

Analysis of Implementation Internal Quality Assurance System School: Case Study of Quality Mapping Analysis in Public Junior High School 1 Medan City in the Graduation Standard

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Abstract. This study examines the implementation of internal quality assurance system in Public Junior High School 1 Medan City. The problem that arises in this study is how the implementation of schools in implementing the internal quality assurance system. This study aims to determine and describe the implementation of the implementation of the school internal quality assurance system at Public Junior High School 1 Medan City in the internal quality assurance system cycle, particularly the quality mapping. Quality mapping is carried out only in terms of graduation competency standards. This research is a qualitative research with a descriptive approach. Data collection techniques with observation, interviews, and documentation studies. Through the results of interviews with school internal quality assurance implementers, it can be seen that the implementation of quality mapping has been carried out well, this can be seen from the mastery of school internal quality assurance executors on the material quality indicators very well. The implementation of the school internal quality assurance system has a work program design in the mapping of school quality that supports the achievement of accurate mapping. Through observation and documentation study, it is known that various programs support the quality of graduation competency standards that are derived from evaluating the implementation of school quality assurance. The evaluation carried out is a form of school self – evaluation that supports the assurance in the next school year. Excellent programs that support the achievement of graduate competency standards are IT – E learning based learning, utilization of NUADU learning applications, literacy Programs, PMR, Disaster Responses, SPENSA YOUTH, Olympic Classes and Indonesia – Malaysia intercultural cooperation.

Keywords: School internal quality assurance system · School quality mapping · Graduates competency standards · School self evaluation

1 Introduction

The increasing expansion of access to education in Indonesia in 2015 can be seen from the achievement of the Gross Enrolment Rate (APK) and the Pure Participant Rate (APM) of education. The gross enrollment rate (APK) for elementary school level reaches 115.88 % and the pure participation rate (APM) reaches 95.71%. While the

APK for the Junior High School has reached 100.16% and the pure participation rate is 78.43%. APK Senior High School reached 78.19 % and the APM was 58.25% [1]. With this achievement, a shift in the priority of education development from expanding access to education quality assurance in appropriate. The government, in the National Medium – Term Development Plan (RPJM) in 2015 – 2019, has also placed education quality assurance as an advanced stage of education development. [2]. This is also related to the still many problems in the quality of education in Indonesia, namely the low quality of education in various types and levels of education in Indonesia, namely the low quality of education in various types and levels of education in Indonesia in accordance with the results of the ranking conducted by the Worldwide Educating for the Future Index (WEFFI) on March 12, 2019. Which places Indonesia at number 43 of the 50 countries participating in a country's education research [3].

Various efforts that have been carried out by the government in improving the quality of education, namely increasing the education budget in the form of School Operasional Assistance (BOS), procurement of certification programs and teacher training on an ongoing basis, providing various facilities, are still not considered to be significantly optimal in improving the quality of education. One reason is that is a program carried out by an external school. This situation was felt to be less effective because it did not fundamentally become a casual factor in the problem of the quality of education in the education unit. It is realized that on the contrary if it is done by an internal party, it is expected to be able to solve the problem because it already knows consciously the problem. Apart from this, the quality of learning and managerial schools at the level of planning implementation and control is one of the factors causing the low quality of education [4].

The policy of implementing quality assurance of education units in Indonesia began with the issuance of Law No. 20 of 2003 concerning the National Education System [5]. Reinforced with the issuance of government regulation No. 19 of 2005 concerning National Education Standards and National Education Minister Regulation No. 63 Of 2009 concerning Education Quality Assurance Systems. This effort was subsequently implemented by the government into the education quality assurance system (SPMP). In accordance with regulation of the Minister of National Education Number 63 Year 2009 article 1 paragraph 3 which states that The Education Quality Assurance System, hereinafter referred to as SPMP is a subsystem of the National Education System whose main function is to increase quality of education “. For this reason, we need a standard that ensures the quality of education is in accordance with the size of the so called National Education Standards (SNP). SNP fungsions to assurance the quality of national

¹ Direktorat Jenderal Pendidikan Nasional, *Naskah Akademik Peraturan Menteri Pendidikan dan Kebudayaan Tentang Penjaminan Mutu Pendidikan Dasar dan Menengah, Dokumen 1*, Jakarta, 2016, h.3

² *Ibid*, h.4

³ Kompas, 10 Negara Terbaik Dalam Pendidikan Masa Depan. Diakses 5 Nopember 2019, pukul 21.44 WIB.

