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COMPETITION AND PARTICIPATION IN INSTRUCTION QUALITY ADVANCEMENT

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KEYWORDS

Competition, Cooperation, and Quality of Education.

ABSTRACT

This inquire about was conducted utilizing expressive subjective investigate. Quality of instruction is the degree of fabulousness in overseeing instruction successfully and effectively to provide birth to scholastic and extra-curricular fabulousness in understudies who are pronounced to have passed for one level of instruction or completed learning. The most thing that's the center of the dialog is the need of competition and participation between partners which influences the moo quality of instruction. That these partners are accepted to have their particular capacities in progressing the quality of instruction. Based on this investigate, it can be concluded that it is imperative to have competition and participation between each partner in moving forward the quality of instruction. That between one partner and other partners have a relationship that cannot be isolated. All of them impact each other. Associated into a bound together entirety inside the system of the instruction system. If one component does not work, it'll disturb the existing instruction framework. Typically what makes the quality of education troublesome to create. There's a require for genuine participation between all units so that there's no cover in each work.

INTRODUCTION

Instruction is exceptionally critical in all perspectives of life. Be it formal, non-formal, or casual instruction. Formal instruction alludes to instruction in open schools. Have a clear level, beginning from rudimentary, center, upper/vocational school, to tall school. This formal instruction tends to be obligatory which must be connected to all citizens. Non-formal instruction alludes to exterior formal instruction. As a rule have nearly the same character. In any case, non-formal instruction tends to be connected to early childhood. Such as Sunday School, Al-Quran Instruction Stop, courses, and

coaching. This non-formal instruction is additionally utilized as extra and complementary instruction for formal instruction. Whereas casual instruction alludes to family environment education, beginning from within the womb until birth and the child gets to be portion of a family. Has the inverse nature of formal education. Tend to be adaptable but have an awfully solid impact in forming person character. In other words, all these types of instruction are required by each person. In this manner, to be able to make quality people, quality instruction is required as well.

Tragically, the current quality of instruction outlines the inverse reality. In Indonesia itself, instruction is still an unfinished issue. The moo level of benefit, the quality of fundamental and tall instruction, to the proficiency aptitudes of children (Widodo, 2016) are illustrations of issues that are still of specific concern. This tends to be considered as something common and common in society. This mentality is additionally the reason why instruction has not been able to lead to advance. Indonesia is still not genuine approximately managing with the world of instruction. This truth is exceptionally pitiful to see that education is something that's direly required to progress the quality of the nation in expansion to the worldwide plague which has caused more than 2 a long time of learning in Indonesia to be conducted online,

Instruction has several critical focuses that merit consideration. The primary is to confer information. Through instruction, whether formal, non-formal, or informal, can open the eyes of people in terms of seeing life. Making a unused viewpoint on all perspectives related to himself and the encompassing environment. The moment is for a career. Through instruction, people can negate negative considerations that the nearness or nonappearance of instruction is still troublesome to discover work. This considering is certainly off-base since instruction can open a modern viewpoint in seeing a career that suits him. The third is to construct character and character. It is irrefutable that instruction is an imperative calculate in affecting the nature and character of people. Instruction instructs numerous positive standards and values that are valuable in social life. Or in other words, make an person more human than some time recently. The fourth is to progress the quality of the country. That instruction contains a exceptionally pivotal part within the quality of a country. The tall or moo of the country can be known from the level of instruction of its citizens. The higher the level of instruction, it can be found out that the social, economic, and political development of the country will moreover be tall. The tall or moo of the country can be known from the level of education of its citizens. The higher the level of instruction, it can be found out that the social, financial, and political advancement of the country will also be tall. The tall or moo of the country can be known from the level of instruction of its citizens. The higher the level of instruction, it can be found out that the social, economic, and political development of the country will moreover be tall.

The most thing that's the center of the talk is the need of competition and participation between partners which influences the moo quality of instruction. That these partners are accepted to have their particular capacities in making strides the quality of education. The characteristics of the appraisal that can be utilized to degree the quality of instruction incorporate arrangements and educational program that regulate education, the quality of educator resources, framework that bolsters instruction, administration carried out, and student achievement comes about. All of these characteristics require the part of each partner included. The partners in question are government, community, and schools. The government here alludes to the most noteworthy specialist that controls the course of instruction. Give policies and educational program that are generalized to all segments. Community alludes to guardians and the community around the school

environment. Whereas schools allude to understudies, instructors, and principals.

