

Implementation of The Internal Quality Assurance System in Improving School Quality

Agus Idris*¹, Sutaryat Trisnamansyah², Iim Wasliman³

^{1,2,3}Universitas Islam Nusantara Bandung Indonesia

e-mail: agusidris14@gmail.com


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ABSTRACT. The Internal Quality Assurance System at SMP Darul Falah and SMP Negeri 02 Cililin has not been implemented optimally. school quality. The general objective of this study is to describe the implementation of school internal quality assurance in improving school quality and its specific objectives are to describe 1) quality mapping, 2) compilation of quality compliance plans, 3) implementation of quality compliance, 4) quality evaluation. 5) Determination of Quality Standards 6) Results of Quality Implementation 7) Obstacles in implementing SPMI. The implementation of SPMI itself according to Dirjendikdasmen (2016: 5) has the aim of ensuring that all elements, namely organization, policies, and processes related to educational units run by established standards to ensure the creation of a quality culture. This research procedure uses a qualitative approach with a case study method. The results of this study, in general, are that schools have implemented the SPMI implementation in improving the quality of schools in particular, namely: (1) Mapping, by carrying out school self-evaluation and school report cards. (2) Planning, schools carry out planning by the planning reference and format. (3) Implementation, the school has implemented SPMI starting at the initial stage, the core stage, and the final stage. (4) The school has carried out the SPMI evaluation by the monev team for each activity. (5) The school has developed a quality strategy for SPMI by the team using the formulation format, (6) The school has shown optimal learning outcomes through the application of SPMI with the satisfaction of various parties, (7) The school has resolved every problem with the right solution application of SPMI. The implementation of SPMI in schools is very helpful in improving the quality of the school, both academically and non-academically.

Keywords: *SPMI, Quality, Implementation, school*

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INTRODUCTION

Quality education is education which is the main objective of the implementation of an educational institution, then through education quality assurance, a series of processes are carried out in an interrelated system to collect, analyze and convey information about educational process activities and programs to create a decent quality education (Azkiyah et al., 2020; Fathih et al., 2021; Kango et al., 2021).

Various regulations by the government were published which stated that the school would have qualified if it carried out SPMI with five SPMI cycles. The Dikdasmen as referred to in Article 3 paragraph (2) has an activity cycle consisting of mapping quality, making quality improvement plans, implementing quality compliance in management, monitoring and evaluating the quality fulfillment implementation process, and formulating quality improvement strategies based on the results of monitoring and evaluation Ministry of Education and Culture (2016).

To achieve quality education, not every education unit is capable of doing it. Many factors become obstacles and obstacles so many educational units are unable to carry out quality education (Bisri, 2020). Based on the results of in-depth research, one of the reasons for not implementing quality education is that the culture of quality assurance in education units is relatively weak (Huda & Rokhman, 2021). Guidance and training are important to build a culture of quality assurance in each education unit, furthermore, it is deemed necessary to provide more detailed guidance or guidelines for achieving quality, namely based on the achievement of each component of the National Education Standards (SNP) (Sa'dullah & Hidayatullah, 2020).

Likewise in the research conducted at SMP Darul Falah and SMP Negeri 02 Cililin as schools that implement an Internal Quality Assurance System. In reality, it is still not optimal in carrying out these activities, especially in implementing the understanding of the five (5) SPMI cycles that are applied.

Based on the conditions in both schools, the author is called to know more about the state and implementation of the quality assurance program that has been implemented at SMP Darul Falah Cihampelas and SMP Negeri 02 Cililin, West Bandung Regency. The author conducted research on the implementation of the Internal Quality Assurance System in improving the quality of the case study schools at SMP Darul Falah Cihampelas and SMP Negeri 2 Cililin, West Bandung. This research was conducted to explore the development process of the implementation of SPMI in schools on school quality, according to the SPMI cycle.

Regulation of the Minister of Education and Culture Republic of Indonesia Number 28 of 2016 About The Quality Assurance System for Primary and Secondary Education is described in Article 1 Paragraph (3) "The Quality Assurance System for Primary Education and Secondary Education is a unitary element of the organization, policies, and integrated processes that govern the all activities to improve the quality of education primary and secondary schools that interact with each other in a systematic, planned and sustainable manner. " Furthermore, in Paragraph (4). Explained about the Internal Quality Assurance System in Primary and Secondary Education, abbreviated as SPMI-Dikdasmen is an integral element of the policy and the related processes for underwriting the quality of education which is implemented by the unit/unit basic education and secondary education units/units to ensure the realization of quality education meet or exceed the National Education Standards ". Ministry of Education and Culture (2016).

