THE LEADERSHIP OF THE SCHOOL IN DEVELOPMENT QUALITY CULTURE IN STUDENT LEARNING IN MTS STATE 2 MEDAN

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ABSTRACT

The focus of research to describe the purpose of this study are: 1. To find out how Madrasa Head Leadership is in decision making, 2. To find out how Madrasa Head's efforts are in developing a quality culture in student learning in Madrasah Tsanawiyah Negeri 2 Medan. The research method used is a qualitative method with a case study approach. Then the results of the study showed that 1. Madrasah Head Leadership in decision making. The head of Madrasah at MTs Negeri 2 Medan is Transformational Leadership. namely making decisions by discussing Sarah with subordinates then building communication with subordinates and giving examples to subordinates.The efforts made by the head of Madrasah in developing a quality culture. The Principal of Madrasah MTs N 2 Medan carried out the development of culture, namely First, implementing the values of autonomy (independence) that are embraced by the academic community as a power source of quality spirit to answer all-time challenges through independent activities by madrasas in improving facilities and pre means

Keywords: *Leadership, Development, Quality Culture*

INTRODUCTION

Facing challenges and changes in the era of globalization, quality human resources are needed, one of which is through good education. The school is one of the educational organizations and institutions led by the principal of the madrasah. The principal of the madrasah is one of the many people who play a role in improving the quality of education. As the head of the madrasah who holds the management of the administration or is known as the administrator, he must be responsible for managing and supervising members, including teachers and staff. Thus the principal must be able to create a harmonious atmosphere and have good communication between the head of the madrasah and the teachers and staff Danang et al, (2018 : 320).

The importance of leadership in education includes guiding a group in such a way as to achieve the group's common goals, leadership is also many actions or processes of a person or more in using his influence, authority, or power over others, namely all components in the institution. education that

he leads to move the social system to achieve the goals of a good social system in the educational institution.

The head of the madrasah is the education leader at the educational unit level, who must be responsible for the progress and retreat of the madrasah he leads. It is not uncommon for the head of the madrasa to receive threats, if he cannot advance his madrasah, he will be transferred or dismissed from his position. Therefore, madrasah principals are required to have various abilities, both related to management and leadership issues, to develop and advance their schools in an effective, efficient, independent, productive, and accountable manner. This is in line with (Mulyasa, 2013: 5) opinion:

The success or failure of education and learning in madrasah/schools is strongly influenced by the ability of the madrasah/school principal in managing each component of the madrasah/school *(who is behind the school)*. The ability of the headmaster of madrasah/school is mainly related to their knowledge and understanding of management and leadership, as well as the tasks assigned to him in mobilizing and empowering various components of the school .

Meanwhile, the head of the madrasa is someone who can act as a figure and a mediator for the development of society and its surroundings. At least they must be able to function as educators, managers, administrators, supervisors, leaders, innovators, and motivators Marno, (2007 : 54).

Madrasahs as a producer of quality education in various views of society are still in the low category at each level of education, especially in primary and secondary education. According to the Political and Economic Risk Consultant (PERC) survey, the quality of education in Indonesia ranks 12th out of 12 countries in Asia. Indonesia's position is under Vietnam. According to the data reported by The World Economic Forum Sweden in 2000, Indonesia has low competitiveness, which only ranks 37th out of 57 countries surveyed in the world. And still, according to a survey from the same institution, Indonesia is only predicated as a follower, not as a technology leader from 53 countries in the world.

In a broad definition, leadership includes the influencing process in determining organizational goals, motivating follower behavior to achieve goals, influencing to improve the group and its culture. Apart from that, it also affects the interpretation of events to its followers, the organization of activities to achieve the goal of maintaining cooperative relations and group work, obtaining support and cooperation from people outside the group or organization A & Yulk, (1998 : 4-5). Argues how important the head of the madrasa is as a caliph or ruler or leader who is expected to realize the hopes of the nation and carry out the mandate and be accountable for all of his leadership. Meanwhile, according to concluded that the principal of a madrasah is a teacher who is given the additional task of leading all the resources available at a madrasah so that it can be maximally utilized to

achieve the goals of an Islamic education institution (madrasah) Norhanuddin, (2018 : 67-68).

The development of a quality culture of school education through the application of integrated quality managemenst in schools is very appropriate because a quality culture is a system that not only reduces educational problems but also serves as a model that prioritizes continuous improvement. Quality management offers a new philosophy, methods, and strategies for improving the quality of education.

