

Total Quality Management and Its Impact in an Elementary School in Indonesia

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Abstract—This study aims to describe the application of the total quality management and investigate its impact in SDN Pelita Karya I Subang. This was a descriptive study employing the qualitative approach. The data were collected through observations, interviews, and documentation. The results of the study are: (1) The application of the total quality management in the aspect of the school services for students is good enough, the aspect of human resources is good enough, the aspect of environment is good enough, the aspect of the learning processes is good, the aspect of graduates is good, (2) The impact of the application of the total quality management is indicated by the improvement of the achievements of the teachers, students, and school and the improvement of the satisfaction of students' parents. The other impact is the increase of the costs needed to renovate infrastructure facilities and to train teachers and administrative staff member. The increase of the costs results in an impact that parents' interest in sending their children to this school decreases. (3) One way to maintain the positive impact of the application of the total quality management is by controlling the school quality both internally and externally.

Keywords—application; total quality management; investigate

I. INTRODUCTION

School excellence raises strict competition and encourages educational institutions, especially private schools, to make efforts to improve the quality of education. Such efforts are for example by providing complete facilities for students, interesting learning programs, and seriousness in delivering quality outputs and outcomes. It cannot be achieved in a short time because it involves many factors such as the availability of qualified human resources and adequate source of funds.

Reliable lecturer is the spearhead of an educational institution in printing quality output. Adequate availability of funds is also an important factor in building a high-quality educational institution. The provision of various facilities related to learning activities requires substantial funds. This demonstrates that in building a quality education institution it takes professional skills to manage the resources they have. Professional management determines the productivity and effectiveness of an educational institution. Schools are effectively reflected in the school's ability to provide added value to progress beyond expected.

The level of achievement of an educational institution can be known through various means, one of them based on the integrated Quality Management approach/ Total Quality Management (TQM). The TQM approach is a quality approach that comes from the world of industry and business that is a management tip that focuses on continuous improvement to customer satisfaction. The success of the industry's TQM approach encourages educational institutions to adopt them to improve the quality of education.

TQM has a philosophy and a culture of organizational work that emphasizes quality. TQM emphasizes on continuous development by advancing the interests of customers. Quality is measured by the ability of an organization to meet or even exceed what customers need and expect.

Education in the perspective of TQM is an institution that provides or produces products in the form of services. Educational institutions as producers should be able to provide satisfaction for the community as customers. The success of an educational institution with a TQM approach lies in the satisfaction of internal and external customers [1,2].

The success of an educational institution is related to many factors including input and process. These inputs can be policies, human resources, and work programs owned. The policy can be the vision and mission of the school, as well as the rules of the school. Adequate availability of human resources will assist in the implementation of good teaching and learning activities.

Work programs can be curriculum planning and other supporting activities. A clear work Program will greatly determine the quality achievement in the implementation of education. Conversely, an obscure work program resulted in the school being difficult to achieve the desired goal. Therefore, programs in education institutions must be clearly formulated so as to meet the expectations and wishes of the community. To support the implementation of this program requires cooperation between all parties related to the school principal and teachers. But there are not uncommon human resources that exist less empowered so less involved in advancing the school. The poor leadership of the headmaster is one of the causes of less school development.

Curriculum is one of the important factors in creating a quality school. The curriculum should be tailored to the

customer's needs in this case students. The curriculum preparation process should consider the students' interests. Not infrequently the school compiles the curriculum without considering the students' interests, so the expected goal of the education implementation is not achieved. In this case, the school is required to adjust the curriculum to meet the needs of the students and the challenges of times.

Facilities and infrastructures are another important factor in creating quality schools. The success of education demands adequate availability of facilities and infrastructure. Such facilities and infrastructure should be managed well so as to make maximum contribution in developing the school. Some schools have limited facilities and infrastructures to be less fluent in the education activities.

Service plays an important role in educational institutions. Services in schools such as General Administration and student affairs. Schools that are not able to provide good administrative services can cause problems such as the management of school funds that are unclear and controlled. Any suspicious attitude can occur among fellow schools, resulting in a less conducive atmosphere in the school environment.

Learning activities play an important role in improving the quality of school. The implementation of this learning activities related to many things, including the availability of adequate human resources, learning facilities, and the time of the implementation of learning activities. In this case, high teacher competence is needed. However, there are also schools that employ teachers without regard to their competence. The school also gives less attention to teacher education and training so that her teaching skills are not developed.

