

# Internal Quality Assurance System Based on Pesantren Values: Towards The Excellence of Schools in Indonesia

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DOI: <http://doi.org/10.33650/al-tanzim.v6i3.3357>

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Received: 17 February 2022; Recieved in Revised Form 4 April 2022, Accepted: 30 May 2022, Available online: 1 June 2022

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## Abstract:

This paper aims to provide an understanding of the internal quality assurance system (SPMI) based on *pesantren* (Islamic boarding school) values developed by one of the vocational high schools in Indonesia. This research uses a qualitative case-study approach through in-depth interviews, observations, and documentation supported by the interactive analytical model of Miles, Huberman, and Saldana to produce a comprehensive data analysis. The results of the study show that: 1) Determination of quality standards refers to the National Education Standards and Islamic boarding schools' values that are adjusted to the vision, mission, and conditions of the school for further School Self Evaluation to identify strengths, weaknesses, opportunities, threats and appropriate recommendations; 2) Quality fulfillment planning is prepared based on the results of quality mapping in the form of School Work Plans and School Annual Work Plans which contain quality targets, programs, indicators of the success of the person in charge and schedule of activities as well as sources of funding and budget; and 3) The implementation of quality fulfillment is designed by the person in charge of the activity by forming a team for implementing activities, technical activities, and credible budget details to ensure the achievement of the quality implementation that has been declared.

**Keywords:** *Internal Quality Assurance System, Pesantren Values, and Excellent School*

## Abstrak:

Paper ini bertujuan untuk memberikan pemahaman tentang sistem penjaminan mutu internal (SPMI) berbasis nilai-nilai *pesantren* yang dikembangkan oleh salah satu sekolah menengah kejuruan di Indonesia. Riset ini menggunakan pendekatan kualitatif-studi kasus melalui wawancara mendalam, observasi, dan dokumentasi yang didukung dengan model analisis interaktif Miles, Huberman dan Saldana untuk menghasilkan analisis data secara komprehensif. Hasil studi menunjukkn bahwa; 1) Penetapan standar mutu mengacu pada Standar Nasional Pendidikan dan nilai-nilai *pesantren* yang disesuaikan dengan visi, misi dan kondisi sekolah untuk selanjutnya dilakukan Evaluasi Diri Sekolah untuk mengidentifikasi kelebihan, kelemahan, peluang, ancaman dan rekomendasi yang tepat; 2) Perencanaan pemenuhan mutu disusun berdasarkan hasil pemetaan mutu dalam bentuk Rencana Kerja Sekolah dan Rencana Kerja Tahunan Sekolah yang berisi sasaran mutu, program, indikator keberhasilan penanggung jawab dan jadwal kegiatan serta sumber pendanaan dan anggaran; dan 3) Implementasi pemenuhan mutu dirancang oleh penanggung jawab kegiatan dengan membentuk tim pelaksana kegiatan, teknis kegiatan, dan rincian

anggaran yang kredibel sehingga dapat memastikan ketercapaian pelaksanaan mutu yang dicanangkannya.

**Kata Kunci:** *Sistem Penjaminan Mutu Internal, Nilai-nilai Pesantren dan Sekolah Unggul*

*Please cite this article in APA style as:*

Thoyib, M. (2022). Internal Quality Assurance System Based on Pesantren Values Towards An Excellent School in Indonesia. *Al-Tanzim: Jurnal Manajemen Pendidikan Islam*, 6(03), 826-840.

## INTRODUCTION

Education is an integral part of a country because education is a natural life maturation process (Ezenwaji et al., 2019). According to Jose et al. (2020), it is necessary to have quality education to ensure survival. Qualified education is contains the process of maturation of the quality of students who are trying to be developed by changing students from those who do not know to know, who are unable to become capable, to be efficient, to be honest, to be accurate, and have reason and faith. In other words, Makiya et al. (2022) stated that education quality is an absolute requirement to birth a superior and competitive school in today's global era.

The quality of education can be seen in the quality of teaching staff and graduates who are accepted for work or at the next level of education. Good graduates are produced from good education management. This, according to Zheng et al. (2017), emphasizes the need for good quality management that needs to be carried out by all education providers, including schools as the best educational institutions. On Odunola et al. (2019), the growth of schools that have not shown an increase in sound quality management makes it difficult for a quality to be expected to improve.