METHOD

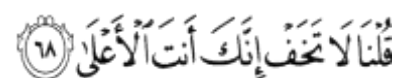
The investigate strategy utilized is the think about of writing or inquire about writing by collecting hypotheses that are suitable to the issue and dialog. The important hypothetical references are gotten through following from different literary works. Concurring to John W. Creswell, the inquire about writing has the most destinations of giving data to perusers on the comes about of other thinks about that are closely related to the investigate being carried out at that time, connecting investigate with existing writing, and filling holes in past inquire about. Creswell, 2014, p.40). Geoffrey and Airasian expressed that the reason of writing survey is to discover out the comes about of inquire about conducted by other individuals. So that analysts can perform speculations and clarify the significance of the inquire about to be carried out. Anderson affirmed that there was a writing audit to summarize, analyze, and decipher concepts and hypotheses related to the inquire about to be carried out (Pebriana, 2017, p.8). In expansion, writing inquire about is carried out by examining composed dialect, particularly articles contained in diaries and logical works (Soehartono, 2011, p.34).

RESULTS AND DISCUSSION

A. Education Quality

Quality of education is the degree of excellence in managing education effectively and efficiently to give birth to academic and extra-curricular excellence in students who are declared to have passed for one level of education or completed learning. The components related to the quality of education are: (1) readiness and motivation of students; (2) the ability of professional teachers and cooperation in school organizations; (3) the curriculum, including the relevance of the content and operations of the learning process; (4) facilities and infrastructure include adequacy and effectiveness in supporting the learning process; and (5) community participation (parents, graduate users, and universities) in the development of school education programs, Tri Atmadji Sutikno (2013:92-93).

Excellence is something that must be instilled to form a generation that can conquer the challenges of the times. This is because, as explained in the Qur'an, Surah At-Taha, verse 68, follows:



It means:

We said: "Do not be afraid, indeed you are the most superior (victory)."

Based on this verse, school administrators are committed and strive to instill the spirit and competence of excellence in their graduates, so that later these graduates have the potential to become individuals and communities who are not easily afraid of the harsh times they go through Moh Padil & Angga Teguh Prastyo 2001.

Quality is a structured process to improve the resulting output. The quality of education referred to here is the ability of educational institutions to utilize educational resources to improve learning abilities as optimally as possible.¹ Aminatul Zahroh 2016:68.

Bruce Brocka in his book "Quality Management", states that Quality management is a way to continuously improve performance at every level of operation, in every functional area of an organization, using all available human and capital resources.⁴⁸ Quality management is a way to continuously improve performance at every level of operations, in every function of an organization, using all available human and capital resources.

In the context of education, according to the Ministry of National Education, as quoted by Mulyasa, the notion of quality includes educational inputs, processes, and outputs. Educational input is something that must be available because it is needed for the continuation of a process. While the educational process is changing something into something else. Furthermore, the output of education is school performance, namely school achievement resulting from school processes and behavior. Therefore, quality in the world of education can be stated to prioritize the existence of students. In other words, school improvement programs are carried out more creatively and constructively.

Garvis and Davis, quoted by Abdul Hadis, state that quality is a dynamic condition associated with products, labor, processes, and tasks as well as the environment that meets or exceeds customer expectations. With the change in product quality, it is necessary to increase or change the skills of the workforce, production processes, and tasks, as well as changes in the educational environment so that the product can meet and exceed consumer expectations.

Quality education is education that can carry out the process of maturation of the quality of students which is developed by freeing students from ignorance, incompetence, powerlessness, untruth, dishonesty, and bad morals and faith. Quality education is born from a good planning system with good materials and governance systems and delivered by good teachers with quality education components.

The quality of education according to Permendiknas number 63 of 2009, quoted by Dedi Mulyasa, is the level of intelligence of the nation's life that can be achieved from the implementation of the National Education System. It is not only the quality of education that needs to be discussed by education policymakers, but it is necessary to establish education quality assurance. Education quality assurance is a systemic and integrated activity by educational units or programs, organizers of educational units or programs, local governments, governments, and communities to raise the level of intelligence of the nation's life through education, Dedi Mulyasana.