The results of previous research are in the Management Application Journal, Volume 1 0 Number 3 September 2012, which has been carried out by Sugeng Listyo Prabowo, at the State Islamic University Maulana Malik Ibrahim Malang entitled Leadership of Madrasah Principals in Developing a Quality Culture in MAN Model Jember. The steps taken by the principal include 1. Delegating authority to the Deputy Principal 2. Improving the Madrasah management system, 3. Making written questions about values and 4. Optimizing the opportunities that exist. Penol will or resistance arises because of various changes which include: 1. Missing time, 2. Leaving the class when learning activities are taking place, 3. Often ending class early and 4. Often absent / absent. To overcome this refusal, the principal of the madrasah took the necessary actions, including 1. making performance measurements using scientific methods, 2. conducting negotiations and a personal approach, 3. increasing the job satisfaction of teachers, 4. continuous improvement, 5. Provide broad autonomy/power. The development of a quality culture has an impact on 1 Madrasah's reputation in society, 2. Improvements in academic and non-academic achievement Prabowo, (2012 : 46).

Then the research results are relevant hereinafter contained in the Journal of Islamic Studies Volume 14 No December 2, 2014, conducted by Saiful Anwar at the Faculty of MT and Teaching Islamic Institute Raden Intan Lampung, entitled develop b wishful Quality Culture in Improving Quality of Madrasah In madrasah Ibtidaiyyah State City Bandar Lampung. This study aims to determine that quality is a very important thing in human life both individually, in groups, and society. Quality can be guaranteed by ensuring that each individual has the skills he/she needs to do the job properly. With the help of the right equipment, workers will be able to make products and services consistently according to customer expectations. Quality improvement is a continuous and endless process. At the institutional level, quality development requires the seriousness of all school board members and administrators and requires a kind of mass training that allows every individual in the school to receive training. This paper discusses the pattern of developing a quality culture that is applied in State Islamic Madrasas in the city of Bandar Lampung. Through a qualitative descriptive approach, this research is expected to contribute to

improving the quality of Islamic education in general Anwar, (2014 : 34-35). To improve the quality of education, among others: intensify guidance and counseling activities, create an attractive learning atmosphere and provide awards for high achieving students such as prizes and scholarships, include employees involved in education and personnel training, collaborate with various parties /related agencies and implement electrical attendance system for teachers and employees Zaini, et. Al (2020 : 15).

Madrasah Tsanawiyah Negeri 2 Medan as an Islamic education institution that was founded in 1996 to now, has experienced six periods of the leadership of the head of the madrasah and its development is very rapid and based on-field results, the Head of Madrasah Tsanawiyah Negeri 2 Medan has achieved many academic and non-academic achievements. academics in learning. Following are the results of the interview with the head of the Madrasah:

Various student achievements in the academic field that have been achieved by the students are 1st Place for Arabic Speech in 2017, 1st Place for Physics Olympiad among Middle School Students in North Sumatra Province Level in 2017, 1st Winner of AKSIOMA 201 7 Physics Olympiad & 1st Place in Medan City Try Out 2018.

Then Madrasah Tsanawiyah Negeri 2 Medan is an educational institution that has been accredited with an "A" grade. From the results of the descriptions above and the explanation of the results of the interviews above, the authors are interested in researching with the title: **" Leadership of Madrasah Principals in Developing a Quality Culture of Student Learning at M T s Negeri 2 Medan in 2019."** The formulation of the problem of exposure -PA famine above data can be detailed as follows: *First*, How Head of Madrasah in making decisions in the carrier gan quality culture at MTs Negeri 2 Medan. *Second*, How the Principal's efforts in the development of quality culture in students' learning in grindstones Tsanawiyah School 2. Based perfume san the above problems, then destination of this study are: *First*, To Know How Leadership Head of Madrasah in decision-making at MTs Negeri 2 Medan, *second*, to know-how is the effort Principals in the development of quality culture in students' learning in MadRasah Tsanawiyah Country 2 Medan.

LITERATURE REVIEW

A. The leadership of Madrasah Principals in Decision Making
    1. Definition of Leadership

Leadership is the process of influencing the activities of a person or group to achieve goals in certain situations". Another opinion expressed *states* that: " *Leadership is the ability to get work done with and through others while gaining their confidence and cooperation.*" The above opinion implies that

there is formal leadership which places a person by appointment in a position of formal authority. Meanwhile, informal leadership is used by someone influential, because they have skills or resources to meet the needs of others. Syafaruddin & Asrul, (2008 : 56) According to from many definitions of leadership, it is concluded that: 1. Leadership is a group of functions: which occurs only in the process of two or more people interacting, 2. Leaders intend to influence people's behavior -other people". From some of the opinions above, it can be concluded that leadership is an effort to influence a subordinate in wosrking to change a person's behavior to achieve certain goals.

