

INTERNAL QUALITY ASSURANCE SYSTEM IN EFFORT TO IMPROVE THE QUALITY OF EDUCATION

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Abstrak: Penelitian ini bertujuan untuk menganalisis implementasi sistem penjaminan mutu internal untuk meningkatkan mutu pendidikan di SMP Negeri 9 Prabumulih. Penelitian ini menggunakan metode kualitatif deskriptif. Alat pengumpul data menggunakan wawancara, observasi dan dokumentasi serta kajian pustaka. Hasil penelitian menyatakan bahwa (1) Aspek input implementasi SPMI sudah terpenuhi akan tetapi secara kualitas konten diperlukan beberapa penyempurnaan seperti dalam pengembangan instrumen pemetaan mutu dan penyusunan Prosedur Operasional Standar (POS) pelaksanaan layanan pendidikan; (2) Aspek proses implementasi SPMI dilakukan melalui 5 tahapan yang membentuk siklus SPMI yaitu penetapan standar, pemetaan mutu, rencana pemenuhan mutu, implementasi pemenuhan mutu, evaluasi/audit mutu; (3) Aspek output implementasi SPMI terpenuhinya sasaran yang diharapkan terkait pemenuhan 8 SNP (SKL, Standar Isi, Standar Proses, Standar Penilaian, Standar Pendidik dan Tenaga Kependidikan, Standar Sarana dan Prasarana, Standar Pembiayaan dan Standar Pengelolaan) oleh manajemen sekolah dan berfungsinya organisasi TPMPS; (4) Aspek outcome implementasi SPMI di SMP Negeri 9 Prabumulih adalah meningkatnya kualitas proses pembelajaran dan manajemen sekolah sesuai dengan SNP; (5) Sedangkan aspek Impact implementasi SPMI di SMP Negeri 9 Prabumulih adalah adanya peningkatan mutu hasil belajar, terbangunnya budaya mutu di sekolah, SNP terpenuhi, terdapat peningkatan mutu pendidikan secara berkelanjutan, nilai akreditasi meningkat setiap periodenya dan kepercayaan masyarakat bertambah.
Kata Kunci: Sistem Penjaminan Mutu Internal, Mutu Pendidikan

Abstract: This study aims to analyze the implementation of the internal quality assurance system to improve the quality of education at SMP Negeri 9 Prabumulih. This research uses the descriptive-qualitative method. Data collection tools include interviews, observation, documentation, and literature reviews. The results of the research state that (1) the input aspects of SPMI implementation have been fulfilled, but in terms of content quality, several improvements are needed, such as in the development of quality mapping instruments and the preparation of Standard Operational Procedures (SOP) for the implementation of educational services; (2) The aspect of the SPMI implementation process is carried out through 5 stages that form the SPMI cycle, namely standard setting, quality mapping, quality compliance plan, implementation of quality compliance, quality evaluation/audit; (3) The output aspect of SPMI implementation is the fulfillment of the expected goals related to the fulfillment of the 8 SNP (SKL, Content Standards, Process Standards, Assessment Standards, Educators and Education Personnel Standards, Facilities and Infrastructure Standards, Financing Standards and Management Standards) by school management and organizational functioning TPMPS; (4) The outcome aspect of SPMI implementation at Prabumulih 9 Public Middle School is the increasing quality of the learning process and school management in accordance with the SNP; (5) Meanwhile, the Impact aspect of SPMI implementation at Prabumulih 9 Public Middle School is an increase in the quality of learning outcomes, the establishment of a quality culture in schools, the SNP is fulfilled, there is a continuous improvement in the quality of education, the value of accreditation increases each period and the public's trust increases.

Keywords: Internal Quality Assurance System, Education Quality

Introduction

The problem of education quality is one of the central issues in national education, especially related to the low quality of education, especially at the primary and secondary education levels (Anwar et al., 2018). Problems such as learning activities that are not in accordance with standard procedures, not supported by complete infrastructure, teaching staff who are not yet professional, and school principals who have not effectively carried out their functions. This problem is caused by a number of schools that do not consistently or even adequately carry out initiatives to improve the quality of education. For this reason, internal quality management is needed in educational institutions whose purpose is to manage so that the educational process can lead to quality improvement.

