

QUALITY ASSURANCE SYSTEM IN IMPROVING THE QUALITY OF EDUCATION IN SCHOOLS

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Abstrak: riset ini dengan tujuan mendeskripsikan system penjaminan mutu dalam peningkatan mutu pendidikan. Metode yang digunakan merupakan gambaran lapangan. Adapun pendekatannya yaitu pendekatan kualitatif. Yang dimana metode pengumpulan data yang digunakan adalah observasi, wawancara, dan dokumentasi. Tahapan dalam teknik analisis data adalah, mengumpulkan data, reduksi data, menyajikan data dan menarik sebuah penelitian. Hasil dari peneletian ini adalah sebagai berikut, 1. Sistem penjaminan mutu dalam meningkatkan mutu pendidikan disekolah belum berjalan dengan baik, salah satunya dari partisipasi stakeholder pendidikan untuk mendukung menyusun mutu, dan kekurangan alokasi dana, 2. Ada beberapa faktor penghambat sistem penjaminan mutu dalam meningkatkan mutu pendidikan di sekolah adalah sebagai berikut, alat evaluasi diri yang dipakai dalam kegiatan evaluasi diri di sekolah belum terpakai secara maksimal dan juga semua guru dan orang tua belum bisa melakukan optimalisasi dalam evaluasi diri sekolah. 3. Upaya yang dilakukan untuk mengatasi faktor penghambat sistem penjaminan mutu dalam meningkatkan mutu pendidikan disekolah adalah memperbaiki dari pemenuhan mutu, meningkatkan prioritas mutu yang belum tercapai, meningkatkan dengan perbaikan temuan mutu dan peningkatkan aspek dalam peningkatan mutu.
Kata Kunci: sistem penjaminan mutu, mutu pendidikan, sekolah

Abstract: Abstract: This research aims to describe a quality assurance system in improving the quality of education. The method used is a field description. The approach is a qualitative approach. The data collection methods used are observation, interviews and documentation. The stages in data analysis techniques are, collecting data, reducing data, presenting data and drawing up research. The results of this research are as follows, 1. The quality assurance system in improving the quality of education in schools has not been running well, one of which is the participation of education stakeholders to support quality development, and lack of funding allocation, 2. There are several factors inhibiting the quality assurance system in improving The quality of education in schools is as follows, the self-evaluation tools used in self-evaluation activities in schools have not been used optimally and also all teachers and parents have not been able to optimize school self-evaluations. 3. Efforts made to overcome factors inhibiting the quality assurance system in improving the quality of education in schools are improving quality fulfillment, increasing quality priorities that have not been achieved, improving quality findings and improving aspects of quality improvement.

Keywords: quality assurance system, quality of education, school

Introduction

Quality is a benchmark in all things, as well as in terms of education, quality is an indicator of achieving educational goals which are usually called educational quality. To achieve this quality, a quality assurance system is needed in schools. As the Ministry of National Education has issued Minister of National Education Regulation no. 28 of 2016 concerning the Education Quality Assurance System. The Ministerial Regulation explains the division of tasks and coordination of education quality assurance activities among regional education stakeholders. This activity consists of mapping and measurement activities, analysis as well as activities to improve the quality and capacity of schools as educational units. In this case, each educational unit or school uses quality benchmarks, namely national education standards.

Therefore, to achieve quality improvement, innovation, techniques and methods that are appropriate to the conditions of each school are needed to improve quality. The quality management system as an approach in realizing a quality assurance program is very important to be placed as a scientific study in the context of measuring and predicting the readiness of educational institutions. A quality education can be demonstrated by the ability to create an effective and efficient educational process and school management, therefore, to become a quality school, professional human resources are needed. Because one of the implementers of achieving this quality is the institution's human resources.

School quality is a representation of the performance of all existing resources in the school in carrying out tasks as an effort to realize school goals. School quality is obtained from the overall performance of interrelated school resources, namely: school principals, educators, education staff, students and school committees. School quality is influenced by the managerial abilities of school leaders whose function is to run all school resources to be able to carry out their duties professionally. Schools are institutions that are given responsibility by the government to provide quality educational services to the community. Regarding these education services, the government has established national education standards (SNP) as a reference basis for measuring school quality. The dimensions that serve as benchmarks for assessing school quality are contained in Government Regulation Number 32 of 2013.