2. *The leadership of the Head of Madrasah*

The head of the Madrasah is two combinations of words that are put together so that they have their meaning. The two words are "Head" and "Madrasah". the word head can be interpreted as "chairman" or "leader" in an organization or institution. Meanwhile, "Madrasah" is an institution where it is a place to receive and give. lesson. Bahri & Djamarah, (2000 : 39) head of a madrasa is a leader in an Islamic education institution whose curriculum contains material for religious studies and general subjects, where religious lessons are more than general subjects.

Madrasah has a very specific character, not only carrying out religious education and teaching duties but having a duty to provide life guidance to the community.Shaleh, (2004 : 20) Therefore, the head of the Madrasah as a leader should understand and master the meaning of leadership in developing Madrasahs. In simple terms, the principal of a Madrasah can be defineds as a functional staff to lead a school where the teaching and learning process is held or a place where there is an interaction between teachers who teach students who receive lessons Wahjosumidjo, (2005 : 83). From some of the explanations above, it can be concluded that the Head of Madrasah is a leader in an Islamic education institution who has the authority to influensce someone to lead to a better direction to achieve a goal.

3. *Types of Leadership*

a) *Visionary leadership*

Visionary leadership is the leader's ability to create, formulate, communicate/socialize/transform and implement ideal thoughts that come from him or as a result of social interaction between organizational members and stakeholders who are believed to be the organizational ideals in the future that must be achieved or realized. through the commitment of all personnel. One of the visionary leadership is marked by the ability to make clear plans so that the formulation of the vision will illustrate what goals to achieve from the development of the institution they lead. In the context of educational leadership, goal-setting of the vision statement is known as pendent can target field principal results.

Vision or insight is a view that is crystallization and essence of competency, ability, and self-efficacy in seeing, analyzing, and interpreting. It contains the essence of the direction and purpose, mission, norms, and values that constitute one unified whole. From the definition above, it can be concluded that vision is the idealization of thinking about the future of the organization. This framework of thinking creates a culture and organizational behavior that is advanced and anticipatory towards global competition as the challenges of the times. Visionary leadership is a leadership vision that must be possessed based on the guidelines mentioned above to create a quality school Komariah & CepiTriatna, (2010 : 81-84).

b) *Leadership transactional*

Transactional leadership is leadership that emphasizes the tasks assigned to subordinates. A leader is someone who designs the work and its mechanisms, and the staff is someone who carries out tasks according to their abilities and expertise. Transactional leadership is more focused on its role as a manager because it is very involved in methodological and physical aspects of managerial procedures. Because a clear work system refers to the task carried out and the rewards received according to the degree of sacrifice in the job, appropriate transactional leadership is applied amidst immature staff and emphasizes performing tasks for incentives rather than on self-actualization. Therefore, transactional leadership is faced with people who want to make ends meet in terms of clothing, food, and shelter. The relationship pattern developed by transactional leadership is based on a mutually beneficial system of reinforcement, where the leader understands the basic needs of his followers and the leader finds solutions to the workings of his followers Komariah & CepiTriatna, (2010 : 119).

Danim, (2007 : 54) Other characteristics of transactional leadership that are most often used as a basis are contingent reward and management by exception. The contingent reward can be in the form of an award from the leadership because the task has been carried out, in the form of a bonus or an increase in income or facilities. This is intended to give appreciation sand praise to subordinates for their efforts. Also, leaders transact with subordinates, by focusing on aspects of mistakes made by subordinates, delaying decisions, or avoiding things that might influence the occurrence of errors. While management by exception emphasizes the management function as control. The leadership only sees and evaluates whether there is an error to make corrections, the leadership provides an intervention if the standards are not met by subordinates. Transactional leadership also involves values, but those values are relevant to the extent of the exchange process, not directly touching the substance of the desired change.

c) *Transformational Leadership*

The term transformational is derived from the word to transform, which means to transform or change something into a different form. For example, transforming a vision into reality, heat into energy, potential into actual, latent into manifest, and so on. Transformational, therefore, implies characteristics that can transform something into another form, for example changing potential energy into actual energy or a motive for achievement into real achievement.

