

School internal quality assurance system in middle education unit: Case study at SMA IT Abu Bakar Boarding School Kulon Progo

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ABSTRACT

This study aims to describe (1) the implementation of school internal quality assurance, (2) strategies for implementing school quality assurance and (3) knowing the impact of implementing school internal quality assurance. The research method used is descriptive qualitative with a research design in the form of a case study. The research was conducted at the Integrated Islamic Boarding School Kulon Progo Senior High School with the principal as an informant and his staff as well as additional teachers. Data collection techniques in this study by interviews, documentation and observation. The results of this study are (1) Schools implement an Internal Quality Assurance System through 5 stages, namely mapping educational quality, making quality improvement plans, implementing, monitoring and evaluating, setting new standards. (2) The school's strategy in guaranteeing quality is by strengthening the vision, mission and goals of the school, developing syllabus, determining KKM and SKL, supervising and evaluating learning, providing teacher competency training, creating learning support programs and fulfilling infrastructure facilities to support the process of learning activities. teach. (3) The implementation of school internal quality assurance has the impact of the many achievements achieved as well as quality output and outcomes and many are accepted at domestic and foreign favorite tertiary institutions.

KEYWORDS

Quality assurance systems;
schools; education

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Introduction

In order to be able to compete with other countries, we need to pay attention to the need to improve the quality of education in Indonesia. To respond to the development of global education, we must be able to adapt and adapt to existing global world developments. In this adaptation process, of course, we cannot get it instantly, but must have careful, systematic and measurable planning, so that every step taken will always be followed. evaluation of the achievement of quality standards.

Talking about auditing for educational institutions, this cannot be separated from discussions about quality, quality assurance and quality control. This quality audit is closely related to a comparative study between the standards that have been set with the facts that occur in the field. The government through its education office has set competency standards that must be achieved by an educational institution, but in practice schools are freed to set their own standards or can also exceed the standards set by the government (Ahmad, 2016).

One indicator that shows the progress of a nation is when the nation has superior resources to be able to compete in further education and also in the world of work. According to Stanley (2000), there are at least 3 components in the concept of quality that need to be of joint concern, namely (1) being able to fulfill customer desires (2) focusing on the products produced and service satisfaction (3) adapting to existing demands .

Table 1. TIMSS Indonesia results

TIMSS results				
Year	Rating	Participant	Indonesian average score	International score average
2003	35	46 Countries	411	467
2007	36	49 Countries	397	500
2011	38	42 Countries	386	500

TIMSS results				
Year	Rating	Participant	Indonesian average score	International score average
2015	44	49 Countries	397	500

If we look at the results of the study from TIMSS above, several questions arise, is it true that Indonesian students are in accordance with the results of the TIMSS survey? Whereas on the other hand we also often hear about the achievements of Indonesian students in mathematics and science at the international level.

Reflecting on the TIMSS results, the Indonesian government through its education ministry is trying to continue to improve education by holding AKM (Minimum Competency Assessment) as a substitute for the National Examination (UN), the change in national exams with AKM is expected to change the paradigm of educational evaluation in Indonesia as a efforts to evaluate and map the education system , so that in the learning process teachers are not only required to pursue the material, as well as students are not burdened with the many subjects that must be tested so that independent learning is achieved (KEMENDIKBUD, 2019).

Literature review

Based on the results of the TIMSS (*Trends in International Mathematics Science Study*) study in 2015, it showed that Indonesian students were still unable to demonstrate satisfactory achievement, the mathematical literacy of Indonesian students was only able to rank 44 out of 49 countries that are members of TIMSS with a score of 397 out of the average. International score is 500. This study was organized by *the International Association for the Evaluation of Educational Achievement* (IEA) based at Boston College, USA (Herman, 2014). TIMSS is the most recent international scale evaluation to measure progress in learning mathematics and natural sciences (IPA) (Nizam, 2016).