The success of educational institutions can be measured by its ability to meet people's expectations and desires. To know the success of the education institutions can be examined based on the TQM approach is a thoroughly conceptualized approach and customer satisfaction oriented.

SDN Pelita Karya 1 Subang was established in 1995. The school is located on the Cipeundeuy-Kosar Highway, Cibuang Hamlet, Sawangan village, Cipeundeuy District, Subang Regency. SDN Pelita Karya 1 was selected to represent Cipeundeuy Sub-district in the district competition as well as representing Subang Regency in the provincial race. Some of these achievements have been achieved, among them the achievements of the school leadership to be the champion of the top 1 school principal and represent the District to compete at the provincial level. In addition to the achievement of the school principal, students' achievements also boast as champions of the National Science Olympics, champions of the National Sports and Arts (OOSN), and many other achievements. However, on the other side of the school it is quite difficult to recruit new students until the quark is fulfilled. Because the school is sideline with SDN Pelita Karya 2, which raises the need for the distribution of students from these two schools and the result is a problem, whether such good achievement has been followed by quality in service to students, learning process, human resources, and supportive environment to achieve the quality of graduates.

SDN Pelita Karya 1 is a public school that has a large number of students in Cipeundeuy subdistrict, through various ways/strategies for school promotion. The problems that arise then whether the number of students who are quite a lot is followed by the quality in service to the students, the learning process, and the environment that support to achieve the quality of graduates. To provide services to students and to carry out a maximum learning process required competent human resources.

The existence of students at SDN Pelita Karya 1 through a selection process with SDN Pelita Karya 2. All prospective students who register must be accepted as long as the number of student quota still exists (not full). Thus, students' abilities or intelligence vary greatly, ranging from students who have not been able to read until the well-read all received.

Researchers are aware of the need to conduct research to find out how the implementation of quality management is integrated in schools and what impacts the implementation will be, so that more in-depth information about aspects of the Integrated quality management that has been implemented. It is hoped that the Community's belief in rising schools and students' parents can become school agents in disseminating the benefits of the school to the wider community.

This research focuses on three things, namely: 1) The implementation of integrated quality management at SDN Pelita Karya 1 on the aspects of services, human resources, environment, learning process, and products (graduates), 2) impact of the implementation of integrated quality Management and 3) To overcome the impact of integrated quality management. The research aims to: describe the implementation of integrated quality management at SDN Pelita Karya 1, knowing the impact of the implementation of integrated quality management, and overcoming the impact of implementation of integrated quality management.

The expected benefit of the research is theoretically: to add knowledge about the implementation of quality management integrated in the school, providing insight in scientific thinking to researchers in particular and the various stakeholders to can then follow up on the results of this research relating to the implementation of integrated quality management and its impacts. Practical benefits provide information for school managers on the implementation of integrated quality management and impacts.

II. RESEARCH METHOD

This research uses a qualitative approach. This approach is used to get an overview of the implementation of integrated quality management and its impact on SDN Pelita Karya 1. This research was conducted at SDN Pelita Karya 1, Jalan Cipeundeuy-Kosar, Hamlet Cibuang, Sawangan village, Cipeundeuy Sub-district, Subang Regency. The time of the research was divided into two phases, namely data retrieval in May 2019 and the extension of participation in June 2019.

The subject of this study was: the principal as a key informant, 3 teachers, and two parents. Data collection techniques involve: 1) observations to observe behavior and activities at research site using research guidelines in the form

of observation sheets, 2) interviews to the principal, teacher, and person Students, 3) documentation to collect data sourced from archives and documents in the school. The document types used in this study are school vision and mission documents, school facilities and infrastructure data, student data, graduation data, and other relevant documents. The use of documents is intended to complement the data obtained from observation and interview results.

Data collection instruments are self-researchers using observation guidelines, interviews, and documentation. The data analysis techniques in this study use a qualitative approach model. Analysis of the data used is based on steps that are data reduction, data display, and withdrawal of conclusion/data verification. Data reduction is required because the data obtained in the field is quite a lot, so it needs to be done recording with precision. Data presentation is done with the form of a brief description of observations and interviews with speakers. The conclusions gained in the study were new findings that had never existed before. These three activities interact and form a repetitive and continuous cycle. Data reduction, data presentation, and draw conclusion/data verification become a description of the success sequentially as part of a mutually ongoing analysis. The validity of the data in this study uses credibility screening by prolonging participation, persistence of observation, triangulation (source, method, and time).

