IMPLEMENTATION OF AN EXTERNAL QUALITY ASSURANCE SYSTEM IN SMP PLUS MIFTAHUL HIDAYAH AL-SYAFA

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Abstract:
This research aims to find out how the external quality assurance system is implemented at SMP Plus Miftahul Hidayah Al-Syafa. This research uses a descriptive qualitative approach. The data collection technique is triangulation. Data analysis is inductive, external quality assurance is detailed and accurate through data results derived from written data and documentation as well as oral interviews with related people. The results of the information found are that the implementation of an external quality assurance system is important for every educational unit. This is done to create the quality of education as expected. The implementation of external quality assurance at SMP Plus Miftahul Hidayah Al-Syafa can be categorized as quite good, namely graduate competency standards, curriculum content standards, process standards, teacher and teaching staff standards, facilities and infrastructure standards, teaching unit management standards, financing standards and assessment standards.

Keywords: *Implementation, Quality Standards, External*

INTRODUCTION

Quality assurance in the world of education must be improved considering that the quality of education in Indonesia in particular is far from what is expected. We also know that in schools at the elementary, middle, and high levels, the condition of infrastructure and learning processes is less than satisfactory, so ensuring the quality of education is a major program, even very important for the minister of education and even for the government. Guaranteeing the quality of education itself is an independent activity by certain educational institutions. Therefore, it must be prepared, designed, and implemented by yourself. One effort to realize quality assurance can be carried out in stages by the school, namely by conducting a self-evaluation, then following up with school monitoring by the local government, so that the education quality assurance system can be carried out well.

An effective quality assurance system in educational institutions will have a positive impact both directly and indirectly. The World Bank report shows the importance of quality assurance and has a huge impact on many factors, namely the mobility of staff and students, freedom of management of academic programs, the creation of new types of educational institutions, where education goes beyond the boundaries of predetermined national standards (Bernhard, 2012).

The quality assurance system is usually carried out through strict audit activities which have direct or indirect impacts. The direct impact is transparency, increased status, effective learning, and social integration of the institution. Meanwhile, indirect impacts only appear, namely motivation, good relations within the organization, and so

on. Furthermore, Haapakorpi explained that organizational structure and management, individual discipline, and culture influence quality assurance results (Haapakorpi, 2011).

The quality assurance system for primary and secondary education consists of two components, namely the Internal Quality Assurance System (SPMI) and the External Quality Assurance System (SPME) (Directorate of the Ministry of Primary and Secondary Education, 2016: 16-17). The Internal Quality Assurance System is a quality assurance system implemented within the education unit and carried out by all components of the education unit. External Quality Assurance System, namely the quality assurance system implemented by the government, regional governments, accreditation institutions, and educational standardization institutions; Quality assurance of primary and secondary education is a systematic, integrated, and sustainable mechanism to ensure that the entire process of providing education is by established quality standards and regulations. To be able to guarantee the quality of education well, it is necessary to have an education quality assurance system.

External Quality Data Accreditation as external quality assurance has quality data. Before continuing, first, look at the meaning of accreditation. Accreditation comes from English, namely "to accredited", which means to assess the technical/academic feasibility of an institution administering a particular educational program to produce graduates with predetermined competency specifications. School or madrasa accreditation is a comprehensive assessment of schools as a form of public accountability (Kemendikbud, 2017). It is said to be comprehensive because accreditation assesses the suitability of a school/madrasah on all standards of the 8 National Education Standards. The National Accreditation Board (BAN) for Schools/Madrasas carries out data analysis when carrying out accreditation, automatically accreditation has quality data in the form of instruments that have been verified, records of visitation findings, and recommendations for improvement (Kemendikbud, 2017). This quality data is filled with the principles of honesty, objectivity, effective, comprehensive, independent, and readiness-based (Permendikbud No. 13: 2).