Methods

This study uses a qualitative approach with analytic descriptive method. The type of data presented in this qualitative research is data presented verbally which is narrated through words (Muhadjir, 2016). The method of collecting data in this study is by direct observation, in- depth interviews and documentation (Sukmadinata, 2020). Respondents in this study consisted of 7 people namely 1 school principal, 1 school committee and 5 vice principals (waka curriculum, waka Islamic boarding school, waka student affairs, deputy for infrastructure facilities and deputy for public relations and staffing).

Furthermore, the data collection techniques used in this study were observation, interviews, and documentation. Without going through data collection techniques, researchers will not get data that is in accordance with predetermined standards. The following data collection techniques will be used by researchers:

1. Observation

Observation is a very important way of searching and getting the data and facts needed. For qualitative research, observation is very important and becomes the foundation for obtaining data and facts. Through observation data acquisition by way of observation or depiction either closed or open. Observation requires eye and ear sensitivity as well as knowledge which is a supporting factor in obtaining the information sought.

An observation method whose results can be recorded in a note or journal. In accordance with the research to be carried out, the researchers observed literary journalism in human interest packaging in the column headers in the Fajar Daily media. This is done to see and observe the interest of the readers of Fajar Daily, especially in the header column. And become the initial data in seeing the reader's interest in the header column.

2. Interview

Interviews are one method for obtaining data about interpersonal communication between individuals and other individuals, or individuals by making direct contact with information. Interviews can be conducted directly or indirectly. Interviews are the main part in obtaining data along with the accuracy of the power to be obtained. Researchers will conduct interviews with consumers or readers of Fajar Daily, especially in the Heading column on page six.

Interviews conducted by research are in-depth interviews to find problems openly so as to be able to solve existing problems. Not to forget, those who become informants are those who are seen as capable and have the necessary knowledge and information.

3. Documentation

Documentation is done in the form of photos and archives to support the truth of the research. This technique is used to find out the documentation data related to the things to be studied. The data that has been obtained will be described by the researcher in accordance with the formulated research focus.

Result

Internal Quality Assurance System

Educational institutions as a means of creating a nation's generation that is able to sell the quality and superiority of the nation's life in the future are expected to be able to produce quality graduates. Education is now not just a simple activity, but a dynamic activity, therefore it is necessary to make changes in education so that it can fulfill the goals of education itself. The quality of education becomes an orientation in the implementation of education by all education stakeholders. This becomes important when there are still many problems caused by graduates who are not qualified. Quality is a process of establishing and fulfilling management standards consistently and continuously, so that consumers, producers and other interested parties are satisfied. Educational institutions should set quality standards that are not only stated in accredited recognition provisions, but must also be equipped with a clear mechanism for how quality in educational institutions is realized in accordance with a clear mechanism (Uchtiawati & Zawawi, 2014).

The Internal Quality Assurance System (SPMI) makes schools the main actors or spearheads of quality assurance education. SPMI created schools as learning organizations and created the importance of a quality culture. Quality is no longer positioned as a burden but a necessity, even as a way of life. The quality of education is now no longer the responsibility of certain parties, but everyone's business. Every school member is expected to participate actively and contribute on improving the quality of education in schools (Puspitasari, 2018).

In the process of implementing the internal quality assurance system stage, schools are given guidance and training by the Education Quality Assurance Institute (LPMP) which can be used as a reference in the process of implementing the Internal Quality Assurance System. If quality assurance is carried out correctly, there will be an increase in the quality of the educational process in educational units. The most obvious indicator of achieving quality improvement is the improvement of the learning process and learning outcomes or student achievement. Standard-compliant learning processes are characterized with the involvement (activity) of students in learning and the creation of fun learning. If the expected quality improvement has not been obtained, the school principal and the school quality assurance team need to reflect and identify the causes of this situation. Qualitative analysis needs to be carried out in more depth to improve programs and activities in the following semester (Sani et al, 2018).

Quality assurance is an effort carried out by an organization in a systematic manner, different from quality control (*quality control*). This is in line with the opinion expressed by Sallis (2002) that quality assurance is different from quality control. Quality assurance is carried out from planning to the process of an activity being carried out so that a quality product or service is carried out to ensure that the product produced is in accordance with predetermined specifications.