Suryana (2020) in his research stated that the development of national education in Indonesia is still faced with serious challenges, especially in efforts to improve performance which include (a) equity and expansion of access; (b) quality improvement, relevance and competitiveness; (c) governance arrangements, accountability and public image; and (d) increase in financing. Specifically, Sani (2015) suggests that education quality standards are currently facing various problems, including (1) schools do not have the same perspective on all the criteria and indicators used to evaluate the minimum criteria regarding education as the quality of educational graduates; (2) The implementation of education quality and quality assurance is currently hindered by monitoring the quality of components in schools or educational units; (3) Quality mapping exists in the form of mapping the quality of educational attainment which is not approved by many education stakeholders; (4) The results of the study on the quality of education are still incomplete, which have not been utilized for the needs of the quality objectives of sustainable education; (5) Implementation of School Self-Evaluation (EDS) and the tools used to implement it are not widely recognized as a school requirement.

To provide support so that educational institutions can achieve the desired quality standards or even fail depending on the involvement of all components of educational institutions in quality assurance. The quality of education is related to whether or not the goals of national education are achieved as stated in Law no. 20 of 2003 concerning the National Education System and followed by Government Regulation of the Republic of Indonesia Number 19 of 2005 concerning National Education Standards (SNP) states that meeting the minimum standard criteria aims to provide entry services to the main actors of education, namely students, in terms of what they can create to be Indonesian people who are faithful and pious and have noble, intelligent and dignified character (Anwar et al., 2018). Then in the regulation of the Minister of Education and Culture Number 28 of 2016 concerning the Basic Education Quality Fulfillment System it states that a quality assurance system must exist in order to run successfully in every layer of primary and secondary education. The Internal Quality Assurance System (SPMI) and the External Quality Assurance System (SPME) are two components of quality assurance for primary and secondary education.

Therefore, all elements of the school must utilize all resources to achieve National Education Standards. In order to improve the quality of education towards SNP, the quality assurance system must be carried out continuously by the education unit and also established as a guideline in the management of the education unit and socialized to improve the quality of education based on national education standards. As stated by (Sulaiman & Wibowo, 2016) that some of the internal benefits of implementing SPMI include increasing work ethic standards and providing opportunities to cultivate quality standards. In the process, a special approach requires the participation of school components involved in efforts to improve the quality of education. (Rahmania, 2020) states that the implementation of SPMI involves all components of the school from the top leadership down. SPMI implementation begins with quality mapping, planning for quality compliance, implementation of quality compliance, evaluation and standard setting is going well.

To move all elements of the school, effective educational leadership is needed to provide a basis and place goals in an important position to change norms in learning programs, increase productivity, and develop creative approaches to achieve maximum results and educational institution programs (Sagala, 2013). The principal has a very decisive role for the progress and decline of an educational institution. A successful school principal is a principal who is able to understand the existence of a school as a complex and unique organization and is able to carry out his role as someone who is given responsibility for leading the school (Sormin, 2017). Through his role, the school principal can encourage educational institutions to achieve quality and a complex education management system can work well. The management components include: (1) administrative management; (2)

learner management; (3) management of teaching and educational staff; (4) financial management; (5) facilities and infrastructure management; (6) curriculum management and (6) public relations management (Efriani et al., 2021).

Method

The research method used in this research is a qualitative method with a descriptive design, namely research that gives a careful description of the implementation of the internal quality assurance system to improve the quality of education at SMP Negeri 9 Prabumulih. Informants or key persons as resource persons were the Principal, Head of the School Education Quality Assurance Team, Quality Mapping Coordinator, Quality Fulfillment Plan Coordinator, Quality Fulfillment Implementation Coordinator, Monev and Quality Audit Coordinator and Chair of the SMP Negeri 9 Prabumulih School Committee. Data collection techniques used documentation, interviews, observation and literature review taken from reputable books and journals related to this research. Test the validity of the data using a data credibility test, namely a test of trust in research data by (1) re-examining data collection tools; (2) re-checking the results of reports obtained through interviews; and (3) checking with the triangulation method, namely triangulation of data sources. Data analysis techniques use descriptive qualitative analysis techniques which include data reduction, data presentation and conclusion (Miles and Huberman, 2013).

