

# Development of Internal Quality Assurance System Model for Pesantren Using the 2020 Education Unit Accreditation Instrument

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## Abstract:

This study aims to analyze and understand the Development of *pesantren* (Islamic Boarding School's) Internal Quality Assurance System (SPMI) Model Based on the Education Unit Accreditation Instrument (IASP) 2020. This study uses a Research and Development (R&D) approach. The data collection technique is done through interviews, observation and documentation. While the data analysis was carried out in a circular manner, starting from data collection, data reduction and drawing conclusions. The results show that *pesantren* Internal Quality Assurance System (SPMI) Model which refers to the Education Unit Accreditation Instrument (IASP) 2020 was developed with a quality scheme in four main areas: firstly, the quality of graduates, secondly, the quality of the process, thirdly, the quality of minimum standard achievements, and fourthly, the quality of management. (Islamic boarding school management).

**Keywords:** *Internal Quality Assurance System, Pesantren, Education Unit Accreditation Instrument*

## Abstrak:

Penelitian ini bertujuan untuk menganalisis dan memahami tentang Pengembangan Model Sistem Penjaminan Mutu Internal (SPMI) *Pesantren* Berbasis Instrumen Akreditasi Satuan Pendidikan (IASP) 2020. Penelitian ini menggunakan pendekatan Research and Development (R&D). Teknik pengumpulan datanya dilakukan melalui interview, observasi dan dokumentasi. Sedangkan analisis datanya dilakukan secara sirkuler, yang dimulai dari pengumpulan data, reduksi data dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa Model Sistem Penjaminan Mutu Internal (SPMI) *Pesantren* yang merujuk pada Instrumen Akreditasi Satuan Pendidikan (IASP) 2020 dikembangkan dengan skema mutu pada empat bidang utama, pertama mutu lulusan, kedua mutu proses, ketiga mutu capaian standar minimal, keempat mutu pengelolaan (manajemen *pesantren*). penelitian ini memberikan implikasi tentang pentingnya model system penjaminan mutu yang untuk menjamin keterlaksanaan mutu pendidikan dalam pencapaian target organisasi yang telah ditentukan.

**Kata Kunci:** *Sistem Penjaminan Mutu Internal, Pesantren, Instrumen Akreditasi Satuan Pendidikan*

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## INTRODUCTION

Education providers in Indonesia are not only rooted from traditional schools but also carried out by *pesantren* (Islamic boarding schools) (Anam et al., 2019; Samsu et al., 2021). Before the school was officially established, Islamic boarding schools had facilitated the community to study and contributed significantly to developing the nation's character (Isbah, 2020). Recognizing the various global challenges, *pesantren* continue to transform into educational institutions that facilitate their students to become superior and highly competitive individuals in the global world (Nadia et al., 2019; Ulfah, 2020).

Based on this, Islamic boarding schools have begun to pay attention to education governance, both from the education system, curriculum, as well as teaching facilities, and infrastructure that are designed in such a way as to be relevant to the needs of the times (Rahtikawatie et al., 2021). The existence of Islamic boarding schools is increasingly being taken into account in the world of education and is considered as an institution that can equip students with religious knowledge and general knowledge but still maintains the characteristics of the Islamic boarding school itself that was born and developed in Indonesia (Indriati, 2017; Taufikin, 2021). The characteristics or local wisdom of *pesantren* are interpreted as a set of values, creativity, or views that contain aspects of wisdom and civilization that apply and take place in a particular place or location (Zarkasyi, 2020; Muhammad et al., 2021). An exciting feature that can be found in *pesantren* education is the system pattern or approach method in the implementation of its education (Rustam & Ichsan, 2020). Islamic boarding schools with a holistic understanding context make a real contribution to inculcation the values of independence, modesty, sincerity, discipline, and exemplary (Assa'idi, 2021).