Mulyasa (E. Mulyasa, 2003; H. E. Mulyasa, 2021) states that a school can be called a school that has quality if it has school achievement, especially student achievement shows very satisfying achievement in several ways, including (1) academic achievement, (2) having the values of honesty, devotion, politeness. , and able to appreciate cultural values, (3) have maximum responsibility and abilities that are manifested in the form of skills following the basic knowledge they get at school.

regulation of the Minister of Education number 28 of 2016 concerning the Internal Quality Assurance System (SPMI) of Primary and Secondary Education with the ultimate goal of ensuring the quality of education is the high intelligence of human life and the nation based on the Preamble of the 1945 Constitution of the Republic of Indonesia. 2016).

As Usman & Nurdin view (2002: 70) emphasize that implementation is not just an activity, but an activity that is planned to achieve the objectives of the activity. In a similar understanding, (Setiawan et al., 2021) stated that implementation is "the expansion of activities that mutually adjust the interaction process between goals and actions to achieve them and requires an effective implementation network, bureaucracy."

Gaspersz (2011: 10) Quality Assurance or quality assurance, namely all actions planned systematically that are implemented and demonstrated to provide sufficient confidence that service products will produce satisfaction needs for a certain quality. (Fattah, 2004) defines quality assurance (quality assurance) as a form of monitoring, evaluation, or quality study activities. Quality assurance activities focus on the process of building trust by fulfilling minimum requirements or standards in input components, process components, and outcomes. Furthermore, it is said that quality assurance consists of two forms, namely the process of developing and improving quality in a sustainable manner and quality culture.

According to Usman in (Barirohmah & Subiyantoro, 2021), Quality Assurance is all planned and systematic activities that are implemented in a quality management system to ensure that a product meets a quality requirement. For quality to be maintained and so that the quality improvement process can be controlled, quality assurance and quality improvement of education require quality standards that are carried out in a standard procedure, good formulation, and carried out on an ongoing basis.

METHOD

This study uses a qualitative approach with descriptive methods to describe the conditions and special characteristics of the research object, so that we get an in-depth picture of the implementation of the Internal Quality Assurance System in improving the quality of schools in SMP Darul Falah and SMP Negeri 02 Cililin, West Bandung. The method of this research which is used by the writer is the descriptive method. The author uses this method because it is by the problem, namely describing the situation, and the existing phenomena, both natural and human engineering.

The author chose descriptive because there is some information that can be obtained for problem-solving. First, information on the present condition. Second, the information we want (what we may want), and third, how to get there, how to get there (how to get there). Meanwhile, the type of descriptive research chosen is a case study. For qualitative research such as classroom action research, case studies, etc., it is necessary to add the presence of researchers, research subjects, informants who helped along with ways to explore research data, location and duration of research as well as a description of checking the validity of research results (Creswell, 2012).

RESULT AND DISCUSSION

The implementation of the Internal Quality Assurance System (SPMI) at SMP Darul Falah Cihampelas and SMP Negeri 02 Cililin West Bandung which is carried out to improve the quality of schools is a must to achieve the established National Education Standards. Based on the results of research in the two schools mentioned above as research objects for the implementation of SPMI with 5 stages can be described in the following discussion.

Quality Mapping

The implementation of management principles and functions, namely Planning, Organizing, Actuating, and controlling/evaluating which is carried out by the school in the internal quality assurance system (SPMI) has generally been going well, especially in the initial stage, namely quality mapping. At this stage of quality mapping, what schools do to improve school quality through strengthening management by empowering existing resources has been

carried out from several Management concepts that explain the control and utilization of all factors and resources that require planning, are treated to be able to complete a specific work goal.

The steps to strengthen school management through SPMI in the two schools have always paid attention to the steps that have been determined, namely implementing quality mapping which is carried out through school self-evaluation (EDS) activities. All components of the education unit and stakeholders in the two schools are involved in the quality mapping process in their education units such as school principals, educators, education personnel, committees, parents, students, representatives of the Darul Falah Junior High School Foundation, supervisors and stakeholders outside the education unit. . Then review SNP and fill out the e-eds application. The details that must be carried out are as follows: (1) Assessing SNP. Doing a study of things or parts that are considered important in quality or quality mapping. The entire school community is obliged to read and understand SNP as the first step in quality assurance. (2) Reviewing EDS results (school quality report cards). (3) Reviewing the results of last year's internal school evaluation (monev) for schools that have carried out internal monev. (4) Fill in the available format according to the SPMI guidelines or a format that has been modified at school so that it is easy for the mosque and its masters to understand and make an SPMI mapping. (5) Conduct a school self-evaluation.