According to the Ministry of National Education (2005:4), the indicators for assessing school quality are adapted from school components based on standards set by the National Accreditation Board for Schools/Madrasahs (BAN-S/M). The standards used to assess school quality are divided into three, namely: 1) input standards, covering educational staff aspects, student aspects, facilities and financing aspects, 2) process standards covering curriculum and teaching materials aspects, PBM aspects, assessment aspects, management aspects and leadership, 3) output standards, covering 2 aspects of student learning achievement, aspects of teacher and principal achievement, and school achievement aspects. An outstanding school is a school that can create good output. To achieve this quality assessment, it is carried out through a quality assurance system process. As we know, there are two quality assurance systems, namely the internal quality assurance system and the external quality assurance system. Through an external quality assurance system through the accreditation process we can assess the quality of each school. Schools whose quality is one of the indicators are accredited schools.

The problem of education quality is one of the central issues in national education, especially related to the low quality of education (Anwar et al., 2018). Problems such as learning activities that do not comply with standard procedures, not being supported by complete infrastructure, teaching staff who are not yet professional, and school principals who are not yet effective in carrying out their functions. This problem is caused by some schools not consistently or even adequately taking initiatives to improve the quality of education.

Suryana (2020) in his research stated that national education development in Indonesia is still faced with various serious challenges, especially in efforts to improve performance which includes (a) equal distribution and expansion of access; (b) improving quality, relevance and competitiveness; (c) structuring governance, accountability and public image; and (d) increased financing. Specifically, Sani (2015) stated 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 education graduates; (2) Implementation of educational quality and quality assurance is now hampered by monitoring the quality of components within schools or educational units; (3) Quality mapping exists in the form of mapping the quality of educational outcomes which is not approved by many education stakeholders; (4) The results of education quality studies are still incomplete and have not been utilized for the needs of sustainable education quality targets; (5) Implementation of School Self-Evaluation (EDS) and the tools used to implement it are not widely recognized as school requirements.

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 national education goals 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 fulfilling the minimum standard criteria aims to provide entry services to the main actors in education, namely students, in terms of what they can create into Indonesian people who are faithful and devout and have noble, intelligent and dignified character (Anwar et al., 2018).

Therefore, all school elements must utilize all resources to achieve National Education Standards. To improve the quality of education towards SNP, the quality assurance system must be implemented 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) several internal benefits from implementing SPMI include increasing work ethical 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 school components from the top management to the bottom. Implementation of SPMI begins with quality mapping, planning for quality fulfillment, implementation of quality fulfillment, evaluation and setting standards that run well.

To mobilize all school elements, 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 in the progress and decline of an educational institution. A successful school principal is a principal who is able to understand the existence of the school as a complex and unique organization and is able to carry out his role as someone who is given the responsibility to lead the school (Sormin, 2017). Through his role, the principal can encourage educational institutions to achieve quality and ensure that complex educational management systems can run well. These management components include: (1) administrative management; (2) student management; (3) management of teaching staff and educational staff; (4) financial management; (5) management of facilities and infrastructure; (6) curriculum management and (6) public relations management (Efriani et al., 2021).

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To make a school accredited, of course, an internal quality assurance system is also needed. Accredited schools have standardized measurements of excellence, excellent or good. Therefore, to achieve accreditation results or improve quality in a school, a quality assurance system is needed. From this background, researchers researched a study with the title Quality Assurance System in Improving the Quality of Education in Schools.

Method

The research approach used in this research is a descriptive qualitative approach. This research aims to understand social phenomena from the participant's point of view or perspective. What is meant by participants here are people who are observed, interviewed and asked to provide data, opinions and thoughts and perceptions. This research uses observation, interview and documentation data collection techniques. The instrument used is a human instrument where the researcher is the instrument but is also assisted by instruments as well. In this research, the data analysis techniques used are data collection, data reduction, data presentation and drawing conclusions. For the validity of the data used in this research is data triangulation.

Findings and Discussion

Quality Assurance System in Improving the Quality of Education in Schools

Based on the results of research on quality assurance systems in improving quality in schools, several stages of implementing the quality assurance system are carried out as follows:

1. Standard Setting

Determining quality standards is the initial stage in the quality assurance system. Quality standards are a description of the quality that the school will achieve. Apart from that, according to the opinion of Nanang Fattah (2012: 3) that education stakeholders such as parents, society, government and the industrial world have different perceptions about quality. This difference in perception has implications for schools or educational institutions regarding the need to set quality standards as a reference in achieving quality education. Therefore, the position of quality standards has a very important position in realizing quality schools. In terms of determining quality, one of the principals who plays a role in taking authority in determining policies regarding standard setting is the school principal.

