

Analysis of The Internal Quality Assurance System At Pangudi Luhur Bintang Laut Surakarta Middle School

Lintang Pramusita Wiyartiningtyas¹, Destriana Kurniawati²

^{1,2}Educational Technology, Sebelas Maret University, Surakarta, Indonesia

Email: ¹bernadeta@student.uns.ac.id*, ²destriana_rniawati19@student.uns.ac.id

*Corresponding Author

Article History: Received: Jan 24, 2025; Accepted: Apr 24, 2025; Published: Jun 01, 2025

ABSTRACT

Education is a lifelong learning experience, which has a positive influence on individuals. Education management requires the implementation of a quality assurance system, which is implemented through six stages of the internal quality assurance cycle, consisting of: (1) quality mapping, (2) preparation of a fulfillment plan, (3) implementation of quality fulfillment, (4) evaluation, and (5) preparation of standards. In research to determine the internal quality assurance system (SPMI) at SMP Bintang Laut Surakarta, the method used was a qualitative approach with descriptive methods, which began with interviews, documentation, and descriptions of research data. Based on the research that has been carried out, SMP Bintang Laut Surakarta has implemented an Internal Quality Assurance System, by the SPMI cycles and stages: (1) quality mapping based on School Self-Evaluation (EDS) and DAPODIK, (2) preparation of quality improvement plans through planning mature which includes curriculum, student affairs, infrastructure, human relations, and IT facilities, (3) implementation of a fulfillment plan involving all parties in the school with clear targets, (4) monitoring and evaluation carried out every three months by the deputy principal and at the end of each year by the Pangudi Luhur Foundation, and (5) setting new standards for the 2024/2025 school year which includes the formation of a learning committee for school quality assurance involving the principal, teacher, school committee and parents.

Keywords: *Quality Assurance, Quality Assurance System, Education, Middle School*



Copyright © 2025 The Author(s)

This is an open-access article under the [CC BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) license.

INTRODUCTION

Education is all learning experiences that last throughout life, in all environments and situations that have a positive influence on the growth of each individual (Pristiwanti et al., 2022). In the educational process, the benchmark for the quality of an educational institution can be reflected in the quality of students who excel and achieve in various fields (Albab et al., 2023). The quality of superior students is also influenced by various factors, including the quality of services in the teaching and learning process at school (Halawa & Mulyanti, 2023). To support the goal of improving the quality of graduates and services in formal educational institutions,

schools need to have quality standards that regulate each series of educational unit work throughout the educational process (Albab et al., 2023; Halawa & Mulyanti, 2023).

In line with developments over time, education also requires efforts to improve and improve quality, which is in line with community needs (Arbangi, Dakir, & Umiarso, 2016). Quality in the world of education can be interpreted as the degree of excellence in managing education effectively and efficiently to produce academic and non-academic excellence in students. In the management of education, there are quality standards that aim to improve the quality of educational services. Therefore, to achieve these standards, it is necessary to involve all school resources in good, directed, and integrated management by the function of each field within the school.

Implementation of sustainable school quality management requires monitoring and evaluation in the form of a framework that can be carried out through a quality assurance system. The education quality assurance system can also be interpreted as a systematic and integrated activity in providing education, to increase the intelligence of the nation's life (Farid & Atikah, 2024). This system has been stated in the *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia No. 28 Tahun 2016* (Regulation of the Minister of Education and Culture of the Republic of Indonesia No. 28 of 2016), states that the education quality assurance system is a unified element consisting of an integrated organization, policy, and process that regulates all activities to improve the quality of primary and secondary education which interacts with each other in a systematic, planned, and sustainable manner.

This system ensures that each component in the school functions optimally and supports each other to achieve the educational goals that have been set. Fadhli (2020) stated that the quality assurance system in educational institutions absolutely must be carried out well because it is used as a tool for quality control or supervision of quality in educational institutions.

There are two components of the quality assurance system, namely the internal quality assurance system and the external quality assurance system. The Internal Quality Assurance System (SPMI) is a quality assurance process carried out within an educational institution and carried out independently by all components of the educational institution. Meanwhile, the External Quality Assurance System (SPME) is a quality assurance process carried out by government institutions, including both regional governments and accreditation bodies and standards bodies (Setiyo, 2021).

In this research, the quality assurance system is focused on quality assurance carried out by internal parties from educational institutions. SPMI is carried out to supervise the implementation of education in a sustainable manner (continuous improvement) and to enhance the quality of education which involves all elements consisting of organizations, policies, and integrated processes that regulate all activities to improve the quality of education in a systematic, planned and sustainable manner (Puspitasari, 2018). SPMI is also referred to as an education quality assurance system in educational units that covers all aspects of education implementation by utilizing various resources to achieve SNP (Asy'ari & Mukaromah, 2019).

