

Internal Quality Assurance Management as a Strategy for Achieving National Education Standards through The Principle of Continuous Improvement

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Abstract:

This study aims to understand the implementation of internal quality assurance management in achieving national education standards through continuous improvement at MAN Insan Cendikia Gowa and SMA Islam Athira Makassar. This research uses a qualitative research approach with a case study approach. The results showed that the implementation of internal quality assurance management on the principle of continuous improvement at MAN Insan Cendikia Gowa and SMA Islam Athira Makassar was carried out based on the fulfillment of the Eight National Education Standards by conducting continuous evaluations through school self-evaluation involving all parties to move towards achieving quality higher education is not surprising that the two institutions are one of the only secondary education institutions and have become the educational institution of choice for the community.

Keywords: *Internal Quality Assurance, National Education Standards, Continuous Improvement*

Abstrak:

Penelitian ini bertujuan untuk memahami tentang implementasi manajemen penjaminan mutu internal dalam pencapaian standar nasional pendidikan melalui prinsip perbaikan terus menerus di MAN Insan Cendikia Gowa dan SMA Islam Athira Makassar. Penelitian ini menggunakan pendekatan penelitian kualitatif, dengan pendekatan penelitian berupa studi kasus. Hasil penelitian menunjukkan bahwa implementasi manajemen penjaminan mutu internal pada prinsip perbaikan terus menerus di MAN Insan Cendikia Gowa dan SMA Islam Athira Makassar dilakukan berdasarkan pemenuhan terhadap Delapan Standar Nasional Pendidikan dengan melakukan evaluasi yang berkelanjutan melalui evaluasi diri sekolah dengan melibatkan semua pihak guna melangkah menuju pencapaian kualitas pendidikan yang tinggi, sehingga tidak mengherankan jika kedua lembaga tersebut menjadi salah satu lembaga pendidikan menengah atas yang unggul dan menjadi lembaga pendidikan pilihan masyarakat.

Kata Kunci: *Penjaminan Mutu Internal, Standar Nasional Pendidikan, Perbaikan Terus Menerus*

INTRODUCTION

The development of global life today is so fast. This requires the community to need something that can be used to compensate for these changes. Changes that occur in society require schools or educational institutions to be able to adapt to them (Arifah, 2020). Especially at this time, school development is like the growth of mushrooms in the rainy season. This is another reason educational institutions must be able to increase competitiveness to maintain the existence of schools in the eyes of the community (Samsiah et al., 2020). Schools must maintain their credibility and quality (Azeem et al., 2021).

Changes in improving education at all levels and in every scientific field are continuously carried out in anticipation of future interests. Therefore, changes or developments in education should happen in line with changes in the culture of life. Through education, it is hoped that it can be a form of embodiment of a human culture that is dynamic and full of development (Sa'idu, 2021). Faizin & Sholehati (2019), in their research, said that changes in education for the better could be done with various efforts, one of which is by improving the quality of education. Quality improvement in education is carried out in line and by the times. Suppose education does not keep pace with the times. According to Harahap & Rafika (2020), the output of education, which is tangible in the form of quality human resources capable of dealing with changing times, does not match what is expected. Therefore, Iskandar (2017) says that to meet the demands of the times, education must be packaged so that it becomes quality education. With quality education, it is hoped that it will be able to answer the challenges of community demand.

Quality control, quality assurance, and comprehensive quality management are some of the fundamental elements of quality management (Dudin et al., 2017; Crosby et al., 2020). Applicable rules are implementing elementary and secondary education standards as part of the Quality Assurance System (QAS). When it comes to primary and secondary education, National Education Standards, established by the National Education Standards Agency under the federal government's authority, serve as the central reference point. Musfah & Mulia (2020) define National Education Standards as the minimum standards established by the government in education that must be met by education units and all stakeholders involved in the management and administration of education. National Education Standards are divided into the following categories: Graduate Competency Standards; Content Standards; Process Standards; Assessment Standards; Educator and Education Personnel Standards; Management Standards; Facilities and Infrastructure; and Financing Standards (Sholeh, 2017).

As a result, an education quality assurance system was designed, a systematic, integrated, and long-term mechanism to ensure that quality standards conduct the entire process of providing education throughout delivering education (Alawiyah, 2017). In this way, the education quality assurance system can be thought of as a unified element made up of an

integrated organization, policy, and process that regulates all activities aimed at improving the quality of education that interact with one another systematically and long-term manner.