Based on the research of Tavares et al. (2017), few schools in Asia and Europe, which deny the importance of quality assurance, have gone defeated. One of the excellent quality management is the quality assurance system. A quality assurance system aims to avoid errors from the beginning of a process in order to meet certain specifications. One of them uses the National Education Standards (SNP) set by the government as an effort at quality assurance. Indonesia has eight SNPs, which includes standards of graduate competency, content, process, assessment, educators and education personnel, infrastructure, and management. This is the government's effort to guarantee the quality of education, known as the external quality assurance system. Therefore, Ziva (2021) says that the internal quality assurance system can complement schools to strengthen their external quality assurance system. Moreover, for schools under the auspices of *pesantren*, with their distinctive characteristics, it becomes something unique and different from schools in general.

Academic units, including schools, should meet established standards to support quality assurance. However, many still do not meet national education standards. In East Java, there should have been 14,345 accredited institutions, but only 10,173 institutions were accredited (Harian Bhirawa, 2018). Judging from the results of national accreditation of 51,979 schools from SD/MI, SMP/MTs, to SMA/SMK/MA and equivalent levels carried out by the National Accreditation Board for Schools (BAN-SM), accredited schools with a

B rating of 55.31% and an A rating of 20.51%. In addition, there are still schools that are not accredited; there are even 705 that have closed (Media Indonesia, 2019). This shows that quality education is still far from expectations. On the other hand, Denis (2013) stated that the lack of accreditation or the implementation of good accreditation will reduce the institution's value as a quality school in the eyes of consumers.

Internal quality assurance needs to be implemented by educational institutions, especially schools, as educational institutions that focus on developing two sciences, namely religious science and general science. In this study, Hamdan (2019) stated that it is a *pesantren*-based school that not only develops two disciplines but also tries to maintain and preserve the values of the *pesantren*. In that context, the presence of schools under the auspices of *pesantren* that implement an excellent internal quality assurance system will be an 'attraction' in itself, considering that it is still tiny, especially if proud achievements support the school.

Currently, *pesantren*-based schools, as one of the oldest educational institutions, are expected to survive and to be able to face the challenges of the times. Therefore, an excellent internal management system is needed so that the guarantee of survival is higher (Fahyuni et al., 2020). *Pesantren*-based schools as Islamic educational institutions that have the hope of being able to compete and continue to exist can be realized through an internal quality assurance system. This internal quality assurance system needs to be developed about the potential strength, which leads to a real need for substantially quality (Mas, 2017).

Each school's internal quality assurance system will be different in public schools, private schools, and schools based on *pesantren*, and so on. The internal quality assurance system, which includes standard setting, quality mapping, quality compliance planning, quality compliance, and quality evaluation, is a quality assurance guideline from BAN-SM for educational institutions. However, its implementation in several schools will vary (Muyassaroh & Fitri, 2021). Not even a few have experienced difficulties which, in the end, put schools on low-quality control.

There are several reasons for choosing the research object at SMK (Vocational Senior High School) Al-Fattah Kertosono, Nganjuk, as well as a novelty for this research; First, SMK al-Fattah is a *pesantren*-based school that has implemented an internal quality assurance system based on ISO 9001:2008 since 2017, so that it was able to lead the institution to achieve several institutional achievements, including being accredited A. Second, this school, with its quality assurance system, has experienced an increase in students from year to year (in 2013, the number of students was 153, in 2017, the number of students was 273, and in 2020 there were 560 students) and was able to maintain its existence compared to schools with the same base in Nganjuk district. Third, SMK Al-Fatah is considered to have a complete curriculum by the community because it not only develops general and religious knowledge but also provides students with an *amalayah* worship assessment program,

scientific writings, and local content of calligraphy and recitation as a hallmark of Al-SMK Fatah which is included in the curriculum.

Several forms of SMK Al-Fatah's success in the quality assurance system implementation are: 1) Received an award as a vocational school with the highest number of students accepted into PTN through the SPAN-UM-PTN route; and 2) The results of the UAMBNBK are proud to be ranked in the top 5 in the Nganjuk district of the three specialization majors; 3) The school always targets that its students must pass 100%, which has been proven. This proof shows that SMK Al-Fatah is a vocational school of high quality, one of which can be seen in the many graduates who are accepted at famous universities. In general, this article aims to explain and understand the importance of an internal quality assurance system in *pesantren*-based schools, which includes aspects; determination of quality standards, planning for quality compliance and implementing quality compliance as an integrated system.

