

## Foundation of the internal quality assurance system in MTs Negeri 4 Wonogiri

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### ABSTRACT

The level of knowledge of the school community related to the Internal Quality Assurance System (SPMI) is still at a low level which still needs to be developed before forming an internal quality assurance system for educational units. The purpose of this study was to analyze the basis of the internal quality assurance system at one of the schools in Wonogiri Regency. The method used in this study uses a qualitative approach with an exploratory descriptive design. The data source in this study is the quality assurance system at MTs Negeri 4 Wonogiri. Data collection techniques used include observation, interviews, and documentation. Data analysis techniques using interactive analysis include data reduction, data display, and data verification. Test the validity of the data using technical triangulation. The results showed that the basis of the quality assurance system at MTs Negeri 4 Wonogiri included: (1) Quality mapping at MTs Negeri 4 Wonogiri, (2) Planning for quality improvement at MTs Negeri 4 Wonogiri (4) Implementation of quality improvement at MTs Negeri 4 Wonogiri, (5) Monitoring and evaluation of quality improvement at MTs Negeri 4 Wonogiri is carried out by the Monev Team. It is hoped that future research can pay more attention to the results of improvements from the stages of the internal quality assurance system that have not been achieved, so that the realization of the quality of education in Indonesia can be achieved in a more proportional and comprehensive manner

### KEYWORDS

Monitoring and Evaluation; Internal Quality Assurance System; Education Quality Planning and Implementation

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## Introduction

The educational autonomy policy has a very positive effect on the development of schools as educational institutions based on the needs and challenges faced (Ikhwan, 2016; Mulyono, 2017). Thus, the diversity of potential educational resources in the existing regions causes the quality of school output to vary greatly. Furthermore, (Hardianto, 2016; Hendrawan & Yulianeu, 2017) revealed that the existence of educational units both in terms of levels and types in Indonesia which are spread throughout Indonesia has a variety of service processes, facilities and infrastructure, teaching and educational staff, and their quality. Therefore, regional and national quality standardization is one of the factors that must be considered in efforts to guarantee and improve the quality of education.

The quality of education is an orientation in the implementation of education by all education stakeholders (Hendrowati, 2016; Puspitasari, 2018). This becomes important when there are still many problems caused by graduates who are not qualified. Next, Sarmono et al (2020) reveals that quality is a process of establishing and fulfilling management standards in a consistent and sustainable manner, so that consumers, producers and other interested parties are satisfied. Thus, educational institutions should establish 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.

According to Uchtiawati (2014) efforts to improve the quality of national education have been carried out by the government through Permendiknas No. 63 of 2009 concerning the Education Quality Assurance System. Meanwhile Darmawan & Hasibuan (2014) said that efforts to guarantee and improve the quality of education are difficult to separate from quality management, where all management functions that are carried out are directed as much as possible to provide services that match or exceed national education standards. In this regard, efforts are

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needed to control quality (quality control). Furthermore, Mulyasa & Aryani (2022) said that quality control in the management of education is faced with the constraints of limited educational resources. Therefore a quality control effort is needed so that all aspects related to the educational services provided by schools comply with or exceed national education standards. The concept related to this in quality management is known as quality assurance.

According to Angin & Yeniretnowati (2022) education quality assurance is a systematic, continuous educational process that collects, analyzes, and reports the performance of madrasah organizations in education quality improvement programs. This process must be followed by every education provider and is obliged to consistently. Therefore, every education provider is committed that SPMI in an education unit can be implemented by all elements of education. Saputro & Hadi (2022) said that the progress of a nation can be seen from the quality of its human resources, and being able to master science and technology in this millennial era. Therefore, education quality assurance is an independent element in the realm of policy implementation of an education quality assurance system independently with national education standards.