III. RESULTS AND DISCUSSION

A. Service Aspect

The main mission of an organization that implements integrated quality management is to meet customers' needs and expectations. A superior organization is an organization that maintains relationships with its customers and has an obsession with quality. Quality should be in accordance with the expectations and wishes of its customers. A description of the research on the service aspect shows that the school services provided to students at SDN Pelita Karya 1 are good enough. This is in accordance with the opinions of Sallis that: 1) instructions and guidance such as information services and counseling for students have been given by teachers in school, 2) resources in the learning process such as libraries and sports equipment are available in School, 3) a light meal facility for students is given daily at rest hours, so there is no need for a school cafeteria [1].

Good and adequate physical and non-physical services will not be optimal without the human resources being able to manage them professionally. Therefore, in order to provide the best service for its students, SDN Pelita Karya 1 does not stop on physical and non-physical services, but also provides the best service for its students in the form of teachers and employees. In an effort to improve the professionalism of teachers and employees, the school has sent their personnel to participate in trainings that serve to add insight to teachers and employees so as to improve the service to students.

SDN Pelita Karya 1 still has a limitation in providing services to students, namely the absence of a place of worship/Musholla school so as to perform the prayer prayers

Dhuhur, students and teachers using the village mosque that is in front of the area School. In addition, lack of computer facilities that inhibit the smooth of ICT learning activities.

Interviews with parents showed that they were satisfied with the services provided by the school, both physical and non-physical services, and the service of qualified teachers and employees at school. On the other hand, they wish there was a continuous improvement from the school in terms of service to students.

B. Aspects of Human Resources

Human resource management is a strategic and coherent approach to managing the organization's most valuable assets, i.e. people working in the organization, both individually and collectively providing donations to achieve Organizational goals.

Human resources in the context of integrated quality management education is an internal customer who determines the quality of graduates and organizations. Therefore, succeeded or whether the implementation of integrated quality management in SDN Pelita Karya 1 is determined by the human resources factor involved in it, namely educators (teachers) and educational personnel (employees).

The availability of school facilities and infrastructure, curriculum, and the environment is conducive to not mean anything without being supported by the human resources factor that manages it. Especially the support of teacher resources to be determinant of successful education process. Teachers must be seriously managed by school management, so that they can make an optimal contribution in achieving the school objectives that are contained in the vision and mission of the school.

The results of the research on the human resources aspect indicate that the human resources recruitment at SDN Pelita Karya 1 is performed by teachers from schools based on assignments from the principal after conducting analysis of human resources needs. Based on the academic qualifications (the suitability of formal background education with the subjects that are learned), the human resources in SDN Pelita Karya still do not meet the standards in accordance with PP RI No. 19 year 2005 Chapter IV paragraph 28 [3]. However, with the implementation of integrated quality management in schools, teachers and employees are supported by the Education office to improve self-competency through formal (university) and non-formal education (training), so that human resources the school is quite qualified.

Teacher creativity in delivering lesson materials using diverse methods. The standard criteria of investment that must be fulfilled include the institution committed to the development of human resources that are pro-active and applicable to all staff. The efforts of human resources development conducted by SDN Pelita Karya 1 include the professional development of teachers through training activities for teacher certification and study of SCIENCE, mathematics, and Bahasa Indonesia, as well as subjects that Other. In addition, the school also includes teachers in workshops or seminars related to education, such as implementing the 2013

curriculum, training on drafting, training of school-based education programs, and others. Thus, the quality and competence of teachers will always increase over time.

C. Environmental Aspects

One that shows the quality of schools seen from the integrated quality management approach is to have a conducive situation and condition of the school environment. This conducive situation and condition can be seen from various things, namely safety, comfort, environment, and the relationship created among the school residents including the community around the school. The environment at SDN Pelita Karya 1 is strategic for educational institutions, because the location is far from the noise. The school environment is located in a resident village with a very large school area and many trees, so the atmosphere in this school is very beautiful and cool. In addition, the environment in this school is clean. The atmosphere supports the continuity of the learning process at school. The breadth of the school area and the many trees support learning activities outside of class such as sports, gardening, experimenting in nature, even playing at rest. SDN Pelita Karya 1 has fulfilled the provisions on the availability of classrooms based on the regulation of the Minister of National Education number 24 year 2007 about standard facilities and infrastructure [4]. The number of classrooms is equal to a minimum of 42 square meters. Lighting and ventilation in a nice/bright classroom.