Quality assurance is an organizational effort that is carried out in order to produce high quality products and adapt to (Elbert & Griffin's, 2005). This opinion is also in line with that expressed by Jacobs, Chase and Aquilano that quality assurance is an effort made by an organization to ensure that all parts of the organization can work optimally and produce quality products and are oriented to the needs and interests of customers.

Education School

According to Saiful (2000) education is an activity which means an effort that is consciously designed to help a person or group of people in developing knowledge, outlook on life, attitude to life, and life skills both individual and social. Education as a phenomenon is an encounter event between two or more people whose impact is the development of a view of life, attitude of life or life skills on one or several parties.

Meanwhile according to the law National Education System No. 20 of 2003 education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character and the skills needed by themselves, the nation's community and country. From this understanding it can be understood that education is an effort or activity to form human beings who are intelligent in various aspects both intellectual, social, emotional and spiritual, skilled and have personality and can behave decorated with noble character. This means that with education it is hoped that good human qualities can be realized in all its dimensions, both intellectual, emotional and spiritual dimensions which will be able to fill their lives productively for the benefit of themselves and society.

Discussion

Implementation of School Internal Quality Assurance

Based on the research data that has been obtained related to quality policy, the researcher sees that at the beginning of the process of determining the quality policy at SMA IT Abu Bakar Boarding School Kulon Progo there is an element of compulsion and necessity from the school to carry out quality assurance, considering SMA IT ABBSKP is a new school and is a branch of the IT Abu Bakar Yogyakarta High School which was previously established and has become the leading private school in Yogyakarta. Based on data released by the LTMPT (Institute for Higher Education Entrance Test) last August 2022, SMA IT Abu Bakar Yogyakarta is included in the top 5 best private schools in the province of DIY based on UTBK results. The many achievements that have been made by SMA IT Abu Bakar Yogyakarta make it a demand for SMA IT ABBSKP to continue to carry out supervision and quality assurance.

The quality assurance system for primary and secondary education is developed so that quality assurance can work well at all levels of management for primary and secondary education. This is in line with what is explained in

Law Number 20 of 2003 concerning the National Education System which states that the National Education System is the entire educational component that is interrelated in an integrated manner to achieve the goals of national education, namely to develop capabilities and improve the quality of life and dignity of Indonesian people. . As also mandated in Government Regulation of the Republic of Indonesia Number 19 of 2005, every education unit on formal and non-formal channels is required to carry out education quality assurance. The education quality assurance aims to meet or exceed the National Education Standards (NES).

In implementing SPMI (Internal Quality Assurance System), SMA IT ABBSKP uses 5 stages, namely mapping educational quality, making quality improvement plans, implementing, monitoring and evaluating, setting new standards.

Figure 1. Internal Quality Assurance Cycle



First, Mapping the quality of education. In mapping the quality of education, it must be based on the National Education Standards. This quality mapping stage begins with the preparation of instruments, data collection and data analysis from the mapping results related to planning in the next stage.

Second, in the quality planning stage, the school principal and his staff evaluate the achievement of the vision and mission and goals and use SWOT analysis to determine the direction of school policy. Then develop programs and school activity plans and their budgets in the RKAS (School Work Plan and Budget). The preparation of this RKAS is prepared every time a new school year is entered.

Third, the implementation of quality compliance, in practice each vice principal supervises several teachers who have been appointed at the beginning to be responsible for activities who will later act as committee chairs, PJ activities form a committee involving teachers and employees.

Fourth, monitoring and evaluation is carried out by the school principal and the vice principals. In each program and activity, the deputy head must be involved as the person in charge of the activity and make an activity proposal which will later be asked to sign approval from the school principal and also from the school treasurer.

Fifth, the setting of new standards is carried out at every working meeting before entering the start of the school year by considering the evaluations of each program and activity that have been carried out and those that have not been carried out. In this case the school principal and his staff determine the programs that have been agreed upon and then submit them to the Foundation for approval.