According to Ristianah & Ma'sum (2022) that School Monitoring by District/City Governments which is a component of the Education Quality Assurance System (SPMP) has been developed by the Ministry of National Education. Furthermore, Hamid & Lukman (2022) said that the implementation of the SPMP had started in 2009 where the preparation of the SPMP was carried out by the Ministry of National Education to support commitments in order to improve the quality of national education. The SPMP was prepared after a review was carried out of the Education Quality Assurance Institute (LPMP) and the Center for Development and Empowerment of Educators and Education Personnel (P4TK) in 2007. From this, it can be understood that with the SPMP, personnel from district/city Education Offices and school supervisors will have an important role in assessing the quality of schools and the quality of school education personnel. They will refer to quality assurance information in order to help districts/cities, schools and education staff in schools improve performance and improve the quality of student education outcomes. Meanwhile Gusti, & Masduki (2022) said that the main strategies for quality assurance in SPMP at the Regency/City level include MSPK, School Self-Evaluation (EDS), and Assessment of School Impacts (PSI). These strategies will be implemented at the District/City level.

Furthermore, Sari & Aeni (2021) said that the presence of madrasas as quality Islamic educational institutions is actually highly expected. Thus, the urgency of developing the quality of Islamic education by looking at the growing reality conditions, cannot be postponed any longer because science is growing. Islamic education in Indonesia needs to carry out quality internationalization so that it is parallel to the progress of nations, in parts of the world. Meanwhile Papatungan et al (2021) said that in the development of Islamic education a quality management system is needed, so as to be able to achieve the best achievements. Therefore, within the framework of realizing this ideal function, madrasas must always orient themselves so that they remain in service and are able to appear meaningful, amid demands for mastery of science and technology and the appreciation of religious values. Thus, madrasas must be more serious about reforming the development of madrasas in a comprehensive and continuous and future-oriented manner.

The quality of education cannot be separated from the role of madrasah institutions in realizing SPMI independently, in supporting the implementation of quality education locally and nationally. As stipulated in the Minister of Education and Culture Number 28 of 2016, in article 1, that the quality of primary and secondary madrasah education is defined as the phase of the conformity of the Elementary Schools which is in line with the SPN. SPMI which is carried out in Elementary Schools, including madrasah institutions is a unified whole organization that regulates the process of all activities to improve the quality of Elementary Schools which interact systematically, planned and continuously. SPMI's function is to control the implementation of internal education towards quality education. SPMI itself aims to ensure the fulfillment of standards in a systematic and sustainable manner, as well as to grow and develop independently.

The policy direction for Madrasah development by the Ministry of Religion of the Republic of Indonesia is not only to expand access so that Indonesian children of madrasah age get good madrasah education services and develop madrasah management governance, but also improving the quality of madrasas (Mulyono, 2017). Various problems and challenges faced by tsanawiyah madrasas have not been able to meet the demands for quality and relevance when compared to other public madrasas. Education at madrasah tsanawiyah places more emphasis on religious education which is able to produce graduates who are more ready to work while also maintaining religious values. Meanwhile, Deraman et al (2021) says that quality problems that affect all sectors raise questions about the effectiveness of madrasah performance as providers of formal education. Moreover, one of the indicators in assessing the effectiveness of madrasah performance is seen from student achievement in semester exams.

According to Dimmera & Purnasari (2021) that the implementation of the education quality assurance system is still facing various problems including: (1) The National Education Standards have not been fully socialized as a reference for education quality; (2) The implementation of quality assurance and improvement of education is still limited to monitoring the quality components in education units; (3) Quality mapping is still in the form of data collection on educational quality attainment that has not been integrated from various education providers; and (4) Follow-up on the results of data collection on the quality of education that has not been coordinated from the organizers and implementers of education at various levels. The research results show that schools and madrasas are the parties that make the greatest contribution to the process and results of quality assurance and improving the quality of education, while the community, education providers, and local governments provide facilitation in

implementing this quality assurance. Therefore, schools and madrasas need to be empowered and supported in their efforts to create a culture of quality.