An internal quality assurance system (SPMI) and an external quality assurance system (SPME) are the two components of the quality assurance system for primary and secondary education (Lailina & Zahrok, 2020). Unlike the internal quality assurance system, which is implemented and applied by all components in education, the external quality assurance system is implemented by the federal government, state and municipal governments, accreditation bodies, and standardizing educational organizations.

MAN Insan Cendekia Gowa and SMA Islam Athirah Makassar conducted preliminary research and discovered that, prior to the introduction of SPMI, school circumstances were not adequately standardized, there was little innovation, and administration was chaotic, infrastructure was poor, and so on. MAN Insan Cendekia Gowa and SMA Islam Athirah Makassar, on the other hand, became model schools that were used as references or references for improving the quality of education by madrasas or other schools after the establishment of an education quality assurance system in 2018 as a follow-up to Permendikbud Number 28 of 2016, resulting in a significant change.

This is evidenced by implementing workshops, school self-evaluations, e-rapport training, SPMI seminars and training, SPMI monitoring from the provincial education office and the Provincial Office of the Ministry of Religion, implementation of SPMI, and evaluation of SPMI. MAN Insan Cendekia Gowa and SMA Islam Athirah Makassar in 2020 are schools located in the territory of the Ministry of Religion of Gowa Regency and the Ministry of Religion of Makassar City as SPMI model schools with evidence of the participation of madrasah/school principals in technical guidance of the internal quality assurance system to become model schools organized by the Institute Education Quality Assurance (LPMP). Besides that, there is a flagship program from this school, namely the implementation of foreign language days (Arabic, English, and German) held three times a week. For this reason, researchers are interested in examining the internal quality assurance management of education applied in the two schools.

MAN Insan Cendekia Gowa and SMA Islam Athirah Makassar are two religious secondary education institutions with state status in Gowa Regency and Makassar City. Both institutions have a vision of creating quality, professional, and competent schools globally. To realize this vision, these two schools have made efforts to improve the quality of schools on an ongoing basis. One of the efforts that have been made is to implement an Internal Quality Assurance System.

Based on the pre-research, the stages of the Internal Quality Assurance System passed by both institutions are to map quality through the School Self Evaluation (EDS) document, which is simultaneously and uniformly socialized by the Education Quality Assurance Institute (LPMP) through the Work Deliberation.

According to the principal's statement at the two educational institutions, it was stated that the School Self Evaluation (EDS) document was in the form of an excel application program with an instrument for meeting national education standards using a score of 1 to 2. The results of the EDS MAN Insan Cendekia Gowa and SMA Islam Athirah Makassar were three years. The last one shows that the fulfillment of national education standards as a percentage of each standard has been stable. This means that the quality of schools has increased significantly, but efforts must still be made to improve. Quality improvement in education units can be identified by increasing the fulfillment of national education standards significantly and gradually meeting quality standards. The School Self Evaluation analysis results are then used as a reference for compiling a quality fulfillment plan in the form of a School Work Plan (RKS).

In addition, data was obtained that the school or madrasa development team did not understand the clear procedures and technicalities in preparing the School Work Plan. This was identified through the inconsistent process of preparing the School Work Plan. In preparing the School Work Plan, do not use the results of the School Self-Evaluation as a reference for the preparation of program planning; this results in the planning that is arranged inconsistently with the results of the School Self-Evaluation so that the School Work Plan that is compiled is not by the needs of the school.

MAN Insan Cendekia Gowa and SMA Islam Athirah Makassar have formed a School Quality Development Team (TPMS) in organizing internal quality assurance. This team is responsible for planning and implementing internal quality assurance. In its implementation, only a few personnel carry out this TPMS task. This is an obstacle because all tasks and roles should be done in a team, not just a few personnel. As a result, TPM performance is not adequate. In addition, in implementing the program to fulfill the SNP, these two schools did not pay attention to the priority elements, so the fulfillment of school needs was not optimal.

From some of the problems above, a common thread can be drawn that quality is the main thing to maintain the existence of schools. Schools must be able to implement adequate quality assurance. Good quality assurance will be able to form a positive opinion in public about the quality of schools. Therefore, an effective and standardized quality assurance procedure model is needed to answer all the problems experienced to realize the school's quality goals.

These two institutions have a basic concept oriented to Islam, uphold the spirit of nationalism, and have a global perspective. In the management process, these two institutions intend to develop an internal quality assurance system (SPMI) by the Minister of Education and Culture's Regulation No. 28 of 2016. Uses national curriculum with Islamic elements to aim to exceed National Education Standards. So we want to know how MAN Insan Cendekia Gowa and SMA Islam Athira Makassar use internal quality assurance management to boost national education standards.