In the era of the 21st century, which implies an increase in the competitiveness of human resources, personality development accompanied by qualified skills is the basis of the demands for skills in this century (Aljarrah & Khataybeh, 2021). Laar et al. (2020) stated that the 21st century requires every individual to master digital skills. A superior generation is needed to increase competence to maintain its existence in the development of 21st-century life (Lubis, 2018; Akyıldız & Seçil, 2019). One of the critical factors in creating a superior generation is superior quality education (Banmauiroy et al., 2021). Indicators of good quality education are seen from the quality of graduates produced (output); are they able to compete at local, national, and international levels? This is based on a paradigm that education is the foundation for developing of human resources that encourage the birth of a superior generation to advance world civilization (Tohir, 2019).

In this regard, efforts are needed to carry out quality control in education (Suardipa & Pitriani, 2020), including for Islamic boarding schools. In order to achieve the goals of national education, educational institutions, especially Islamic boarding schools, are deemed necessary to optimize quality assurance and quality control to produce qualified and competent graduates in global competition (Tohir, 2019). Quality improvement can be made through the practice of Quality Assurance (Quality Assurance). Quality assurance is the

process of determining quality standards on an ongoing basis guided by standard quality indicators. This quality assurance can provide feedback for *pesantren* as a basis for conducting evaluations that improve quality and user satisfaction (Muyasaroh, 2016).

However, not all Islamic boarding schools have consistently implemented internal quality assurance programs. To get an idea of the quality assurance practices of Islamic boarding schools in Bogor Regency, an initial survey was conducted on 23 Islamic boarding schools from July 1-18, 2020, which showed that 9 Islamic boarding schools were categorized as modern and semi-modern. The survey was conducted by observing or observing to get an overview of the implementation of education quality assurance in *pesantren*, including the quality of graduates, the learning process, the quality of teachers/*ustadz*, and the effectiveness of management carried out by *pesantren*. These variables were taken based on the consideration that the performance-based paradigm in the IASP2020 is primary data from implementing the quality of education in an educational institution. In addition, until now, Islamic boarding schools do not have a specific reference that can be used as a basis for measuring the achievement of educational quality as other formal educational institutions. The results of the preliminary survey show the percentage of unattainability in each variable, namely: the quality of graduates (30.5%), the learning process (33.2%), the quality of teachers/*ustadz* (29%), and the effectiveness of *pesantren* management (40.3%). This means that overall, from various aspects of quality assurance carried out by Islamic boarding schools, they are still far from expectations.

Then, based on the initial interview results, information was obtained that the implementation of quality assurance aspects had not been achieved optimally. This data shows that internal quality assurance in Islamic boarding schools only refers to the results of the semester and annual evaluation meetings by the leadership of the *pesantren* (*Kyai*) and the *asatidz*. The evaluation results will then be followed up with several improvement strategies on aspects considered to have low quality. Indicators of achievement have not been found that can be used to determine the internal quality assurance of education in Islamic boarding schools. However, a continuous evaluation is always carried out. Its nature is still general and does not refer to the education quality report card. This is due to two factors, internally, the *pesantren* does not yet have an Internal Quality Assurance Team or referred to as the Masyayikh Council as stipulated in Law no. 18 of 2019 concerning Islamic Boarding School Quality Assurance, so the role and function of internal quality assurance are still unclear. In addition, Islamic boarding schools also do not yet have a model of the Internal Quality Assurance System (SPMI) that can be used as a reference tool for implementing sustainable quality assurance and control.

Externally, Islamic boarding schools have not experienced accreditation like other formal education institutions. For Islamic boarding schools that adopt the Ministry of Education and Culture curriculum and have educational institutions such as MTs and MA under the auspices of Islamic boarding schools, accreditation is carried out for formal education in schools under the

authority of BAN-SM. However, for Islamic boarding schools, in particular, the accreditation program has not been appropriately implemented.