The education unit implements the entire cycle of the quality assurance system independently and continuously until a culture of quality is built in the education unit. Quality assurance steps in the internal quality assurance cycle in educational units consist of (1) quality mapping, (2) preparation of a compliance plan, (3) implementation of quality compliance, (4) quality evaluation/audit, and (5) preparation of the above standards SNP (Sulastrri, Jaja, & Heri, 2020).

Pangudi Luhur Bintang Laut Middle School is one of the schools in Surakarta that still implements the Internal Quality Assurance System (SPMI) to improve the quality of education through various innovations and programs oriented towards improving quality. Therefore, researchers carried out further observations and analyses to determine the implementation of quality assurance at Pangudi Luhur Bintang Laut Middle School.

METHODS

The research method used is a qualitative descriptive method. The qualitative approach emphasizes descriptions that explain an ongoing activity or situation as well as a person's attitude or behavior in detail (Fadli, 2021). The aim of research using a descriptive qualitative approach is to maintain the form and content related to analysis, description, and accurate depiction of the facts being investigated (Prasanti, 2018). Research data collection was carried out through interviews and documentation. The interview was conducted directly with the Chief Executive of SPMI at Pangudi Luhur Bintang Laut Middle School by asking questions related to the implementation of the school quality assurance system. Meanwhile, documentation was carried out to sharpen the research analysis through analysis of the guidebook owned by Pangudi Luhur Bintang Laut Middle School.

RESULTS AND DISCUSSION

1. Quality Mapping at Pangudi Luhur Bintang Laut Middle School Surakarta

According to Puspitasari (2018), quality mapping is the activity of mapping the quality of education in educational units based on SNP through self-evaluation activities that produce quality maps (standard achievements). Furthermore, Amirzal, et al. (2024), stated that quality mapping is the process of collecting, processing, and analyzing data/information about the achievement of fulfilling national education standards, which will produce recommendations in the form of programs and activities for subsequent quality fulfillment.

Quality mapping in schools based on the National School Education Standards (SNP). In line with this, Pangudi Luhur Bintang Laut Middle School has done quality mapping based on SNP and more in detail using School Self-Evaluation (EDS). This quality mapping is carried out through the monitoring of teachers by assisted Deputy Principals Staff and a committee to see how learning and obligations are implemented by teachers, how this is achieved, school program targets and objectives, as well as anything else that needs to be repaired.

Pangudi Luhur Bintang Laut Middle School has also determined the quality of education based on the help of the Computer-Based Integrated Data Collection application (DAPODIK), namely educational assessments and reports to determine deficiencies in the implementation of school programs. needs to be repaired. Then, the program implementation report found by the Deputy Principal team, as well as input from the education report card will be submitted to the SPMI team to proceed to stage planning to improve school quality.

2. Quality Improvement Planning at Pangudi Luhur Bintang Laut Surakarta Middle School

The next stage is preparing a plan to improve school quality which is part of school management and consists of curriculum, infrastructure, extracurricular activities, human resources, and so on (Amrizal, 2023). Planning is carried out with the aim of monitoring so that quality improvement can be carried out continuously because without careful planning a program or activity will not run well (Istikomah, Romadhon, & Kurniawan, 2022).

According to Rahwati (2019), in general, a school as an educational institution has school goals that are reflected in the vision and mission. This vision and mission can be achieved by preparing school programs and school activities, including preparing plans to

improve school quality. The preparation of quality improvement plans is carried out in the form of school work plans, both medium-term and annual (Shobirin, Uliyah, & Syafi'i, 2022). Planning or targets related to improving quality at Pangudi Luhur Bintang Laut Middle School are carried out based on the school's vision and mission, which are then further developed into several achievement indicators.

The SPMI team at Pangudi Luhur Bintang Laut Middle School also conducted comparative studies of schools with strong internal quality assurance and driving schools as part of their quality improvement planning. Additionally, each deputy principal has specific targets as part of their quality improvement plan. The targets are described as follows,

- a. Deputy Head of Curriculum: all teachers can understand and implement the Independent Curriculum well.
- b. Deputy Head of Infrastructure: provides facilities and infrastructure that support the implementation of the Independent Curriculum.
- c. Deputy Head of Public Relations: able to carry out branding, marketing, and selling.
- d. Deputy Head of HR: monitors teacher performance in the learning process.
- e. Deputy Head of Student Affairs: students can win every competition activity they participate in.
- f. IT Staff: create and monitor the school LMS.

3. Implementation of the Fulfillment Plan at Pangudi Luhur Bintang Laut Middle School Surakarta

Implementation can be interpreted as the implementation stage of creating a school with superior quality. This implementation stage is the realization of the program planned by each team according to the task as well as their responsibility which is stated in the strategic plan of each educational unit (Istikomah, Romadlon, & Kurniawan, 2022).