Findings and Discussion

Implementation of SPMI at SMP Negeri 9 Prabumulih

The implementation of SPMI at SMP Negeri 9 Prabumulih includes several components of SPMI at SMP Negeri 9 Prabumulih namely input, process and output. Each component has appropriate sub-components, allowing to express the whole of various educational systems. SPMI components are as follows 1) Input consists of vision, mission, objectives, facilities and infrastructure; students, educators, and educational staff; curriculum, facilities and infrastructure, financing, administration (governance), academic management, partnerships, information systems, quality assurance systems; 2) The learning process; 3) graduates (output). Three components, namely input based on teacher and education staff standards, facility and infrastructure standards, and management standards, are now being used as SPMI meeting rooms at Prabumulih 9 Public Middle School. Processes, however, are divided into three standards: content, process, and assessment standards. And the product (output) is a passing standard. This is according to the following statement. The scope of SPMI at SMP Negeri 9 Prabumulih is 8 National Education Standards, namely 1) Content Standards, 2) Education Personnel Standards, 3) Process Standards, 4) Graduate Competency Standards, 5) Assessment Standards, 6) Infrastructure Standards, 7) Management/Management Standards, and 8) Financing Standards (Ritonga, 2020).

The first step in implementing the SPMI at Prabumulih 9 Public Middle School was to hold a meeting with the School Education Quality Assurance Team (TPMPS), which was then stipulated by the school principal's Decree with the TPMPS Team Composition of Prabumulih 9 Public Middle School consisting of 1 person in charge, 1 PMPS team leader, 1 Quality Assurance Coordinator, 1 Quality Fulfillment Plan Coordinator, 1 Internal Quality Monev/Audit Coordinator. Main Duties and functions of TPMPS Functions at Prabumulih 9 Public Middle School are in accordance with Permendikbud Number 28 of 2016, namely: 1) Coordinating the implementation of guarantees quality; 2) Carry out coaching, mentoring, mentoring, and supervision; 3) towards educational actors in the development and quality assurance of education; 3) Complete education quality assessment based on information and data; 4) Measuring and evaluating the joint maintenance process that has been completed; 5) Provide advice to school principals based on the results of the money. The tasks of the TPMPS SMP Negeri 9 Prabumulih are as follows: 1) The school principal is in charge of providing support for all initiatives and programs related to school quality assurance programs; 2) The School Committee is the work partner of the Principal in formulating policies regarding School Quality Assurance programs; 3) The Head of TPMPS coordinates all programs related to school quality assurance, reviews strategies related to improving school quality, makes implementation reports for each program and project related to meeting school quality assurance achievement standards; 4) the school quality mapping coordinator is in charge of carrying out school quality inspections, making reports, profiles and descriptions of schools; 5) The quality fulfillment plan coordinator is tasked with making recommendations for prospective student profiles/reports; expanding programs and activities to include recommendations for school quality portraits/profiles/report cards; 6) Monev Coordinator is in charge of establishing the Quality Fulfillment program and activities related to its implementation in accordance with a pre-agreed time line, adjusting program success indicators and disseminating quality compliance, providing brief recommendations on the results of audits or monitoring and evaluation.

The school principal forms and determines the TPMPS of SMP Negeri 9 Prabumulih. TPMPS consists of elements of educators and educational staff. The TPMPS appointed by the school principal is in charge of

conducting research on the current situation and condition of the school. SPMI implementation at SMP Negeri 9 Prabumulih was carried out for five hours, each of which includes a long and persistent cycle. This chapter continues after one academic year. The standard setting process consists of the following steps: quality evaluation/audit, compliance plan, compliance implementation, and quality implementation. In particular, as stated by the school principal that SPMI was carried out at SMP Negeri 9 Prabumulih using the SPMI silo stages. It consists of five steps, namely standard setting, joint testing, joint testing planning, joint testing implementation, and joint testing evaluation/audit. The 2019/2020 academic year is the implementation of the second SPMI for the team, and the SPMI standards have been implemented. If this is the first time we have conducted SPMI, we will start with quality mapping based on the National Education Standards. If we progress from the point where standards are set by looking at evaluation/audit results. Compilation of Strategic Plan for Quality Compliance Achievement based on EDS results and guided by the school's vision, mission and goals. SMP Negeri 9 Prabumulih has set standards that must be prioritized to achieve the school's goals, mission and vision. The project coordinator for a quality project works with the team to analyze the collected info and data and prioritize areas that need attention. This scale will later become the basis for school quality improvement programs.