At the end of 2020, BAN-SM also made adjustments to the School Accreditation Instrument (IASP), which was previously oriented from a rule-based approach to a principles-based approach, prioritizing performance with superior quality output. In addition, government regulations regarding quality assurance of *pesantren* have also recently been ratified, so it takes time for the Ministry of Religion as the person in charge of Islamic boarding schools to conduct socialization and initiation to *pesantren* leaders either directly through workshops or indirectly through relevant officials at the provincial and local levels districts. Meanwhile, the Ministry of Religion data released the number of Islamic boarding schools spread across Indonesia. Currently, approximately 27,422 are spread across 34 provinces in Indonesia (Ditpdpontren Kemenag, 2021). With this number, of course, it is not easy for the government to make changes in policies related to *pesantren* management. It takes a high commitment from the leaders of the *pesantren* to jointly realize a superior quality *pesantren* education, both at the national and international levels.

There are a number of studies that try to photograph the quality of Islamic boarding schools in Indonesia, including the quality management of Islamic boarding schools studied by Faizah et al. (2018), which yielded exciting findings about service quality in Islamic boarding schools as measured by using a combination approach to integrated quality management. Moreover, Fuzzy-SERVQUAL is based on five dimensions: tangible, reliability, responsiveness, assurance, and empathy. In addition, in implementing integrated quality management, customer satisfaction is the primary orientation, but the findings of this study are still limited to one indicator (Munir & Iqbal, 2018; Osman et al., 2020; Votto et al., 2021). A more integrative study is needed for the *pesantren* quality assurance system. In addition, the presence of Law no. 18 of 2019 also aims to minimize the problems of regulatory discrimination, budget discrimination, managerial discrimination, and quality discrimination that often occurs in Islamic boarding schools (Wiranata, 2019). Makinuddin (2019), in his research, conveys findings about various perspectives on quality assurance of Islamic boarding schools, namely: transcendent approach, product-based approach, user-based approach, manufactured-based approach, and value-based approach. Ulfah (2020) further said that the management of integrated TQM-based Islamic boarding schools more specifically leads to the finding that the absence of a quality control team in the form of a quality board causes overlapping tasks in education quality assurance. This is in line with Kuswanto & Anderson (2021), who argue that quality does not stand alone but involves many factors that influence its birth, one of which is the Quality Assurance System. According to Sameena (2020), this system will later oversee the quality of educational institutions and be responsible for the distribution of educational institution outputs.

From the findings that have been described, it is necessary to develop an SPMI model that produces output guidelines for the preparation of SPMI that Islamic boarding schools can use as a reference in carrying out continuous

improvement in the context of implementing Integrated Quality Management in order to achieve superior quality and competitive boarding schools in the global arena. This presentation clarifies the need for Islamic boarding schools to prepare themselves early in supporting government efforts while simultaneously having the ability to carry out internal quality assurance of their education independently through the Development of the 2020 IASP-based SPMI Model.

## RESEARCH METHODS

This study uses a Research and Development (R&D) approach, which means that research is intended to produce a product, either in the form of a learning model, a service model, or a system, and test its feasibility. To develop a particular product, it is necessary to analyze the product's needs and test its effectiveness's feasibility so that the resulting product can be helpful in the wider community. In this study, the research subjects were *mu'adalah*, *kholafi*, and Islamic boarding schools with the theme of tahfidz Qur'an research subjects because these types of *pesantren* were identified as having a pretty good *pesantren* management system and had implemented internal quality assurance, although not optimal. This research will be carried out in 15 Islamic boarding schools that fall into the modern, integrated/integrated, and Islamic boarding schools with the theme of tahfidz in Bogor Regency. Moreover, these 15 *pesantren* can be used as representations of several 378 Islamic boarding schools in Bogor Regency.

The research stages are as follows; 1) Initial information gathering (research and information collecting), 2) Planning, 3) Initial product development (develop a primary form of product), 4) Small-scale trial (preliminary field testing), 5) Main product revision ), 6) Main field testing, 7) Operational product revision (Gall, Borg, & Gall, 2003).