The implementation of the fulfillment plan at Pangudi Luhur Bintang Laut Middle School is carried out based on the implementation guidebook that has been made by the school principal and is owned by all teaching staff and educational staff. Implementation of the fulfillment plan at Pangudi Luhur Bintang Laut Middle School is based on targets that need to be achieved by each deputy principal, which are stated in detail as follows,

a. Deputy Principal for Curriculum

In implementing educational services, there are still teachers at Pangudi Luhur Bintang Laut Middle School who do not fully understand and can apply the Merdeka Curriculum in their learning. So, based on these problems, the Head of Curriculum set a target that all teachers can understand and implement the Merdeka Curriculum well.

Based on these targets, efforts have been made to fulfill the targets that are ongoing to date, namely:

- 1) Teachers are required to take part in training related to the Merdeka curriculum at least once a month, both online and offline.
- 2) Setting standards for implementing the Merdeka Curriculum in Schools.
- 3) Collaborate with national curriculum experts as consultants and presenters to increase understanding regarding the Merdeka Curriculum.

b. Deputy Principal for Facilities and Infrastructure

The target of the Deputy Principal of facilities and infrastructure in implementing fulfillment is to provide facilities and infrastructure that can support the implementation of the Merdeka Curriculum. To meet this target, activities done are as follows,

- 1) Supporting the existence of smart schools with integrity that can still be maintained. One way is to develop an exam browser that can be accessed via

smartphone, but has a system that can minimize cheating. Apart from that, together with IT staff, Pangudi Luhur Bintang Laut Middle School also has its learning management system (LMS) with complete features which are the main media used in daily learning, including accessing learning materials, quizzes, and attendance.

- 2) Providing adequate facilities in each class to support learning activities. This has been implemented by providing a WiFi router in each class and providing a smart TV as a learning medium in class.
- 3) Providing equipment to support extracurricular activities or other non-academic activities.

c. Deputy Principal for Public Relations

The deputy principal for public relations has the task of carrying out branding, marketing, and selling related to the advantages or achievements of Pangudi Luhur Bintang Laut Middle School to the general public. This is done so that Pangudi Luhur Bintang Laut Middle School can be widely known, especially outside the city of Surakarta.

The activities carried out are related to branding, marketing, and selling as an implementation of quality fulfillment, namely:

- 1) *Branding*: conduct open houses, events, and visits to schools, as well as collaborate with other institutions. Apart from that, branding activities are also carried out by creating a program that will be implemented by Pangudi Luhur Bintang Laut Middle School within one year.
- 2) *Marketing*: always offers and explains advantages that are owned by Pangudi Luhur Bintang Laut Middle School in activities involving external parties that are disorganized, as well as explaining the competencies of graduates from Pangudi Luhur Bintang Laut Middle School.
- 3) *Selling*: make visits to target schools involving the OSIS and several student representatives as representatives of extracurricular members at Pangudi Luhur Bintang Laut Middle School, to attract the interest of students from target schools to register at Pangudi Luhur Bintang Laut Middle School.

d. Deputy Head of School Division Human Resources (HR)

The Deputy Principal for Human Resources implements quality compliance by monitoring teachers' abilities and performance in the learning process and improving teacher performance in readiness to face students and their parents. Teacher performance monitoring activities can be carried out by monitoring the school's LMS regarding attendance, learning preparation, and learning activities carried out by teachers. Besides that, HR is also obliged to plan programs to increase teacher performance, which is in general done at least once every month.

e. Deputy Principal for Student Affairs

The deputy principal for the student affairs sector implements quality compliance by ensuring that students can win the various competitions they participate in, both in academic and non-academic fields. Efforts made to fulfill this quality are by holding extracurricular activities and regular training. In this case, this target has been achieved, one of which is in the basketball competition. Besides that, can also encourage students to take part in organized competitions.

Implementation of quality assurance fulfillment in terms of learning in schools is also supported by the Learning Management System (LMS) of Pangudi Luhur Bintang Middle School, which can be accessed by teachers, students, and students' parents. One of the features of the LMS is student attendance and results, so that parents of students can directly monitor their children's learning outcomes and attendance at school.

Pangudi Luhur Bintang Laut Middle School LMS also provides a feature where students can write complaints and reports regarding existing infrastructure that needs to be fixed, such as the unavailability of markers in class, problems with smart TVs, and so on. Besides that, students and parents can also report other students' behavior such as bullying or other less commendable actions, so that teachers at school can follow up on this matter.