The school's library room serves as a place for students and teachers to obtain information from a variety of library materials by reading, observing, listening, and where the staff manages the library. The size of the room, ventilation and lighting are already qualified, and the location is easy to reach, which is in the middle of the school courtyard. The leadership room is available as a place to conduct school management activities, meetings with teachers, parents, school committees, education officers, or other guests. The room is divided into 4 areas, namely the headroom, boardroom, living room, and administrative room. The room is easily accessible by teachers, students, and guests. The breadth also meets the standards. The school is also equipped with the UKS room which serves as a place for early handling of learners who experience health problems in school. UKS is equipped with proper sleep and adequate medications. Jamban/WC There are 3 pieces that are located in the same location. The bridge condition is very clean and the size meets the standard. Only, the number of latrines does not correspond to the number of students. There should be 4 students and 1 latrines teacher, so there are less 2 latrines.

Other features of the school include warehouses and playing pages. The warehouse serves to store unused school equipment. A large page is made up of students to play and engage in sports activities. Weaknesses/Limitations of this school are still some classrooms (i.e. class 4 and 5) whose condition is insufficient, the roof is starting to be damaged and has not been fixed, and there are windows that start to break in class. The left and right-side wall buildings are only 1 meter tall, so students can look outside the classroom while studying, as well as vice versa. This leads to learning activities less conducive so that students feel less comfortable and pose complaints from students' parents. Another obstacle in

environmental aspects is the absence of place of worship/Musholla, lack of quantity and quality of computer, less complete SCIENCE props, so it still needs improvement. In addition to the availability of circulation room also inhibits sports activities during rain.

The school does not provide teacher space. Every day the teacher was in class from morning until school hours ended. This is done so that teachers are closer to students so that the teacher can pay attention to students intensively and can provide direction both in learning and in playing or socializing with friends at school. Every Saturday the entire teacher holds a weekly evaluation meeting housed in one of the classrooms. The socialization of the residents of SDN Pelita Karya 1 is very well seen from his social environment. This can be seen from the daily learning process in every subject, whether fellow educators, educators with learners, and among learners. Everything went well and created a harmonious atmosphere. This is a reflection of the successful implementation of integrated quality management. More than that, another supportive social environment for example shaking hands, saying greetings, warm greetings, family atmosphere, and no distance between the headmaster and the teachers and employees and with learners so intertwined Familiar communication.

D. Process Aspects

The learning process is the interaction between students and teachers supported by other devices as part of the successful achievement of learning. While learning is a process that causes behavioral changes that are not caused by physical growth processes, attitudes, etc. The implementation of integrated quality management in the learning aspects of SDN Pelita Karya 1 is conducted through the following stages.

1) Learning planning: Teachers at SDN Pelita Karya 1 First make a learning preparation plan (RPP) before conducting a learning activity. Preparation of teaching is not just preparing the subject matter, but also planning the time, methods, and learning activities to be done. Each teacher has their own strategy in making RPP. There is what makes RPP at the beginning of the semester, there are also those that make RPP on each topic change, and some make RPP every week.

Referring to the teachers' opinions on the form of the reforming planning of the study strengthened by the results of observation and documentation, generally already in accordance with the concept of good learning planning. It is evident that every teacher has had a learning administration document consisting of: Ratification of the lesson documents by the principal, effective day analysis, effective lesson hours, semester programs, syllabus, RPP, Journal of Learning Activities, student attendance list, student grades list, evaluation analysis and follow-up, writing grids, answer keys, scoring guidelines, and student final value calculations. Considering teachers' efforts in making the best possible learning planning, this proves that the teachers of SDN Pelita Karya 1 are aware of the good concepts of learning. They realize that with good teaching preparation then the learning process will be better because the direction is clear and the success of teaching is easily measured.

2) *Learning implementation:* Learning is a term that illustrates the two-way communication process between teachers and students to achieve a predetermined goal. Based on the results of observations in the class and interviews with teachers is known that the implementation of learning conducted by teachers in SDN Pelita Karya is: a) preliminary activities. At this stage, the teacher performs activities such as explaining the summary of the material that has been presented at the previous meeting, holding an apertion and giving preliminary tests to the students to know the abilities of the students, B) core activities. At this stage the teacher explains what will be accomplished at the meeting, using the appropriate methods for the material being taught, utilizing the existing learning resources and using tools and learning equipment, c) closing activities. At this stage the teacher makes a new material resume described and conducts the final test for the material already taught.