At the evaluation stage focused on the quality of the process and input. A summative evaluation has also been completed with a focus on quality fulfillment results at SMP Negeri 9 Prabumulih. The internal audit of the institution is carried out together with the team under the supervision of the Monev coordinator, and the evaluation of the institution is carried out by making an evaluation plan as soon as possible in connection with the evaluation of the plans found in the RKJM, RKT and RKAS. Based on the results of the analysis of audit data on the implementation of SPMI at Prabumulih 9 Public Middle School, it can be stated that 1) Spiritual and social affective cultivation has been carried out effectively with the development of the Android-based Golden Habit application which can be downloaded in PlayStore by all parents of students and all teachers to help fulfill; 2) The GLS program runs well and provides useful results for fostering the development of student self-confidence. This is done through programs that promote literacy in the fields of reading, writing, citizenship, science, and finance, which are implemented with the help of the school environment. The primary focus of output evaluation is to assess the quality of any statements that may be made by school management. Thus, the implementation of SPMI is in line with expectations. Ensuring greater demand, as well as much greater management success at school. When viewed from the output or process of implementing SPMI at Prabumulih 9 Public Middle School, this means that there is evidence of an increase in student achievement in accordance with the SNP. This cannot be separated from the role of the principal in supervising the implementation of learning. Especially in improving the standards of the learning process and graduate competency standards at SMP Negeri 9 Prabumulih. The role of the school principal in monitoring and evaluation includes monitoring students from the selection process to completion, school achievement both academic and non-academic, supervising PBM with instruments referring to PKG and PKB, monitoring learning in class. After monitoring, if obstacles are found from both HR and school achievement, the principal gives a general understanding at the teacher council coaching meeting, explores the background of the problem, and looks for solutions to solve the problem (Rosyadi & Pardjono, 2015).

The outputs of the Prabumulih 9 Public Middle School SPMI program are: 1) There is an Achievement Motivation Training program designed to increase interest and learning motivation, especially for students in grades IX to IX; 2) there is an entrepreneurship training program for students; 3) There is a statement from the child-friendly school to protect victims of bullying. However, not all learning objectives introduced at Prabumulih 9 Public Middle School have been fully integrated, including PPK, literacy programs, and 21st century learning objectives: communication, collaboration, critical thinking and problem solving, creative and innovative, especially for ISMUBA.

Curriculum standards are refined by the Curriculum Development Team (TPK), which consists of: a) Counselors, b) School Superintendents, c) Resource Persons, d) School Committees, and e) City Education Office. Curriculum socialization is also guided by the basic framework for preparing KTSP which includes: a) Organizing curriculum content, b) Setting student learning load and teacher workload at each grade level. KTSP was also developed through the KTSP operational development process, which included analysis, preparation, determination by school leaders, and approval by the Prabumulih City Education and Culture Office. The curriculum structure of SMP Negeri 9 Prabumulih refers to the curriculum structure that has been approved by the government, both the K13 curriculum and those that are being revised. Structured assignments and unstructured independent activities (IT/KMTT). However, there are still a number of teachers who have not made structural plans for buildings, and most regional teachers have not made independent structured designs. There are still several lecturers who do not review papers and do not explain papers from the first semester.

SMP Negeri 9 Prabumulih is currently developing a program to strengthen character education which is integrated with the school literacy movement in the framework of character writing. There were several self-improvement initiatives for the 2021–2021 school year which ultimately could not be carried out due to time

constraints. However, based on the results of the participant analysis, achievement development and learning initiatives at SMP Negeri 9 Prabumulih have been integrated with self-development initiatives. Implementation of self-development through extra-curricular activities in accordance with educational interests and talents should not be without education to take extra activities that are not in demand. In this case, SMP Negeri 9 Prabumulih adheres to the principle of one student, one award. With several prizes from the competition which was participated in by SMP Negeri 9 Prabumulih.

Results of SPMI Implementation at SMP Negeri 9 Prabumulih

The following results of SPMI implementation at Prabumulih 9 Public Middle School can be observed during learning and school administration because they are based on data collected through observation, questionnaires, and documentation on learning procedures, including 1) Programs and activities outside the classroom encourage active participation from students and encourage them to participate in class. They also generate opportunities for them to create creativity for their talents and interests and increase physical and psychological skills among students shown by academic students who have strong self-awareness, are creative, and have strong motivation to pursue their goals; 2) Learning based on various Competency-based learning, learning towards applicative skills, a balance between soft skills and hard skills, application of exemplary values, learning taking place at home are just a few things that students learn, along with other things such as learning supported adequately Competitive library and teaching staff is evident from the ability of students to create jobs that are in accordance with their field of work.