Thus, a school principal is called to apply the principles of transformational leadership, if he can change the energy of human resources, instruments, and situations to achieve school reform goals. Transformational leadership is the ability of a leader to work with and/or through others to optimally transform organizational resources in achieving meaningful goals following predetermined achievement targets. These resources can be in the form of human resources, facilities, funds, and external organizational factors. In a learning organization, the human resources referred to can be in the form of leaders, staff, subordinates, experts, teachers, lecturers, lecturers, researchers, and others Danim, (2007 : 51).

B. Development of Quality Culture

1. Definition of Development

James L. Gibson defines development as a process that seeks to increase effectiveness by integrating individual desires for the growth and development of organizational goals, in particular, this process is an attempt to make changes in a planned way which includes a total system during a certain period and the efforts to make these changes are related to wsith the organizational mission.

In addition to James L. Gibson, here are the opinions of several experts to discuss the concept of development:

a) Richard Bekhard argues that development is a comprehensive endeavor that requires support from the top leadership designed to increase the effectiveness and health of an organization, through the use of several intervention techniques by applying knowledge derived from the behavioral sciences.

b) Miles and Scmuch argue that development is a planned and sustained effort to apply behavioral science to system development using methods of self-reflection and analysis Ikawijaya, (2008 : 27).

2. Definition of Quality Culture

Meanwhile, according to Subir Chowdhury, culture is the main source of a sustainable competitive advantage which allows it to unite in organizations, systems, structures, and careers. Chowdhury, (2005 : 327) in line with the opinion expressed by Owens, culture is "The shared

philosophies, ideolsogies, values, assumptions, beliefs, expectations, attitudes, and norms that knit a community together".

The school culture itself is the quality of school life that grows and develops based on certain spirits and values adopted by the school. All of that can be shown in the form of relationships between principals, teachers, educational staff, discipline, a sense of responsibility, rational thinking, motivation to learn, the habit of dealing with and solving problems at hand. Pedoman Pengembangan Kultur Sekolah, (2002 : 3) Meanwhile, according to Purnama, quality culture is an organizational value system that is conducive to quality sustainability and sustainability. This quality culture consists of values, traditions, procedures, and expectations about quality prsomotion Komariah & CepiTriatna, (2010 : 98).

The quality culture of the school itself is an Organization Culture Values or it is said that the quality culture is part of the organizational cultural values that exist in the school. because the quality culture is used as an embodiment of the effort to translate the vision into instrumental values that can guide behavior for all school components. In connection with this, Ahmad Sanusi gave an example of the values that must be enforced by schools wishing to implement their future vision through management based on cultural values. These cultural values include:

a. Intention to seek Rida Allah
b. Trust honestly and fairly
c. Quality culture
d. Entrepreneurship
e. Organizational growth
f. Teamwork for the best products and services
g. Customer satisfaction and loyalty
h. Innovative technology
i. Environmental care and responsibility.

3. Characteristics of Schools with a Quality Culture

Culture as the quality of life (Way of Life) in a school organization manifested in the rules or norms, work procedures, as well as a leadership style. (Mulyadi, 2009) To implement a culture of quality (quality) as a whole, there are six values and six values that must be used as basic principles for the leadership of an organization or institution, namely

RESEARCH METHODOLOGY

The type of this research is descriptive qualitative research, in which the data collected is in the form of words, pictures, not numbers. Danim, (2002 : 123) This study was used to determine how the leadership of the head of Madrasah in developing a quality culture in student learning at MTs N 2 Medan. The informants consist of the Head of Madrasah, Deputy Head of Madrasah, and Teachers.

Researchers interested in choosing the location of the research lies in MTs N 2 Medan Medan. The time of this research will be carried out from 01 September to 30 November 2019, and if the results of this study still require data requirements, then the research time may be extended until the research data is sufficient. Meanwhile, what is meant by data sources in research is the subject from which data can be obtained. When using interviews to collect data, the data source is called information, namely people who respond or answer questions both in writing and orally. When using observation, the data source is in the form of objects, motion, or processes. When using documentation, the documents or records are the data sources Suharsimin, (2000 : 107).

In this study the primary data source in the form of words derived from interviews with informants who have been determined that include a variety of things related to Leadership Principals in Pengemb wishful Quality Culture learning students in MTs N 2 Terrain. While the secondary data sources in this study werse curriculum data, a list of names of educators and education staff, number of students, vision, mission, goals, and profiles of MTs N 2 Medan, and photos of MTs N 2 Medan buildings.

