Educational
Administration
Theory and Practice

The Influence Of The Principal's Behaviour And School Climate On School Quality In SMPN (State Junior High School) Cirebon-Indonesia

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ARTICLE INFO	ABSTRACT
	This study aims to describe the influence of the principal's behaviour and school climate on school quality in SMPN Cirebon Regency. The school principal is a very dominant school force in implementing school policies as well as school climate which greatly affect school quality. The research method implemented quantitative descriptive analysis approaches. This approach was used to refine the research analysis through a survey of 33 sample principals. The research used *proportionate stratified random sampling*, taking into account that the school was accredited A (excellent). Quality is a measure related to customer satisfaction with a product achieved by schools based on four indicators: (1) input, (2) process, (3) output, and (4) results. The principal's leadership behaviour and school climate have a significant influence on school quality. Both must be developed together, especially in improving the skills aspect, the disciplinary standard aspect, and the output aspect. The results of the study show that school quality is more influenced by school climate than the influence of the principal's leadership behaviour. The research can be further extended and developed because research results may differ in accordance of place and time. **Keywords:** Quality management; principal's leadership behaviour; school climate; school quality; school and SMP Negeri Cirebon city

Introduction

School quality is very important in the nation's education development. Quality is always related to quality management, whereas quality management itself is a part of improving competitive education. Schools are educational institutions that require all elements, consist of principals, teachers, school committees, and especially students who are very important to produce quality students with tough competition in confronting the era of progress and global challenges. Management builds the input, process and output of education. Management must work hard to create a good quality education. There is no better weapon in advancing world life than education. In fact, most nations believe in it. The state plays an important role and has a great responsibility in producing reliable national cadres, improving the quality of education needs to involve the community (Alawiyah, 2017; Fadhli, 2017; Hidayat & Patras, 2013; Temon Astawa, 2017).

Education is at the forefront of nation-building. It is a very important pillar to enhance the nation's progress, a tool that supports education and improves the quality of school principals and teachers. Building a harmonious school climate requires sustainable transformation. A high quality education developes both a curriculum and the managerial ability of the school principal in building a good school climate. The ability of human resources is one of the important aspects to improve the quality of Indonesian education. *The international program for student assessment* (PISA) places Indonesia at a low level of education compared to several neighbouring countries (Utami, 2019).

Suryana (2020) stated that building education in Indonesia encounters the following challenges: (a) limited and uneven access, (b) low quality of education, competitive and irrelevant, (c) weak governance, trust and

interests public, and (d) low education budget. Education development, which should have been well constructed, experienced a setback in Indonesian education with a strategic approach that was in line with the times. Education that demands change and provides broad access for every individual must be cut off from facilities that support education. The Indonesian government already has a high commitment to improve the quality of education. It has been proven that the Indonesian government has made changes to the independent curriculum since 2020, and has made educational reform in the aspect of curriculum renewal supports improving the quality of Indonesian education.

The output of education which can be seen in the aspect of educational assessment has not been specifically described. The assessment contained in government regulations requires sharp analysis to manage student assessments. Many teachers have not decided on assessments for students either in the cognitive, affective or psychomotor domains. Educational assessment must include the scope of assessment, assessment mechanisms and procedures, as well as assessment instruments. Assessment must be on the needs considering validity, objective, fairness, integrated, open, comprehensive and continuous. Education requires success by looking at this measurability and providing comprehensive constructive assessment figures (Hidayah, 2020).

The school principal as an educational leader experiences many problems, which causes in a school climate that is not conducive. The school principal uses various approaches with his style in carrying out management functions. The management function in the principal's activities is carried out by planning, implementing, evaluating and following up. Principal leadership style that mostly used is a democratic approach, but sometimes a *coercive approach* is used. The most recent leadership approach is that school principals tend to be indifferent because each subordinate has their perspective on developing the organization. The school climate should be designed to support the performance of school principals. Sometimes the various dimensions appear very dynamic, especially in dealing with seniority problems -- groups of teachers who are considered senior but do not have certain structural positions. The power of seniority hinders the ideas of leaders in bringing the organization to the vision, mission and goals of the school.

Researchers have the assumption that ideally, school principals should be able to build a school climate that leads to the improvement of the quality of education. Quality improvement requires reliable management, commitment and cooperation. Education quality management is very important in providing a comprehensive approach. The principal is an educational leader according to the level of education at both the elementary and secondary school levels.