⁴ Yanty K Manoppo, “Analisis Penerapan Standar Proses Pembelajaran Pendidikan Agama Islam di SMP Negeri 2 Kota Gorontalo”, *Tadbir Jurnal Manajemen Pendidikan Islam*, Volume 02 Nomor 2 Agustus 2014, 187

⁵ Undang – Undang No. 20 Tahun 2003 Tentang Sistem Pendidikan Nasional

education in the context of educating the nations's life and forming the dignified character and civilization of the nation [6].

Graduates Competency Standards are a set of graduate competencies that are standardized and realized with student learning outcomes [7]. Graduates Competency standards are the main standards in 8 National Education Standards as a form of student output in the form of attitudes, knowledge and skills expected from an education unit graduate written in article 35 of law number 20 year 2003. Graduates competency standards can be used as tangible evidence of achieving a quality education level is in which level. This standard is also used as a basis for assessing and monitoring students progress and learning outcomes [8].

Public Junior High School 1 Medan City is one of the public schools that has implemented an internal quality assurance system. Based on preliminary observations, this school is able to carry out scholl quality assurance well. This can be seen by the high interest of prospective applicants in an amount that exceeds the quota. Applicants at Public Junior High School 1 Medan City can reach 600 students each year even though the capacity is only sufficient for 360 students. The stability of the quality of education in achieving academic and student achievements as well as Public Junior High School 1 Medan City in one of the schools that is often used as a model schools that is often used as a mode school in several new policies of the central government and in Medan due to having good managerial skills.

Penelitian ini bertujuan untuk mengetahui implementasi sistem penjaminan mutu internal sekolah dalam upaya meningkatkan mutu pendidikan di SMP Negeri 1 Medan. Secara spesifik, penelitian ini bertujuan untuk mendeskripsikan proses pemetaan dan tindak lanjut dari hasil pemetaan mutu melalui evaluasi diri sekolah.

2 Literature

Elementary and secondary Education Quality Assurance System is a unitary element consisting of an integrated organization, policy and process that regulates all activities to improve the quality of elementary and secondary education systematically, planned and continuously [9]. Whereas the internal quality assurances system is a quality assurance system implemented in the education unit and carried out by all components of the education unit [10].

Mapping the quality of education carried out by education units based on the National Education Standards. The eight education standards form a series of inputs, processes and outputs. Graduate Competency Standards (SKL) are output in National

⁶ Heppy Puspitasari, Standar Proses Pembelajaran Sebagai Sistem Penjaminan Mutu Internal di Sekolah, *Jurnal Muslim Heritage*, Volume 1 No.2 Nopember 2017, h 339.

⁷ Abdul Muis Daeng Pawero, Analisis Kritis Kebijakan Standar Kompetensi Lulusan (SKL) dan standar Isi Kurikulum Pendidikan Agama Islam, *Journal Of Islamic Policy* 2017, Volume 2 No.22. h 166

⁸ Muhaimin, 2014, *Pengembangan Kurikulum Pendidikan Agama Islam di Sekolah Madrasah dan Perguruan Tinggi*. Jakarta: Raja Grafindo Persada.

⁹ Direktorat Jenderal Pendidikan Nasional, *Pedoman Umum Sistem Penjaminan Mutu Pendidikan Dasar dan Menengah*, Jakarta, 2016, h.14

¹⁰ *Ibid*, h.16

Education Standards. Graduate competency standards will achieve a high score if the input is fully met and the process goes well [11]. This internal quality assurance system is implemented in primary and secondary education units by following a cycle. The cycle consists of quality mapping, compilation of compliance plans, implementation of fulfillment plans, evaluation / audit of execution plans, and determination of quality standard [12].