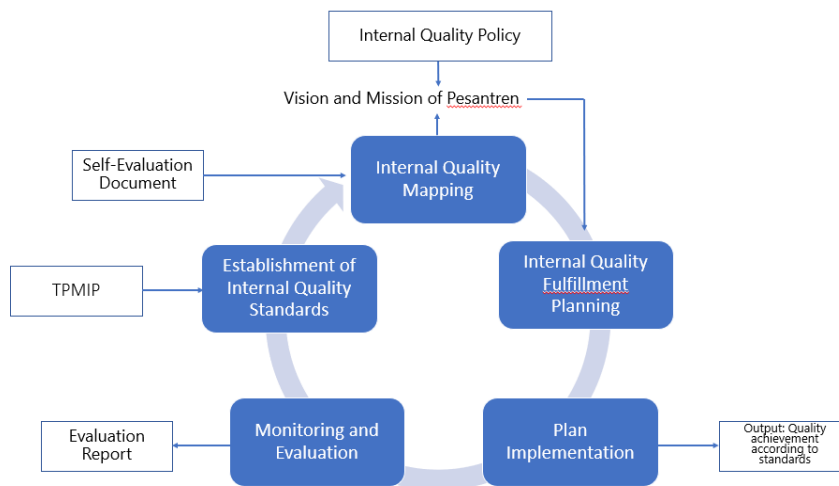
## RESULTS AND DISCUSSION

The development of the *pesantren's* SPMI refers to the 2020 Education Unit Accreditation Instrument (IASP) developed by the Ministry of Education and Culture of the Republic of Indonesia. This quality assurance system depicts how the quality assurance process is managed and implemented in Islamic boarding schools (Liu, 2020; Hanh et al., 2020). This is interesting to develop how the internal quality assurance system of this *pesantren* can control and ensure the quality of graduates of this *pesantren* is maintained.

### Stages of the Islamic Boarding School's Internal Quality Assurance System

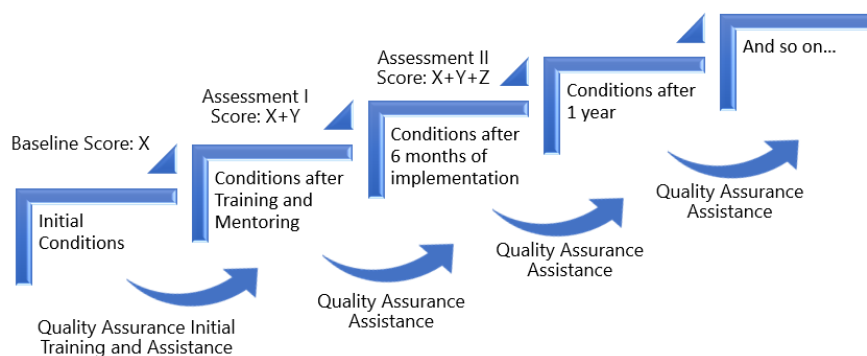
The *pesantren* quality assurance system is implemented following the stages as shown in Figure 1 below, consisting of the formation of the Islamic Boarding School Internal Quality Assurance Team (TPMIP), formulation of internal quality policies, mapping of internal quality standards, planning for internal quality compliance, implementation of plans, evaluation and monitoring and determination of internal quality standards.





**Figure 1. SPMIP stages**

The entire process of the *pesantren's* internal quality assurance system carried out in one or more stages will produce a report card on the results of implementing the internal quality assurance system. It is described in detail in Figure 2 below;



**Figure 2. Report on the results of the implementation of the Internal Quality Assurance System**

Improving the quality of *pesantren* education is not easy nor impossible to achieve (Assa'idi, 2021). This means that both are very likely to occur in the education process in *pesantren*. To make it easier to measure the success of the implementation of the *pesantren's* internal quality assurance system, an indicator of success is made that allows it to be observed. The following are the details of the indicators for the success of the Islamic boarding school internal quality assurance system, which are described into three indicators, namely 1) Output Indicators, 2) Results in Indicators, and 3) impact indicators (Ryan, 2015).

The input indicator is a description of the input of the *pesantren* system in carrying out the internal quality assurance system of this *pesantren*, where success is measured by the ability of the *pesantren* to carry out all stages of

internal quality assurance described in the previous section including, setting quality standards, establishing quality policies, planning, implementing plans to at the monitoring and evaluation stage. In addition, the success of this input indicator is also the formation of an internal *pesantren* quality assurance team.

