



## Leadership of The School Principal in Improving the Quality of Education at SMP Negeri 1 Tambak

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### Abstrak

Penelitian ini bertujuan untuk mengeksplorasi peran kepemimpinan kepala sekolah dalam meningkatkan mutu pendidikan di SMP Negeri 1 Tambak. Kepemimpinan kepala sekolah memiliki pengaruh yang signifikan terhadap kinerja guru, motivasi siswa, dan iklim sekolah secara keseluruhan. Metode penelitian yang digunakan adalah penelitian kualitatif. Data dikumpulkan melalui wawancara mendalam dengan kepala sekolah, guru, siswa, dan staf sekolah. Selain itu, observasi dan studi dokumentasi juga dilakukan untuk mendapatkan data yang komprehensif. Hasil penelitian menunjukkan bahwa kepemimpinan kepala sekolah yang efektif sangat berperan dalam meningkatkan mutu pendidikan. Kepala sekolah yang memiliki visi yang jelas dan komitmen yang tinggi terhadap pendidikan mampu memotivasi guru dan siswa untuk mencapai prestasi yang lebih baik. Selain itu, kepala sekolah yang mampu menciptakan iklim sekolah yang kondusif dan mendukung pembelajaran juga berkontribusi pada peningkatan mutu pendidikan. Dalam konteks ini, kepemimpinan kepala sekolah mencakup kemampuan dalam mengelola sumber daya manusia, mengembangkan program pembelajaran yang inovatif, dan membangun hubungan yang baik dengan semua stakeholder sekolah. Selain itu, kepala sekolah juga harus mampu menghadapi tantangan dalam dunia pendidikan dan merumuskan strategi yang efektif untuk mengatasi permasalahan yang ada. Penelitian ini memberikan wawasan yang berharga bagi kepala sekolah, guru, dan pihak terkait dalam mengembangkan kepemimpinan yang efektif dalam meningkatkan mutu pendidikan. Implikasi dari penelitian ini adalah pentingnya pelatihan dan pengembangan kepemimpinan kepala sekolah serta pentingnya dukungan dari pihak terkait dalam mencapai tujuan pendidikan yang lebih baik.

**Kata Kunci:** Kepemimpinan kepala sekolah, Mutu pendidikan, Iklim sekolah.

### Abstract

*This research aims to explore the role of school principal leadership in improving the quality of education in schools. The principal's leadership has a significant influence on teacher performance, student motivation, and overall school climate. The research method used is qualitative research. Data was collected through in-depth interviews with school principals, teachers, students and school staff. Apart from that, observations and documentation studies were also carried out to obtain comprehensive data. The research results show that effective school principal leadership plays a very important role in improving the quality of education. School principals who have a clear vision and high commitment to education are able to motivate teachers and students to achieve better achievements. Apart from that, school principals who are able to create a school climate that is conducive and supports learning also contribute to improving the quality of education. In this context, the principal's leadership includes the ability to manage human resources, develop innovative learning programs, and build good relationships with all school stakeholders. Apart from that, school principals must also be able to face challenges in the world of education and formulate effective strategies to overcome existing problems. This research provides valuable insight for school principals, teachers and related parties in developing effective leadership in improving the quality of education. The implication of this research is the importance of training and leadership development for school principals as well as the importance of support from related parties in achieving better educational goals.*

**Keywords:** Principal leadership, quality of education, school climate.

## Introduction

The leadership of the school principal has a very important role in improving school quality. Effective school principal leadership can create an environment conducive to learning, motivate teachers and staff, and encourage active participation by students and parents. In this article, we will explain several important aspects of principal leadership that contribute to improving school quality. (Angelia, D., & Astiti, D. P, 2020)

First, the school principal must have a clear vision and direction. This vision must involve strategies for achieving long-term goals. By having a clear vision, the principal can inspire and motivate everyone in the school to achieve the same goal. The principal must also be able to communicate this vision to all stakeholders in the school, including teachers, staff, students and parents. (Amanah, R, 2018)

School principals must be able to build a strong team. An effective school principal must be able to identify and recruit quality teachers who are competent and committed to teaching. Then, the principal must be able to encourage and support teachers in professional development to improve the quality of learning in schools. By building a strong team, principals can create a positive and collaborative work environment in the school.

