which found that the degree of application of TQM elements in primary schools in the capital city of Amman was moderate.

The essential sentences, listed in ascending order by arithmetic average, are as follows: the school's management focuses on teacher satisfaction in its plans and actions; the school's management focuses on the satisfaction of students' parents in its

plans and actions; and the school's decision-making process is based on scientific foundations.

The following are the findings for **the second question**: The study subjects agreed on the obstacles and difficulties facing school management in the quality of education in Indonesian Embassy Schools in the Kingdom of Saudi Arabia, with a moderate degree of agreement with an arithmetic mean of 2.64 out of 5. The results showed that the most prominent obstacles and difficulties facing the school management in the quality of education in Indonesian Embassy Schools in the Kingdom of Saudi Arabia were the psychological dimension, with a moderate degree of acceptance, followed by the second dimension, organizational, with a mild degree of acceptance, followed by the third dimension leadership with a moderate degree of acceptance, and finally the fourth dimension educational with a low degree of acceptance.

This finding is similar to the conclusions of the Al-Shammari and Al-Ruwaili studies (2023), which found that the administrative issues facing the school management in the secondary schools in King Khalid Military City were moderately agreed upon. However, this conclusion differs from the findings of the Azzouz and Omar studies (2021), which found that the administrative challenges facing the quality of education in Algeria are significant.

In the first dimension, psychological, members of the study agreed moderately, and the most critical statements in descending order according to the arithmetic mean are as follows: lack of interest in the psychological aspects of administrators and teachers; lack of feedback on the performance of administrators and teachers; insufficient housing for administrators and teachers. In the second dimension, organizational, the study members agree moderately, and the most important statements, in descending order of the arithmetic mean, are as follows: limited professional development programs for administrators and teachers; a lack of objective criteria for measuring the performance of administrators and teachers; and a lack of material incentives. In the third dimension, leadership, the study subjects agree moderately. The most important statements, in descending order of the arithmetic mean, are as follows: the ambiguity of leadership about the implementation of education quality management, the ambiguity of the strategies and policies of the application of education quality management, and the lack of conviction of the school leadership in the application of educational quality management. The fourth dimension is educational; the study members agree low, and the most important statements, in descending order according to the arithmetic mean, are as follows: lack of mechanisms to develop students' knowledge behaviors; weak realization of the concept of lifelong learning (continuous education); weak encouragement of students to self-develop knowledge.

The following are the findings for **the third question**: based on the findings presented, several ways to improve the quality of education in Indonesian Embassy Schools in the Kingdom of Saudi Arabia can be suggested: strengthen training programs, promote continuous improvement, support the principle of individual differences, promote positive collaboration and communication, develop a culture of self-monitoring and responsibility, enhance communication with parents, clarify the vision and strategies, promote professional development programs, establishing



mechanisms to measure performance objectively, enhance material and moral incentives, improve infrastructure and resources, enhance communication and interaction with members of the school community.

Conclusions and Recommendations

The researcher suggests promoting collaboration between administrators and teachers by creating opportunities for teamwork and sharing ideas. School management can enhance education quality by providing ongoing training programs for these professionals, focusing on skill development and updated knowledge. A culture of innovation and continuous improvement can be fostered by encouraging participation in policy development and implementation. Data optimization can be optimized for effective decision-making and improved performance. Supporting diversity and individuality can strengthen the learning environment and cater to individual student needs, ensuring a learning environment that responds to each student's unique needs. School management can foster self-control and responsibility in students, encouraging them to make responsible decisions and take responsibility. This promotes positive behaviors within the school. Individual guidance and support can be provided through counseling and psycho-educational support opportunities. Clarifying vision and strategies is recommended to ensure effective implementation. The evaluation and incentive system should be improved to ensure fairness and equality in performance evaluations. Communication channels should be strengthened between school management, teachers, students, and parents, encouraging active participation in decision-making and policy development. Psychosocial support should be provided to administrators and teachers, especially in challenging circumstances. Modern teaching aids should be provided, enhancing the quality of education and attracting students' interest. A suitable work environment should be provided, including housing, feedback, and effective resolution of issues. A culture of continuous learning should be encouraged, encouraging students, teachers, and administrators to explore knowledge outside the classroom.

Recommendations for Future Studies

The researcher made the following suggestions for future research:

- A proposed conceptualization of the implementation of quality education in general education schools in Indonesia.
- A study on the reality of the quality of education in general education schools in Indonesia.
- A study on the role of the school principal in realizing the quality of education in general education in Indonesian schools.
- A comparative study of education quality systems in Indonesia and some developed countries.



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