The educational pedagogy resulting from the implementation of SPMI at SMP Negeri 9 Prabumulih can be seen below. 1) The vision, mission, and objectives of SMP Negeri 9 Prabumulih are based on input from school staff, committee members, organizational stakeholders, and other sources specifically related to national education goals; 2) Debated in the educator's room, led by the principal; 3) Reported by the school leadership and distributed to all school staff and stakeholders. RKJM and RKT SMP Negeri 9 Prabumulih 1) Use the School Self-Evaluation (EDS) in accordance with recommendations based on quality assessment results, use quality assessment instruments and quality assessment analysis; 2) Authorized by the Prabumulih City Education Office; 4) Presented in simple language documents that are easy to read and understand by relevant government agencies.

Then the school has a student program based on: 1) Acceptance of New Students (PPDB). For PPDB for the 2021-2022 school year, Prabumulih Public Middle School 9 has developed into four stages, namely indent, stages 1, 2, and 3. In PPDB for the 2021-2022 school year, just like the previous school year, Prabumulih 9 Public Middle School opens admissions for two programs, full day and boarding; 2) The service runs as efficiently as possible. Student participants can overcome existing problems by the Counseling Guidance teacher; 3) Extracurricular activities will not only improve students' concentration and memory, but will also increase students' knowledge, understanding, and motivation. The Prestige of Prabumulih 9 Public Middle School has prestige at the national and international levels; 4) SMP Negeri 9 Prabumulih has achievements at the national level. As a measure of the effectiveness of SPMI implementation, there has been an increase in student achievement and students graduating 100% and 100% also continuing their education in both high school and vocational schools and based on research results it is known that Prabumulih 9 Public Middle School has an increasing number of students every year. This shows that there is strong community support for sending their children to SMP Negeri 9 Prabumulih. Since its establishment until now, many Prabumulih 9 Public Middle School students have participated in achievement activities, both academic and extracurricular. SMP Negeri 9 Prabumulih consistently gets various types of achievements from various types of competitions or competitions both local, regional, provincial, national and international due to a strong work ethic and well-run student program management.

Discussion

Based on the results of the study of the Education Quality Assurance Implementation System (SPMI) conducted at Prabumulih 9 Public Middle School, it can be identified five aspects of input, process, output, outcome, and impact or benefit. Based on the research results, the input specifications are as follows 1) School Education Quality Assurance Team (TPMPS); 2) SPMI policy; 3) TPMP main duties and functions; 4) TPMPS Working Group; 5) Standard document and quality Indicator Compliant with SNP; 6) Quality mapping instruments/tools; 7) Standard Operational Procedure Documents (POS); 8) Evidence of implementation of education service documents. SMP Negeri 9 Prabumulih has set goals and objectives for the 2021-2022 school year, based on the advice of experts on the aims and objectives of SPMI. Goals are a key component of the strategic management process, which as a whole includes the need for courage to carry out assigned tasks. The goal must determine what must happen and when in a very particular (i.e., precisely) way (when). Goal success has the potential to become a benchmark/sign for school performance. The goal is PAIN, which means profitable, achievable, significant, and numerical (no pain,

no gain), and GAIN (goal is number improvement). The goals set by SMP Negeri 9 Prabumulih meet the criteria for one of the goals set by a professional learning organization, which is in line with the school's mission, vision and standards and contributes to the school's curriculum, programs and sub-programs.

On the other hand, SMP Negeri 9 Prabumulih has not fully implemented SMART (Specific, Measurable, Aggressive and Attainable, Result-Oriented and Time bound) objectives. Because it serves as a guide for a reputable group of organizations, an organization's mission statement must be quite specific. Since they are standards that can be used to measure organizational performance, measurable organizational standards must be able to be established. Organizational goals must be challenging and achievable, aggressive and will beat the game. Results-oriented organizations must define the results they want to achieve. Bounded in time, goals must define a roughly constant period of time, ranging from one day to one week to no more than one year (Okdon, 2016: 176). For example, the addition of the average KKM exam only increased by 0.1 and the average National Examination score was only 0.645. This is what has not been fully conveyed in the Prabumulih 9 Public Middle School Targets. Increases in KKM and national exam results are seen by academics as indicators that people with lupus have weaker knowledge-based skills due to their high rate of improvement.