The second success criterion is seen from the outcome indicators. This result indicator describes the success of the *pesantren* in running the *pesantren's* internal quality assurance system by the standards that have been set, starting from the management of human resources, infrastructure, finance, and curriculum to the learning process. The establishment of quality standards in the field of quality study was successfully achieved by the standards set based on the previous quality policy.

Then the last success criterion is the impact indicator. These criteria lead to the creation of a quality culture in *pesantren*. People in *pesantren*, be it *ustadz* (male teachers) and *ustadzah* (female teachers), students, staff to *kyai* or *pesantren* caregivers together build a quality-oriented culture. This consciously applies and becomes a habit attached to every activity carried out in the *pesantren*. It has also become a value used in various Islamic boarding school activities.

In addition to indicators of success, there are also determinants of the success of the quality assurance system. There are at least seven factors that determine the success of the quality assurance system in *pesantren*, namely 1) organizational culture, 2) *kyai* leadership, 3) management participation, 4) commitment and consistency of all *pesantren* administrators, 5) accountability, 6) transparency and 7) integrity (Iskandar, 2017). These are the keys to developing the *pesantren's* internal quality assurance system.

### Islamic Boarding School Internal Quality Mapping

The field of mapping the internal quality of *pesantren* includes five areas, namely 1) *pesantren* curriculum, 2) learning process, 3) assessment of learning outcomes, 4) management of *pesantren* resources, and 5) funding sources (finance). See Figure 3 below;



**Figure 3. Mapping the Internal Quality of Islamic Boarding Schools**

The mechanism for mapping the internal quality of the *pesantren* is carried out in several steps, including the preparation of tools and materials, socialization, filling out the *Pesantren* Self Evaluation (EDP) instrument,

verification and validation, data processing, and instrument preparation. Meanwhile, the *pesantren's* internal quality map was developed from the data from the internal quality assessment obtained by TPMIP. Developing this quality map is also carried out in every field of *pesantren's* internal quality mapping. The scheme for developing the *pesantren's* internal quality map can be seen in the Figure 4;



**Figure 4. Islamic Boarding School Internal Quality Development Scheme**

First, the *pesantren* curriculum quality map was developed from the results of the EDP by the *Pesantren* Internal Quality Assurance Team (TPMIP). The data that is managed and analyzed is related to the availability of the *pesantren* curriculum, which was developed independently by referring to the vision and mission of the *pesantren*. In addition, examine the strengths, weaknesses, problems, and recommendations for improving the *pesantren* curriculum if there are deficiencies and incompatibility with the goals of the *pesantren*. Second, the map of the quality of the learning process leads to a mapping of the quality of learning carried out by *asatidz* and the availability of supporting learning resources. Mapping of the quality of the learning process was also developed based on the results of the EDP. The things that are mapped in this section are 1) conformity to the developed curriculum, 2) Learning is supported by appropriate media and learning resources, and 3) the process of supervision and assessment.

Third, the quality map for the assessment of learning outcomes was analyzed based on the results of the EDP by referring to three domains, namely knowledge, skills, and attitudes. In addition, it is also seen from the assessment procedure and the follow-up of the assessment results. The mapping of the quality of the learning outcomes assessment is presented in the following documents: Instruments for assessing aspects of knowledge, skills, and attitudes. Fourth, the quality map of Islamic boarding school resource



management is grouped into human resources (HR) and material resources. Human resources include *asatidz*, while material resources include facilities and infrastructure for Islamic boarding schools to support education. The mapping in this section based on the EDP leads to 1) the availability of *asatidz* who meet the qualifications and competencies according to standards, and 2) the availability of Islamic boarding schools facilities and infrastructure according to standards.

Fifth, the map of the quality of funding sources (financial) is analyzed based on the results of the EDP by looking at the operational costs of Islamic boarding schools and the costs of developing *pesantren*, including cross-subsidies services for underprivileged students. The financial quality mapping is presented in the following documents: 1) Islamic Boarding School Income and Expenditure Budget Plan (RAPBP), 2) Islamic boarding school financial reports, and 3) Islamic boarding school financial internal audit results document.