RESEARCH METHODS

The approach used in this research is a case study qualitative approach. Qualitative research emphasizes that the researcher alone or with the help of others is the primary data collection tool. Therefore, researchers are the key instrument for conducting research. This research was conducted in two locations, namely; 1) MAN Insan Cendekia Gowa, having its address at Jalan Pendidikan Balapunranga Village, Parangloe District, Gowa Regency; and 2) Athirah Islamic High School, which is located in Bukit Baruga, Mahameru 26 Antang, Antang Village, Manggala District, Makassar.

Observation, interviews, and documentation carried out the data collection techniques. The data analysis technique used in this study is the interactive analysis of Miles and Huberman (2014). This model has four analysis components: data collection, data reduction, data presentation, and concluding. The four components are interactive; they influence each other and are related. First, the researchers conducted research at MAN Insan Cendekia Gowa and SMA Islam Athirah Makassar by conducting observations, interviews, and documentation. This stage is better known as data collection because there are many data collected, then data reduction is carried out after being reduced, and then the data is presented. So after the data is collected, reduced, then presented and verified, a conclusion is drawn.

RESULTS AND DISCUSSION

The Directorate General of Primary and Secondary Education has created an education quality assurance system comprising an internal (SPMI) and external (SPME) system (Prayoga et al., 2019; Fadhli, 2020). The Internal Quality Assurance System (SPMI) is used in MAN Insan Cendekia Gowa and SMA Islam Athirah Makassar. The principal stated that the two institutions would gain autonomy by implementing SPMI at MAN Insan Cendekia Gowa and SMA Islam Athirah Makassar. Although the feasibility assessment does not solely depend on the government, the quality of the agency is more directed at assessing and meeting the needs of the community.

According to Ridwan, the implementation of internal quality assurance standards at SMA Islam Athirah Makassar aims to ensure that all elements, including organization, policies, and related processes in the education unit, can run according to the standards set to ensure the creation of a quality culture. In addition, this is intended to ensure the fulfillment of the eight minimum standards of the national education standards. Through a quality assurance system, especially in school self-evaluation, schools will be able to see the shortcomings and advantages they have to meet minimum standards, and even with their advantages, they can exceed the desired standards.

When a quality assurance system works within an education unit, it is carried out by all components of the education unit and covers all aspects of education by using a variety of resources to achieve National Education Standards (Prayoga et al., 2019; Lailina & Zahrok, 2020). Continuously, the education unit evaluates and develops this quality assurance system. The education unit also determines whether or not this quality assurance system

should be incorporated into the education unit management guidelines and made available to the education unit stakeholders (Sauri, 2019).

Following the implementation guidelines (Fitrah, 2018), the internal quality assurance system is developed and implemented independently by each academic unit. The internal quality assurance system must have an independent principle, which means that all activities related to the school's internal quality assurance system are designed, executed, and controlled by the school itself and made continuous improvements in order to achieve maximum educational outcomes or quality standards (Sridana et al., 2018; Sarvitri et al., 2020).

Based on the monitoring and evaluation that has been carried out by MAN Insan Cendikia Gowa and SMA Islam Athirah Makassar, which have set new quality standards to meet quality in the future, the process of setting new standards in these two institutions involves all school members whose primary reference is the eight national standards. Education and other government policies are deemed according to the institution's vision, mission, and goals.

Education quality assurance is an effort to ensure the achievement of national education standards while at the same time providing a map of the quality of education that forms the basis for developing technical programs at the education unit level (Taryana et al., 2020). The implementation of internal education quality assurance requires the seriousness of the holders of the managerial capacity of coaches, organizers, and managers of education units in ensuring that educational inputs, processes, outputs, and outcomes are well organized and accountable to the public (Oktradiksa et al., 2019; Trianto, 2020).