School principals must be able to manage resources effectively and efficiently. The principal is responsible for managing the school budget, allocating resources and making sensible decisions to improve the quality of education in the school. School principals must also be able to identify and overcome obstacles in achieving school goals, such as financial problems, inadequate infrastructure, or lack of learning equipment. By managing resources effectively and efficiently, school principals can ensure that all students have fair and equitable access to education.

The principal must have good communication skills. The school principal must be able to communicate clearly and effectively with all stakeholders in the school. Good communication will ensure that all parties understand the school's vision, goals and policies (AS Sauri, W, 2018). The school principal must also be able to listen and respond to comments and input from all stakeholders in the school. With good communication skills, school principals can create strong and mutually supportive relationships between all elements in the school.

School principals must be exemplary leaders. School principals must show a positive attitude, high work ethic and dedication in carrying out their duties. As a leader, the principal must be a good role model for teachers, staff and students. By being a good role model, the principal can influence and inspire everyone in the school to achieve higher quality education. However, there are still many obstacles for a school to achieve high quality due to many factors, including the influence of school leaders (principals).

Developing problems related to limited resources, both in terms of facilities, funding and teaching staff, are challenges that are often faced by the world of education. School principals have a very important role in ensuring limited resources are used effectively and efficiently to achieve optimal educational goals. (Bahar Agus Setiawan, M.M.Pd and Abd. Muhith, S.Ag)

One of the problems related to limited resources is the lack of adequate facilities. Good facilities, such as comfortable classrooms, a complete library, a well-equipped laboratory, and adequate sports facilities, are important in creating a comfortable learning environment for students. However, schools often experience obstacles in obtaining or maintaining these facilities due to limited funds. School principals must implement effective management strategies by

prioritizing the use of available funds to repair or build necessary facilities.

Funding limitations can affect the educational programs and activities that schools can offer. Limited funds mean that school principals must be wise in allocating the budget to meet the needs of students and teachers. School principals must be able to manage funds effectively and seek alternative funding sources, such as scholarships or grants, to support continuing education programs.

Not only in terms of facilities and funding, resource limitations may also arise in terms of teaching staff. School principals face challenges in recruiting, developing and retaining quality teachers (Enas, 2018). The limited number of teachers can affect the quality of the teaching and learning process in schools. Therefore, principals must have effective recruitment strategies, ongoing professional development programs, and good retention policies to ensure the school has a competent and dedicated team of teachers.

To overcome these problems, school principals must have good managerial skills. They must be able to identify priorities, make informed decisions, and manage limited resources wisely. School principals must be able to communicate with all stakeholders, including teachers, students, parents and the school community, to establish mutually beneficial collaboration to overcome limited resources.

School principals need to find creative solutions to overcome limited resources. They may collaborate with external parties, such as government agencies, NGOs or private companies, to obtain assistance in obtaining necessary resources. The principal can also invite parents or the local community to participate in school development, through donations of money, time or expertise.

Lack of supervision and training by school principals is an issue that is often raised in the educational context. Educational supervision refers to the school principal's efforts to monitor the quality of teachers to improve the quality of education and teaching in schools. However, there are a number of factors that cause a lack of supervision and training by school principals.

One of the factors that can cause a lack of supervision and training activities is a lack of understanding and awareness of the importance of supervision and training in improving the quality of education. Some school principals may not fully understand the role and benefits of supervision and coaching in improving the quality of teaching in schools. They may focus more on administrative and management tasks and ignore the importance of supervision and training.

Another factor that can influence a lack of supervision and training is a lack of time and resources. As school principals, they have many responsibilities and tasks that must be completed every day. This can make it difficult for them to devote enough time to supervision and training activities. In addition, limited resources such as staff, budget and facilities can also be obstacles in carrying out effective supervision and training activities.

The lack of skills and knowledge of school principals in supervision and coaching can also be a factor causing the lack of these activities. Effective supervision and coaching requires communication skills, an understanding of good teaching strategies, and knowledge of assessment methods and professional development for teachers. If school principals do not have adequate skills and knowledge, they may feel insecure or hesitant in carrying out supervision and coaching activities.

Lack of support and motivation from other parties such as the school committee and education department can influence the lack of supervision and guidance from the school principal. . If school principals do not receive sufficient support from other parties, they may experience difficulties in carrying out effective supervision and coaching activities. Strong support and motivation from other parties can be an important factor in encouraging school principals to provide quality supervision and coaching.