This is felt by the conditions at MTS Negeri 4 Wonogiri, namely the Madrasa which was established in 1973 located in Nguntoronadi District, Wonogiri Regency, is one of the madrasas that has earned the trust of the community. This is evident from the number of students enrolling in this Madrasah which is always above expectations. This year the total number of students is 628 students. With a total of 19 study groups (groups), consisting of 6 classes in 7th grade, 7 classes in 8th grade and 6 classes in 9th grade. Community interest in sending their children to this madrasah is very high considering the location of MTS Negeri 4 Wonogiri is close to other public madrasas but does not affect the number of enrolled students. This is because many extracurricular programs are offered to students including tambourine, drum band, Qiro'ah, LDKS and scouts. Likewise, in the academic and non-academic fields, MTs Negeri 4 Wonogiri has achieved much.

In order to achieve quality, it turns out that not every education unit is able to do it, especially in MTS Nguntoronadi District, Wonogiri Regency. Many factors become obstacles and obstacles so that they are not able to do it. Based on the results of in-depth research, one of the reasons is because the culture of quality assurance in educational units is relatively very weak. Operationally, if you want to foster a culture of quality assurance in each educational unit, it is deemed necessary to provide more detailed instructions or guidelines for achieving quality, namely based on the achievement of each component of the National Education Standards (SNP). Studying the basis of the quality assurance system at one of the MTS in Nguntoronadi District, Wonogiri Regency, has a very important impact not only in science and technology but also on the quality of education of a school as a reference in achieving the vision and mission of a Madrasah. Thus the purpose of this study is to examine how the Foundation of the Education Quality Assurance System at MTsN 4 Wonogiri.

## Methods

This study used a qualitative research approach with an exploratory descriptive design. The data source in this study is the education quality assurance system at MTsN 4 Wonogiri for the 2022/2023 academic year. Data collection techniques used included observation, interviews, and documentation where observations were carried out to examine the activities of the head of MTS Negeri 4 Wonogiri in running the education quality assurance system at MTs N 4 Wonogiri, while interviews were conducted with the head of MTsN 4 Wonogiri to gather information about the guarantee system education quality, and for teachers to obtain information from other perspectives related to the education quality assurance system at MTs N 4 Wonogiri implemented by Madrasahs in their efforts to improve the quality of Islamic education, while documentation is carried out by analyzing documents related to the education quality assurance system at MTs N 4 Wonogiri in improving the quality of Islamic education. Data analysis techniques include data reduction, data display, and data verification.

In data reduction, the writer summarizes, chooses the main things, focuses on the important things, looks for themes and patterns in order to provide a clearer picture, and makes it easier for the writer to carry out further data collection, and look for it when needed. After the data is reduced, the next step is to display the data. Presentation of data can be done in the form of tables, and descriptions in the form of words or text are narrative so that the data is organized and arranged in a relationship pattern so that it can be easily understood. The data verification presented is still temporary, and will change if strong evidence is not found to support the next data collection stage. Checking the validity of the data and research findings is done by triangulation techniques

## Results

Based on the results of the research analysis that has been carried out, the authors obtained some data that was successfully collected to produce findings related to the foundation of the education quality assurance system at one of the MTS in Wonogiri Regency. The results of the analysis; No Stage of Internal Quality Assurance Description of Implementation:

- 1 Madrasah quality mapping Conducted nationally with the help of an application provided by the Ministry of Education and Culture in the form of Education Quality Assurance Reports (Raport PMP)
- 2 Madrasah Self-Evaluation (EDS) Conducted by involving all stakeholders who know the condition of the madrasa, including the head of the madrasa, deputy head of the madrasa, educators and education staff to students.
- 3 Planning for Facilities and Infrastructure in the planning process for quality compliance, the head of the madrasa as the person in charge of implementing the SPMI along with the teacher council determines the work structure of the committee in the process of improving the quality of education.
- 4 Implementation of Fulfillment of Educational Quality in the process of implementing quality compliance, all stakeholders in educational activities from the head of the madrasa, teachers, staff, students to the surrounding community are required to pay great attention to always improving the quality of the madrasa, especially in the implementation of learning activities.
- 5 Monitoring and Evaluation of Fulfillment of Education Quality Implementation of monitoring and evaluation carried out in the process of implementing the SPMI includes graduate competency standards, content standards, process standards, and assessment standards.
- 6 Results of Quality Improvement as a measure of the success of implementing SMPI, it can be seen through customer satisfaction. How satisfied customers are with the existence of MTs can be seen through the satisfaction of students as objects of education.