Before implementing the internal quality assurance system, MAN Insan Cendikia Gowa and SMA Islam Athirah Makassar first formed an internal quality assurance team structure. The team is formed by the school principal accompanied by a Decree on forming an internal quality assurance team and its working structure. The tasks of this team include, among others, compiling a mapping instrument based on the National Education Standards, coordinating the implementation of education quality mapping, analyzing the results of the mapping, and compiling recommendations for fulfilling the quality of education units based on the results of the quality mapping. These tasks can be presented in the following table;

Table 1: Division of tasks between the duties of the education unit and the duties of the Internal Quality Assurance Team

Internal Quality Assurance Team	Internal Quality Assurance Team
Planning, implementing, controlling, and developing an education quality assurance system	Coordinate the implementation of quality assurance at the education unit level
Prepare quality assurance documents consisting of policy documents, standard documents; and form documents	To provide guidance, guidance, mentoring, and supervision of education actors in education units in the development and quality assurance of education
Make a quality improvement plan as outlined in the work plan of the education unit	Carry out education quality mapping based on data on the quality of education in education units
Establish a quality assurance team in the	Monitoring and evaluating the quality

education unit	fulfillment implementation process that has been carried out
Manage education quality data at the education unit level	Provide recommendations for quality fulfillment strategies based on the results of monitoring and evaluation to the head of the education unit

As evidence that the two educational institutions implement an Internal Quality Assurance System, schools make innovations to improve the quality of education and teaching in schools. The implementation of education quality assurance is used to improve the quality of education in the planning stage. The findings in the quality assurance system will be used as input to improve standards and improve for the better. Utilization of the results of the implementation of internal quality assurance, in addition to being used in educational planning, is also used to foster a spirit of better performance, and raise awareness to build a quality culture, so that continuous improvement in the quality of education will be realized based on the 8 National Education Standards.

In carrying out continuous improvements to the 8 National Education Standards, the two institutions compile a school self-evaluation every year; one of the functions of school self-evaluation is to describe the advantages and disadvantages of each standard, a school evaluation tool. The school self-evaluation is then used to determine the school program that will be carried out in a year.

Program evaluation activities are carried out periodically by classifying problems that arise and dichotomy of problems and resolving these problems with the community who are responsible for the process. The reward system as a form of appreciation for students and educators who excel is carried out to spur competitiveness in the school's academic environment. A punishment system is also implemented to provide a deterrent effect and discipline the performance of educators and the achievements of students.

The internal quality assurance system at the two institutions is translated into an internal quality assurance system that is carried out by; first setting standards that are adjusted to the vision, mission, and objectives of the education unit as well as the condition of the education unit based on priorities; second, conduct quality mapping by determining quality indicators, compiling instruments, collecting self-evaluation data. These steps are then analyzed and determine the root of the problem, compiled a quality fulfillment plan that is tailored to the vision, mission, goals, objectives, and indicators involving all stakeholders in the two institutions based on the school's self-evaluation analysis using management tools, implementing quality fulfillment by determining the person in charge of the program, the allocation of funding that is adjusted to the conditions as well as carrying out program reporting and evaluating quality compliance by compiling an evaluation plan, making evaluation indicators and instruments, carrying out evaluation and analysis of evaluation results and preparing recommendations, to then make continuous improvements based on results of program evaluation and analysis.

The self-evaluation at the two institutions is undoubtedly carried out to ensure the quality of education, which is a strategy that MAN Insan Cendikia Gowa and SMA Islam Athirah Makassar want by what the customer desires. The service or service desired by the customer is, of course, something of quality and provides satisfaction to the customer, so a management system is needed that can empower higher quality educational institutions (Mutiara & Koesmawan, 2020; Goumairi et al., 2020).

Program evaluation is essential in improving quality as a vehicle for continuous improvement (Goumairi et al., 2020). In terms of curriculum, for example, syllabus review and development activities are carried out by educators in schools to guarantee the quality of their education. Schools make innovations to improve the quality of education and teaching schools. The implementation of education quality assurance is used to improve the quality of education in the planning stage. The findings in the quality assurance system will be used as input to improve standards and improve for the better. The results of the implementation of quality assurance and being used in educational planning are also used to foster a spirit of better performance and raise awareness to build a quality culture. Continuous improvement in the quality of education will be realized. Therefore, the principal of MAN Insan Cendekia Gowa School took several steps, namely; 1) conduct outreach to the public either directly or via the web; 2) offer a variety of excellent programs; and (3) ensure the quality of inputs, processes, outputs, and outcomes.

This evaluation activity indicates that to ensure the quality of an educational institution, such as the quality of education at MAN Insan Cendekia Gowa and SMA Islam Athirah Makassar, serious attention is needed, both by the education administration, the government, and the community. Because, in the current national education system, concentration on quality is not solely the responsibility of schools and the government but is a synergy between various components, including the community. Therefore, the public must be aware and concentrate on improving the quality of education.