### **Development of Islamic Boarding School Internal Quality Assurance System Instruments**

The development of the *pesantren* internal quality assurance system instrument refers to the quality areas specified in this quality assurance system, namely 1) the *pesantren* curriculum, 2) the learning process, 3) the assessment of learning outcomes, 4) the management of *pesantren* resources, and 5) funding sources (financial). So, in general, the quality indicators developed also lead to these five areas. To facilitate the mapping of the internal quality of the *pesantren*, the five areas are grouped into four main dimensions as the direction of their development, namely 1) the quality of graduates, 2) the learning process, 3) the quality of the *asatidz* board and 4) the management of the *pesantren* (quality of management). The description of the indicators of the *pesantren* quality standards developed can be seen in the Table 1.

It is lowered into a reference frame of performance achievement to facilitate the measurement of the quality of Islamic boarding schools seen from the four dimensions as contained in Table 1 above. So that in mapping the quality of *pesantren* or its assessment, it is clearly illustrated.

### **Product Trial**

The product trial was carried out using the Focus Group Discussion (FGD) technique as a trial of an expert review or experts related to the products produced in this study. This technique also leads to an open discussion to improve the research product so that improvements can be made to improve product. Product trials using FGD techniques are directed to; 1) Obtain input from experts regarding the development of the IASP2020 Adapted Islamic Boarding School SPMI model, 2) Obtain input from experts regarding the Guidebook for the Preparation of Islamic Boarding School SPMI, 3) Brainstorm about the urgency of the Islamic Boarding School Internal Quality Assurance System, and 4) Discuss how the stages implementation of the SPMI.

**Table 1. Indicators of Islamic Boarding School Quality Standards**

Indicator	Dimension
Graduate Quality	<ol style="list-style-type: none"> <li>1. Religious behavior</li> <li>2. Discipline behavior of students</li> <li>3. Attitude of independency and responsibility</li> <li>4. Anti-bullying attitude</li> <li>5. Communication skills</li> <li>6. Ability to work together</li> <li>7. Critical thinking skills</li> <li>8. Creativity and innovation skills</li> <li>9. Mastery of scientific competence</li> <li>10. Courage to express oneself according to interests and talents</li> <li>11. Improved learning achievement</li> <li>12. Stakeholder satisfaction on the quality of graduates</li> <li>13. Strengthening national insight</li> <li>14. The soul of sincerity, simplicity and the soul of brotherhood</li> <li>15. The soul of freedom in thinking</li> <li>16. The soul of balance</li> </ol>
Learning process	<ol style="list-style-type: none"> <li>1. Actively involve students in learning</li> <li>2. Assessment of learning processes and outcomes is used as a basis for improvement</li> <li>3. Provide remedial and/or enrichment programs for students who need it</li> <li>4. Habituation of literacy reading and writing</li> <li>5. Optimal use of learning facilities and infrastructure</li> </ol>
Quality of the <i>Asatidz</i> Board	<ol style="list-style-type: none"> <li>1. The ability of Ustadz in preparing lesson plans, making media, strategies, models, learning methods actively, creatively and innovatively</li> <li>2. Ustadz conduct self-evaluation, reflection and competency development to improve performance on a regular basis</li> <li>3. Ustadz carry out continuous professional development to increase knowledge, skills and insight</li> <li>4. Ustadz develop creative and innovative learning models, methods and media</li> <li>5. Ustadz has a bachelor qualification in education</li> <li>6. Ustadz has an experience of serving in <i>Pesantren</i></li> </ol>
Islamic Boarding School Management (Quality Management)	<ol style="list-style-type: none"> <li>1. Islamic boarding schools develop, socialize, implement and evaluate the vision, mission, goals of the <i>pesantren</i></li> <li>2. <i>Pesantren</i> conducts habituation to a safe, orderly, clean and comfortable <i>pesantren</i> environment</li> <li>3. Islamic boarding schools involve parents/guardians of students and the community in <i>pesantren</i> activities</li> <li>4. Islamic boarding schools develop, implement and evaluate the implementation of the <i>pesantren</i> curriculum</li> <li>5. Islamic boarding schools implement HR management effectively and efficiently and accountably</li> <li>6. Islamic boarding schools carry out management of suggestions and infrastructure properly to support a quality learning process</li> <li>7. Islamic boarding schools manage budgets in a transparent and accountable way</li> <li>8. Islamic boarding schools carry out student training in the context of developing interests and talents</li> <li>9. Islamic boarding schools provide guidance and counseling services in the personal, social, academic, career fields on an ongoing basis</li> </ol>