To overcome the problem of lack of supervision and training by school principals, effective efforts need to be made. First, it is important for school principals to increase understanding and awareness of the importance of supervision and training in improving the quality of education. They must understand that supervision and training are part of the principal's function in improving the quality of education in schools. Second, the school principal must spend sufficient time carrying out supervision and training activities. Even though school principals have many responsibilities, they must understand that supervision and training activities are a long-term investment to improve the quality of education in schools. By providing sufficient time, school principals can carry out monitoring and coaching activities regularly and consistently. Third, school principals need to improve their skills and knowledge in supervision and training. They can complete training or participate in professional development programs that can help them improve the skills and knowledge to provide effective supervision and coaching. Fourth, school principals should seek support and motivation from other parties, such as the school committee and education department. Strong support and motivation from other parties can help school principals carry out supervision and coaching activities more effectively. Apart from that, school principals can also work

together with teachers and school staff to carry out supervision and coaching activities, so that the workload can be shared and activities can be carried out collaboratively.

Ineffective leadership in schools is a very important and relevant problem in the educational context. Effective leadership in schools plays an important role in creating a good learning environment, guiding teachers and students towards success and managing available resources effectively. However, when leadership in a school is poor, the entire school community can feel the negative impact. In this essay, we will explore several factors that cause ineffective leadership in schools and their impact on the learning process.

One factor that can cause ineffective leadership in schools is a lack of effective communication between school leaders, teachers and students. Good communication is the key to a healthy relationship between all parties involved in the educational process. Obstructed communication can cause problems, confusion and conflict among school stakeholders. Lack of effective communication can also hinder a leader's ability to clearly communicate the school's vision and goals to all school members, thereby reducing the motivation and commitment of all parties.

Ineffective leadership in schools can also be caused by a lack of understanding of the needs and expectations of teachers and students. Effective leaders must be able to understand and meet the needs of individuals within the school community. This includes paying attention to teachers' professional development needs, providing adequate support to students in need, and creating an environment that is inclusive and supportive of all parties. When school leaders fail to meet these needs and expectations, this can result in a lack of satisfaction, motivation and commitment

from teachers and students, which can ultimately affect the quality of learning practices.

A lack of effective leadership in schools can also be caused by an inability to manage conflict well. Conflict is a natural part of school life and effective leadership must be able to face and resolve conflict wisely (Damanik, R. K., et. al, 2018). However, if school leaders do not handle conflict well, it can result in the formation of unhealthy alliances and tensions between teachers and students, creating an atmosphere that is not conducive to learning. Therefore, it is important for school leaders to have good communication skills, emotional intelligence and the ability to facilitate dialogue and find mutually beneficial solutions.

The impact of ineffective leadership in schools can create negative effects. One of the impacts is decreased motivation to learn and participation in the learning process. When students do not feel supported and inspired by school administrators, they tend to lose interest in learning, participate less in school activities, and even display inappropriate behavior. Apart from that, ineffective leadership can also cause a decline in the quality of teaching. Teachers who do not feel supported or have clear direction tend to experience burnout, loss of motivation, and a lack of innovation in their teaching methods. This can result in a decline in the quality of learning and student achievement.

Ineffective leadership in schools can also have long-term negative impacts. For example, ineffective leadership can hinder teacher professional development and growth. Teachers who do not receive adequate support from school leaders tend to experience career stagnation, which can hinder improving the quality of teaching and learning in schools. Ineffective leadership can also hinder innovation and

change in schools. School leaders' failure to maintain a clear vision and inspire positive change tends to leave schools trapped in outdated habits and policies.

Lack of cooperation between school principals, teachers and school staff can be a problem that hinders the development of quality and comprehensive education. Good cooperation between all stakeholders in the education system is important to achieve the desired goal, namely improving the quality of education.

The importance of collaboration in an educational context cannot be underestimated. Collaboration allows principals, teachers and school staff to share knowledge, experience and resources. By collaborating, they can work together to identify problems, create solutions, and make necessary changes to improve the quality of education.

However, in reality, a lack of cooperation often occurs at various levels in the education system. There are several factors that can cause a lack of cooperation between school principals, teachers and school staff (Fikri, M. A. A., Asbari, M., et, al, 2021) Some of these factors include a lack of effective communication, a lack of understanding of the importance of collaboration, differences in vision and goals, as well as structural and organizational cultural barriers.

