Internal Quality Assurance System in Secondary Education Units (SMA)

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A R T I C L E   I N F O

A B S T R A C T

The level of knowledge of the school community regarding the Internal Quality Assurance System (SPMI) is still at a low level which still needs to be developed before establishing an internal quality assurance system for educational units. In addition, educators' understanding of national education standards, which are closely related to their duties, is still at an adequate level, so that understanding still needs to be increased so that they can carry out processes and evaluations according to standards. It is necessary to develop educators and educational staff in terms of knowledge and skills in implementing internal quality assurance through a special team from external education units until the school is ready to be able to implement an internal quality assurance system. In order to be able to guarantee the quality of education, education units need to establish SPMI in accordance with the standards and rules that apply to the National Education Standards (SNP), although judging from the accreditation value, it reaches the highest standard. Thus, studies are needed related to the internal quality assurance system in these schools so that they can gradually meet the SNP or even exceed it.

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1. INTRODUCTION

The internal quality assurance system is a quality assurance system implemented in and by certain educational units and involves all components within the educational unit. Nationally, the quality of secondary education in Indonesia is not as expected. The results of national education quality mapping show that only around 16% of education units meet national education standards (SNP) (Directorate General of Primary and Secondary Education. 2016). Most other educational units do not yet meet the SNP, and there are even a number of educational units that still do not meet the minimum service standards (SPM).

The education quality standards set by the government are different from the standards implemented by educational units. The standards used by most schools are far below those set by the government. As a result, the quality of graduates produced by educational units does not meet the standards set by the government. There are still many education management teams who do not properly understand the meaning of educational quality standards. Apart from that, most educational units do not yet have the capacity to do so to ensure all the processes implemented meet standard quality. The educational unit must implement ensuring the quality of education is good, independent and sustainable. According to the Government of the Republic of Indonesia (2003) in the form of Law Number 20 of 2003, the National Education System is all educational components that are interconnected in an integrated manner to achieve national education goals. In addition, each

educational unit is required to carry out educational quality assurance which aims to meet or exceed the SNP.

The internal quality assurance system for secondary education is a unified element consisting of policies and processes related to the implementation of education quality assurance carried out by each secondary education unit to ensure the realization of quality education that meets or exceeds the SNP. Efforts to improve and guarantee the quality of education are the responsibility of the education unit. To improve the overall quality of schools, especially private high schools in Mataram, a special approach is needed so that all school components together can have a culture of quality.

To be able to guarantee the quality of education, education units need to form SPMI. Based on preliminary studies at private high schools in the city of Mataram which were used as samples, it shows that these schools do not yet have a good quality assurance system in accordance with applicable standards and regulations even though the accreditation scores have reached the highest standards. This will have an impact on the quality of graduates who cannot meet the SNP, while a number of other schools, both public and private, can already exceed the SNP. Thus, studies are needed regarding the internal quality assurance system in these schools so that they can gradually meet the SNP or even exceed it. Based on the description above, it is necessary to conduct research on the internal quality assurance system at SMA NW Mataram as a basis for preparing or developing quality programs in this educational unit.

2. METHOD, DATA, ANALYSIS

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). 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; The External Quality Assurance System is a quality assurance system implemented by the government, regional governments, accreditation institutions and educational standardization institutions.

Before discussing about The internal quality assurance system (SPMI) in sample schools is first conveyed about the understanding of teaching and education staff who are directly involved in implementing SPMI.

The results show that the principal's understanding of the internal quality assurance system shows a score of 2.20 or at a low level, while other educational staff with an understanding score of 2.85 is higher than the principal but still at a low level. Likewise, the teaching staff's understanding of SPMI reached a score of 2.13, which is still at a poor level. Apart from that, educators and education personnel do not properly understand the concepts and principles, objectives and scope of SPMI for educational units, this is important for internal quality assurance implementers, because if they do not understand SPMI, the management will not be able to implement it optimally in accordance with SPMI's spirit. . The solution is as proposed by Lamosi and Mukonyi (2015) who recommend that school principals strengthen alternative quality management such as teacher appraisal, use of internal quality assurance officers by capacity building on requisite knowledge and skills.

SPMI is related to 8 national education standards and to teacher duties, so it will be related primarily to graduate competency standards, content standards, process standards, evaluation standards and educators' own standards. The following is the level of understanding of educators towards graduate competency standards with a score of 3.04, Content Standards with a score of 3.6, Process Standards with a score of 3.0, and Evaluation standards with a score of 3.43. Apart from that, those related to teaching staff standards reached a score of 3.8.

This understanding has only reached a sufficient level but for the standards of teaching staff it is close to good. However, in order for the process and evaluation to be carried out in accordance with standards, the level of understanding of the teaching staff must be above good. In addition, teachers are accepted based on knowledge of curriculum content, qualifications professional which has been determined by the government (Onuma, and Okpalanze 2017).

3. RESULT AND DISCUSSION

This internal quality assurance system for primary and secondary education covers all aspects of education implementation by utilizing various resources to achieve National Education Standards. SPMI is evaluated and developed continuously by each primary and secondary education unit; SPMI

is determined by the education unit and outlined in the education unit management guidelines and socialized to education unit stakeholders.