The scope of accreditation includes TK / RA, TKLB, SD / MI, SMP / MTs, SMPLB, SMA / MA, SMK / MAK, and SMA LB, both public and private schools. Benefits of Quality Data As an external quality control (one part of SPME) of course accreditation provides significant benefits for schools/madrasahs. These benefits include: (1) Helping schools/madrasas in determining and facilitating the transfer of students from one school to another, teacher exchanges, and mutually beneficial collaboration. (1) For example, an A-accredited school can only accept students transferring from an A-accredited school; (2) Help identify schools/madrasas and programs in the context of assisting by the government, private sector, or other donors; (3) References for improving the quality of schools/madrasahs and school/madrasah development plans; (4) Feedback from SPMI schools as a result of hard work so that it encourages teachers to always improve themselves; (5) Motivators so that schools can improve the quality of education in a gradual, planned and competitive manner at district, provincial, national and even international levels; (6) As school quality data for schools, government and society in the context of improving quality; (7) Students can increase their self-confidence that they will receive a decent education (Kemendikbud, 2016).

Therefore, we want to know the extent of the implementation of the quality assurance system that has been carried out at SMP Plus Miftahul Hidayah Al-Syafa Cianjur. This research includes field research. Field research is research carried out in a chosen place or location to research or investigate something that happens in that place (Fathoni, 2006: 96).

This research is intended to identify and analyze the implementation of the external quality assurance system at SMP Plus Miftahul Hidayah Al-Syafa. Researchers chose SMP Plus Miftahul Hidayah Al-Syafa as the research object because this school is one of the schools in the Islamic boarding school environment, and its development is

quite rapid and has good educational quality. This is proven by the increase in students from year to year as well as the many student achievements in both academic and non-academic fields.

RESEARCH METHODS

This research approach uses a qualitative approach with a descriptive research type, namely by presenting an analysis of the situation or implementation of curriculum innovation in detail and accurately through the results of descriptive data originating from written data and oral interviews from related people (Afrizal, 2016). Qualitative research methods can be interpreted as research methods used to examine the condition of natural objects, where the researcher is the key instrument, data collection techniques are carried out in a triangulated (combined) manner, data analysis is inductive, research results emphasize meaning rather than generalization (Sugiyono, 2015).

The study in question is research using a qualitative approach with a descriptive research type by presenting an analysis of the implementation of the external quality assurance system in detail and accurately through data results originating from written data and documentation and oral interviews from related people.

RESULTS AND DISCUSSION

Recent research shows that there is a strong tendency due to the implementation of quality assurance systems in education in Europe towards strengthening the quality of education. "Institutional audit" or "quality audit" is the policy and system most widely used as a quality assurance instrument (Corengia, et al., 2014)

Implementation of quality assurance at SMP Plus Miftahul Hidayah Al-Syafa through several standards, namely graduate competency standards, content standards, process standards, assessment standards, teacher and education staff standards, management standards, facilities and infrastructure standards, and financing standards. The implementation of each standard went well.

Implementation of Graduate Competency Standards

At SMP Plus Miftahul Hidayah Al-Syafa is quite good. This is proven by the increase in academic and non-academic achievements, especially in the field of religion. Based on the results of the interview I conducted with the principal, he revealed: *"Alhamdulillah, SMP Plus Miftahul Hidayah Al-Syafa until this year will produce the seventh class or 7th graduates. And Alhamdulillah, his achievements especially here are outstanding in the field of religion, almost every year at least twice he participates in district-level porcini activities and always wins, then there are also those carried out in internal Islamic boarding schools in the field of batshul polar, then da'wah speeches and quizzes. And SMP Plus Miftahul Hidayah Al-Syafa also actively participates in competitions outside, such as MTQ, MQK, and so on."* (Interview with KS January 10, 2024)

SMP Plus Miftahul Hidayah Al-Syafa facilitates various activities to motivate students in various aspects, including behavior, character, interests, talents, and potential possessed by students. This is all proven by the many intra-curricular and extra-curricular activities at this school, including Scouting, PMR, Da'wah, art, Croatia, tahfidz, and many others (standard graduate documents).

Implementation of Content Standards Regarding the Curriculum

The curriculum used at SMP Plus Miftahul Hidayah Al-Syafa, for grades 9 and 8, still uses the 2013 Curriculum (K13). Meanwhile, class 7 has implemented and used the Merdeka curriculum. (KS Interview January 10, 2024). The curriculum is the core of an educational institution. Miftahul Hidayah Al-Syafa Middle School Plus has a

typical school curriculum that includes Islamic values including Tahfidz Qur'an, Tahfidz Hadith, Qiraatul Polar, Computers, Business & Entrepreneurship.