One of the factors causing a lack of collaboration is ineffective communication between all stakeholders. Good communication is very important to establish strong collaboration. However, misunderstandings and ambiguity often occur in communication between school principals, teachers and school staff (Fatimah, S, 2018). This can hinder the formation of effective collaboration and hinder the development of quality education.

Apart from that, a lack of understanding of the importance of cooperation is also a big reason. Many principals, teachers and school staff may

not yet realize the benefits of collaboration. They focus too much on their own duties and responsibilities and pay little attention to collaboration with other parties. Lack of understanding of the importance of collaboration can hinder the creation of a collaborative and supportive work environment.

Differences in vision and goals can also be an obstacle to collaboration. Principals, teachers, and school staff may have different views about what should be achieved in education. This can cause conflict and tension between stakeholders, thereby hindering effective cooperation. It is important to create a common vision and educational goals so that all parties can work together in harmony.

Structural barriers and organizational culture can also become obstacles to collaboration. Rigid and hierarchical organizational structures can hinder the flow of information and effective collaboration between school principals, teachers and school staff. Apart from that, an organizational culture that does not prioritize cooperation and mutual trust can also hinder the formation of effective collaboration. It is important to change organizational structures and cultures that hinder collaboration so that all parties can work effectively.

## Method

On this occasion the author used qualitative research methods combined with field research. Field research is research carried out by collecting information and data obtained directly from sources (Tanjung Rahman, Hanafiah, Opan Arifudin, 2021).

Data collection in this research was carried out by observation and interviews.

According to Nazir, interviews are the process of collecting information for research purposes by asking questions and answering directly between the questioner (interviewer) and the answerer (respondent) using a tool called an interview guide

(Nizar, 2018). ). Apart from that, according to (Sugiono, 2016:317) an interview is a meeting between two people to exchange information and ideas through questions and answers, so that meaning can be constructed regarding a topic (Ahsanulhaq, 2019).

Therefore, the author conducted research by interviewing the principal of SMP Negeri 1 Tambak to obtain the information the author needed for his research. The interview with the Principal of SMP Negeri 1 Tambak, Mr. Wata, S.Pd.. was conducted directly.

## Result and discussion

### Result

Based on the results of interviews at SMP N 1 Tambak with the principal, the principal suggested several strategies to teachers to improve their performance. The following are the results of the interview with the school principal:

Leadership is what includes environmental strategies led by educators, students, and staff.

According to the school principal Mr. Wata, S.Pd. Currently, school is the main or important aspect in students' education, so they try as much as possible to meet society's expectations, where school is a means to develop academic and non-academic abilities. This is supported by developing their interests through extracurricular activities so that students can develop their talents.

The principal cannot make decisions unilaterally. Therefore, the school has a development team that assists the principal in making school policies with the task of discussing and considering whether or not to implement the decision. If the development team has made a decision, the principal will execute it. The team adapts to the field to make it easier to resolve field-related problems. Therefore, decision making is usually informed to fellow

teachers after discussions with related fields.

To monitor the performance of teachers and staff, the school principal carries out supervision. During school hours, the principal will carry out supervision to monitor the progress of activities and provide assessments to teachers regarding learning so that there are no gaps or differences in learning activities.

The arrangement of colleagues by the principal is adjusted to the potential and talents of the teaching staff. For example, if you have the potential to enter the program section, you will be placed in the program section, if you have the potential to enter the student affairs section, you will be placed in the student affairs section. Class allocation will be adjusted to suit the teaching in the class. depending on the potential of each educator. By developing students' interests and extracurricular activities, many teachers become trainers, but some are still recruited from outside.

In particular, principals can motivate teachers and staff by giving them awards. At SMP N 1 Tambak Every day all teachers take attendance before entering class, not only are teachers absent, they also pray before starting teaching activities and the principal provides a little encouragement to the teachers. Within 2 weeks, a briefing meeting is usually held with the principal to provide a general assessment and advice to educators and educational staff to discuss school-related issues. Sometimes the principal even gives warnings if there is a shortage of teachers, always providing corrections and instructions. The principal also always provides a formal description of the policy. As well as providing motivation and constructive warnings.