Thus at the quality mapping stage of SPMI activities in schools, there are at least 3 (three) things that are imperative in the implementation of quality mapping activities, namely: (1) Involvement of all components of school administrators. (2) Carry out the steps taken at the quality mapping stage. (3) The expected hope is that the hope that is realized from this quality mapping is that it helps to identify problems, assess programs and achieve goals. Schools can identify their strengths and weaknesses and plan future development (Annisa et al., 2020).

Quality Planning

In quality planning, SMP Darul Falah Cihampelas and SMP Negeri 02 Cililin West Bandung as educational institutions implementing SPMI have carried out planning activities at the beginning of the new school year by evaluating all activities that have been carried out by the school. In general, the school has prepared RKS and RKAS, then an evaluation is held during a joint meeting. This is a form of compiling a quality compliance plan in SPMI. It is hoped that quality planning can reduce the gap between the ideal conditions of education that have been determined in the SNP and the conditions for schools that are mapped based on the EDS results. The education unit is expected to be able to find solutions to every problem and make changes by making efforts that come from their strengths (Bahri & Arafah, 2020).

Quality Implementation

The implementation of SPMI at SMP Darul Falah and SMP Negeri 02 Cililin Bandung Barat is an activity that is carried out independently, so that the quality assurance process is designed, implemented, controlled, and self-evaluated without government intervention. This is by the PMP Dikdasmen Kemdikbud which states that the implementation of SPMI in education units is fully carried out and becomes the responsibility of the education unit itself without government intervention. Before implementing SPMI, SMP Darul Falah and SMP Negeri 02 Cililin West Bandung first formed a structure for an internal quality assurance team. The team is

formed by the principal accompanied by a decree on the formation of an internal quality assurance team and its work structure. To optimize the implementation of the quality compliance activities of this SPMI program.

Early-stage: At this initial stage, school quality should be mapped based on the EDS/quality report card which includes a self-evaluation instrument concerning the National Education Standards (SNP), then make plans to improve the quality of schools. SPMI in the implementation of quality fulfillment is as follows: Determine the person in charge of activities. The Person in charge proposes the implementing organization team and the parties that will be involved. Determining the schedule for the implementation of the activity determines the physical evidence that supports the implementation of the activity. At the core stage of implementing quality compliance in schools, several school management activities and learning process activities should be carried out.

Core Stage: At this core stage the school implements the fulfillment of the overall quality related to the implementation of the eight (8) National Education Standards which are the main priority, namely implementing: (1) Fulfillment of Graduate Competency Standards. (2) Compliance with Content Standards. (3) Fulfillment of Process Standards. (4) Fulfillment of Teachers and Education Standards. (5) Fulfillment of Standard for Facilities and Infrastructure. (6) Fulfillment of Management Standards. (7) Fulfillment of Financial Standards and Education Financing. (8) Fulfillment of educational assessment standards

The final stage: The final stage of activity is the stage where the SPMI Team carries out the final report on the implementation of activities within a certain period or after each activity which is well documented. Thus the researchers found that the SPMI Team had implemented quality compliance in the management of education units and learning process activities so that standards could be achieved.

Broadly speaking, at the implementation stage what must be done are: Paying attention to the quality compliance plan and schedule as previously prepared. Fill in the table of the implementation of quality compliance, Assign the person in charge of the activity, proposing the implementation team, Determining the schedule of activities, Establishing physical evidence that supports the implementation of activities, and Carrying out the fulfillment of quality based on the schedule. Making a report on the implementation of quality compliance and attaching physical evidence as to the main supporting evidence for the activity.

Internal Quality Evaluation

Evaluation activities are carried out after one (1) year of activity, there is also an evaluation of each activity by internal evaluation. The implementation of quality, of course, requires a stage of quality evaluation and monitoring to assess the effectiveness of its implementation. Evaluation and monitoring are systematic tests carried out independently to determine whether the activity is quality-oriented and the results of these activities are by the national education plans and standards that have been determined.

At this stage of quality evaluation, the team involved in the quality team carries out evaluation internally and independently, by carrying out various evaluating activities for each activity starting from planning, and implementation to the end of the activity.

Involved in Quality Evaluation

The involvement of all the implementing components of this evaluation activity is crucial to seeing and measuring how the progress and success of a program. There should be a special independent team to evaluate each activity so that it is measurable.

What the Evaluation Team Do

SPMI Internal Evaluation activities by schools are carried out in stages at the end of each year or in each activity, in each activity, an examination of the process and compliance with program procedures are carried out. After that, it is continued with the implementation of Internal Monitoring Evaluation (Monev) and examination of the performance of work indicators, and a review of the work that has been done. Evaluation and monitoring are carried out by the evaluation and monitoring team of the quality compliance implementation process and recommend a quality improvement strategy in the following year.