## RESEARCH METHODS

This study uses a qualitative descriptive analysis approach that uses written words from the observed behavior (Manab, 2016). In this study, the researcher collected data on the internal quality assurance system through in-depth interviews, nonparticipant observation, and documentation in order to obtain data on the internal quality assurance system as well as the values of *pesantren* by involving six informants, namely; the principal, vice-principal for curriculum, vice-principal for student affairs, secretary of *pesantren*, and two teachers. A case study is a research that studies an individual, group or institution that is considered to have a particular case intensively, using the interactive model analysis of Miles, Huberman, and Saldana (2014) as a unified analysis to get the data comprehensively, which include; data collection, data condensation, data display and data verification/drawing conclusions. In this case, the researcher will uncover cases related to internal quality assurance combined with the values of *pesantren* in SMK Al-Fatah starting from; 1) Standard-setting; 2) Quality compliance planning; and 3) Quality fulfillment implementation, which is explored intensively.

## RESULTS AND DISCUSSION

The school's internal quality assurance system based on the values of *pesantren* at SMK Al-Fatah can be described and analyzed as follows;

### The Establishment of Quality Standard of SMK Al-Fatah Based on *Pesantren* Values

SMK (Vocational School) Al-Fatah prepares quality standards by making adjustments to the National Education Standards (SNP) and the school's vision and mission as well as school condition. This standard-setting involves school principal, school representatives, heads of departmental programs and administrative and financial staff, school committees, and foundations that become school development teams which will then carry out School Self

Evaluation (EDS), formulate school work plans, and evaluate quality compliance (Interview with school principal, Sujono, October 8, 2021).

In the same way, SMK Al-Fatah sets academic abilities and morality as absolute standards for schools that refer to the SNP. Tavares et al. (2016) stated that the value of school responsibility for students' future is running well. Some of the standards set by SMK Al-Fatah based on the SNP contain several characteristics of *pesantren*, which can be explained as follows;

### **The Standard of Content**

In terms of content standard, SMK Al-Fatah develops a curriculum by holding cross-specialization programs (computer networks, offices, automotive, graphic design), which is a government policy, so that students not only receive subjects according to the chosen major program but also receive subjects additional programs in other majors so that students do not only master one scientific field. This, according to Botma & Labuschagne (2019), shows the value of science and independence reflected by the school because they are aware of the importance of mastering various scientific fields that have been taught in *pesantren* and have made adjustments to government policies. The school also holds local calligraphy content and the yellow book study as a characteristic of learning in *pesantren* in general.

### **The Standard of Process**

The standard of process at SMK Al-Fatah related to the development of the syllabus and lesson plans (RPP) by government policies and the environmental conditions of the *pesantren* shows the value of independence of the school in managing its learning planning. The development of teaching materials loaded with *pesantren*'s characteristics, such as using Arabic literature in certain teaching materials, reflects the moral value of *pesantren*, namely preserving the good old things (Fuad, 2018).

### **The Standard of Graduate Competence**

Among the several standards, SMK Al-Fatah graduates must achieve are good academic scores by meeting the school's KKM scores. This shows that the school pays attention to the scientific values that exist in students (Tavares et al., 2017). School requires graduates to have good behavior and morals as graduates of schools and *pesantren* by showing behavior that is by the values of *pesantren* and society in general. That shows the moral values that the school wants to build. The school equips graduates, among others, with religious services to be independent and valuable for the community in their environment.

### **The Standard of Educators and Education Personnel**

SMK Al-Fatah stipulates the number, qualifications, and competencies by government policies, such as educators and education personnel must have an undergraduate education indicating an adjustment to government policies that

reflect the value of school independence (Kriswanto & Hasanah, 2021). The special requirements for educators and teaching staff set by the school are being able to read and write the Qur'an and be obedient to worship so that it is by the values of schools and *pesantren*.

### **The Standard of Facilities and Infrastructure**

The standard set by SMK Al-Fatah in this component is to provide facilities and infrastructure according to the standard set by the government and to maintain the condition of facilities and infrastructure so that learning activities are conducive and comfortable. This is conducted by trying to provide facilities that do not yet exist, repairing damaged facilities, and conducting periodic checks. Asiyai's thought (2020) implies the value of school responsibility in providing services to students.