## Discussion

Based on data obtained through interviews, it can be observed that under the

leadership of the Principal of SMP N 1 Tambak, namely Mr. Wata, S.Pd. The leadership he applies is disciplined, diligent, responsible, altruistic, fair and friendly, proven by the way the school principal ranks educators according to their abilities, always being friendly towards teachers, staff and students. Firm in decision making and problem solving. Apart from being responsible for implementing many changes at SMP N 1 Tambak with strategic leadership, SMP N 1 Tambak is very advanced in terms of infrastructure and the quality of teacher activities continues to improve. Therefore, comfortable facilities facilitate student acceptance of the learning process and teacher performance continues to improve.

The principal also provides motivation to teachers and staff, such as taking attendance every morning before the teacher enters class. The principal holds a briefing meeting every 2 weeks with the hope that one of the motivational roles of the principal can be conveyed, in the form of this activity not only assessing learning but also motivating the principal so that the teaching staff is always motivated by him. He is an extraordinary leader, with all the personality in his field of work. It is possible to continue motivating other people and school principals can also suggest constructive innovations to educational staff. This is shown when the school principal provides solutions to problems faced by teaching staff.

Mr. Wata, S.Pd really carries out his role well where the role of the principal is educator, administrator, manager, supervisor, leader, innovator, motivator. Thanks to that, he can always encourage, guide and help his colleagues to always be enthusiastic in their learning activities. Also maintain good relations between teachers, staff and students. so that the research conducted at SMP N 1 Tambak is consistent with the theoretical research used, especially regarding leadership and

leadership strategies in improving teacher performance. (Firdaus Erwin, D, 2021)

One way to improve teacher performance is to give rewards to teachers who are disciplined, do good, and achieve high results, at certain times, such as: teacher's day, ceremonies, etc. Rewards include training awards and funds. In addition, for teachers who are less developed, the principal provides warnings and motivational guidance to teachers and staff. This form of teaching is great for academic progress.

A responsible school principal has a very clear vision and mission. Therefore, the principal has a very important position in the school. Like the current principal, this is very good, because the ideas that come out of the principal far exceed what the teachers and staff think. The principal is a constructive leader, firm with people, authoritarian, when making decisions, his thinking is easy to predict, many development changes (infrastructure) have brought rapid development such as computer laboratories, libraries and large classrooms for students. Major activities have been built, creating very complete learning facilities and infrastructure.

The manager is an organizer so that what he thinks is something that has been planned through a long process of thinking, considering and making decisions in one direction so that the ideas that emerge succeed in creating good and constructive things for students and teachers. and staff. The principal's work is not only limited to the office, but sometimes in his free time the principal also visits the teacher's room, TU office and other employees to gather and discuss building family relationships with teachers and staff. So that there is always good communication between the principal, teachers and staff. As well as suggesting constructive innovations by providing guidance on what should be done.

The principal offers solutions to problems faced by teachers by providing case descriptions and introductory

discourse about the world of education so that problems can be resolved, and teachers can learn and know what to do. The principal gives teachers and staff the freedom to find solutions to what they are facing, which is then evaluated. Then, the principal offered solutions to overcome teacher and staff problems. As a problem mediator, the principal must think beyond the teachers or staff to find solutions, but the principal creates opportunities for teachers or staff to complement their own efforts and help solve problems together. (Ja'far, 2019)

School principals organize training courses and seminars for teachers which are held at least once a year and sometimes twice, which aim to improve the quality of teacher work and improve the performance of teachers and staff by providing motivation. The school principal invites educational institutions in Banyumas Regency to provide innovation, motivation and the latest issues related to education, seminars, training for educators and teaching staff. All of these activities are related to improving the quality of education.

The principal also establishes relationships with other schools, establishing cooperation and common evaluations between schools for improvement.

The principal is a role model in the school environment who has a firm and disciplined personality, not only for students but also for teachers and staff. However, it is also friendly towards educators, teaching staff and students, so it seems not only tough but also funny for teachers or students. The principal still greets students at the front of the school door so that teachers and students can interact through these activities. However, being a school principal also encounters obstacles, for example teachers sometimes have to set a good example, but there are still many negligence, so in many activities they are quite good but there are still



obstacles. Apart from geographical environmental conditions, there are also differences in student attitudes. If the obstacles lie in the learning process, the reach of areas in the mountains, difficulty in accessing the internet, and obstacles to the learning process, then students do not have adequate knowledge of science and technology so that in general learning sometimes lacks the latest information about the information currently available online. (Komariyah et al, 2021)

In dealing with students who violate school regulations, the principal does not directly intervene, but the guidance and counseling institution carries out the training. Outstanding students will usually be announced at the ceremony and given awards. For those who excel in competitions, there will be special rewards such as pocket money or training money.