The product trial through this FGD involved two experts and four practitioners, namely the manager of the *pesantren*, who directly knew how to implement education in the *pesantren*. The practitioners invited to this FGD activity came from Gontor Modern Islamic Boarding School, Tahfidz Bia Madani Islamic Boarding School, Darussalam Islamic Boarding School Ciomas Bogor, and Darul Ulum Islamic Boarding School Bantar Kemang Bogor.

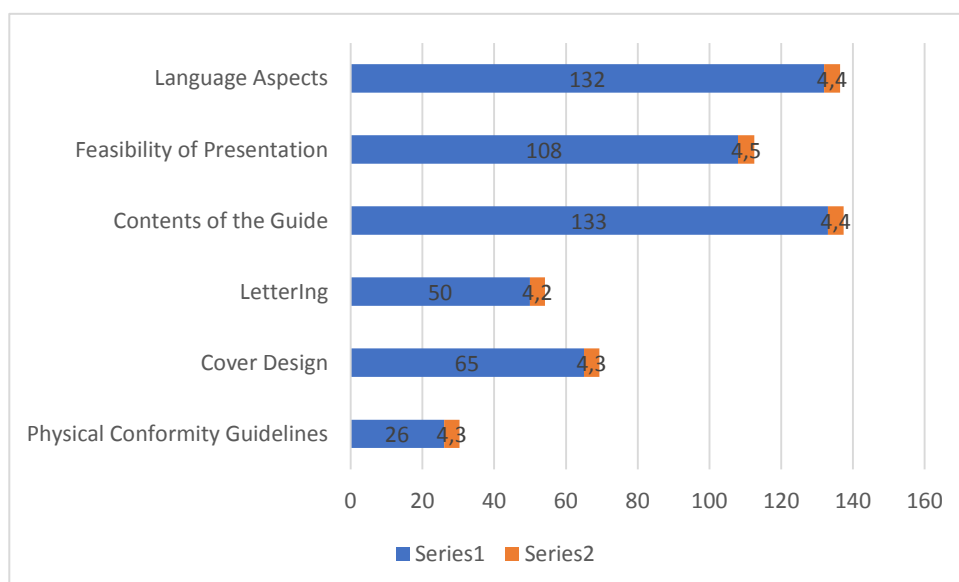
Before implementing the FGD on the *pesantren* quality assurance system, three resource persons were invited to provide input and material on the education quality assurance system. The material presented by the first resource person was related to the urgency of the Islamic Boarding School's Internal Quality Assurance System (the importance of quality culture and improving the quality of Islamic boarding school education). The second resource person conveyed IASP2020 Adaptation in SPMI *Pesantren* (IASP2020 paradigm and its indicators). Then the third resource person delivered material on the Policy of Law no. 18 of 2019 concerning Islamic Boarding Schools.

After getting input and improvements from the results of expert and practitioner trials through FGD, the product is tested on the *pesantren* leaders who will use the guidance of the Islamic Boarding School's Internal Quality Assurance System. The trial was conducted on three *pesantren* by filling out instruments that describe three main things, namely the feasibility of graphics, the feasibility of presentation, and language.

**Table 2. Aspects of Trial Assessment**

Assessment Aspect	Amount	Average
Physical Suitability Guide	26	4.3
Cover Design	65	4.3
Letter Match	50	4.2
Guide Contents	133	4.4
Serving Eligibility	108	4.5
Language Aspect	132	4.4
Total		514
Maximum Value		585
Average		4.39 (Very good)

Based on Table 2 above, it can be said that the development of the Islamic Boarding School Internal Quality Assurance System guide is seen from the six aspects of the assessment, namely the physical suitability of the guide, cover design, letter suitability, guide content, presentation feasibility, and language aspects show a perfect total score, This means that the SPMI *Pesantren* guide is suitable for use. This is described in Figure 5.