## 7 Establishment of New Quality Standards This is a conclusion and planning after the implementation of SPMI for the past one year.

Based on the table above, it can be understood that the internal education quality assurance system includes several stages including mapping of madrasah quality, madrasah self-evaluation (EDS), planning of facilities and infrastructure, implementing education quality compliance, monitoring and evaluation of educational quality compliance, quality improvement results, setting standards new quality.

## Discussion

Internal quality assurance is carried out in several stages, the first of which is mapping the quality of Madrasahs. The process of mapping the quality of education is carried out nationally with the help of an application provided by the Ministry of Education and Culture. The application provided by the Ministry of Education and Culture is often referred to as the Education Quality Assurance Report (Raport PMP), which is an assessment and achievement of madrasahs for one year of study. The data contained in the PMP report cards can be used by educational institutions as Madrasah Self-Evaluation (EDS) data for the purposes of mapping the quality of education. In quality report cards there are values of madrasah achievement, as is the case with report cards in general, namely to find out the development of madrasahs over the past year. Education units can deepen the EDS by conducting a quality mapping analysis and qualitatively enriching the EDS data. Qualitatively enriching the EDS data was carried out by involving all stakeholders who know the condition of the madrasah, including the head of the madrasah, deputy head of the madrasah, educators and education staff to students. This is in accordance with what was disclosed Sarmono et al (2020) that activities at this stage include internal evaluation and can be carried out with the Plan, Do, Check and Act stages.

The head of MTs Negeri 4 Wonogiri as the person in charge of implementing the SPMI with the support of the madrasah supervisor carried out the EDS with the madrasah quality development team (TPMS) consisting of teacher representatives. TPMS by using instruments that were compiled and made together to determine the performance profile of madrasahs based on achievement indicators. The data and information obtained are then analyzed to identify strengths and weaknesses, or madrasah problems that need to be addressed. The things that need to be considered in obtaining EDS data are the honesty of the fillers and the accuracy of the data. Because no matter how small the existing data is very important information, as a basis for the process of improving the quality of education units. The developed instrument is based on the National Education Standards (NES) and will serve the purpose of providing information for madrasah quality development plans. The problems and core data contained in the instrument reflect aspects that are important to madrasahs, which are needed to plan madrasah improvements. Madrasahs need to report the real situation in madrasahs, thus the EDS process will run well and the planning process for madrasah improvement will be carried out properly. This is in accordance with what was expressed Jamaluddin & Sopiah (2018) that in quality mapping must be fulfilled by every school member.

The third stage, namely careful planning in each activity, is of course very necessary. Activities will not be carried out properly without planning. Planning is the first step in implementing an activity for the purpose of the goal. In management science planning is the first function in starting an activity. Without planning the quality of education will not be implemented optimally. Every educational institution certainly has a plan that has been set in each institution to improve the quality of education in that institution. Improving the quality of education is very important because increasing the quality of education in a madrasah will affect the quality of education in Indonesia as well. Planning plays an important role in improving the quality of education, if each activity is not preceded by careful planning then errors can occur in the implementation process, which will have an impact on the success of the process of improving the quality of education.