The results of the observation showed that the stages conducted by the teachers of SDN Pelita Karya 1 were in accordance with government Regulation number 19 year 2005 on the National Standards of education in section 19-24, and the theories used in the learning process [2]. While in the teaching performance, teachers generally have performed appropriate learning procedures such as the teacher has explained the topics to be discussed, then the teacher gives illustrations, conclusions, and assignments.

3) *Learning evaluation:* An absolute learning evaluation is conducted to determine the extent to which students are able to absorb what the Guruya has taught during the learning process. But the evaluation of the study does not stop here, but more importantly is how to utilize the learning evaluation results to improve and improve the learning process in school. SDN Pelita Karya 1 evaluations The learning activities. The evaluations undertaken by the teacher include cognitive, affective, and psychomotor aspects. Cognitive evaluation covers all areas of study. Based on the results of interviews with teachers and documentation, the evaluation of cognitive areas includes: Daily Replay (UH), Competency Test (UK), midterm exam (UTS), Final Semester exam (UAS), Reaching The Star Test (UTS), school Exam (USEK), exam National (UN).

Evaluation of the affective aspect is more emphasized on the underlying elements of attitudes and morality. Evaluation in the psychomotor aspect is mainly emphasized on the main element of skill/skill that students must have as a reflection of students, quality, and achievement. This shows that the field of study adopted in the KTSP is designed to provide knowledge that refers to the experience in everyday life. The results of the learning evaluation obtained by the students of SDN Pelita Karya 1 can be seen through the report submitted to the parents. Students whose scores have not reached the minimum submission criteria (KKM) must follow the remedial teaching and remedial test program until he graduated the KKM. Because in this school do not know the class stay. So, all students must go up the classroom, so that the teachers and parents will be able to guide and accompany the children to learn to reach the KKM.

The process of learning performed at SDN Pelita Karya 1 has been in accordance with Sallis's opinion that management needs to set the quality standards of learning processes that are expected to be empowered to optimize production processes and to produce a suitable product, which is mastering the quality standards of education in the form of mastering basic capability standards. The learning process is also in accordance with government Regulation number 19 year 2005 on National Education standards in section 19-24 explained about the standard of learning process [1,2].

E. Output or Graduate Aspects

SDN Pelita Karya 1 wants its outputs/graduates to have academic and non-academic achievement (skills/skill according to their interests and talents). To achieve this, it is done through two lines: the Intra curricular and extracurricular pathways. By going through a good process and world-quality education will produce good and quality products. The school Output is said to be of high quality if the school performance, especially student learning achievement, shows high achievement in 1) academic achievement, in the form of general replay value of UAS, UN, scientific work, academic competition, and 2) nonperformance Academic activities, such as extracurricular activities.

An education is considered quality when it is able to meet one or more of the needs of people involved in education especially students, so they are satisfied. Currently students of SDN Pelita Karya 1 demonstrate good achievement in the academic and non-academic fields seen from achieving their achievements. From the data obtained in the field, there are students who won the National science Olympic champion of the district level. In addition, other non-academic achievements owned by the graduates of SDN Pelita Karya 1 is to have the confidence and curiosity that is high, honest, can cooperate in the group, have a sense of compassion and solidarity is high.

The academic and non-academic achievements that have been achieved show that SDN Pelita Karya 1 is a high-quality school, the school is said to be of high quality or have a good output when the school performance is particularly student achievement Demonstrated high achievement, both in academic and non-academic fields. This achievement is a provision for students in the daily life at home and in school and the provision for the future.

F. Impact of Integrated Quality Management Implementation

The implementation of integrated quality management at SDN Pelita Karya 1 has a positive impact in the form of increasing school performance as well as student achievement and teacher performance. Improving school performance as well as student achievement and teacher performance will certainly make the school citizen including parents' proud students. This pride will encourage the satisfaction of students and guardians of the school so that they will send their son to this school and recommend others to choose this school.

Another impact caused by the implementation of integrated quality management at SDN Pelita Karya 1 is the increase in the costs needed to improve the facilities and infrastructure and training for teachers and employees. The increase in school

costs poses a challenge because the communities around the average school are in intermediate economic conditions (tend to be middle-down). This resulted in the decline of parents' interest to enroll in this school.