Literature Review

School Quality

Deming stated that improvements can be made by *planning, doing, checking, and acting*. In fact, according to him, all systems must be stable, and improvements must be continuous and continuous. Juran stated that quality improvement can be done with the trilogy concept, namely: *quality planning, quality, control,* and *quality improvement*. In simple terms, according to him, quality requires quality planning, quality control, and quality improvement. Crosby stated that everything must be done with the right method from the first time to the level of *zero defects* without defects. According to him, quality must include quality definitions, quality systems, work standards, and quality measurements. Quality is customer satisfaction (Athanasiadis et al. al., 2023; Sriwidadi, 2001; Tuala, 2018).

Quality means that an organization has better value than other organizations, such as a fast food company that will provide customer satisfaction by having a superior taste that is different from other companies. Companies will provide convenience in providing services to customers such as having packaging that is more refined compared to packaging owned by other companies, or even can be used on an ongoing basis to be used on different products. The convenience provided is the company's attraction which is a motivation in increasing public trust (Kadarisman & Muhandri, 2013).

Hoy & Cecil G. Miskel (2008) stated that quality improvement and accepting decisions are based on the nature of the problem and the situation. In this situation approach, the following aspects can be seen: (1) *quality rule*, decision-making uses a unilateral approach if the quality is low and the problem is not important to subordinates, (2) *leader information*, this decision is used if there is no information and can solve the problem on their own, (3) *trust rule*, having important quality decisions while distrusting subordinates, and (4) *problem structure rule*, involving subordinates who have relevant information.

The quality of education by involving school-based management, which includes: (1) input, there are policies, curriculum, vision, mission and goals, (2) process, which builds a good, solid learning atmosphere and students who have high learning motivation, and (3) output, having qualified student achievements, and succeeding in becoming a superior school with various teacher academic qualifications and competencies by applicable regulations (Basri, 2011). Principals must have the ability to control organizations and provide progress for organizations with strong school quality. The principal's decision becomes a symbol of the school's success as an educational institution that gains the trust of all parties. This trust grows well if the school has high quality.

Schools need an effort on how to increase the competitiveness of graduates, academic products and educational services, among the increasing numbers of competitive schools and job markets. Those numbers demand schools to adapt to the needs of the amount of the good quality schools, teaching approaches, students' abilities in cognitive, affective and psychomotor aspects. School quality demands challenges of change whether on the school principal, teachers, administrative staff, or the students themselves. Education services require education management, including curriculum, learning, assessment, students, personnel, infrastructure, and public relations (Sowiyah et al., 2023; Tanjung et al., 2022).

Principal's Behaviour

Leadership behaviour is divided into three aspects, namely: (a) Michigan leadership behaviour is oriented, (1) employee orientation, and (2) production orientation, (b) Iowa leadership behaviour has two aspects, namely: (1) achievement of group-specific goals, and (2) group strengthening, and (c) Ohio leadership includes: (1) consideration, and (2) initiation structure. Leadership influences certain groups to achieve goals (Musaddad, 2020; Nurdin & Sibaweh, 2017)

The principal has a behaviour that is very influential for the school. The development of the school organization is built from the nature of leadership, power, situational, and commitment to success. The principal must become a symbol and role model for his subordinates, invite teachers to carry out positive activities, guide and direct organizational goals to teachers, give trust and responsibility to teachers and administrative staffs. The principal must have education and school expertise. The principal must be able to administer, be committed, polite and gentle in directing teachers to develop their individuals. The principal's leadership is multidimensional (Agustina, 2018; Iskandar, 2013; Maharani, 2015; Surachmi, 2012; Usman, 2017)

The principal must have behaviour that directs the school to be independent, effective, productive and responsible. Independence provides space for school principals to develop in the entrepreneurial aspect. It is effective in developing schools in behaviour that is not excessive and a waste of energy. It is productive in developing schools that generate profits in improving the welfare of teachers and administrative staff. It is also responsible for being a role model educator. All school members and school principals must be able to make the right decisions to improve school quality (Rahawarin & Arikunto, 2015; Sanjani, 2019).