In implementing the mapping of the quality of education units can be carried out by conducting school self evaluations. School self evaluation is carried out with several stages namely; (1) Arrangements of instruments (2) data collection (3) data processing and analysis. (5) making quality maps. The resultss of research in the application in the application of school self evaluation (EDS) show that the obstacles faced by schools include aspects of concepts, instruments, infrastructure, human resources, and administration [13]. These constraints arise as a result of not being properly socialized, lack of school commitment, and lack of cooperation between various stakeholders. Apart from that what can be improved and corrected is that the culture of school self evaluation has not been created, the book is less flexible, instruments are not appropriate to the conditions, data analysis does not pay attention to the importance of each component and the analysis guide is not accompanied by solutions [14].

The internal driving factors of EDS are Human Resources, coordination between school members, externally support from the government and motivation from educational quality assurance agencies. The internal inhibiting factors of EDS are instrumen saturation, lack of teacher understanding, short time, externally changes in EDS systems and instrumens and the number of questions on the instrument [15]. While tehe impact of the application of EDS, among others facilitate schools in making RKS/RKASand make it easier for school to identify shortcomings, strengths of school performance. The benefit of EDS is that schools can have basic data to develop and improve quality in the future [16].

The Ministry of National Education revealed three indicators used as indicators in the implementation of SPMI, namely output, results and impact indicators. Furthermore, documents needed in SPMI include SPMI policy documents, SPMI manual documents, SPMI manual documents, standard documents in SPMI form documents used in SPMI, and other supporting documents.

Components that affect the quality of the process and educational outcomes are the input components, processes, outputs and impacts, As for the factors included in : (1) Input components namely basic inputs and supporting resources; (2) process components, namely the use of inputs and climate or atmosphere; (3) outputs, namely:

¹¹ *Ibid*, h. 20

¹² *Ibid*, h.30-31

¹³ Hendarman, *Kendala – Kendala Pelaksanaan Evaluasi Diri Sekolah (EDS)*, Jurnal Pendidikan dan Kebudayaan Vol. 20 Nomor 1 Maret 2014.h.83

¹⁴ Nuchron, Sunarto dan FX Sudarsono, *Model Evaluasi Diri Sekolah Menengah Kejuruan di Daerah Istimewa Yogyakarta*”. Jurnal Pendidikan Vokasi, Vol 3, Nomor 1, Februari 2013

¹⁵ Hendarman, *Kendala – Kendala Pelaksanaan Evaluasi Diri Sekolah (EDS)*, Jurnal Pendidikan dan Kebudayaan Vol. 20 Nomor 1 Maret 2014.h.80

¹⁶ Fitri Ning Tyas dan Nurhikmahyanti, Penerapan Program Evaluasi Diri Sekolah (EDS) (Studi Kasus di SMA Negeri 1 Gresik), Jurnal Inspirasi Manajemen Pendidikan, Vol.3 No. 3, 2014, h. 89-99

people (graduates), products/ works, and services; and (4) Impact, namely; return, satisfaction, change and others. [17]

3 Methodology

This research is a qualitative research. This research was conducted at Public Junior High School 1 Medan City. The selection of Public Junior High School 1 Medan City is based on: (1) This school is a favorite school in the city of Medan and in general in North Sumatra Province, (2). This school was once a RSBI school and a 2013 curriculum project pilot school in 2014, (3). Has academic and extracurricular achievements, (4). Having a variety of character education programs, (5) Having achievements in the academic field on a national and international scale. The research began in July 2019 until November 2019. The target or subject of the study was the School Internal Quality Assurance Team and all sections and personnel involved in the internal quality assurance activities of Public Junior High School 1 Medan City, taken from the leaders and teachers of Public Junior High School 1 Medan City, namely: Head, Deputy Head of School, Head of SPMI and teachers.

The object of this research is the Implementation of SPMI by the SPMI Team of Public Junior High School 1 Medan City, specifically the quality mapping conducted at Public Junior High School 1 Medan City. Understanding of SPMI TEAM in achieving standard quality indicators of graduates and TIM SPMI documents in schools. Conclusions are based on phenomena and patterns of relationships between phenomena. If it has not been found or unclear relationship between phenomena, the researcher will return to the field to clarify through data verification. The data is then presented to be drawn temporarily, then refined to a final conclusion.