The management of the school's internal quality assurance system in developing excellent academic programs is school management practices from input, process, and output. This encourages the emergence of the concept of school quality management for the academic service program provided based on the established quality standard reference so that it becomes an academic program in schools. In implementing the school's internal quality assurance system, schools are responsible for managing themselves related to administrative, financial, and school personnel issues. The principal must appear as the coordinator of several school residents and be involved in school change by applying integrated quality management principles by creating rewards within the school itself.

In addition, MAN Insan Cendikia Gowa and SMA Islam Athira Makassar also supervise teachers and education staff. The forms of supervision activities for educators are; 1) learning administration supervision; 2)) learning supervision or academic supervision. Supervision of learning administration is

carried out by the principal or senior teacher appointed to the teaching staff to see the prepared learning administration. Administrative supervision in learning is carried out by assessing the teachers' administrative completeness, including making syllabus, annual programs, semester programs, and Minimum Completeness Criteria. This activity is carried out at the beginning of each semester.

Internal quality assurance at MAN Insan Cendikia Gowa and SMA Islam Athira Makassar in quality education shows the superiority of status and position with high quality. If it is associated with internal quality management, absolute quality is elite because only a few educational institutions can provide high-quality education to students. Meanwhile, most educational institutions cannot provide high quality (high quality) to their students.

Informants from both institutions stated that human resources determine continuous quality improvement as providers of quality education services to customers. Human resources determine efforts to improve quality continuously in educational institutions as providers of quality education services to customers (Yuliyati, 2020). Sound and sustainable performance quality are achieved because the team works based on the real needs of stakeholders, where these needs are not fixed (dynamic) from time to time (Ghazali & Yanti, 2022).

The interview data above illustrates that the education quality assurance system is a systematic activity of quality assurance of education by the education unit to oversee the implementation of education by the education unit itself on an ongoing basis for the satisfaction of education customers (Paputungan et al., 2021). The results of this evaluation can then be used as a benchmark for customer satisfaction and dissatisfaction so that the manager with an internal quality assurance management system at MAN Insan Cendekia Gowa and SMA Islam Athirah Makassar continues to improve it continuously.

The steps taken by MAN Insan Cendekia Gowa and SMA Islam Athirah Makassar were followed by continuous improvement, namely as a continuous effort or effort made to develop and improve products, services, and processes. These efforts aim to find and obtain the best form of improvement produced (Reyes & Redoña, 2021). Creating the best solutions will continue to survive and develop even better as a result of continuous improvement efforts, especially from the aspect of learning activities that give birth to optimal quality education.

One indicator of achieving optimal quality of education can be seen between processes and quality educational outcomes that are interrelated (Ríos, 2015; Arifudin, 2019), but a good process is not misguided, so quality in terms of output must be formulated in advance by the school, and there should be clear targets to be achieved for each year or other timeframe. Substantially, the quality of education is translated as a dynamic condition related to products or outputs, services, people, processes, and the environment that meet or exceed expectations. The criteria for determining the quality of education must be seen from 5 aspects, namely output, services, human resources (teachers and other

education personnel), process aspects, and environmental aspects (Nadia et al., 2019; Agrawal, 2019)

Quality assurance is a generic phrase that refers to actions such as quality monitoring, evaluation, and review (Liu, 2020; Truong et al., 2020). Quality assurance activities are focused on establishing confidence by meeting the bare minimum requirements or standards for input components, process components, and results or outcomes as expected by stakeholders. Quality assurance activities are divided into three categories (Iskandar, 2017). It takes the following forms: first, it takes the form of design activities for continuous quality improvement and development processes; second, it takes the form of a quality culture that contains values that represent the beliefs of education stakeholders, as well as the principles or principles to which they subscribe.

CONCLUSION

At MAN Insan Cendikia Gowa and SMA Islam Athirah Makassar, the implementation of internal quality assurance management is based on the principle of continuous improvement, and it is carried out by the fulfillment of the Eight National Education Standards through the conduct of evaluations in order to move toward the achievement of high-quality education. Therefore, it is not unexpected that MAN Insan Cendekia Gowa has emerged as one of the most sought-after secondary education institutions in the Ministry of Religion of South Sulawesi, despite its relatively recent establishment. As the person in charge and team leader, the principal motivates and instructs all team members to collaborate and concentrate on implementing internal quality assurance procedures and policies. The internal quality assurance management system is being implemented by national education requirements, which are being followed. Through the principle of continual progress in quality education, the two institutions have achieved national education standards, displaying their superiority in status and position through excellent educational services. If it is coupled with internal quality management, absolute quality is considered elite since only a small number of educational institutions can provide students with a high-quality education.

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