### **The Standard of Management**

SMK Al-Fatah sets management standards by completing all critical data that the school must own, such as vision and mission, EDS, RKS, RKTS, and others, as well as conducting socialization. The school involves school committees and the community in compiling school data and involves them in academic activities. The involvement of various parties in this school activity shows the value of togetherness and democracy. In community involvement, Wilian et al. (2020) stated that the school builds good communication with various parties in implementing education, as well as reliable and valid information as the characteristics of *pesantren*.

### **The Standard of Assessment**

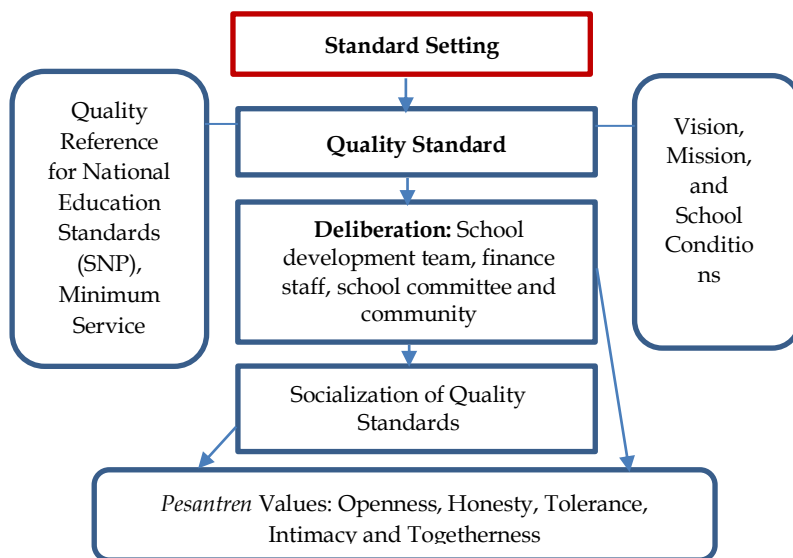
The assessment standard at SMK Al-Fatah uses four aspects of assessment, namely the assessment of report cards, the assessment of *amaliah* worship and practice, scientific writing, and behavioral assessment through a scoring system for each violation. Assessment is carried out using various assessments, including test results, skills, practices, and portfolios, which will be reported to the parents. The assessment of various aspects, including religious aspects, contains the characteristics of *pesantren* in the form of religious, spiritual, mental appreciation, and *tafaqquh fi ad-din* in this assessment system. This reflects the value of divinity.

### **The Standard of Financing**

SMK Al-Fatah determines budget planning by referring to government policies and being accountable to all stakeholders through financial reporting. This shows the value of the school's responsibility for all Management and existing ones. The school increases donations from various parties by establishing relationships with various parties such as alumni, foundations, school committees, parents, and government and facilitating access to distribution of funds from students such as through virtual accounts. On

Heckman et al. (2019), the support and involvement of various parties show the value of togetherness and social values that the school instills in all elements.

After setting standards, the school disseminates its vision and mission through official meetings and print media. In the view of Kamat & Kittur quality (2019), this is done to direct quality and produce outputs that excel in academics and good morals. The existence of socialization after setting standards shows that SMK Al-Fatah has systematic and sustainable principles. This is in line with the principles of quality assurance, including implementing sequentially (Li, 2017). The process of setting quality standards based on *pesantren* values at SMK Al-Fatah Nganjuk can be seen in Figure 1 as follows;



**Figure 1. The Establishment of Quality Standards of SMK Al-Fatah Based on *Pesantren* Values**

From Figure 1 above, it can be concluded that in setting standards, SMK Al-Fatah uses SNP as a quality reference by making adjustments to the vision, mission, and school conditions. At this stage, the values of *pesantren* that emerge include independence which is indicated by having certain quality reference ideals; responsibility shown by the ability to direct students in a better direction; morality shown by openness and honesty; social values demonstrated by tolerance; and the value of togetherness shown by the awareness to achieve goals together.