School Climate

Organizational climate is related to human behaviour and relationships. Human behavior affects every individual in the organization and has aspects of mutual influence and mutual dropping. Two people compete to influence each other. Even in this organizational climate, there is superiority and domination in a group of organizations; superiors and subordinates who support each other or superiors and subordinates who are hostile to each other, senior who dominate juniors, ordinary and extraordinary, giving and receiving. The principal must make regulations that bring about organizational goals. A conducive work situation has a good influence on the administration of a good school in which there are principals and teachers, as well as students. The relationship between personnel forms a strong perception to improve school quality. The organization with its various dynamics will lead to a complete organization (Rahawarin & Arikunto, 2015; Wahyono, 2019).

The school climate has several dimensions that support the situation in schools, such as the support of the principal, harmony between teachers and students, closeness and warmth to the school environment, a comfortable, safe learning atmosphere and also an atmosphere that provides enthusiasm for learning and teaching, provides open rules, and provides freedom in developing creativity and innovation for teachers and students. The school climate provides good performance in every activity of the school principal to carry out all of its educational programs (Nugraha, 2019).

Organizational climate is a very important medium for members of the organization to build relationships with the work environment, especially principals and teachers. School organizations that always put forward the principle of achieving full goals with ambition and different characters for each individual in the organization, have hopes in the development of individual members, even school organizations that have the goal of developing productive students. This is the effort of every member of the organizational group to take concrete actions (Liana, 2012).

Methodology

Research Design

The research used a quantitative method with a descriptive analysis approach, using *proportionate stratified random sampling* on 33 school principals with the considerations that (1) only all SMPN 1 in Cirebon Regency, (2) National Standard Schools, and (3) accredited A (excellent). This method is used to solve problems by describing a research survey to school principals. The instrument used in data collection for the three research variables was a Likert scale with five alternative answers, namely: very high, high, moderate, less and very less. Weighting for each continuum or sequence, positive statements were given a weight: 5 - 4 - 3 - 2 - 1, while negative statements are weighted: 1 - 2 - 3 - 4 - 5. The research was conducted in October-

December 2023 in the Cirebon district, Indonesia. An overview of the influence of school principals' behaviour on school quality is shown in Table 1, as follows:

Research Hypothesis

Table 1. The Effect of the Principal's leadership behaviour on school quality

		school quality	Leadership behaviour
school quality	Pearson Correlation	1	,491 **
	Sig. (1-tailed)		,00 4
	N	33	33
Leadership behaviour	Pearson Correlation	,491 **	1
	Sig. (1-tailed)	,00 4	
	N	33	33

**. Correlation is significant at the 0.01 level (1-tailed).

In the results of the correlation test above, a correlation was found between the principal's leadership behaviour (X_1) and school quality (Y) r_{-count} of 0.491. There was a relationship between the principal's leadership behaviour and school quality at SMPN in Cirebon district, at a low level and positive value. The significance test for variable X_1 and variable Y is shown in the table above. The research hypothesis is formulated as follows :

Ho: $r_{yx1} = 0$
Principal leadership behaviour (X_1) has no significant relationship to school quality (Y)
Ho: $r_{yx1} \neq 0$
Principal leadership behaviour (X_1) has a significant relationship to school quality (Y).
Test criteria:
If significance > 0.05 then Ho is accepted
If the significance <0.05 then Ho is rejected and Ha is accepted

Results

The principal's behaviour is as follows:

Table 1. Principal's Behavior

Sub Variable	Indicator	Item No	Average value	Category
1. Skills	personality aspect	1	4,24	Very high
		2	4,18	Very high
		3	3.66	Tall
		4	4,15	Very high
	Managerial ability	5	3,42	Tall
		6	4.06	Very high
		7	4.39	Very high
		8	3.72	Tall
		9	4.30	Very high
		10	4.36	Very high
		11	3,18	Tall
	Entrepreneurial behaviour	12	4.39	Very high
		13	4,27	Very high
		14	3.93	Tall
		1 5	4.06	Very high
2. Commitment	Loyalty to the organization	16	4,15	Very high
		17	4,21	Very high
	Psychological attachment	1 8	4,27	Very high
		19	4.45	Very high
		20	4,27	Very high
	Task engagement	21	4,42	Very high
		22	4.45	Very high
3. Motivation	push	23	4.30	Very high
		24	4,12	Very high
	Aspirations or hopes	25	4,33	Very high
		26	4,27	Very high
		27	4,15	Very high
Average Sub Variable			**4,14**	**Very high**

The skills aspect, based on the calculation of the general tendency score of the respondents, obtained an average score of 4.13. It means that the dimension of leadership behaviour oriented to the skill aspect at SMPN 1 Cirebon district is very high but the lowest in terms of other aspects. The commitment aspect, based

on the calculation of the general tendency score of the respondents, obtained an average score of 4.30. It means that the dimension of commitment-oriented leadership behaviour at SMPN 1 Cirebon district is also the highest in terms of other aspects.