According to Syafaruddin, integrated quality management is a theory of management science that directs organizational leaders and personnel to carry out continuous quality improvement programs that focus on achieving customer satisfaction.

a. Goals of School Quality Improvement Management

According to Prim Masrokan Mutohar 2013, school quality improvement management needs to be implemented to improve the quality of education and school competitiveness through the granting of authority to manage schools by the core values developed by schools and encourage the participation of school residents and the community in improving the quality of their education. The implementation of this education quality improvement management specifically has the following objectives:

- 1) Improving the quality of education through increased independence, flexibility, participation, openness, cooperation, accountability, sustainability, and madrasa initiatives in managing, utilizing, and empowering available resources.
- 2) Increase awareness of madrasa residents and the community in the

implementation of education through joint decision-making.

- 3) Increase the responsibility of madrasas to parents, the community, and the government to improve the quality of madrasas.
- 4) Increase healthy competition between madrasas in improving the quality of education.

According to Syafaruddin, the application of integrated quality management is very useful for the world of future education. Implementing the quality of education correctly will ensure that the leaders of educational institutions can control their business. The application of integrated quality will provide instructions for problem-solving processes that are reasonable, persuasive, identify problems, and take responsibility. Integrated quality identifies problems and responsibilities. Integrated quality can also improve school community thinking and encourage rewards by meeting the characteristics of teaching.

b. Characteristics of an Integrated Quality School

To improve the quality of education, schools are required to be able to implement the 8 National Education Standards contained in Government Regulation Number 32 of 2013. What is meant by these standards are:

- 1) Graduate competency standards are criteria regarding the qualifications of graduates' abilities which include attitudes, knowledge, and skills.
- 2) Content Standards are criteria regarding the scope of the material and the level of competence to achieve graduate competence at certain levels and types of education.
- 3) Process Standards are criteria regarding the implementation of learning in an educational unit to achieve Graduate Competency Standards.
- 4) Educators and Education Personnel Standards are criteria regarding pre-service education and eligibility as well as mental, as well as in-service education.
- 5) Facilities and Infrastructure Standards are criteria regarding study rooms, places to exercise, places of worship, libraries, laboratories, workshops, playgrounds, places for creation and recreation as well as other learning resources, which are needed to support the learning process, including the use of information and communication technology.
- 6) Management Standards are criteria regarding the planning, implementation, and supervision of educational activities at the level of the education unit, district/city, province, or national level to achieve efficiency and effectiveness in the administration of education.
- 7) Financing Standards are criteria regarding the components and the number of operating costs of an educational unit that are valid for one year.
- 8) Educational Assessment Standards are criteria regarding the mechanisms, procedures, and instruments for assessing student learning outcomes.

According to Government Regulation Number 32 of 2013, Quality in education requires a commitment to customer satisfaction and a commitment to creating an environment that allows staff and students to do their best. Quality schools have 5 characteristics, namely:

1. **Focus on the customer** In an integrated quality school, everyone becomes both a customer and a supplier. In particular, the school's customers are students and their families. They are the ones who benefit from the school. Parents are also suppliers of the education system. Parents submit their children to integrated quality schools as students who are ready to learn. It is the responsibility of an integrated quality school to work with parents to optimize the potential of students to benefit from the learning process at school.
2. **Total engagement** everyone must participate in the transformation of quality. Quality is not only the responsibility of the school board or supervisor. Quality is the responsibility of all parties. Quality requires everyone to contribute to quality efforts.
3. **Measurement** This is an area that often fails in many schools. A lot of good things are happening in education today, but the educational professionals involved in the process are so focused on solving problems that they cannot measure the effectiveness of their efforts. Schools cannot meet the quality standards set by the community, even if there are means to measure progress based on the achievement of these standards. Students use test scores to measure their progress in class. Communities use school budgets to measure the efficiency of school processes.
4. **Commitment** School supervisors and school boards must be committed to quality. If they do not commit, the quality transformation process will not be able to start because even if it is implemented it will fail. Everyone needs to support quality efforts. Quality is a cultural change that causes an organization to change the way it works.
5. **Continuous improvement** Schools must do something better tomorrow than yesterday. Educational professionals must constantly find ways to deal with problems\