RESULT AND DISCUSSION
1. The leadership of the Madrasah Principal in decision making
Madrasah principals are the subjects most involved in educational management applications at the micro-level. As a leading education, a grandmaster of madrasas is responsible for the growth of teachers. The role of the head of the madrasah is an action that should be done as a madrasah head, in this case, the role of the head of the madrasah acts as the core executor of school programs. The roles of school principals include the roles of school/madrasah principals as educators, managers, administrators, supervisors, leaders, innovators, and motivators. There are several things that the Head of Madrasarah has done in leadership at MTs Negeri 2 Medan:

   a. Taking the messenger Kep
   The ability to make decisions by the principal is reflected in the following behaviors: 1). Make decisions with educational staff in schools, 2). Making decisions for the internal interests of the school, and 3). Make decisions for the external benefit of the school. Syafaruddin & Asrul, (2008 : 95) head of the Madrasah always gathers members or subordinates in chairing the meeting, deliberation is the most important thing in making decisions and voting the most votes from the subordinates for a decision.
   b. Build communication with subordinates

The importance of communication for madrasah principals is motivated by the need not only for the blessing of the inside, namely the school staff as well as the blessing of external groups from schools in the regions sand school subscribers. Communication which does heads of madrassas with subordinates always open, both permanent teachers and teachers precarious foundation means when communication is built properly it will achieve the whole goal in want it and will not happen a misunderstanding in the work.

c. Set an Example

The leader is an example for subordinates, the school will not run well if the leader does not have a good role model, but if the principal can be a good role model then the school will develop well.

Based on the descriptions of interviews regarding the leadership of the Madrasah Principal at MTs Negeri 2 Medan, *first*, making decisions for the external interests of the school. The head of the Madrasah always gathers members or subordinates in chairing the meeting, deliberating the most important things in making decisions, and voting the most votes from subordinates for a decision. *Second* Build Communication with subordinates. communicate made headmaster with subordinates always open, whether the teacher remains the foundation or temporary teachers mean when communication is built properly it will achieve the whole goal in want it and will not happen a misunderstanding in the work. *Third,* Give an example, the leader is an example for subordinates, the school will not run well if the leader does not have a good role model, but if the head of the madrasah can be a good role model then the school will develop well.

In line with the explanation above, Gibson accepts the above opinion, namely transformational leadership persuades members to work hard to achieve goals. The leadership's vision provides members with hard work motivation to gain self-reward. Then Yulk also received the leadership opinion above, namely transformational leadership behavior 1). Ideal influence, 2). Intellectual stimulation 3). Individual Awards and 4). Motivating inspiration. It can be concluded that the leadership of the Madrasah Principal at MTs Negeri 2 Medan is Transformational Leadership.

2. *The efforts of the Head of Madrasah in developing a quality culture*
   a. The value of autonomy (independence)
      Familiarize the values of the vision and mission of the madrasa :

Departing from the description and identification of quality values developed by the Madrasah Principal above, it can be argued that an analysis of the types of quality cultural values developed in the framework of improving the quality of the madrasah itself is as follows: The context of independent management such as "school-based management (SBM) or school-based management (MBS)" is an important area for the quality leadership of school principals. Therefore the principal must develop it. MBS is the answer to the times and improvement of infrastructure. Infrastructure is needed in developing a quality culture. At MTs Negeri 2 Medan and Infaq Fund is held every Friday, the funds are managed to start from student teachers, for us teachers, every month is almost 10 million, then students almost 2 million per Friday, meaning this madrasah is not government land, Of course, almost 80% of this madrasah is an independent community effort, so the community is not the only one building this madrasah. The community is always included. This is an independent activity for Madrasahs, it does not mean that these Madrasas are managed by the government alone.

b. Innovative Value

Educational innovation is deliberate (in the form of an idea, practice, or object) which is considered new by the recipient to improve skills in the field of education. An investment that has been received must be cultivated in a sieve in the sense that it affects the professional pulse of a teacher so that the innovation becomes "a state of mind and administrative attitude". If an innovation has been found its application is very difficult for the teacher, it is the responsibility of the principal to condition it so that the innovation can be carried out in stages. The innovation carried out at MTs N 2 Medan is regarding the ability of teachers to use technological tools, it is hoped that all teachers must be able and able to keep up with the times.

c. Value of Continous Quality Improvement (CQI)