In the quality fulfillment planning process, the head of the madrasah as the person in charge of implementing SPMI together with the teacher's council purchased the work structure of the committee in the quality improvement process at MTs Negeri 4 Wonogiri. The formation of the work structure referred to the previously formed TPS (madrasah quality development team) and made several changes in accordance with the agreement of the entire MTs Negeri 4 Wonogiri teacher board. After establishing the work structure and the SPMI committee, then analyzing, selecting and sorting out what needs to be done in fulfilling quality standards with reference to the results of the Madrasah Self-Evaluation (EDS). The results of the madrasah self-evaluation found four standards that needed further planning to achieve national education standards, namely Content Standards, Graduate Competency Standards, Process Standards, and Funding Standards. The four standards are interconnected with one another because they are national education standards that are included in academic standards, where if one standard is not met it will affect other standards.

In the planning process for meeting quality standards in education, what needs to be considered is the fulfillment of indicators of national education standards, and what must be prepared in the quality improvement process include graduate competency standards, content standards, process standards, and assessment standards. In terms of graduate competency standards, graduate competency is one of the most important parts of the quality improvement process. Good graduates are a measure of the success of madrasahs in educating students and creating a competitive generation. One of the goals of education is to produce graduates who are qualified and able to compete. Based on the results of interviews with the head of the madrasah quality development team at MTs Negeri 4 Wonogiri, the planning program carried out in the process of fulfilling graduate competency standards is to carry out continuous

and periodic socialization and coaching involving the quality assurance team, all teachers and staff. This is in accordance with what was revealed by Rifai (2015) that in preparing the program there must be a total holistic process related to ensuring the integrity of the results.

The fourth stage is implementation. In the SPMI cycle the implementation is the third step in implementing SMPI in madrasahs. Implementation is the driving force behind the results of planning activities or programs that have been determined according to the procedures and needs of the madrasah. For the development of the quality of MTs Negeri 4 Wonogiri, of course the madrasah focuses on quality development, one of which is focused on the competence of graduates. Graduates are one of the benchmarks for the success of madrasahs in achieving the vision, mission and goals of madrasahs, besides that they are supported by the quality of educators and teaching staff and other academic and managerial support standards. In the process of implementing quality compliance, all stakeholders in educational activities from the head of the madrasah, teachers, staff, students to the surrounding community are required to pay great attention to always improving the quality of madrasah, especially in the implementation of learning activities. To always be active, creative, willing to improve oneself, both through training and development programs carried out by madrasahs and by the Education Quality Assurance Institute (LPMP). Improving the quality of education is inseparable from the achievement of all national education standards. In this case madrasahs are required to improve the quality of academic standards and managerial standards, so that madrasahs are able to meet all targets or goals of national education standards and succeed in producing qualified and competitive graduates. Sani et al (2018) said that teamwork is a vital factor for schools in order to increase operational effectiveness of internal quality assurance because teamwork supports performance, quality of work life, interaction, collaboration and is an instrument in organizational development.

Implementation of training, coaching, outreach that has been planned in compliance with standards is carried out for one year of study, or two semesters. The implementation of this training aims to improve the quality of academic standards (Graduates Competency Standards, Content Standards, Process Standards, and Assessment Standards) to achieve a quality assessment which is a benchmark for the success of educational quality. The discussion in this training, coaching and outreach relates to providing understanding to teachers in preparing or perfecting the preparation of lesson plans, habituation to students in the application of clean living morals and active learning, and training in fulfilling the learning process and the importance of evaluating each activity for teachers and MTs staff Country 4 Wonogiri. In the implementation of developing the quality of education apart from preparing lesson plans, teachers are trained in the application of fun learning methods, to provide material or carry out learning activities that do not only focus on the classroom but can also carry out learning activities outside the classroom, with the hope that students will be more relaxed and able to open their focus to the material. teaching given. Thus understanding of the material presented is more easily digested and remembered by students. This is in line with what was expressed by Stanley (2012) that a number of factors influence internal quality assurance in the form of four direct influence factors, namely administrator learning leadership, organizational innovation culture, open organizational climate and teacher leadership.