In relation to the implementation of SPMI in schools that are research locations, it includes the SPMI cycle which consists of 5 stages: First, Mapping the quality of education carried out by educational units based on National Education Standards. Education staff and school teaching staff do not yet understand the stages in detail mapping. Quality education starts from preparation instruments and data collection as well as analysis of data from mapping results which will be related to making plans for the next stage of the SPMI cycle. Activities at this stage include internal evaluation and can be carried out using the Plan, Do, Check and Act stages (Nelson, Ehren, and Godfrey. (2015).

Second, making quality improvement plans as outlined in the School Work Plan, the school does not know how to make quality improvement plans related to national education standards. Making a school plan related to improving quality which must be prepared based on the school's self-portrait of the quality condition when the self-evaluation is carried out, then preparing a number of work plans which are overall oriented towards improving the quality of administrative and learning processes.

Third, the implementation of quality fulfillment in both the management of the educational unit and the learning process. At this stage, the management of the educational unit does not yet fully understand this stage of the SPMI cycle. This is related to the level of understanding of the previous stage, therefore an in-depth study is needed related to implementation of SPMI to fulfill quality in education unit management and the learning process at large. This requires togetherness of all school members to work together on school programs related to fulfilling the appropriate quality of education standard.

Fourth, monitoring and evaluation of the quality fulfillment implementation process that has been carried out, at this stage the school still needs good knowledge regarding the role and function of monitoring and evaluation for each quality fulfillment program, so that it will be useful for the next process regarding preparation new standards and strategies for achieving planned quality.

Finally, establishing new standards and developing quality improvement strategies based on monitoring and evaluation results. The education unit management does not yet have good knowledge and understanding of the preparation of new quality standards, including strategies for achieving them. Schools still have to learn and prepare themselves regarding the final stages of the SPMI cycle. In preparing the program, a total holistic process must be concerned with ensuring the integrity of outcomes (Adegbesan, 2011).

The school as a whole does not yet have a special team that controls the internal quality assurance program, so it will be difficult to improve the quality status of the school based on the quality of quality achievements. Therefore, it is necessary to start by designing the school's SPMI in accordance with the conditions and carrying capacity of the school's resources. There is no need to set targets and indicators that are too high and difficult to achieve, but the quality programs must be appropriate to school conditions, achieving quality is carried out gradually and consistently. focus on fulfilling the SNP well, then if it has better supporting capacity then continue to become a model school, maybe even a reference school. However, the initial capital is the commitment of the school community to have the will to progress and provide quality through good cooperation in various quality program activities as statedInitiative, et al. (2015) that teamwork is the vital factor for the schools in order to improve internal quality assurance operational effectiveness since teamwork supports performance, quality of working life, interaction, collaboration and it is the instrument in organizational development.

The programs in the school development plan are not yet clearly linked to the quality program of the school's internal quality assurance system. This is because the school does not yet have a good and sustainable internal quality assurance system. So it needs a comprehensive joint assessment of the resources owned by the school to be able to further improve the quality of the school through quality programs managed by the internal quality assurance system team. In addition, there are a number of factors that affect internal quality assurance in the form of four factors of direct effect: administrators' instructional leadership, innovation culture of organization, open climate of organization and teachers' leadership (Praraksa, et al. 2015). Also depending on the motivation of teachers is a quality assurance practice in secondary schools (Onuma, and Okpalanze, 2017) and the quality assurance component aims to enhance teaching and learning as an integral feature of school improvement (Caesar, 2013), including the emphasizing understanding and not memorization, the need for more group work and dialogue, restoring the visual-spatial aspects of learning, re-thinking

curriculum balance, and re-examining national examination systems (Almadani, Reid, and Rodrigues, 2011).

Preparing programs related to quality improvement needs to pay attention to a number of factors that will have an influence on teaching and education staff, even including students, who are factors that really determine the success of quality improvement, so that with these considerations the failure rate will be minimized.

In the context of implementing internal quality assurance, program determination and implementations like stated by Uchtiawati and Zawawi (2014) that schools, through a predetermined mechanism, can determine the stages of implementing quality assurance as follows: namely: plan (plan), do (implement), and carry out the evaluation (evaluate) stage, on an ongoing basis. Apart from that, the support required by adequate facilities and equitable educators will have a significant impact on the implementation of the internal quality assurance system in schools (Darman, Darwin, and Yusnadi, 2017). Also to further improve quality assurance in relation to the learning process, it is shown by students expressed high satisfaction with the state of learning resources and the competence of the academic staff available to them (Essel1, Boakye-Yiadom, and Kyeremeh, 2018) and must focus on economical , technical, and organizational dimensions as main dimensions of feasibility system (Amir, 2015).

Other areas of concern include continued support from the government to provide adequate infrastructure and facilities in schools to create a conducive teaching and learning environment for both teachers and students (Oyewole, 2013), more intensive and perhaps private participation in this practice should be encouraged (Olufunke, Joseph and Adetayo, 2012). In addition, there is also a need for a quality control system that relates to the actors, i.e. stakeholders, rather than institutional configurations: (1) state control and accountability through bureaucratic means and legal regulations, (2) professional control and accountability, and (3) consumer control and accountability.

4. CONCLUSION

The level of knowledge of school residents regarding SPMI is still at a low level which still needs to be developed before establishing an internal quality assurance system for educational units. Apart from that, educators' understanding of national education standards which are closely related to their duties is still at a sufficient level so understanding still needs to be improved to be able to carry out process and evaluation in accordance with standards. There is a need for development of teaching and education staff in terms of knowledge and skills in implementing internal quality assurance through a special team from external education units until the school is ready to be able to implement an internal quality assurance system.

5. REFERENCES

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