The principal plays a role in setting quality standards in a school. Therefore, a school principal is needed who is reliable, tough and capable, working together with all stakeholders in the school to provide quality educational services. One of the abilities that a school principal must have is the ability to manage and create EDS or school self-evaluation. Determination of quality standards in schools refers to 8 national education standards by always adapting applicable regulations, namely Laws, Government Regulations, Minister of Education and Culture Regulations, and the National Education Standards Agency, as well as taking into account the vision, mission and capacity of school resources. In setting quality standards, representatives from each work unit, school committee and school supervisor are involved. After the school sets quality standards, the next step is for the school to carry out quality mapping. Quality mapping is carried out based on the results of school self-evaluations.

Mapping the quality of 8 national education standards is supported by physical evidence, so that it can accurately describe school quality. This description of the quality of the school is used as feedback for improving the quality of the school through the preparation of programs and improvement activities which are outlined in the work plan. This collection of education quality assurance data will be useful for improving the quality of education if it is managed well, analyzed carefully and can be easily accessed by stakeholders in the context of making plans, making decisions, allocating resources and building a culture of quality improvement. There are clear work procedures, strategies, cooperation and collaboration between institutions or institutions involved in the education quality assurance and improvement system and are carried out continuously. Even if it is accompanied by a continuous professionalism improvement program, it will strengthen its impact on quality assurance and improving the quality of education. Fattah (2019) states that quality assurance is a general term used as another word for all forms of quality monitoring, evaluation or review activities. Quality assurance activities focus on the process of building trust by fulfilling minimum requirements or standards for input components, process components and product components in accordance with what is expected by stakeholders. Stakeholders in the world of education are parents, society, government and the business world, they have different views about quality.

Determination of quality standards that fall into the very good category is obtained from the basis used by the school in determining quality standards and the parties involved in determining quality standards. Determination of quality standards refers to national education standards, considering school needs, determination of quality standards takes into account the capabilities of school resources. The basis used in establishing quality standards is the school's vision and mission, laws, government regulations, education and culture regulations and national education standards. Based on this data, researchers conducted interviews with school supervisors to obtain the conclusion that the basis for determining quality standards refers to 8 national education standards by always adapting to applicable regulations, namely: Laws, Government Regulations, Minister of Education and Culture Regulations, and National Education Standards. Determination of quality standards is based on school needs, namely in the form of formulating the school's vision and mission and taking into account the capabilities of school resources. Apart from that, several factors must also be taken into consideration, namely the needs and skills that children must master, the needs of parents, religious beliefs, economic factors and social factors.

2. Quality Mapping

Mapping the quality of 8 national education standards is supported by physical evidence, so that it can accurately describe quality. School quality is an illustration of improving school quality through preparing programs and improvement activities as outlined in the work plan. Quality mapping is useful for, a. As an evaluation and correction, b. In order to know to what extent quality standards are implemented, c. Knowing achievements, d. Obtain a clear picture of the situation. Quality mapping data is obtained from mapping based on EDS results, mapping based on 8 National Education Standards, mapping supported by physical evidence and mapping describing school quality.

Mapping is carried out per national education standards, per component of national education standards, up to indicators of national education standards. Mapping of each indicator is supported by physical evidence and an explanation of the conditions that have been achieved for each indicator. Next, a development stage score is given for each indicator on a scale of 1 to 4 according to the existing physical evidence and the conditions that have been achieved. Thus, quality mapping through school self-evaluation is able to accurately describe school quality.

Meanwhile, the assessment of the quality of national education units 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 above EDS application 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 available on Google Play, (3) Online EDS available on the PMP website, and (4) iOS EDS.

3. Preparation of a Quality Fulfillment Plan

The preparation of plans for achieving quality in schools is realized in the form of school work plans in the form of medium-term and annual work plans. The preparation of work plans can be obtained from school preparation in preparing work plans, the basis for preparing work plans, the contents of work plans, validation and socialization of work plans. School as an institution/institution has one or more goals. In order to achieve these goals, it is necessary to prepare plans, goals and how to achieve these goals. In general, the school's goals are reflected in the form of the school's vision and mission. To achieve their vision and mission, including improving the quality of teachers, all schools must prepare school program plans and school activities as outlined in the school development plan. Planning is the first series of activities in the management process, including improving teacher performance. Teacher performance planning is an action for the future to achieve the vision and mission of a school. Teacher performance planning is part of the management process flow in determining the movement of human resources (teachers), from the desired position in the future.