The fifth stage is monitoring and evaluation. Monitoring and evaluation activities are different but mutually sustainable activities. In planning the money implementation team and the quality development team were separated, but it was still within the scope of the teacher at MTs Negeri 4 Wonogiri. With the monitoring and evaluation process, it will be known where the weaknesses and strengths lie in each process of implementing quality fulfillment at MTs Negeri 4 Wonogiri. The implementation of monitoring and evaluation carried out in the process of implementing the SPMI is as follows. The first is the competency standard of graduates. Activities carried out in fulfilling graduate competency standards are continuous and periodic coaching involving the Madrasah Education Quality Assurance Team (TPMPS), all teachers and staff. From the results of monitoring and evaluation of the coaching activities, the monitoring and evaluation committee concluded that TPMPS had carried out its duties well, guidance for students was continuously carried out by the head of the madrasah and other teachers, regarding the importance of clean living and awareness of a clean environment because it is part of strengthening morals, and provision of cleaning equipment is also sufficient. The pattern of coaching for students is carried out continuously by giving examples from the teachers of MTs Negeri 4 Wonogiri, and by holding class cleanliness competitions and carrying out Jumsih activities which must be emphasized. This is in line with what was expressed by (Suparlan, 2013) that teacher motivation is the practice of quality assurance in secondary schools which can improve the quality of education.

Thus the achievement of the application of graduate competencies can be seen by the awareness of students about environmental and self-cleanliness that has increased. The second implementation of monitoring and evaluation is related to content standards. The activities carried out in the content standard are the Workshop on preparation and improvement of document 3, namely the RPP. From the results of monitoring the training activities, the monitoring and evaluation committee concluded that the implementation of the activities that had been carried out went well according to what had been planned, from the point of view of the resource persons it was in accordance with what the madrasah expected in terms of the duration of time when giving material to the provision of material that was easily understood by teachers. The teachers who took part in the training were also very serious about participating in the training activities, and the results of the training were that the teacher's understanding of the



preparation of lesson plans increased and the teacher was able to make lesson plans well. Achievement in fulfilling the quality of content standards can be seen by examining and improving the RPP.

Implementation of the third monitoring and evaluation is the standard process. Activities carried out in fulfilling process standard quality are Workshops or in House Training (IHT). From the results of monitoring and evaluation of the training activities, the money committee concluded that all TPMPs had done their job well, the resource persons in the training were in accordance with what the madrasah expected. As with fulfilling the quality of content standards, the teachers who took part in the workshop activities were serious and already understood how learning methods and lesson plans were made according to the needs of students in achieving the vision, mission and goals of the madrasa. Implementation of the fourth monitoring and evaluation is the standard assessment. Activities carried out in fulfilling quality assessment standards are the same as activities carried out in fulfilling content standards and process standards. However, in the conclusions carried out by the money committee, it is suggested to carry out retraining activities, to provide more understanding to teachers, especially in preparing the question grid, compiling the items, analyzing learning outcomes and following up on the results of the previous semester's assessment, so that progress can be seen. students in understanding the extent to which learning. This is in accordance with what was expressed by Sarmono et al (2020) that the emphasis is on understanding and not memorizing, the need for more group work and dialogue, restoring the visual-spatial aspects of learning, rethinking the balance of the curriculum, and reviewing the assessment system in schools.