Continuous Quality Improvement is an approach to improving the quality of education through continuous quality improvement. The CQI strategy in schools and classrooms is to learn to create processes that stimulate continuous quality improvements not just individually but also technically (teacher working groups. Principals working groups and supervisory working groups) working together to create common goals. This is following the expression. At the end of each semester, the programs are evaluated what changes will be given, then deliberation on what issues have problems why a program is not performing well is an activity to stimulate quality improvements.

d. Empowerment Value

Educators are the driving force in educational institutions, of course, they need to be managed properly and carefully because they are managed by humans. The management here means that the principal of the madrasah must be able to mobilize teachers, foster, train so that they can grow and develop professionally. Implementation meetings a week MGMPs empowerment activities, then clap teachers must complete its administration must be timely entered later when the teacher is not there then will be in the locked phone, then to the increase of learning media- has been administratively MGMPs already underway and practice also ok then in the future there will be a learning media competition for every teacher at MTs 2 N Medan. Then teachers must be able to keep up with the times.

Based on the descriptions of interviews regarding the efforts of the Head of Madrasah in developing a quality culture in MTs Negeri 2 Medan, as an educational institution that holds the title A accreditation, throughout its history it has not spontaneously become a superior institution, its existence from time to time is faced with the dynamics of government policies, This is because to achieve existing achievements initially it still collides with the transfer of institutional status which affects all institutional components, both regarding curriculum and learning, teaching and education personnel, student conditions, facilities and infrastructure, school culture and so on. With these dynamics, it provides learning for all components to look at the future of madrasas for the better. In line with the above leadership.

The results showed that MTs Negeri 2 Medan to form a quality culture, conceptually formulated several important components that could influence and encourage the creation of culture including a quality culture as follows: *First*, implement the values of autonomy (independence) that are embraced. by the academic community as a power source of quality spirit to answer the challenges of all-time through independent activities by madrasas in improving facilities and infrastructure. *Second*, the development of innovative values which is something that is considered new by the recipient to improve the ability education regarding the ability of teachers to use technological tools, it is hoped that all teachers must be able and able to keep up with the times that have been mutually agreed upon by the community. about the outlines of the goals that have been achieved. *Third*, Continous Quality Improvement is an approach to improving the quality of education through continuous quality improvement, namely the head of the madrasah always follows a comparative study out of town then evaluates the programs at the end of the semester and applies a culture of cleanliness and environmental hygiene. *Fourth*, the Value of Empowerment, namely the principle of

madrasah must be able to mobilize teachers, foster, train, so that they can grow and develop professionally. those are some of the concepts of a quality culture that you want to shape at MTs N 2 Medan. Zaini dan Syafaruddin (2020 : 95-106) Upgrading quality for education and leadership is implementation of activity programs such as training can improve the quality and professionalism of teachers. Coaching extracurricular activities can add insight and soft skills to students. The implementation of the Adiwiyata Dimadrasah program aimed at creating awareness of loving the environment and as a place for learning. The communication applied by the principal was interpersonal communication, two-way, and feedback. The form of motivation towards madrasah citizens was exemplified by performance, professional, procedural and agents of change .

Conclusion

Based on the data exposure, research findings, and discussion in the previous chapters, it can be concluded that the leadership of the head of the madrasah in developing quality culture at MTs Negeri 2 Medan Medan City has been carried out well, including:

1. The leadership of the Head in Madrasah Decision Making

   The head of Madrasah at MTs Negeri 2 Medan is Transformational Leadership. namely making decisions by discussing Sarah with subordinates then building communication with subordinates and giving examples to subordinates.

2. The efforts made by the head of Madrasah in developing a quality culture.

   The Principal of Madrasah MTs N 2 Medan carried out the development of culture, namely *First*, implementing the values of autonomy (independence) that are embraced by the academic community as a power source of quality spirit to answer all-time challenges through independent activities by madrasas in improving facilities and pre means. *Second*, the development of innovative value which is something that is considered new by the recipient to improve the ability in the field of education regarding the ability of teachers to use technological tools, it is hoped that all teachers must be able and able to keep up with the times that have been mutually agreed upon by the academic community. regarding the outlines of the goals to be achieved. *Third*, Continous Quality Improvement is an approach to improving the quality of education through continuous quality improvement, namely the head of the madrasah always follows a comparative study out of town then evaluates programs at the end of the semester and applies a culture of cleanliness and environmental hygiene. *Fourth*, the Value of Empowerment, namely the madrasah must be able to mobilize

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