c. Application of Integrated Quality Management in Education

1. Leadership for Education

1. Visionary and strong leadership is needed to turn schools into quality and excellence. The survival and success of an organization today depend on its ability to anticipate changes in the external environment. In this context, the organization must have an effective leader in carrying out management to manage sustainable change. To realize the organizational change in integrated quality management, education is highly dependent on the effectiveness of leadership that is oriented towards achieving the quality of graduates and the best customer service.

1) The essence of leadership

2. Allan Tucher (1992) suggests leadership is the ability to influence or encourage a person or group of people to work voluntarily to achieve certain goals or objectives in certain situations. In essence, leadership is the ability to influence others to want to do work voluntarily in achieving predetermined goals. In leadership, there are elements of leaders (leaders), members (followers), and certain situations (situation).

2) Educational Leadership

3. An organization will only move if the leadership in it is successful and effective. Likewise, it is only a quality movement in educational institutions or the creation of a quality culture in anticipating the challenges of external change in schools.

3) The role of the leader of educational institutions

4. The leadership role of educational institutions is carried out by the rector, director, principal of the school/madrasah, and the leader of the pesantren. To implement education quality management

2. Teacher Empowerment

5. The concept of empowerment is humanistic. Recognition of the various potentials of a teacher or employee to be actualized through coaching and providing a conducive climate and doing work creatively. According to Snyder et al (1993) empowerment means giving employees a job to do and the freedom for them to do it creatively. it means letting employees try new ideas.

3. Teacher Quality Improvement

6. The problem of the quality of teacher professionalism today is a crucial problem, considering that this problem is related to the future of education. The progress of the education of the nation's children is operationally determined by the quality of teachers. Both the role of Islamic religious education teachers and improving the professionalism of Islamic religious education teachers

4. Working Group to achieve quality

7. For organizations to exist, they need to meet the expectations of each of their customers. That means quality must be at the core of all activities and organizational performance.

5. Quality Improvement Tools and Techniques

8. Educators should learn how to use and optimize basic strategies to successfully improve the quality of graduates and services in schools. Quality tools and techniques mean recognizing creative problem-solving. One of the strengths of integrated quality management is that it provides opportunities for the use of tools in their application according to concept and with regular use.

6. Education Quality Management Implementation Strategy

9. Modern management thinking, such as total quality management (TQM), was originally applied to the world of industry and business. In its development, the new paradigm of integrated quality management can also be adopted for the world of education

d. Integrated quality management and effective schools

a) Towards effective school

10. Education is a process to integrate individuals who are experiencing growth into the collectivity in society. The stated educational goals serve as directions for the organizers of all paths, types, and levels of education ranging from basic education to higher education. Schools need good management to be of high quality. Here it is necessary to state the function of the school as a formally regulated educational institution. Ben M. Harris (1975) in the book *supervisory behavior in Education* by Syafaruddin said that there are five functions of schools as follows:

- i. Teach
- ii. Special services for students
- iii. Management
- iv. Supervise
- v. Administration

b) School culture change

11. Integrated quality management is a quality management strategy that seeks to meet customer expectations which are carried out gradually and continue to achieve quality improvement.

c) TQM in the teaching process

12. The main need of students is that students must be able to learn to the fullest. Focus on students is the slogan of school quality management. The situation and condition of the school must be conducive to an effective teaching process. TQM provides opportunities for improving the quality of schools towards effective schools are schools that have succeeded in achieving their goals. TQM is inseparable from classroom management and learning quality control.

d) Creating effective schools with quality management

13. In simple terms, integrated quality in education, everyone commits to achieving customer satisfaction in education. Implementation of education quality management in schools because the hope of improving the quality of schools is increasing. Judith Chapman (Ed) (1990) argues that school improvement is an effort to achieve the goal of changing learning conditions more effectively. The school improvement begins with changes in goals and values (vision, mission), followed by a program by school principals who have managerial competence through effective leadership.