Strategy Determination

Some management experts state that strategy is a method or approach taken in quality assurance in assessing the quality of the process (Process Quality) and the quality of the results (Product Quality). The methods and methods are carried out based on the calculation and prediction of the time determined by the related educational institutions, so strategies can be formulated for the short and long term.

UK From the data obtained, SMP Darul Falah Cihampelas and SMP Negeri 02 Cililin West Bandung Set standards above the SNP on standards that have been met and improved strategies in quality compliance, especially on standards that are still not met based on the results of audits/evaluations. Making formulas for quality improvement is the last phase of implementing SPMI. In this activity, SMP Darul Falah and SMP Negeri 02 Cililin West Bandung took the following steps: (1) Hold Focus Group Discussion activities where the internal monev team reviews the results of monev. (2) The results of internal monitoring and evaluation (monev) become information for improving and developing future quality improvement strategies. This is done by taking corrective actions according to the strategy for improving the quality of education.

The implementation of strategies in the SPMI is carried out to streamline the empowerment and allocation of resources owned to achieve educational goals and to realize the vision of an organization or educational institution through a mission.

Results of Quality Assurance

The results of the implementation of SPMI at SMP Darul Falah Cihampelas and SMP Negeri 02 Cililin are through 3 (three) stages, namely as follows:

Process: The process carried out in quality assurance at SMP Darul Falah and SMP Negeri 02 Cililin West Bandung is obtained from the SPMI process as follows: Increasing the Managerial ability of the Principal and all management components in carrying out the education quality assurance cycle. So with the existence of SPMI in the two schools mentioned above, it is clear that every activity always begins with a plan that comes from the results of the school self-evaluation, which is then outlined in mapping, planning, implementation, and evaluation.

Output: The realization of an increase in the quality of education in educational units, as shown by: Increased competence of educators in carrying out the learning process from planning to assessment, development of extra-curricular activities, improved management of infrastructure and finance, cooperation, and involvement of all stakeholders.

Outcome: There is an increase in student learning outcomes and competency test results and performance appraisals of educators and educational staff; The academic and non-academic achievements of SMP Darul Falah and SMP Negeri 02 Cililin West Bandung have shown very encouraging progress, The realization of a pleasant learning environment, the existence of appreciation and financial support from stakeholders.

Impact: The development of a quality culture with the implementation of continuous and sustainable quality assurance in the education unit, especially at SMP Darul Falah Cihampelas and at SMP Negeri 02 Cililin West Bandung as a school that has implemented an Internal Quality Assurance System and has become a model school that has been able to become a model for school principals who exist in the surrounding environment.

Obstacles

Constraints that occur in the implementation of SPMI at SMP Darul Falah Cihampelas and SMPN 02 Cililin West Bandung. All things are mapped and formulated and solutions are sought together. Obstacles to SPMI implementation include weak commitment, limited number, and competence of human resources who understand SPMI completely and correctly, indifference from managers and internal stakeholders about the importance of quality culture in education, and culture unpreparedness for change, including changes towards quality improvement.

Constraints in the form of introduction and outreach to stakeholders (stakeholders), including mismanagement of the organization. There are assumptions and attitudes and opinions that the responsibility to guarantee, improve, and cultivate quality lies only with the duties of the leadership or structural officials, and not on every individual involved in the provision of education, Weaknesses in formulating the contents of SPMI policies, standards, and manuals, including weaknesses. in the formulation of indicators of measurable success targets, the unpreparedness of facilities and infrastructure in the field of information technology.

In principle, all obstacles can be resolved wisely and wisely, where weaknesses become material for self-evaluation and study. So everything is open with deliberation to remind each other to complement each other and in the end with socialization and understanding, all can rise and make a quality culture a necessity for every school member towards the direction of better quality improvement.

CONCLUSION

Implementation of the Internal Quality Assurance System in improving the quality of schools at SMP Darul Falah and SMP Negeri 02 Cililin West Bandung in general it can be concluded that the internal quality assurance system in schools can be seen from the application of management principles in schools, the application of managerial principles and functions has been running well. well, in implementing managerial capabilities based on management functions, namely: planning, organizing, actuating, and controlling as well as by implementing the SPMI cycle starting from mapping, specifically the Implementation of the Internal Quality assurance system at SMP Darul Falah and SMP Negeri 02 Cililin West Bandung is carried out continuously

according to the SPMI cycle starting from Mapping, Planning, Implementation, Internal Evaluation, and Strategy Determination. All of which have a positive impact on the management of the school and the expected quality culture.

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