The motivational aspect, based on the calculation of the general tendency score of the respondents, obtained an average score of 4.24. It means that the dimensions of leadership behaviour that are oriented towards the motivational aspect of SMPN 1 Cirebon district are very high while it is in the middle position among others. The explanation above can be seen in the following figure:
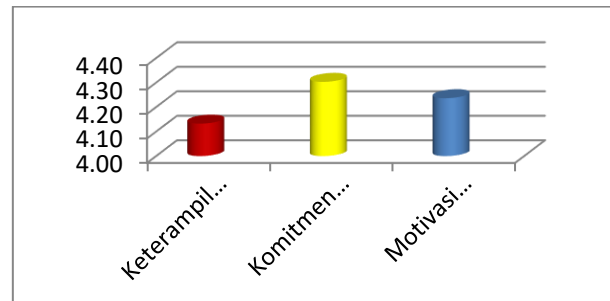

Figure 1. Principal's leadership behaviour

SMPN (Junior High School) Cirebon district

Table 2. Climate School

Sub Variable	Indicator	Old items	Average value	Category
1. Standard discipline for the whole personnel school	There are disciplinary standards for school principals, teachers, students and employees	1 2	4,21 4,21	Very high Very high
	Provide warnings for violators of rules and discipline	3 4 5	4.09 4.39 4,12	Very high Very high Very high
2. Environment physical support, safe _ And comfortable for the PMB process	Safe and comfortable classroom conditions	6 7 8	4.09 4.48 4,18	Very high Very high Very high
	Adequate infrastructure conditions	9 10 1 1	4,33 4,33 4,12	Very high Very high Very high
3. Award And incentive	Awards for outstanding teachers and students	12 13 14	4.51 4,18 4.09	Very high Very high Very high
	Provision of incentives that are fair and by the capacity of employees	15 16 1 7	4,27 4,24 4,18	Very high Very high Very high
4. High hopes _ from community school	Having a vision which is the hope of parents and society	18 19 20	4,33 4.48 4,33	Very high Very high Very high
	Develop and channel the talents and interests of students both inside and outside of school	21 22	4,42 4,42	Very high Very high
5. atmosphere _	Provides a sense of security to	23	4,33	Very high

harmonious with personnel school	members	24	4,21	Very high
	Family attitude	25	4,27	Very high
		26	4.30	Very high
	Be open to carrying out the main duties and functions	27	4.30	Very high
		28	4.54	Very high
Average sub variable			4,28	**Very high**

In detail, the general tendency of respondents to the school climate variable is as follows: aspects of disciplinary standards for all school personnel, based on the calculation of the score for the general tendency of respondents, had an average score of 4.16. It means that the dimensions of school climate are oriented towards aspects of disciplinary standards for all school personnel at SMPN 1 Cirebon district is very high in the lowest position among others. Aspects of the physical environment that are supportive, safe, and comfortable for the PMB process, based on the calculation of the general tendency score of respondents, obtained an average score of 4.24, which means that it is oriented towards the dimensions of the school climate towards aspects the physical environment that is supportive, safe, and comfortable for the teaching and learning process at SMPN 1 Cirebon district is very high.

Rewards and incentives aspect, based on the calculation of the general tendency score of the respondents, obtained an average score of 4.26, which means that the dimensions of the school climate that are oriented towards the appreciation and intensive aspects of SMPN in Cirebon district are very high or very good. Aspects of the high expectations of school members, based on calculations the general tendency score of the respondents obtained an average score of 4.38, which means that the school climate dimension which is oriented towards aspects of the high expectations of school residents in SMPN 1 Cirebon district is in a very high position or very good and in the highest position among the others.