e) Reflection to achieve school quality

14. Every nation lives and progresses because the pillars of its culture are strong. Education is the heart of culture. The life and death of a nation's culture depend on whether or not the heart of culture is strong, which lies in the pulse of education. From the past, present, and future perspectives, education has become something valuable. Learning must be in school because many treasures in it must be excavated. No one wants to lose their identity, family, school, and society are a triad based on the heartbeat of that culture.

e. Education Quality Assessment

Providing an assessment of the level of quality of education takes several characteristics that must be met. These characteristics are based on the internal relationship between schools and the concept of education. Where these characteristics are in direct contact with the quality improvement process.

i. Education Policy and Curriculum

The first assessment of the quality of education can be seen from the education policy and curriculum. The policy in question is the principles, goals, principles, targets, and ideals to be achieved. That in the world of education it is necessary to determine what policies can develop and improve quality. The purpose of the policy is believed to be able to create individuals who have good personalities, have norms and values, are skilled, have good morals, and are rich in knowledge. This policy is not solely formed based on needs from within. But it is important to relate it to external aspects, such as the influence of globalization. The emergence of globalization brings many impacts in all aspects of life, including the world of education. This impact can be positive or negative (Mustari & Rahman, 2014) depending on the individual's point of view. The positive impacts that may be generated include the birth of qualified individuals with international standards, easy access to information, being able to compete globally, and the rapid development of knowledge. Meanwhile, the negative impacts that may arise include weakening state control, cultural degradation, giving rise to certain groups, and being too dependent on technology. Therefore, it is important to create

educational policies that can protect individuals from the negative impacts of globalization give rise to certain groups, and are too dependent on technology. Therefore, it is important to create educational policies that can protect individuals from the negative impacts of globalization give rise to certain groups, and are too dependent on technology. Therefore, it is important to create educational policies that can protect individuals from the negative impacts of globalization

In addition, the relationship between quality assessment and curriculum design is important. This curriculum can be considered as a form of policy to improve the quality of education. That this is based on the times. Looking at this century, the focus of education is more on character building, increasing students' knowledge and skills. So this curriculum policy must be formed in such a way as to adapt the concept of life. It is also necessary to keep in mind that the influence of globalization is very large in education.

14.1.1. ii. Quality of Educator Resources

The resources of educators or teachers and lecturers are one of the determining factors in assessing the level of quality of education. Having a very crucial place in seeing whether the level of education is high or low. So it can be considered that the position of this educator is difficult to replace with others. Teachers have several main tasks that make them very important, namely mentors, teachers, developers, and coaches (Mudhofir, 2012). These four tasks should be fulfilled properly to create quality education. However, until now, discussions about the quality of educators have not reached a common ground. Not a few doubt whether the educator is by the standardization of education or not. This is because many foundations have created inadequate educational institutions. That does not rule out the emergence of this educational institution as a form of the economic process.

14.1.2. iii. Educational Facilities

Infrastructure has the function of improving the quality of education. It is believed that adequate infrastructure will have a much greater impact on education. Such as school buildings, classrooms, laboratories, libraries, sports fields, operational funds, teaching staff, and tables and chairs, and so on. If all infrastructure facilities are met properly, it can facilitate the teaching and learning process. So that it can realize the goals of shared education. Unfortunately, as previously mentioned, there are currently many emerging educational institutions that are not feasible. Being forced to establish educational institutions because they are based on economic interests makes the quality of education decline. In general, infrastructure is the main problem. In addition to the lack of quality teaching staff. This lack of preparation and maturity of the concept has resulted in many problems appearing one after another. So it is not surprising that if you want to improve the quality of education, you must meet the educational infrastructure. economy.

14.1.3. iv. Achievement

The high and low quality of education can be seen in student achievement. The more students who excel, the quality of education can be said to be good. Achievements tend to be based on certain criteria. It depends on which point of view the individual is judging. The achievement criteria used as the basis are the students' ability to read, the ability to master the subjects of Natural Sciences (IPA), and mathematics (Mustari & Rahman, 2014). However, as quoted in Kompasiana.com, the criteria for outstanding students are not only seen from the academic side but also non-academic (Sulistya, 2015). Such as the level of discipline, character, morals, courtesy, and the like. So, giving rewards to students is not only for those who get the first academic rank. But also for those who have good manners. In other words, the assessment of the quality of education can be

based on the academic and non-academic achievements of students. That these two things are related to each other. There will be no benefit if students have good academic achievements but behave badly, and vice versa. Because it is equally believed that education serves to create individuals who are moral and have good personalities. Not only smart and clever individuals. Because it is equally believed that education serves to create individuals who are moral and have good personalities. Not only smart and clever individuals. Because it is equally believed that education serves to create individuals who are moral and have good personalities. Not only smart and clever individuals.