In preparing a work plan, several preparations are made, namely, forming a drafting team, preparing a schedule, comparative studies, and work unit workshops. The basis used in preparing the work plan includes: quality map resulting from school self-evaluation, school vision and mission, school goals, and school quality policy. The school work plan contains programs and activities to fulfill 8 national education standards, objectives, success indicators, forms of activities/evidence, schedules/months, and sources of funds. The work plan is approved by the Principal with the approval of the School committee and socialized to all School work units through meetings, workshops and distribution of hardcopies of the strategic plan.

The Strategic Plan document contains: 1) background, identification of customers and stakeholders, general condition and profile of the school, as well as foundations and references; 2) vision, mission, quality policy and values; 3) internal strategic environment (strengths and weaknesses analysis), external strategic environment (opportunities and challenges analysis), and critical success factors; 4) goals, objectives and strategies; 5) the operational work plan contains a five-year work plan, annual work plan, and performance measurement and evaluation; and 6) cover. The Directorate General of Primary and Secondary Education (2016: 31) explains that the quality fulfillment plan contains at least the responsibilities of the implementer, equipped with a time frame, grace period and measures of success. The five-year work plan contains plans for fulfilling 8 national education standards which are equipped with aspects, indicators and implementation strategies. Meanwhile, the annual work plan is equipped with activities, objectives, success indicators, forms of activities/evidence, schedules/months, and sources of funds.

The Strategic Plan Document (Medium Term Work Plan) is approved by the Principal. From the researcher's interview with the school supervisor, information was obtained that approval by the Principal was carried out with the approval of the school committee through a meeting mechanism attended by representatives from all work units. Meanwhile, the Education Department is only aware and will be checked during a review of the school. On that occasion, as part of the socialization of the Strategic Plan carried out by the school, hardcopies of the Strategic Plan were distributed to each work unit.

4. Implementation of the Quality Fulfillment Plan

Fulfillment of quality through the implementation of programs and activities that have been prepared in the medium-term or annual work plan includes: fulfillment of content standards, fulfillment of process standards, fulfillment of graduate competency standards, fulfillment of standards for educators and education personnel, fulfillment of facility and infrastructure standards, fulfillment. Management standards, fulfillment

of financing standards, and fulfillment of Educational Assessment Standards. The Directorate General of Primary and Secondary Education (2016: 37) explains that the implementation of fulfilling the quality of educational units is the realization of all programs and activities that have been designed and have been stated in the planning document for fulfilling the quality of educational units which must be carried out by all stakeholders. Implementation of programs and activities to fulfill 8 national education standards in schools.

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Implementation of programs and activities to fulfill the 8 national education standards is carried out by each work unit according to their respective duties and responsibilities. The work unit makes preparations and makes plans for program implementation so that it can be implemented as well as possible. All stakeholders in the education unit must have a commitment to implementing programs and activities to fulfill the 8 National Education Standards (Directorate General of Primary and Secondary Education: 2016). Data on the commitment of school components in implementing quality compliance is quite good. All school residents are always actively involved in activities organized by the school. Teachers who have functional positions in schools also have a high commitment to supporting the implementation of school quality fulfillment, which can be seen from diligently attending meetings, actively giving opinions and making suggestions, and being responsible for the tasks assigned to them.

Implementation of quality assurance in the context of the education system, within the framework of public accountability for education delivery, should already exist. Every stakeholder has an interest in providing quality education. Guaranteeing and improving the quality of education according to (Satori: 2011) is: "A series of interrelated processes and systems for collecting, analyzing and reporting data about the performance and quality of teaching and educational staff, programs and educational institutions." The quality assurance process identifies aspects of achievement and improvement priorities, provides data as a basis for planning and decision making and helps build a culture of continuous quality improvement. Achievement of educational quality for primary and secondary education is assessed based on eight National Education Standards from the National Standards Agency.

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6. Evaluation of Quality Implementation

Evaluation of quality fulfillment is obtained from evaluation through school self-evaluation, evaluation objectives, and evaluation stages. The research results show that the school has carried out an evaluation of quality fulfillment through school self-evaluation. The researcher's interview with the Head of the School Education Quality Assurance Team obtained information that every year the school self-evaluation is carried out at the end of the school year. School self-evaluation is carried out to determine the achievement of school performance on what has been planned. Evaluations carried out through school self-evaluations focus on the results of implementing programs and activities to fulfill the 8 national education standards that have been prepared in the annual work plan, so that the guidelines for evaluation are based on the success indicators in the annual work plan. The objectives of evaluating quality implementation are; 1. Measuring the level of implementation of established programs, 2. Measuring the commitment and effectiveness of the performance of educators and education, 3. determining "lost opportunities", lost opportunities if program activities are not implemented well, 4. detecting early weakening of school performance; 5. measuring the level of time and cost efficiency of program activities; 6. As a reference for preparing future Strategic Plans; and 7. measuring work unit accountability. The measurement and evaluation method is carried out by assigning appropriate officers to the appropriate areas of duty, to be subsequently reported to the Principal or presented at a school management meeting.