Implementation of Process Standards

At SMP Plus Miftahul Hidayah Al-Syafa it is going well. This can be seen from the implementation of the management system in the school, which is handled and supervised by the principal directly and in planning learning by the procedures implemented. This can be seen from the completeness of the documents shown by the school. for example, from the completeness of the components and contents of the syllabus, the complete components of the RPP from the school identity to the assessment of learning outcomes, as well as the learning schedule, academic calendar, distribution of teacher duties and other additional tasks (process standard documents).

Every year an evaluation is carried out so that the implementation of the learning process gets better. This is in line with what was explained by the principal and he revealed: *"SMP Plus Miftahul Hidayah Al-Syafa requires every subject teacher to deposit the RPP (learning plan) syllabus for 1 semester, namely at the beginning of each semester. So before starting learning, teachers must have deposited the RPP for the next semester with the school. Prota Promise and all others, we even guide making RPPs, porta, and promissory notes which directly involve supervisors from the department. In one year we carry out coaching twice, so that teachers are trained to make RPPs, in this case, it is more like a syllabus RPP, if prota promes is once a year. And in this case, the school has a bigger role, the principal and his staff."*

Implementation of Educator and Educator Standards

Regarding the recruitment of teaching staff, it has gone well. The recruitment of teaching staff and educational staff is carried out independently by the school through several selection processes, with a trial period of 6 months. The stages carried out include written tests, reading the Koran, peer teaching, and interviews. All teachers at SMP Plus Miftahul Hidayah Al-Syafa have 4 competencies, namely pedagogical, personality, social, and professional.

If you look at the standards of teachers and teaching staff at SMP Plus Miftahul Hidayah Al-Syafa, it is still not good, this can be seen from the distribution of the workforce there, there are still many who do not match their diplomas and there are still very few teachers who have been certified, for example on the certificate sheet he is a Bachelor's degree graduate. Law but he is an Indonesian language teacher.

Implementation of Infrastructure Standards

This school has been operating for approximately nine years, with adequate facilities and fairly good management of facilities and infrastructure. This can be seen from the existence of classrooms for studying, the teacher's office, the principal's room, the administration room, the library room, the science laboratory, the school canteen, toilets, places for worship, and fields. then other infrastructure that supports the continuity of the implementation of KBM for students. There are tables, chairs, cupboards, lockers and so on.

Implementation of management standards regarding Educator Units

SMP Plus Miftahul Hidayah Al-Syafa as a school that operates simultaneously with Islamic boarding schools has a vision stated in the three Islamic boarding school programs, namely: 1. Ulama Ul Amilin, namely students who are capable of both knowledge and charity. 2. Imamal Muttaqin, namely students who have leadership characteristics. 3. Muttaqin, namely students who have the principles of religious values as the basic foundation of life. And has a mission: *"To form students who are intelligent, religious, pious, skilled and have good morals"*. The educational calendar, school organizational structure, school rules, school code of ethics, and division of tasks between teachers have all been regulated in a system.

Implementation of Education Financing Standards

At SMP Plus Miftahul Hidayah Al-Syafa, funding for education related to the teaching and learning process, school accommodation, staffing, and so on is only from BOS. SMP Plus Miftahul Hidayah Al-Syafa does not charge fees from students except for semester exams and graduation activities.

Implementation of Assessment Standards

The learning outcomes implemented by SMP Plus Miftahul Hidayah Al-Syafa are by the provisions determined by the curriculum. The priority evaluation for the 2013 curriculum is character assessment/affective assessment, and for the Merdaka Belajar curriculum, apart from the learning process, there is also a project. So the Independent Learning curriculum requires students to carry out projects at least three times in one year, namely studying outside the classroom. The KKM for each subject is determined by the educational unit by considering: (a) the characteristics of the basic competencies to be achieved; (b) supporting capacity (learning facilities and teacher quality); and (c) student characteristics.

CONCLUSION

To obtain quality education, SMP Plus Miftahul Hidayah Al-Syafa carries out various external quality assurance processes according to all quality standards set by the government. Apart from focusing on realizing 8 standards for a good quality assurance system, SMP Plus Miftahul Hidayah Al-Syafa also implements content standards regarding a typical curriculum with an Islamic nuance. This process is also an evaluation material regarding what has not been realized and what must be maintained. SMP Plus Miftahul Hidayah Al-Syafa should collaborate with all stakeholders to be able to provide the best results.

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