Some several stakeholders or colleagues are directly related to the world of education. Where each of these stakeholders has their respective roles and is mutually bound to one another. According to Hetifah, a Stakeholder itself is defined as a person or group of people who are involved and positively or negatively affected by activities and have a particular interest (Amalyah, Hamid, & Hakim, 2016). In other words, the role of each stakeholder can be based on certain interests. Both interests benefit themselves and those outside of themselves.

It is undeniable that the existence of stakeholders in the world of education will give birth to an organization. In short, as quoted in (Kewuel, 2017) an organization is a gathering place for a group to achieve common goals. That the existence of this organization is considered as something natural. Likewise in the field of education. However, it is possible that within an organization there will be sub-organizations that sometimes have different goals. Even though it is important to have cooperation between organizations and sub-organizations so that there is no overlapping of functions (Kewuel, 2017). About the quality of education, the existence of cooperation between each stakeholder in an organization will certainly provide a different assessment. The characteristics of improving the quality of education that has previously been discussed will work well if each stakeholder moves according to its function. In addition, it must create strong relations and cooperation so that inequality does not occur. In other words, all of the above characteristics require the role of every stakeholder involved. Stakeholders in the world of education in question are the government as the highest authority, the community as the controller, and the school as the implementer.

14.1.4. v. Government

The most important stakeholder who can give full authority to the running of an education program is the government. That the existence of the government with various policies and curricula made is very important for the progress of education. The government must educate and guarantee the quality of education for its citizens (Putri, 2015). Therefore, the government is trying to make educational policies that can achieve the ultimate goal of education. Unfortunately, sometimes the policies or curriculum systems they create are not by the conditions of society. This is because the policy is generalized to all regions. This is because the ability of each region to accept government authority is different. This is what makes the development of the government does not go according to plan.

14.1.5. vi. Public

Stakeholders People who are tied to the world of education are parents or family and the wider community. That these two components have a very large role and influence in improving education. According to Coleman, family, and society at large influence in determining student achievement (Sulistyorini, 2018). That their existence can provide a positive value in the process of success of education. The role of parents or family, in this case, can refer to the form of support and positive stimulation for students. Thus, they can develop positive behaviors and attitudes in everyday life. Seeing that parents and family are components that are in direct contact with the daily lives of students. While the role of society broadly

can refer to controlling and observing how the education process runs. Their existence can greatly determine the direction of the education that will be directed. In addition, the greatest influence on the existence of this community is related to operational funds. That this is very much needed in the fulfillment of infrastructure facilities. Unfortunately, the role of these stakeholders is still pointed at a low level due to a lack of participation.

14.1.6. *vii. School*

School stakeholders refer to the components that exist within the school environment, namely the principal as the holder of the highest position, teachers or educators as policy implementers and teachers, and students who are the benchmark for the success of education. These three components are required to be responsible for improving the quality of education. Because all three are in positions that are directly in charge of implementing educational programs.

The principal is the main key in realizing the quality of education. Has a very crucial role so it must have a strong purpose. According to Mulyasa and Vivi, school principals have several important roles to be able to improve the quality of education (Fitrah, 2017), namely: (1) being able to guide all components under their leadership, both educators and students; (2) being able to become a manager who manages all school functions; (3) able to take responsibility for activities at school; (4) able to become a supervisor who can provide guidance; (5) being able to become the leader of the school's highest power who has a strong goal; (6) able to establish relationships with components inside and outside the school; and (7) have a clear strategy and can motivate the components under it. All of these roles should be owned by every school principal to achieve educational development. Unfortunately, this tends to be inconsistent with what happened. Many school principals just sit idly by waiting for orders from the authorities above them.