SMA IT ABBSKP basically still doesn't have a team tasked specifically with controlling the school's internal quality assurance program, so in practice the school through the principal and their representatives act as the person in charge as well as implementing school quality assurance. However, to achieve the targets and goals that have been planned, the most important part is the commitment and willingness of every school member to move forward together to run a quality program (Praraksa, 2015).

Based on the results of interviews with school principals, the quality control process is carried out using the *plan, do, check* and *act* principles. This step is the same as the concept put forward by (Neloson et al, 2015). The school principal determines activity plans and programs to ensure quality of service and quality of graduates through the 5 deputy heads of fields they have, namely: deputy curriculum assistant, vice principal Islamic boarding school, waka student affairs, deputy for infrastructure facilities and deputy for public relations-staffing. Every program that is prepared must be prepared with careful and measurable planning from each field because the success of a program is very dependent on the planning.

Strategy for Implementing School Internal Quality Assurance

Based on the field data obtained by researchers, in order to realize the ideals and goals of the school and to be able to produce superior graduates, there have been several efforts made by the school, including in the form of: (1) Stabilization of the School's Vision, Mission and Goals (2) Development of the Syllabus (3) Determining KKM and SKL (4) Supervising and evaluating learning (5) Teacher competency training (6) Creating learning support programs (7) Fulfillment of infrastructure to support the process of teaching and learning activities.

There are still many schools in Indonesia that view a school's vision and mission as limited to writing that is used at any time when needed. But not with SMA IT ABBSKP, where the vision, mission and goals are used as a guide in planning the ideals of the school going forward. As a form of strengthening the practice of the school's vision and mission, namely the vision and mission of the school are printed in large enough sizes and pasted in several strategic places, besides that every teacher and employee is required to memorize at least the vision of the school, besides that

in every routine meeting. The principal's week also always mentions the school's vision and mission as a reminder to teachers and employees of the goals of the school.

The development of the syllabus is directly supervised by the Deputy Head of Curriculum which will later be implemented by all educators in schools. The development of this syllabus includes: (1) Determining competency standards (2) Determining basic competencies (3) conducting evaluations taking into account affective, psychomotor and cognitive abilities (4) Determine the learning resources to be used (5) Determine the assessment of each indicator (6) evaluate the effectiveness of the learning methods used by the teacher.

As a benchmark for teachers and students, it is necessary to determine the minimum completeness criteria (KKM) to measure the quality of learning and also the ability of students to grasp lessons. The KKM is conveyed to all parties in a transparent manner through the results of learning outcomes reports with the aim that parents can also take part in responding to their children's learning outcomes (Depdiknas, 2008). Referring to the KKM, each subject teacher is expected to always evaluate their learning by considering the level of difficulty of the material, supporting resources (infrastructure) and also students' abilities.

Learning supervision is carried out to increase the professionalism of teachers in carrying out teaching and learning activities and to provide assistance to teachers who experience difficulties in the learning process. Supervision is carried out by school principals, deputy heads of curriculum and teachers who have been appointed to be supervisors, this learning supervision activity is carried out every semester. The form of supervision that is carried out is supervision of learning administration and learning supervision.

Evaluation of learning is carried out periodically to measure student learning completeness in each indicator. The form of evaluation carried out as a guarantor of school quality includes daily assessments, midterm assessments (PTS), end semester assessments (PAS) and year end assessments (PAT).

Teacher competency training is carried out as a form of developing the quality of learning provided by teachers. This training is supervised by deputy public relations and staffing as a form of increasing the competence and professionalism of teachers in educating. Teacher competency training is carried out every semester with internal and external speakers, internal trainers in the form of teachers and educators who have more competence and learning to be shared with other teachers, besides that schools also usually bring in external trainers who are professionals in their fields. This training can be in the form of learning administration training, learning training, training in the use of learning methods and learning motivation.