**Figure 5. Test Results Based on Assessment Aspects**

The assessment of the physical suitability of the guide described by the suitability of the size and illustration with the content material shows an average of 4.3, which means that the criteria are perfect in this aspect. Meanwhile, the cover design aspect also shows an average of 4.3, which has the same criteria. This aspect of cover design is described by the appearance of the layout, center point, title composition, color, and cover illustration.

The aspect of the letter-appropriate assessment also showed excellent results with an average of 4.2. The suitability of this letter is described with legibility, and the letters used are interesting. In addition, the assessment criteria are also seen from the aspect of the content of the guide, which is described by the suitability of the contents of the guidebook, illustration of the content that describes the meaning or meaning of the object as well as the accuracy of the shape and proportion according to needs, showing a perfect day with an average value of 4.4.

The next aspect is seen from the feasibility of presentation, which is described by presentation technique, supporting presentation in the form of an introduction, glossary, and bibliography, as well as the completeness of the presentation of the contents of the guide, which shows an excellent value with an average value of 4.5. The last aspect, seen from the language aspect, also shows perfect criteria, namely with a value of 4.4.

Based on the results of this trial, it can be said that the Islamic Boarding School's Internal Quality Assurance System guide developed perfect criteria. This means that the product developed is feasible to use. Both in terms of the physical feasibility of the guide, the content up to the feasibility of the language side, it meets the criteria very well. In addition, it is also supported based on an assessment through FGD, which concluded that the developed product can be used as a guide for *pasantren* to carry out quality assurance internally while still guaranteeing the uniqueness of each *pasantren*.

## Product Revision Based on Test Results

The Internal Quality Assurance System development for Islamic Boarding Schools is carried out by referring to the primary and secondary education accreditation instrument developed by the Ministry of Education and Youth of the Republic of Indonesia in 2020. Based on expert trials and practitioner studies, namely *pesantren* managers through Forum Group Discussion (FGD) activities, the results are Some suggestions and recommendations for product improvement are in the form of guidelines for the *pesantren's* internal quality assurance system, including a) Completion of the guidelines so that they are not too general and not too specific, b) the inclusion of a format that can be used as a blueprint for the compilers of SPMI *Pesantren* and c) field trials to see the effectiveness of using the SMPI *Pesantren* guide as a model to be developed.

## CONCLUSION

Based on the results of research and development of the Islamic Boarding School's Internal Quality Assurance System model based on the Education Unit Accreditation Instrument (IASP) in 2020, it can be concluded that the internal quality assurance system in Islamic boarding schools so far cannot be said to be concrete, comprehensive, systemic and sustainable. This is illustrated by the *pesantren* only monitoring the achievement and implementation of the program through evaluation meetings of *Kyai* and *Asatidz*, which are held every week, month, and semester. There are no structures, instruments, or even guidelines for implementing SPMI in *pesantren*. The Islamic Boarding School Internal Quality Assurance System model which refers to the Education Unit Accreditation Instrument (IASP) 2020 was developed with a quality scheme in four main areas, firstly, the quality of graduates related to the achievement of attitudes or behavior, competencies and stakeholder satisfaction, secondly quality the learning process is related to optimal learning achievement by looking at the active role of the *ustadz/ustadzah* in learning from planning to assessment and the use of learning media and the activeness of students in learning, the three qualities of the *asatidz* council are related to the minimum standard achievements that the *asatidz* council must possess such as have experience of learning or teaching in Islamic boarding schools and from an academic point of view at least a bachelor's degree (S1) according to the field of study, the four qualities of management (boarding school management) are related to performance achievements in building a climate and culture of boarding schools that are conducive to carrying out learning, development curriculum, human resource management, infrastructure, finance, guidance for students to the provision of guidance and counseling services for students.

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