### **The Planning of Fulfilling The Quality of SMK Al-Fatah Based on *Pesantren* Values**

SMK Al-Fatah prepares a quality fulfillment plan from RKS and RKTS. The RKS prepared by the school is a work plan that will be used for the next four years. At the same time, the RKTS is a work plan prepared for the following year. The form of quality improvement planning is generally in the form of an annual work plan in the form of a detailed description of the intermediate work plan (4 years) (Sani et al., 2018; Fadhli, 2020). RKS and RKTS

are used as a reference for achieving quality targets, as a guide for budget utilization, and as a benchmark for the successful implementation of programs. This shows that the school independently can plan the fulfillment of quality systematically. This implies the value of independence and school responsibility as an educational institution to produce a generation that is intellectual and has good character.

RKS and RKTS of SMK Al-Fatah are structured on the opinion of Sridana et al. (2018) to be used as signs in good, structured, and measurable program management, implementation, monitoring, and evaluation, as an encouragement to increase teacher professionalism and education quality, help to regulate school finances, respond to demands for community participation, increase openness and accountability. The school work plan is used as a working guide, a basis for evaluating and monitoring the implementation of school development, and reference material for identifying and proposing needed educational resources. RKS aims to determine the actions that must be taken to achieve the goals, obligations, and fulfillment targets (Sani et al., 2018).

The description above explains the importance of preparing RKS and RKTS for planning quality fulfillment. One of the crucial roles of the work plan is to improve teacher professionalism and school quality. This confirms that the school's desire to improve itself shows the moral values that are always taught by *pesantren* to become pious individuals. In addition, school work plans also have a role in helping manage finances. Managing finances is one of the things that students get used to at *pesantren*. This is a form of independence for students in using whatever money their parents give them to meet their needs while at the *pesantren* without waste. This value is what the school is trying to instill so that existing funds are used effectively and efficiently.

The role of school work plans as a response to community demands implies that the school does not ideally ignore the wishes of parents and the surrounding community. All school programs are also based on the consideration of the school committee. This shows the moral value of respecting each other and giving parents rights as service users. In this context, Song and Xu (2019) said that the critical role of school plans is as a form of increasing openness, accountability, and quality control. With the RKS, parents will understand what programs and activities are carried out by the school to achieve common goals (Hamdan, 2019).

The RKS of SMK Al-Fatah was compiled based on the identification and analysis of school conditions, stakeholder expectations, and school challenges. This is the opinion of Sani et al., who states that quality planning is generally based on the results of the quality mapping, national and regional education policies, and the education unit itself, along with a strategic plan for the development of education units. The preparation based on the results of quality mapping and quality standards shows the ability of the school to adapt to all conditions. The existence of principles built by the school in the preparation of work plans implies the value of simplicity, responsibility, democracy,



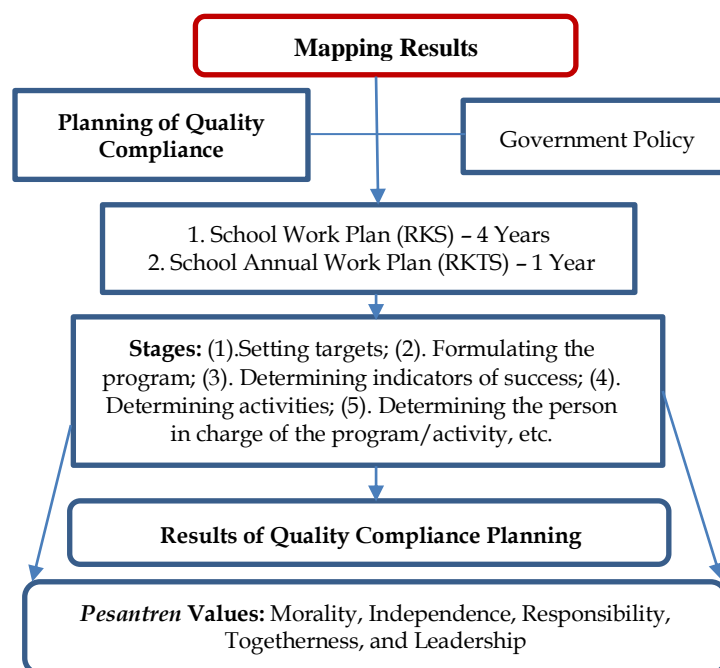
togetherness, and morality. These are the various values taught by *pesantren* to their students (Fuad, 2018).