Based on the results of the interviews conducted, the research analyzed the results using the SWOT method as follows.

### **1. School Strength / Excellence (S = Strength)**

- a. Most teachers have a bachelor's degree appropriate to their field of activity. This school has an advantage because most of its teachers have bachelor's degrees and expertise relevant to their field of work. (Luis, 2016)
- b. This school has science laboratories, especially physics and biology. One of the advantages of this school is that it has a science laboratory which supports the practice of physics, chemistry and biology. This allows students to undertake experiments and internships related to science subjects.
- c. Sufficient IT space is available. This school has sufficient space for information and communication technology (ICT). This space is equipped with the necessary hardware and software to support technology-based learning.

- d. a location far from the crowds so that learning can be maximized. One of the advantages of this school is its location far from the crowds. This helps create a calm and focused learning atmosphere, so that students can learn optimally.

It is. Adequate administration space. This school has sufficient administrative space to support school management and administrative activities.

- f. There are library staff, sufficient space, and sufficient stock of books. The school has library staff available to help students access learning resources. Apart from that, a complete library and sufficient book storage are also advantages of this school.

### **2. Weakness / Lack of School (W = Weakness)**

- a. Some teachers still have not implemented teaching and learning activities according to the 2013 program. One of the weaknesses of this school is that some teachers have not fully implemented teaching and learning activities (KBM) according to the 2013 program.
- b. Some teachers are not suited to their field of work. This school still has several teachers who are not fully suited to their field of work. This can affect the quality of teaching in schools.
- c. Parents' interest and motivation for their children's learning is still lacking. One of the weaknesses of this school is the lack of interest and motivation of parents in educating their children. This can affect students' academic achievement.
- d. Some students come from children whose parents come from economically disadvantaged families. This school accepts students from families with difficult economic conditions. This may impact their ability to access additional educational resources.
- e. The lack of science laboratories, especially local laboratories, limits practical possibilities. One of the

shortcomings of this school is the lack of science laboratories, especially locally. This causes limitations in implementing internship programs for students.

### 3. Opportunities / School Opportunities (O = Opportunity)

- a. The strategic location of the school is able to attract a lot of interest from students around the school, so that the school does not lack students.
- b. Facilities and infrastructure support. This school has supporting facilities and infrastructure to support learning activities and student development.
- c. Schools help teachers improve their performance. This school provides facilities and support to teachers to improve their performance through training and professional development.

### 4. Threat to Schools (T = Threat)

- a. Teacher discipline needs to be strengthened. One of the threats facing this school is a lack of teacher discipline. There is a need to strengthen teacher discipline to ensure effective learning in schools.
- b. Student discipline is poor. One of the threats facing this school is a lack of student discipline. This can disrupt the learning atmosphere and affect students' academic results.
- c. The condition of students is increasingly free in social communication. This school faces threats from students who are increasingly free to socialize (Kompri, 2017). This can influence student behavior and focus in learning.

### Conclusion

A leader is someone who has certain advantages and can provide change to those he leads as well as being a manager, motivator, for school progress and school development. . SMP N 1 Tambak which is headed by Mr. Wata, S.Pd. using approach and reward strategies for teachers, as well

as motivation and improving the quality of schools so that they are better.

Mr. Wata, S.Pd. Has met the classification as a good leader, personality, skills, talents, innovation, characteristics and authority that can improve the school in terms of infrastructure and teacher performance. He uses innovative and motivating leadership strategies so that he has innovations that can advance the quality of schools that are better than other schools.

The characteristics they possess can also influence other teaching staff to work better. so that from these various things the quality of education at SMP N 1 Tambak has improved well.

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### Biography

**Agus Setyo Wibowo** was born in banyumas on March 5 2000. He is the last child from Mr. Warsito (Father) and Mrs. Suripah (Mother). She has 1 Brother ( Arif Romadon) and 2 Sister ( Sri Puji Hastuti and Amelia Hestika Sari). He study at University Muhammadiyah Surakarta and Choosing Islamic Education Study Program.

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