G. How to Overcome the Impact of Integrated Quality Management

The positive impact of the implementation of integrated quality management at SDN Pelita Karya 1 needs to be maintained or even improved. The way to defend it is to control the quality of the school. Control plays a very important role in maintaining the quality of education. With control, the school manager will evaluate the learning process according to the plan and whether the objectives are achieved. In case of irregularities, it will immediately be searched for factors caused to repair. Based on the results of the interview with the principal and observations during the study, quality control at SDN Pelita Karya 1 was conducted internally and externally. Control is internally performed by the headmaster and all teachers. This control is carried out through: 1) Forum of the weekly evaluation meeting. In this meeting discussed events that lasted for the week, what constraints were encountered, and the discussion of the solution, 2) The report of the exam results. The teachers of the study submitted the mid-Semester exam results as well as the final Semester exam to the principal to determine the level of achievement of Minimal submission criteria (KKM) per subject, hereinafter discussed what follow up If there are students who do not reach the EMBASSY, 3) Forum work meeting teachers every semester. This work meeting is held at the end of the semester to evaluate the learning activities that have lasted for one semester and plan the learning activities for the next semester, 4) supervision of the Headmaster on activities Learning in class, 5) strikes either directly or indirectly by the principal to a teacher who commits a breach or omission.

Control is externally done by the Government through education service. Control by government control is conducted through the evaluation of school accreditation every four years and monitoring by school supervisors. Another way to maintain the positive impact of the implementation of integrated quality management is done by service improvement, among others: 1) Adding a type of extracurricular activities and student activities workshops, 2) add to the teacher development program through Workshop activities, seminars, 3) establishing cooperation with the environment around the school both institutions and individuals (individual communities). The school conducts entrepreneurial development in the form of organic waste processing to develop school fees that must be paid by the school operational assistance. In addition, making crafts that can be marketed. The results of the kingdom can be sold and become income for the school.

IV. CONCLUSION

Implementation of integrated quality management at SDN Pelita Karya 1 in aspect: 1) school services to students are good enough, but there are still limitations that need to be supplemented that there is no place of worship/Musholla school and lack of computer facilities Impeding the fluency of

ICT learning activities, 2) human resources in this school are good enough. This is supported by the competency development program of teachers and employees both through formal and non-formal pathways, 3) The school environment is good enough. This is evident in the quiet atmosphere of the school, away from the noise, clean classrooms, play area and extensive sports, as well as a complete library. While the social environment is reflected in the good and warm relationship between the headmaster, teachers, employees, and students so that the communication is established. The limitations of this school are still some classrooms (i.e. class 4 and 5) whose condition is inadequate and needs to be repaired, 4) The learning process is good. It can be seen from learning planning, learning execution, and learning evaluation. Follow-up through remedial and enrichment and reporting of learning outcomes in the form of reports submitted to the parents and continuously followed up, 5) graduates are already good. This looks at the academic and non-academic achievements achieved by SDN Pelita Karya 1, which is the increasing value of UN, the National Science Olympic (OSN) champion of the district level, and the champion of various sports competitions and other non-academic activities.

The impact of the implementation of integrated quality management at SDN Pelita Karya 1 is the increasing achievement of schools and students and the performance of teachers so as to increase the satisfaction of students' parents. Another impact is the increase in the costs needed to make improvements in facilities and infrastructure and training for teachers and employees, causing the decline of interest in parents to enroll in this school. This is because the social environment of the community around the school is the middle-downward economy. How to maintain the positive impact of the implementation of integrated quality management at SDN Pelita Karya 1 is to control the quality of the school. This is done internally (principal, teacher, and employee) and externally (Education Office through accreditation). To reduce the cost of school that is charged to parents, the school conducts entrepreneurial development in the form of organic waste processing, fruit and vegetable plantations, and aquaculture cultivation.

The advice that researchers can tell is that schools should be able to provide maximum service to primary customers (students) should the SDN Pelita Karya 1 pay attention to all supporting facilities in the learning process such as computers, Comfortable classrooms, and a place of worship. In an effort to improve the quality of the outputs (graduates) of SDN Pelita Karya 1, the role of educators has significance. Therefore, should SD Pelita Karya 1 Further improve the quality of human resources by continuously providing additional knowledge such as training so that they are able to provide maximum service to the learners who in the end Can improve the output quality of SDN Pelita Karya 1.

All stakeholders of SDN Pelita Karya 1 Make Quality as a slogan in all its activities so that the quality graph of service, human resources, environment, learning process, and the output of the school is continuously increased. The achievements gained both in academic and non-academic terms should continue to be improved so that SDN Pelita Karya 1 is able to produce outputs that can compete with other schools.

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