In the process of setting standards, SMP Negeri 9 Prabumulih has completed a lengthy standardization procedure in accordance with the observation that the implementation of SPMI has only been slow. After gaining access to the 8 National Education Standards and distributing them to all teachers and administrators, there are still some people who do not fully understand the silent indicators that have been implemented by local governments. In standards adoption, too little focus is placed on process components, such as content, process, and assessment standards, which have a significant negative impact on output components. However, more emphasis will be placed on input components which include norms of education and training, prayer and facilities, as well as work and play. If you look at the SMP Negeri 9 Prabumulih report card, the four components of the process have reached their maximum level. During the third stage of the current process, standards are usually revised to more closely match the SNPs. In contrast to the standard inputs which fall into the low quality category, more emphasis should be placed on increasing the SNP upper limit. For example, in the standardization process, the qualifications of school leaders and teachers are not only based on their abilities. Not upgrading skills that meet the minimum standards, but the more important qualification levels for Masters and Doctoral degrees. While there may be some evidence from more recent studies of the development of professional or managerial skills of teachers or principals, the focus is on advancing professional and managerial skills at a more fundamental level. The relationship between each individual standard in the SNP is not affected by any input, processing, or output-related information. The quality of the teaching process is greatly influenced by the expertise and work style of the teacher. Credible teachers will be able to offer challenging courses. However, whatever advice the teacher gives to students is always in accordance with the curriculum presented in the lesson plan. Competent graduates will be produced through an interesting learning process. To determine the effectiveness of a teacher's teaching, one must conduct authentic assessments, or measurements, which are critical evaluations of student performance in terms of affective, skill, and understanding. In the development of standards, more emphasis is placed on branding image, as seen for example by the existence of standards that establish ties with schools throughout ASEAN in the development of management standards. The phrase is actually irrelevant. SMP Negeri 9 Prabumulih as a community-supported educational institution will be more successful if it develops strategies and best practices for dealing with everyday problems, as well as other organizations that will be useful if the first steps of the project are taken starting in a more holistic work environment.

In the process of quality mapping by SMP Negeri 9 Prabumulih it was carried out with the EDS program according to the SNP. EDS is carried out with the following procedures: (1) designing instrumentation; (2) Data collection; (3) Data analysis; and (4) developing a Quality Map. (1) Map of achievement of national standard education in education units, as a baseline, as an outside of this quality mapping activity, (2) Identify specific problems that are being experienced; (3) provide recommendations for programs as temporary improvements. While the assessment of the quality of the national education unit is carried out using the application of assistance developed by the Ministry of Education and Culture. The evaluation tool used in the application was developed based on SNP indicators. The EDS application above can be used in 4 different ways: (1) Offline EDS using the application which is now available for removal at <http://pmp.dikdasmen.kemdikbud.go.id/berita>, (2) Android EDS is available on Google Play, (3) EDS Online available on the PMP website, and (4) EDS iOS. However, according to reliable sources, the 2019 version of the online EDS application was released on September 9, and many schools will use it because it is so widely used that it is difficult to enter. The 2019.11 offline version of the PMP-EDS Dikdasmen application was released on November 11, 2019. After downloading, there were also several errors, namely inadequate knowledge. For example, student instruments in point E do not exist, committee tools/instruments in point E do not exist, and teacher instruments in point B only up to number 11 and other controls. At some point on 14 November 2019, it was announced that the PMP system was undergoing maintenance.

The app was re-released on November 28th and as of now, it's basically identical to the offline, incomplete version. As a result, on December 14 this year, the application was again released for a fully functional offline version. So starting January 31, 2020, charging is done for the first time.