Aspects of a harmonious atmosphere with school personnel, based on the calculation of the general tendency score of the respondents, obtained an average score of 4.33, which means that the school climate dimension is oriented towards aspects of a harmonious atmosphere with school personnel of SMPN 1 Cirebon district is very high or very good. The above explanation will be easier to understand if you look at the image below:
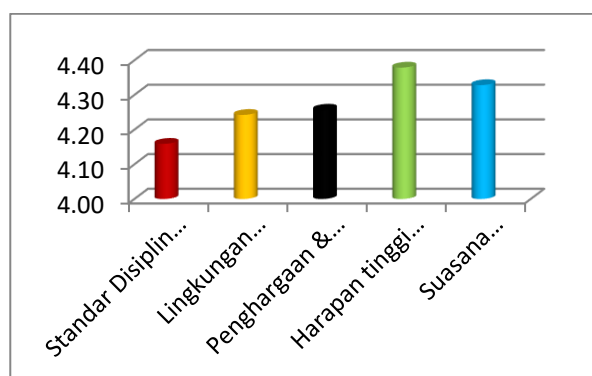

Figure 2. The climate of SMPN (junior high school) schools in the Cirebon district

Table 3. School Quality

Sub Variable	Indicator	Old items	Average value	Category
Inputs	Active Learning	1	4,33	Very High Very High
		2	4,15	
		3	4.36	Very High Very High
		4	4.09	
	Creative learning	5	4,21	Very high
		6	4,24	Very high
		7	4.60	Very high
	Effective Learning	8	4,15	Very high
		9	4,18	Very high
		10	4.39	Very high
		11	4,15	Very high
	Fun Learning	12	4.06	Very high
		13	4.06	Very high
		14	4.54	Very high
	Meaningful learning	15	4.09	Very High Very

		16	4.45	High
		17	4,18	Very high
output	High academic learning outcomes	18	4,21	Very high
		19	4.30	Very high
		20	4.09	Very high
	High non-academic learning outcomes	21	4.06	Very high
		22	4,21	Very High Very High
		23	4.06	
Outcomes	Graduates go on to SMAN	24	4,42	Very High Very High Very High
		25	4,12	
		26	4,36	
	Recognition of the greatness of Graduates	27	4,18	Very High Very High
		28	4,39	
	Satisfaction	29	4.39	Very high
		30	4.63	Very high
Average sub variable			**4,25**	Very high

In detail, the general tendency of respondents to the school quality variable is as follows: the input aspect, based on the calculation of the general tendency score of the respondents, obtained an average score of 4.23. It means that the dimensions of school quality that are oriented towards the input aspect of SMPN 1 Cirebon district are very high. The output aspect, based on the calculation of the general tendency score of the respondents obtained an average score of 4.09, which means that the dimensions of school quality that are oriented towards the output aspect of SMPN 1 Cirebon district are very high and are in the lowest position compared to other aspects of the school quality variable.

The outcome aspect, based on the calculation of the general tendency score of the respondents, obtained an average score of 4.23, which means that the dimensions of school quality which are oriented towards the outcome aspects of SMPN 1 Cirebon district are very high and have the highest position compared to other aspects of the school quality variable. The process aspect, based on the calculation of the general trend score respondents, obtained an average score of 4.28, which means that the dimensions of school quality that are oriented towards outcome aspects at SMPN 1 Cirebon Regency are very high. The above explanation will be easier to understand if you look at the image below:
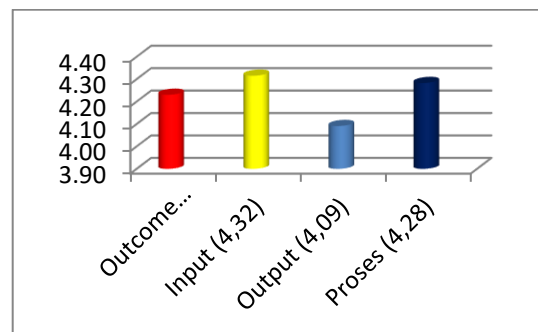

Figure 3. Quality of SMPN schools in Cirebon District

The behaviour of school principals with school quality at SMPN in Cirebon Regency is at a fairly strong category level and has a positive value, and the regression coefficient is significant. It means that the behaviour of the principal has a significant effect on school quality at SMPN in Cirebon district. Effect of school climate on school quality at SMPN in Cirebon district. School climate with school quality at SMPN in the Cirebon district is at the level of a fairly strong category and has a positive value with a significant regression coefficient, which means that school climate has a significant effect on school quality.