The sixth stage, namely the results of quality improvement at MTs Negeri 4 Wonogiri will have an impact on learning activities, student achievement and madrasa achievement, customer satisfaction as well as fulfillment of all national education standards. The impact that was very visible and felt after the results of implementing SMPI was to make it easier for madrasas to implement madrasah accreditation. With the existence of SMPI, the madrasa managerial indirectly is more organized, the completeness of documents and madrasah archives is more managed than the previous year. So that when madrasas carry out madrasah accreditation, they do not prepare so many madrasah documents and archives that are needed when accreditation is carried out. MTs Negeri 4 Wonogiri is accredited A with a score before SPMI 93 is applied, and a score after SPMI 95 is applied. With this accreditation the existence of madrasas is recognized by the government and all activities can be reviewed by the government. In addition to the madrasah accreditation process, the overall increase in student achievement from the first year of implementing SPMI has increased significantly. MTs Negeri 4 Wonogiri has sent its students to official competitions held by the government such as OSN math, science, social studies and O2SN competitions such as swimming competitions, badminton, karate, athletics, and other activities at the provincial, district, and Cluster. The following is a list of achievement data for Ts Negeri 4 Wonogiri students. The benchmark for the success of implementing SMPI can be seen through customer satisfaction, how satisfied customers are with the existence of MTs Negeri 4 Wonogiri can be seen through the satisfaction of students as objects of education at MTs Negeri 4 Wonogiri and also the reasons why parents of students send their children to MTs Negeri 4 Wonogiri. this is in accordance with what was expressed by (Sridana, 2019) that the preparation of programs related to quality improvement needs to pay attention to a number of factors that will have an effect as stated above related to educators and education even including students who are factors that greatly determine the success of quality improvement, so that with these considerations the failure rate will be minimized.

The last stage or cycle in the application of SPMI at MTs Negeri 4 Wonogiri is the mapping of new quality standards. Namely the conclusions and planning after the implementation of SPMI for the past one year. From the results of monitoring and evaluation it can be seen and felt the changes that have occurred at MTs Negeri 4 Wonogiri. At the time of setting the new standard, the madrasah development team re-analyzed the results of the quality report card after the implementation of the SPMI whether it increased according to the target, or decreased, or there was no change. Planning and implementation carried out in the year SPMI was implemented at MTs Negeri 4 Wonogiri. The completeness of the documents for each implementation of the internal quality assurance system is a benchmark in setting or re-planning quality standards that need improvement. Thus the madrasah quality development team does not need to re-plan but only carry out further planning, or continue and reduce or add to the plan that has been set. From the results of this implementation, it can be seen that changes and assessments of the fulfillment of all national education standards are a priority scale for changes, namely there are four standards (graduate competency standards, content standards, process standards and assessment standards) and four standards that have not been changed but in line with the implementation of SPMI also increased. This can be seen in the following figure. From the quality report cards it can be seen clearly the achievements that have been made in improving the quality of education at MTs Negeri 4 Wonogiri. Even though it has not reached the upper limit, namely with a value of 7 in accordance with the guidelines from the government in carrying out education quality fulfillment, the results are very good. To further advance the success of education related to meeting the quality of national education standards, MTs Negeri 4 Wonogiri needs to re-plan, by expanding improvements to all eight national education standards. This is in accordance with what was revealed by Suparlan (2013) that the quality control system is related to new quality

mapping, namely by paying attention to the results that have been passed and making new plans for better quality education

## Conclusion

Quality mapping at MTs Negeri 4 Wonogiri was carried out by analyzing the madrasah quality report card or called the Madrasah Self-Evaluation (EDS), to determine the extent to which the development of madrasahs was before the implementation of SPMI. Planning for quality improvement at MTs Negeri 4 Wonogiri was formulated by the entire Madrasah Quality Development Team (TPMS) under the guidance of the Education Quality Assurance Institute (LPMP). In the planning process several stages were carried out, starting from reassigning madrasah TPMS to SPMI TPMS, carrying out EDS analysis and SWOT analysis. The implementation of quality improvement at MTs Negeri 4 Wonogiri was carried out in accordance with the results of the EDS, namely focusing on improvements to the four National Education Standards included in the academic standards (Content Standards, Process Standards, Assessment Standards, Graduate Competency Standards). Monitoring and Evaluation of quality improvement at MTs Negeri 4 Wonogiri was carried out by the Monev Team. With supervision of each implementation of the internal quality improvement of MTs Negeri 4 Wonogiri and evaluating the implementation that needs to be improved. Planning for quality returns or quality improvement again at MTs Negeri 4 Wonogiri includes an analysis of similarities between the previous year's quality report card and the current year's quality report card. Thus it can be seen the progress of the implementation of SMPI in madrasahs. And re-planning what standards are not in accordance with the targets or planning of national education standards that have not been repaired.

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