Due to the delay in the release of the PMP EDS Dikdasmen application, SMP Negeri 9 Prabumulih has used the EDS application which is authentic and in accordance with the SNP. SMP Negeri 9 Prabumulih developed its own EDS in the preparation of tools/instruments in accordance with the results of quality shooting documents guided by regulations related to the eight SNPs. Graduate Competency Standards (SKL) are used as the main developers of Content Standards, Process Standards, Assessment Standards, Educators and Education Personnel Standards, Facilities and Infrastructure Standards, and Financing Standards (Permendikbud Number 2 of 2016). In contrast, the SKL instrument for the EDS of SMP Negeri 9 Prabumulih is contained in paragraph 3 and refers to the 2003 regulation concerning NSP; 2) There will be no problem with the instruments owned by Prabumulih 9 Public Middle School, if carried out in detail they will not answer the essential questionnaire to find the achievement of the SNP questions according to the indicators. In general, the school self-evaluation instruments used can be in the form of questionnaires, questionnaires, or observatory sheets based on national job performance indicators. Look at the Graduate Competency Standard indicators as an example. Indications of graduate competency standards are not entirely competency-based. Competencies that must be possessed by junior high school students according to Permendikbud Number 20 of 2016 include knowledge and application skills, as well as the capacity for spiritual and social understanding. The indicators that appear are less focused on students and less on projects or programs that must be implemented in class.

In the aspect of the plan to fulfill the quality of SMP Negeri 9 Prabumulih it has been completed as part of the SPMI implementation. Prove it with 1) RKJM, RKT, and RKAS; 2) activity program manuals; 3) carried out by schools independently or involving other parties; 4) Program with person in charge and committee composition; 5) There is an allocation of time, money, and the total amount of financing; 6) In terms of planning and implementing the new curriculum, schools have used SWOT analysis; 7) There are program priorities that have been set. Observed several initiatives designed to enhance the skills of professional freelancers. From the results of data analysis for SMP Negeri 9 Prabumulih students, the participants understood that the qualifications of teaching staff at SMP Negeri 9 Prabumulih could be said to be good because 100% of them had completed their undergraduate or postgraduate level. Improving the quality of educators and teaching staff is carried out in a sustainable manner not only through the academic level but also through various trainings held in schools and outside schools. (Anwar et al., 2018) states that quality improvement is a process that must be carried out continuously, and there is no stopping word in trying to improve the quality of education. Therefore, the quality commitment that is built will not work properly or can improve continuously if it is not accompanied by quality coordination which is regularly carried out by educational institutions.

In order to carry out quality fulfillment, Prabumulih 9 Public Middle School has carried out the task in accordance with the plans and programs that have been given. Based on the analysis of the researcher's data 1) the Principal has completed the activities as the person in charge; 2) The person in charge of the activity to arrange the organization implementing the activity which is also determined by the Decree of the School leadership; 3) Programs and initiatives are carried out according to the approved plan; 4) Program evaluation and monitoring is carried out in each program as a guide for making improvements and keeping its implementation on track; and 6) Determine physical evidence and data that support program determination.

Conclusion

From the results of the research and discussion, it can be concluded that SPMI at SMP Negeri 9 Prabumulih has met the requirements of the SPMI Elementary Education and is able to increase the quality/weight of education and build quality in schools. The five components of SPMI at SMP Negeri 9 Prabumulih are input, process, output, results, and impact. Developing quality mapping instruments and preparing operational procedures (POS) which required several improvements. SPMI is fulfilled, but in terms of the quality of the content that is claimed by the social. The SPMI process is divided into five steps, namely: standard setting, quality test, quality test plan, test quality evaluation/audit, and quality evaluation/audit. The implementation of SPMI is supervised by five steps, namely: standard setting, quality test, quality test plan, implementation of quality test, and evaluation/audit of test quality. Assessment Standards, Educators and Education Personnel Standards, Facilities and Infrastructure Standards, Financing Standards and Management Standards. The main objective of implementing the SPMI at Prabumulih 9 Public Middle School is to improve the quality of the educational process and school management according to the SNP. The impact of SPMI implementation at 9 Public Middle Schools Prabumulih found an increase in the quality of learning outcomes, a quality culture in schools, a decrease in SNP, a continuous improvement in the quality of education, an increase in accreditation scores each period, and an increase in public trust.

Recommendation

Recommendations given by researchers based on research results are as follows : 1. SMP Negeri 9 Prabumulih must apply the SPMI consistently according to the methodology used by the school to carry out educational quality assessment. 2. SMP Negeri 9 Prabumulih to further maximize the effectiveness of the committee and every stakeholder in the school in implementing SPMI and establishing the best possible working relationship with the general public, widowers and widowers around the school.

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