This learning support program is in the form of activities that are religious, social and also increases student competence. The form of this program is in the form of ESQ, AMT activities by bringing in well-known motivators, the habit of praying dhuha, tahajjud and reading the Koran, Islamic Personal Development (BPI), Scientific Rihlah, Field Study, Life Skill Development, Outbound Training, Inspiration Classes, welcoming habits teachers who enter the class by standing and greeting and thanking after each lesson is finished, learning matriculation for students who are considered to be lacking in understanding the lesson, da'wah work college programs (KKD) as a form of improving students' social life, college entrance guidance and many other programs other supports.

According to the Department of Education and Culture and Basic Education (1997), infrastructure functions as a learning tool, teaching aid and as a learning medium to achieve learning objectives. The scope of this infrastructure is divided into several parts when viewed from the point of view and function. From a learning point of view, there are three kinds, namely whether they are used up or not, whether they move when they are used, and the relationship to the teaching and learning process. Meanwhile, if viewed from its function, it is as a learning tool, as a visual aid and as a learning medium (Nur Fatmawati, 2019).

Infrastructure that functions as a support for the process of teaching and learning activities at SMA IT ABBSKP gets special attention from the school. Based on the results of interviews with the deputy head of the infrastructure sector, in practice there are still a lot of needs for infrastructure that have not been included in the RKAS at the beginning, so the school treasurer has to use a budget from other funds to cover these deficiencies. The infrastructure budget comes from the Foundation, IPP, SPP, BOS and also from committees.

Impact of Implementation of School Internal Quality Assurance

Thanks to the cooperation of each stakeholder and the implementation of quality assurance models and strategies, many awards and achievements have been won by students, teachers and schools. With a school management pattern that prioritizes process, and is supported by the competence of professional educators with bachelor's and master's degrees from Indonesia's favorite public and private universities, schools can produce the desired *output* and *outcome*. The quality assurance component of an educational institution aims to improve the quality of learning as a whole feature through improving the quality of schools (Caesar, 2013).

Based on the data obtained by researchers, since the 5 years since the school was founded, students have made many achievements, including 69 achievements at the district level, 36 achievements at the regional/provincial level, and 20 achievements at the national level. Improving the quality of learning will also have an impact on increasing the quality of school graduates, as evidenced by the fact that many graduates from SMA IT ABBSKP have been accepted at favorite public and private universities in Indonesia and that there have been alumni who have been accepted at foreign universities. One of the reasons why parents send their children to school is by looking at the morals and quality of their graduates, this is proof that the school is trusted and quality guaranteed (Darmaji, 2020).

School success in quality assurance will have a good impact on schools, the various achievements that are inscribed show the quality of an educational institution as well as a form of educational service. Becoming the first best private school in Kulon district Progo since its inception, the school was founded, and 85% of its graduates have

been accepted at favorite public and private universities, demonstrating the quality of education delivery at these schools.

Conclusion

There are several efforts made by schools as a form of quality assurance, including in the form of: (1) Strengthening the School's Vision, Mission and Goals (2) Developing a Syllabus (3) Determining KKM and SKL (4) Supervising and evaluating learning (5) Training teacher competence (6) Making learning support programs (7) Fulfillment of infrastructure as supporting the process of teaching and learning activities.

The application of school internal quality assurance has an impact on the many achievements achieved, the satisfaction of parents in sending their children to IT Abu Bakar Boarding School Kulon Progo High School and the number of graduates accepted at state and private universities favorite both inside and outside the country.

Suggestion

Based on the conclusions that have been presented, the researchers provide suggestions which they hope can be taken as attention: (1) The Head of the Secondary Education Service should need to conduct a lot of outreach or workshops related to the internal quality assurance system in order to improve the quality of education and learning in schools. (2) The Principal of the Integrated Islamic High School Boarding School of Kulon Progo, it is necessary to further improve school quality management so that it can keep abreast of developments in the global world. (3) Teachers should be able to follow, carry out and carry out school programs more responsibly and so that each work program that has been planned can be carried out properly. (4) Other researchers, hopefully this research can be a reference in writing further scientific papers and can provide an overview of the SPMI model in accordance with national education standards.

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