School work plans are prepared through teams consisting of teachers, finance staff, administrative staff, community representatives, and committees. The team will be divided into eight according to the SNP, who will formulate a work plan according to the standards determined by the team. The results will be discussed in a meeting to be adjusted to the results of quality mapping and SNP and then mutually agreed upon. The program is determined based on the target of the education unit by involving other parties such as committees and the community. The work plan formulation phase includes formulating school programs and compiling a schedule of activities. According to Cardoso et al. (2017) and Kos (2021), the formulation of the school program includes four steps which include setting goals, determining indicators of success, determining activities, and determining the person in charge (Cardoso et al., 2017; Kos, 2021). This shows the value of a school's independence in organizing programs and activities to be comprehensive.

The RKTS of SMK Al-Fatah itself is prepared based on the results of monitoring and evaluation of the implementation of the School Work Plan in the previous year, the implementation of the RKS program and activity plan, and adjusted to the Permendiknas. The preparation of a quality fulfillment plan in the Internal Quality Assurance System book is formulated based on the EDS and refers to the school's vision, mission, and goals adapted to national and regional policies. The EDS that the school has carried out is a baseline indicator that will be improved to meet the established standards (Sani et al., 2018).

The formulation stage of RKS at SMK Al-Fatah includes formulating a school strategic plan, which is carried out through six steps: setting targets, formulating programs, determining indicators of success, determining activities, determining the person in charge, and compiling a schedule of activities. Then formulating a school routine plan with the same steps. Determining programs and activities to provide quality services with the target of meeting or exceeding the SNP must contain a clear schedule and stages. The program is an effort to achieve the target. The program is determined based on the target of the education unit by involving other parties such as committees and the community (Sani et al., 2018).

After completing the work plan, SMK Al-Fatah prepares a budget for each program and activity that is adjusted to the source of funds. In formulating the education unit budget plan, it is prepared by making an education unit cost plan to find out how much it will cost, whether the education unit has the funds and from where it is obtained, making an education unit funding plan that contains a plan for education unit income sources that are tailored to the needs and sequence certainty of obtaining funds, and adjusting the cost plan to the funding source by taking into account the rules for the use of funds from the funder. This is intended so that the use of school funds is allocated effectively and efficiently. In simple terms, an explanation of the planning for fulfilling the quality of education at SMK Al-Fatah can be seen in Figure 2 as follows:



**Figure 2. The Planning of Fulfilling The Quality of SMK Al-Fatah Based on *Pesantren* Values**

From Figure 2 above, it can be explained that SMK Al-Fatah prepares RKS and RKTS as quality fulfillment plans that are used as signs in good, structured, and measurable program management, monitoring, and evaluation, as encouragement in improving teacher professionalism and education quality. The work plan of SMK Al-Fatah was compiled based on the results of identification and analysis of school conditions, stakeholder expectations, and school challenges, which included the formulation of the school's strategic plan, which was carried out through six steps, namely; 1) Setting goals; 2) Formulating the program; 3) Determining indicators of success; 4) Determining activities; 5) Determining the person in charge; and 6) Developing a schedule of activities.

### **The Implementation of Fulfilling The Quality of School Based on *Pesantren* Values**

SMK Al-Fatah has formulated programs in the RKS, and RKTS will serve as a reference for implementing quality compliance, but sometimes they cannot be fully implemented due to time and place limitations or other school conditions. In the standard fulfillment step, the school must require quality standards and guidelines from external parties, namely the government, as a reference. In other words, Stormont & Green (2018) stated that the implementation of the school's quality is the realization of programs and activities that have been designed in the quality fulfillment plan document.

The school's independence in carrying out quality assurance is also shown in the continuity of activities carried out. Activities in the context of fulfilling the quality of SMK Al-Fatah will be designed by the person in charge and a team that has been appointed in a meeting to discuss the concept of

activities, technical activities, areas of activity, and the person in charge. In fulfilling the quality of education units, the school can carry out the following stages Stormont & Green (2018); 1) Determining the person in charge of the activity; 2) The person in charge will follow up with the implementing organization team and the parties involved; 3) Determining the schedule for the implementation of activities; 4) Establishing physical evidence that supports the implementation of activities; and 5) The program of activities is carried out in a manner in order to obtain significant achievements.