The influence of principal behaviour and school climate on school quality in SMPN Cirebon district. Principal leadership behaviour (X_1) and school climate (X_2) on school quality (Y) are very strong and have a positive value with a significant regression coefficient, which means that school climate has a significant effect on school quality in the SMPN Cirebon district. The above explanation will be easier to understand if you look at the image below:
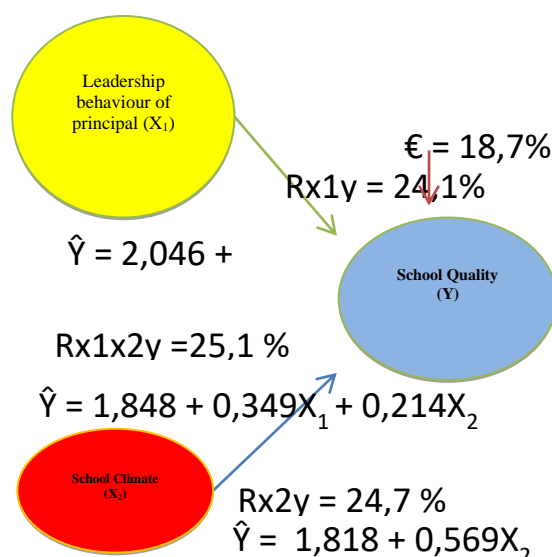
Figure 4. The Hypothesis of Research Results

Discussion

This research is very interesting compared to previous research. This research addressed the challenges and opportunities as well as some of the strengths and weaknesses. This research has the following strengths: (1) is comprehensive, (2) strengthens previous research, (3) has three variables, and (4) uses more recent quotations. The weaknesses of this study are (1) the source of information is limited to school principals, (2) the coverage area is only in Cirebon-Indonesia, and (3) some sources of quotations are still old. This research opportunity, (1) is very likely to be developed in subsequent research, (2) is beneficial for the development of administrative and educational science, and (3) provides the right decisions for education policymakers in Indonesia. The challenges of this research are (1) the conflict of interest in education policymakers in Indonesia, (2) the dynamic disparities in education in each region in Indonesia, and (3) the different opinions of education experts regarding the research results.

Interestingly, this research is compared to previous research, as are some of the following studies: research conducted by Yasin (2022) provides a total quality management approach in improving the quality of education in various regional cultures in Indonesia, this research improves the quality of education in a cultural perspective and values nation's values. Research conducted by Rizkita & Supriyanto, (2020) states that education must optimize the success of students in educating and training them to deal with life's problems, by increasing the managerial abilities of school principals and empowering available resources. Research conducted by Widyastuti (2020) states that the distribution of educational facilities in schools is uneven, one school to another experiences inequality, the number of students in each school is different, between teachers and students experience an unequal ratio. Research conducted by (Husnul, 2017) states that the performance of the principal has a very high influence on school quality. Research conducted by Usiono, and Rica Widiastuty (2021) states that quality schools result from quality teachers.

The principal's leadership behaviour is detailed in the respondents to the principal's behaviour variable with the principal's behaviour category, namely: (1) the skills aspect is in a low category, (2) the motivational aspect is in the medium category, and (3) the commitment aspect is in a low category. high, the cause of the aspect of leadership skills is included in the low category when compared to other aspects because (1) low verbal communication skills, (2) not optimal in managing time, (3) not optimal in managing personal decisions, (4) Unable to recognize, define and solve problems, (5) Not able to motivate and influence others.

The behaviour of the principal in the weak category has an impact on (1) low organizational members, (2) weak performance, weak motivation, (3) weak role models, and (4) uncontrolled organizational control. So that the challenge is not only from the external environment but as emphasized again by Bennis (Razik & Swanson, 2009) states that the organization always develops according to the changes that occur at any time, every member of the organization must be able to adapt to the influences that exist within the organization and in outside the organization, an organization that is always dynamic. Organizations must withstand attacks from outside while remaining consistent with internal organizational resistance (Hoy & Cecil G. Miskel, 2008).

Luthans (2011) offers the idea that leadership skills, namely: (1) participative relations and human relations (communication that supports and builds a team), (2) competitiveness and control (firm attitude, attitude of authority, and attitude of influence), (3) creativity, innovation and entrepreneurship (such as *problem-solving*), and (4) maintaining order and common sense (eg time management and rational decision making).