The role of teachers or educators is also important in improving the quality of education. As previously mentioned in the characteristics of improving the quality of education. That the teacher can be the spearhead in the success of education. It takes great responsibility for an educator to be able to lead students in a more advanced direction. In addition, students must also have strong competence and motivation in the educational process.

B. Cooperation

The definition of cooperation is a mutually beneficial partnership arrangement carried out voluntarily by two or more business fields. This collaboration is beneficial because some problems become lighter. In addition, cooperation is not only about finding funds. Some business people prefer to establish profitable relationships with fellow competitors. Instead of competing which ends up being stressful, it's better to complement each other's things that they don't have. Especially during an emergency. However, the cooperation that we discuss in this case is cooperation in the world of education, which means cooperation in improving the quality of education. For example, cooperation in madrasahs, namely cooperation between the head of the madrasah with the head of the school and administrative staff, cooperation between the head of the madrasah and the deputy head of the madrasah, cooperation between the head of the madrasah and teachers, cooperation between the head of the madrasah and the madrasah committee and cooperation between the principal and students. Furthermore, collaboration with the community and other institutions, for example, cooperation between madrasah and book publishers, collaboration with madrasahs with tutoring, a collaboration between madrasah and puskesmas, a collaboration between

madrasah heads and BSI, and so on. After the engagement in the world of work, the benefits of cooperation are not only from that aspect.

The benefits of cooperation will also affect many aspects that will be felt by 2 individuals or groups who are indeed strengthening their relationship with each other in their work. For example, cooperation between madrasahs and book publishers, a collaboration between madrasahs and tutoring, a collaboration between madrasahs and health centers, a collaboration between madrasah heads and BSI, and so on. After the engagement in the world of work, the benefits of cooperation are not only from that aspect. The benefits of cooperation will also affect many aspects that will be felt by 2 individuals or groups who are indeed strengthening their relationship with each other in their work. For example, cooperation between madrasahs and book publishers, a collaboration between madrasahs and tutoring, a collaboration between madrasahs and health centers, collaboration between madrasah heads and BSI, and so on. After the engagement in the world of work, the benefits of cooperation are not only from that aspect. The benefits of cooperation will also affect many aspects that will be felt by 2 individuals or groups who are indeed strengthening their relationship with each other in their work.

C. Competition

Competition in organizations and institutions such as schools is not impossible to avoid, even competition is deliberately created by people who have power. Competition has become a culture in a school, which aims to get the best work from each teacher, employee, and student. With a record, the competition went well.

The spirit to compete in schools wants teachers and employees to work as optimally as possible. If teachers and employees are in comfortable conditions, they are generally concerned that employees only give the good, not the best they can give. Therefore, many schools use various strategies so that teachers and school staff are willing to put all their thinking, creativity, and hard work into the school.

1. Here are some definitions of competition according to experts:

- a. Hendropuspito (1989) Competition is a social process, in which several people or groups try to achieve the same goal in a faster and higher quality way.
- b. Soekanto (1990) Competition is a process in which groups of people compete for profit through various fields of life at a certain time (either individuals or groups of people) by attracting public attention or reluctance to sharpen existing prejudices, without using threats or violence.
- c. Brehn and Kassin (1993) Competition is an attempt to fight other people for one's greater interests to the exclusion of others.
- d. Anoraga and Suyati (1995) Competition is part of the conflict, where conflict can occur due to individual struggles to obtain rare things, such as values, status, power, authority, and others, where the goal of the conflicting individual is not only to gain profit, but also beat his rivals. Every individual likes competition, anyone will compete, especially if the competing individual has the opportunity to win in the competition.

2. Aspects of job competition

According to Handoko (1992), a competitive situation can be created wherever people are. Competition can be held with oneself or with others, so the aspects of job competition include:

1. Competition against oneself

Someone will try harder so that the results of his work are satisfactory

2. Competition with others

Individuals tend to want to be tougher than others and to conquer others.

According to Anjarsari (2002) aspects of job competition are as follows:

1. Equal by comparing the achievements of others
2. Outperform or exceed the achievements of others
3. Prioritizing self-interest or prioritizing self-interest

According to Strauss and Sayles's (1981: 150) individuals who have competitive characteristics include a tendency to always want to compete, prioritize their interests, a tendency to want to win, and never feel satisfied.