By the explanation above, the activities carried out will be reported related to the implementation of activities, results, constraints, and recommendations to the school, namely the school principal, teachers, and all institutional stakeholders, through official meetings such as teacher meetings, PWM, and *pesantren* internal meetings. Regarding Díaz & Martínez-Mediano (2018), this shows proof of the person in charge of the activity and team implementing quality assurance. As previously mentioned, the implementation of quality compliance requires physical evidence in the implementation of activities. This implies the value of responsibility related to the activities carried out.

The implementation of quality fulfillment activities at SMK Al-Fatah requires the professionalism of the actors and implementers of activities, transparent, accommodating, and democratic school management, as well as the involvement and support of parents, community leaders, religious leaders in the form of donations of funds, energy and thoughts. In addition, it requires support from the government regarding education policies. This is in line with the explanation regarding the fulfillment of quality that the implementation of quality fulfillment requires commitment from the stakeholders of the education unit (Er et al., 2020). This also shows the value of the togetherness of stakeholders because quality assurance requires the support of all elements from both internal and external actors.

In line with the values of togetherness above, in implementing quality fulfillment, schools require several supporting activities supported by boarding school administrators and caregivers. This shows the principle of quality assurance, namely that quality is not only the responsibility of the leadership but is the responsibility of everyone in the organization (Sani et al., 2018; Kos, 2021). Quality assurance includes quality control activities with correct procedures so that improvements in efficiency, productivity, and probability can be achieved. School uses appointment activities as a form of quality control which is part of quality assurance. Quality control activities are also carried out by improving morals, especially discipline, through scoring programs and maximizing the role of teachers as role models and motivators for students.

Social values and togetherness are also shown in the school that seeks to improve teacher performance by motivating teachers, realizing their duties and responsibilities, facilitating teachers by holding workshops, and positioning teachers according to their expertise (Kriswanto & Hasanah, 2021). The school (SMK Al-Fatah) also conducts tests for new students to determine their initial abilities. The school will build awareness of quality and good communication as

well as maximum effort and patience to facilitate quality fulfillment. Implementing management in a process is primarily determined by the organizational climate, namely communication and a compact work team.

From the description and analysis above, it can be concluded that in the implementation of quality fulfillment in SMK Al-Fatah, the programs carried out are activities that have been planned in the RKS and RKTS. The person in charge designs activities, and the principal monitors the team formed for these activities. Prior to implementation, socialization was held. The activities carried out are supported by all school stakeholders and supporting activities. The values of the *pesantren* at this stage are independence, responsibility, social and togetherness, morality and spirituality, and simplicity.

## CONCLUSION

The internal quality assurance system based on *pesantren* values in SMK Al-Fatah, in general, can run well, systematically, and structure which includes several essential stages: *first*, setting quality standards, where the school uses SNP as a quality reference by making adjustments to the vision, mission and school conditions and socialized to all components of the school. The standard setting is carried out by the school development team, namely the principal, school representative, head of the department program, administrative staff, and several competent teaching staff and school committees. The quality standards set include eight standard components, including the characteristics of *pesantren*, such as the existence of a local content curriculum of calligraphy and the study of the yellow book. *Second*, quality fulfillment planning in which the school prepares RKS (4 years) and RKTS (annual) to be used as signs in good, structured, and measurable program management, implementation, monitoring, and evaluation, as encouragement in improving teacher professionalism and education quality, and aims to help to manage school finances, responding to demands for community participation, while increasing transparency and accountability. *Third*, the implementation of fulfilling school quality where the activities carried out are supported by all school stakeholders and supporting activities and management so that RKS and RKTS can be carried out efficiently and effectively. In general, the values of *pesantren* contained in the three stages are independence, responsibility, social and togetherness, morality and spirituality, and simplicity.

To improve the performance of its internal quality assurance system, it is better if SMK Al-Fatah continuously conducts training and development of its human resources competencies so that the quality of the school is more optimal while at the same time anticipating various demands of increasingly complex and changeable educational competition.

## ACKNOWLEDGMENT

We want to thank all reviewers for their corrections to the manuscript of this article so that it can be published with better quality. Not to forget, also to convey infinite gratitude to all leaders of SMK Al-Fatah Kertosono Nganjuk for their willingness to become a research location so that we can produce valuable works for the educational world in Indonesia.

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