The results of evaluation activities include reports on the implementation of national education standards and implementation of quality compliance plans by schools, as well as recommendations for improvement activities. The final step is evaluation of quality fulfillment where the evaluation is carried out by the school through school self-evaluation to see the results of implementing the fulfillment of 8 national education standards. The evaluation results are reported to the school principal and presented at a school management meeting. From the evaluation results, it is hoped that recommendations for improvement will be formulated.

Inhibiting Factors and Efforts in the Quality Assurance System in Improving Quality in Schools

Based on research, there are several inhibiting factors and efforts in the quality assurance system in improving quality in schools, the inhibiting factors are as follows, Lack of commitment from all stakeholders involved in the quality assurance system in improving quality in schools. Implementation of education quality assurance is the responsibility of various parties. Guaranteeing the quality of education, especially its implementation, lies with the education unit. Guaranteeing the quality of education in educational units is the responsibility and authority of all components of educational units to plan and implement them by utilizing all available resources. Meanwhile, the government supervises and assists educational units in the context of quality assurance. Thus, all stakeholders in the education unit must have a commitment to implementing programs and activities to fulfill the 8 national education standards (Directorate General of Primary and Secondary Education; 2016: 37).

Data on the commitment of school components in implementing quality compliance shows that all school members are always actively involved in activities organized by the school. Teachers who have functional positions in schools also have a high commitment to supporting the implementation of school quality fulfillment, which can

be seen from diligently attending meetings, actively giving opinions and making suggestions, and being responsible for the tasks assigned to them. It is believed that implementing a quality assurance system at the school level will increase the participation of all elements of the school in setting quality standards, striving for quality, and subsequently realizing quality assurance for the school. In the Ministry of Education and Culture's program to improve quality, the Ministry of Education and Culture established Minister of Education Regulation number 63 of 2009 concerning the Education Quality Assurance System (SPMP) with the ultimate goal of guaranteeing the quality of education being the high intelligence of human life and the nation. The provision of education in various pathways, types and levels of education in the territory of the Unitary State of the Republic of Indonesia and spreads from educational units or programs fostered by the government, provincial/district/city governments, and the community has a variety of quality educational services. To overcome this diversity, several things need to be done, including: (1) establishing a set of statutory regulations that provide direction for implementation; (2) the leader's commitment; (3) management system; (4) good coordination; and (5) knowledge and awareness about quality assurance for each individual.

Therefore, efforts to improve the quality of education must be carried out in an integrated manner between education administrators and supervisors at all levels with educational units/programs within the framework of the Education Quality Assurance System. Amri (2019 :34) states that: "In the educational environment, especially schools, the demand for quality assurance is a natural phenomenon, because providing quality education is a shared responsibility between the government, society, parents and the business world. "Each stakeholder component, namely the government, parents, society and the business world, has its own role and interest in providing quality education." Thus, it can be seen that the quality assurance system includes activities to identify achievements, set priorities for improvement, provide data for data-based decision making, and help build a culture of continuous improvement. This is in accordance with the explanation of the Directorate General of Primary and Secondary Education (2016: 15) that the output of evaluation activities is in addition to reports on the implementation of meeting national education standards and the implementation of quality fulfillment plans by educational units, as well as recommendations for corrective action if deviations from the plan are found in the implementation of compliance. quality. In this way there is a guarantee of certainty of quality improvement.

Conclusion

Based on the results of research on the Implementation of the Education Quality Assurance System in Improving School Quality, it can be concluded that the implementation of the education quality assurance system in improving school quality has not been implemented well, this is due to the lack of involvement of all education stakeholders in supporting quality planning and the lack of adequate budget support in preparation or quality mapping. There are obstacles to implementing the education quality assurance system in improving school quality, including school self-evaluation activities as an internal tool or instrument that can be used to evaluate school performance which is not optimal considering that not all teachers and parents of students have the ability to carry out school self-evaluations. There are efforts to overcome obstacles to the implementation of the education quality assurance system in improving school quality, which include improving quality fulfillment results, increasing targets that have not been achieved, improving findings, improving possible aspects, and setting quality targets to improve so that every aspect can be implemented. follow-up and improvement to improve school quality

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