3 Factors Affecting Job Competition

1. Gender

Ancok, Faturachman, and Sutjipto (1988) say that one of the reasons why women's abilities are lower than men's is the assumption that since childhood, women are inferior to men. The existence of gender role stereotypes makes men more competitive than women. Women are more cooperative and less competitive (Ahlgren, 1983). This situation is caused by a feeling of fear of success that women have, as well as negative social consequences that will be accepted. If a woman is successful in competing with men, she may feel a loss of femininity, popularity, fear of not being worthy of being a date or life partner for men, and fear of being ostracized. This assumption is also supported by research by Ahlgren and Johnson that cooperative attitudes are higher in women while competitive attitudes are higher in men (in Ahlgren, 2010).

2. Type of work

Gibson (1996) says that competition will occur in jobs where there are incentives, bonuses, or rewards. Competition is broadly acceptable for white-collar workers and managerial-level workers, i.e. those in the minimally-staffed stage of employment.

3. Education Level

Liebert and Neake (1977) argue that education level influences job selection. The higher a person's education level, the stronger the desire to do a job with a high level of challenge. Expectations and creative ideas will be poured to complete the perfect task (Caplow, in As'ad, 1987). Creative ideas are symbols of self-actualization that distinguish them from others in completing tasks and the quality of results.

4. Career Promotion

Based on investigations in western countries, it turns out that salary only ranks third as a factor that stimulates people to work. While the main factor in motivating people to work is a sense of security and the opportunity to get promoted (promotion) in work (Anoraga, 2001). Rosenbaum and Turner (Dreher, et al. 1991) say that individual experiences at the beginning of work where he can beat his co-workers in the acquisition of knowledge, skills, and information, will have a positive impact on the brightness of his career prospects. It was explained that there was

support from the company, especially people as sponsors who provided direction in encouraging employees to be more successful in achieving their next career. Sponsors or also known as mentors provide information about their careers, opportunities available in personal development efforts, and provide career counseling for them (David & Newstrom, 1989).

5. Age

Gellerman (1987) argues that young workers generally have high levels of expectations and ambitions. They have challenges at work and become bored with routine tasks. They become dissatisfied with a less meaningful position. This also applies to middle-aged workers. Status becomes something important. On the other hand, in the elderly, competition is usually avoided due to decreased stamina.

6. Socio-Economic

Arnold (Freedman, Sears, & Carlsmith, 1981) argues that the presence of bonuses provided by the company for those who are considered achievers is a natural tendency to compete. The bonuses given are generally in the form of money, and greatly affect the individual's desire to compete for it. Atkinson (Mc. Clelland, 1987) argues that the higher the monetary reward, the higher the performance, especially when there is an opportunity to win.

7. Working Period

Middle-age workers with sufficient work experience attach great importance to status. At this age is very decisive whether they will succeed next or not. Success is obtained through the desire to compete in achieving goals because at middle age they have reached the stage of career maintenance. Efforts to maintain and improve careers are carried out by showing the best work performance. Work performance increases in line with increasing experience in task completion (Ghiselli & Brown, 1955; Blum & Nayer, 1968).

Based on the description above, it can be concluded that the desire to compete is external and internal. Gender, age, type of job, level of education, years of service, career promotion, and desire for socioeconomic status greatly affect a person's desire to compete. The differences between men and women based on research are the basic things that distinguish the desire to compete. Personal characteristics that women have more direct them to avoid conflict and competition.

CONCLUSION

Based on the clarification over, it is imperative to have competition and participation between each partner in progressing the quality of instruction. That between one partner and other partners have a relationship that cannot be isolated. All of them impact each other. Associated into a bound together entirety inside the system of the instruction framework. On the off chance that one component does not work, it'll disturb the existing education framework. Usually what makes the quality of instruction troublesome to create. There's a require for genuine participation between all units so that there's no cover in each work. In this manner, it isn't incomprehensible on the off chance that all partners can contribute and shape solid connections since they have a common objective. So each part is

required to realize the standards of the nation's insights. Through the participation of each partner, it can be one step to realize this objective. In expansion to assembly other quality change needs.

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