4 Result and Discussion

Quality assurance of education in Public Junior High School 1 Medan City is carried out by conducting an Internal and External Quality Assurance System. The implementation of SPMI in SMP Negeri 1 Medan applies the SPMI cycles and principles set out in the General Guidelines for the Quality Assurance System for Elementary and Secondary Education Documents 2. The results of observations and documentation studies illustrate the implementation of SPMI in Public Junior High School 1 Medan City going well and appropriately. This can be seen from the policy documents such as Decree, Implementation Guidebook, Implementation Instrument, Activity Documentation as well as the implementation of quality mapping conducted, through interviews it is known that the school's internal quality assurance team can handle material quality indicators very well.

Quality mapping in Public Junior High School 1 Medan City was carried out using school self-evaluation. School Self Evaluation is carried out by involving various components to be able to fill objectively according to their competencies. The

¹⁷ Satori, Dj. 2006. *Transparansi Materi Kuliah Supervisi Pendidikan IPA*. Bandung: SPs UPI tidak diterbitkan. h.35

awareness of each element to complete the instrument correctly in accordance with the conditions was good enough because the results of the school self-evaluation were discussed in an effort to improve the program in the next school year. The results of school self-evaluations in the 2018/2019 school year state the need for an increase in graduate competency standards especially in the attitude dimension. This was followed up by compiling a student character development program that is a program of strengthening the character of students through extracurricular fields, especially PMR (Youth Red Cross). The Youth Red Cross, which was carried out as an extracurricular activity at Public Junior High School 1 Medan City, aimed at fostering empathy and student preparedness for accidents or disasters. PMR in Public Junior High School 1 Medan City has basic training and participates in regional and national training.

Furthermore, the Information and Technology development program in learning or E Learning is a learning program that implements the use of information and technology tools such as the internet, computers and gadgets in learning. The aim is to make it easier for students to access information in scientific form from various sources. Utilization of technology is also carried out by implementing computerized information-based semester exams using a laptop. Another program is the use of NUADU education applications. The NUADU application is an educational application that helps teachers in preparing student worksheets, analyzing the results of student answers and providing comments on these answers. Literacy program is an education to strengthen students' character in reading culture. This activity is carried out every day and also provided reading corners in the school environment. SPENSA YOUTH is an activity of students and parents in commemorating youth oath day and hero day by holding a competition and celebration event at school. The Olympic class is a special class in coaching the Olympics for students from various subject areas. The aim of the Olympics class is to prepare students from academia and engineering from the start in national and international Olympic events. Indonesia-Malaysia intercultural cooperation is a cultural exchange activity between Indonesia and Malaysia with dance performances between schools.

5 Conclusion

The organizing of SPMI in Public Junior High School 1 Medan City is carried out by a quality assurance organization named the School Quality Assurance Team whose task is to plan and implement a comprehensive and independent quality assurance system. The implementation of SPMI in Public Junior High School 1 Medan City was carried out by beginning with quality mapping using school self-evaluation instruments. Through interviews with school internal quality assurance implementers, it was found that the implementation of quality mapping has been carried out well, this is seen from the mastery of the school internal quality assurance implementers on the material quality indicators very well. The implementation of the school internal quality assurance system has a work program design in the mapping of school quality that supports the achievement of accurate mapping. Quality mapping is very important because mapping is the initial foundation in improving quality.

Through observation and documentation studies, it is known that various programs support the quality of graduation standards that are derived from the evaluation results

of the implementation of school quality assurance. The program was arranged together through a meeting held by the SPMI team of Public Junior High School 1 Medan City.

Suggestions based on the conclusions from the results of the research can be given a suggestion that training and workshops need to be carried out by involving various experts in improving the ability and skills of the SPMI team in conducting quality mapping. Although the results of the study show that the SPMI team of Public Junior High School 1 Medan City has good mastery of the material and follow-up.

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