School climate in detail the respondents to the school climate variable in the aspect of disciplinary standards for all school personnel has the lowest category compared to the others, the researcher discusses this lowest

aspect. The cause of the lowest disciplinary standards analyzed by the researcher is that what is meant by disciplinary standards for all school personnel are unclear regulations in an educational institution and an inappropriate way of disciplining individual members of the organization. The impacts that will occur are (1) the school system is chaotic, (2) work overlaps, (3) does not value position, (4) does not understand duties and functions, and responsibilities, (5) interdependence, (6) there is no integrated supervision.

Solutions that can be offered for improvement in improving school quality are (1) compatibility of tasks and functions with the potential of school elements, (2) position responsibilities carried out by school elements, (3) clear rules. as a means of movement and action, (4) appreciation of outstanding school personnel, (5) clarity of school structure regarding the duties and functions of school personnel, (6) warmth and support from all parties including the principal and parents of students and the government; (7) leadership that can be emulated by all school members.

School quality in the lowest four aspects is the output aspect; the researcher discusses the output aspect: The reasons for the output being in the lowest category compared to the others are because (1) low student motivation due to more emphasis on student academic and non-academic achievements, (2) low teacher teaching performance, and (3) low head supervision school. This is according to the experts below; The impact of low output is; (1) low academic and non-academic achievements, (2) low public trust in schools, and (3) lack of school confidence. The solutions are (1) Regulations must be implemented with full responsibility, (2) There is a shared commitment to maintaining output, (3) High motivation from all components, and (4) Increasing the competence of both school principals, teachers and students.

The researcher analyzed that to improve the quality of schools, leadership behaviour that has a high commitment attitude, reliable skills, and can motivate subordinates, especially in improving skills, is needed because leadership behaviour at SMPN in the Cirebon district is included in the lowest category among other aspects. In short, it can be seen that skills are in the behaviour of school principals in improving school quality. This is the opinion of Robert L. Kazt (Sudarwan, 2003) who states that the skills of school principals are technical, human relations, and conceptual skills (*conceptual skills*).

School climate is a factor that supports the formation of school quality. It's just that several aspects must be improved such as aspects, the standard of discipline in schools, is the lowest category compared to other aspects and is expected to maintain high expectations to achieve ideal quality. Aspects of disciplinary standards are regulations that must be mutually agreed upon by all parties because this aspect is the steps and actions of the school in carrying out its work program and the school structure will clarify who is responsible in carrying out their duties and functions.

Researchers analyzed the factors that can support the formation of school quality, namely the principal's leadership behaviour and school climate. Two factors that are integral and integral because the principal's leadership behaviour is the spearhead of school stability. In this research, the leadership behaviour of school principals is seen from the aspects of skills, commitment, and motivation, while school stability can shape the school climate from the aspects of disciplinary standards, physical environment, rewards, and incentives, high expectations, and can improve the harmonious atmosphere among good school members, school internal environment and school external environment. The quality of the school studied is seen from the aspects of input, process, output, and outcome supported by the behaviour of the principal and school climate and is an option when the quality of the school is good. It's just that the quality of the school seen from these aspects must be maintained and several things must be corrected in the output aspect and maintained as in the input aspect. Of course, to obtain school quality, it is hoped that all parties must work together, not only the responsibility of the school principal but also all parties are responsible for improving school quality.

Conclusion

The conclusion of the research is as follows: the quality of SMPN schools in the Cirebon district as a whole is in a very high category in terms of the three aspects of school quality variables, namely; aspects of (1) input, (2) output, and (3) outcome. The behaviour of school principals at SMPN in Cirebon Regency as a whole is in a very high category in terms of the variable aspects of the principal's leadership behaviour, namely; aspects of (1) skills, (2) commitment, and (3) motivation. The overall school climate in SMPN in Cirebon district is in the very high category in terms of climate variables, namely; (1) aspects of disciplinary standards for all school personnel, (2) aspects of the physical environment that are supportive, safe, comfortable, for the teaching and learning process, (3) aspects of rewards and incentives, (4) aspects of rewards and high incentives. the expectations of the school community, (5) aspects of the atmosphere that are in harmony with school personnel.

This research recommendation is for the development of knowledge in the field of education administration, strengthens concepts and theories about school principals, school climate and school quality, allows for further research to be developed, and decision-making for education policymakers, both at regional and central government, the ministry of national education, even principals, teachers and parents. Principals are the object of this research unilaterally so the research focuses more on the managerial abilities of school principals in evaluating themselves, managing school organizations and developing the basics of leadership.

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