4. Monitoring and Evaluation of the Quality Fulfillment Implementation Process

Monitoring and evaluation are two things that cannot be separated in the implementation of an internal quality assurance system. Monitoring is an activity that aims to find out and measure whether the planned program is running well or not. Meanwhile, evaluation is an activity whose direction is emphasized in controlling the achievement of predetermined goals (Istikomah, Romadlon, & Kurniawan, 2022). Evaluation is carried out internally to ensure whether the implementation of quality improvement is proceeding according to the plan that has been prepared or not.

Pangudi Luhur Bintang Laut Middle School carries out monitoring carried out by the deputy principal every 3 months. Large monitoring activities are also carried out by the Pangudi Luhur Foundation at the end of each school year. This major monitoring activity includes reports of accountability carried out by the school principal to the foundation. Apart from monitoring, the school also carries out evaluation activities which are carried out at the end of each school year through work meetings, to discuss performance and targets for that year. Evaluation activities were also carried out to discuss new standards that would be implemented in this year's lesson next. In this regard, in lesson 2024/2025, Pangudi Luhur Bintang Laut Middle School will update its vision and mission to make it more relevant to the implementation of learning in the Merdeka Curriculum.

Monitoring or further monitoring of each school program that has been implemented throughout the 2023/2024 school year, will only be evaluated in more detail at the final work meeting academic year 2023/2024 and the start of the 2024/2025 school year. This relates to a detailed evaluation of the sustainability of the education program, its implementation, shortcomings, and solutions.

5. Establishment of New Standards at Pangudi Luhur "Bintang Laut" Middle School

This stage is an activity to develop a strategy that is carried out if the school has not yet obtained the National Education Standards (SNP) based on the previous strategy. The fifth stage is carried out by setting standards above the SNP on standards that have been met and improving strategies for fulfilling quality, especially on standards that have not yet been met based on monitoring and evaluation results (Puspitasari, 2018).

The setting of new standards at Pangudi Luhur Bintang Laut Middle School was carried out through a work meeting. The result of the meeting to establish new standards for the 2024/2025 academic year was to develop a new vision and mission that is more relevant to the Merdeka Curriculum, as well as build a learning committee to serve in school quality assurance. This "Komite Pembelajaran" consists of the principal, several teachers, the school committee, and student's parents. To carry out quality assurance, the plan is for this learning committee to be given the authority to summon and develop teachers whose performance is not following the targets set through working meetings at the end of the 2023/2024 school year and the beginning of the 2024/2025 school year.

CONCLUSION

Improving the quality of education in schools is increasingly crucial to producing quality graduates. Schools must have integrated quality standards in every educational process. Education quality is a measure of success in effective and efficient educational management, which includes students' academic and non-academic achievements. As times change, education must also continue to improve its quality to meet society's needs.

The Quality Assurance System is a framework for monitoring and evaluating school quality management as regulated in in Regulation of the Minister of Education and Culture of the Republic of Indonesia No. 28 of 2016 (*Permendiknas No. 28 tahun 2016*), which includes internal (SPMI) and external (SPME) quality assurance systems. SPMI covers all aspects of education implementation to improve the quality of education systematically and sustainably.

The results of the research show that Pangudi Luhur Bintang Laut Middle School has carried out five stages of the SPMI cycle, namely (1) quality mapping based on School Self-Evaluation (EDS) and DAPODIK, (2) preparing a quality improvement plan through careful planning which includes curriculum, student affairs, infrastructure, HR, public relations and IT facilities, (3) implementation of a fulfillment plan involving all parties in the school with clear targets, (4) monitoring and evaluation carried out every three months by the deputy principal and at the end of every year by the Pangudi Luhur Foundation, and (5) setting new standards for the 2024/2025 school year which includes the formation of a learning committee for school quality assurance involving the school principal, SPMI team, school committee and student's parents.

The implementation of SPMI at Pangudi Luhur Bintang Laut Middle School plays an important role in sustainably improving the quality of education. Through continuous evaluation and improvement, schools can achieve higher educational standards that are relevant to the demands of the times.

ACKNOWLEDGEMENTS

We thank Dr. Eka Budhi Santosa, ST., M.Pd. as the Systems Approach and Performance Technology course lecturer. We would also like to thank Pangudi Luhur Bintang Laut Surakarta Middle School, especially Mikael Eko Prihardono, S.Pd and Tutik Kristinawati, S.Pd, who have agreed to be our sources regarding school quality assurance analysis.

REFERENCES

- Afiyah, Z., Hikmah, S., & Fitri, J. (2023). Madrasah Head's Strategy in Implementing the Internal Quality Assurance System at Madrasah Ibtidaiyah Negeri 1 Batang Hari. *Educational Leadership: Journal of Educational Management*, 3(2), 174–186.
- Albab, SU, Muslimin, I., Zuhriyah, IA, & Hernawati, S. (2023). Education Quality Management in Improving Student Achievement in Batu City State Madrasah Aliyah. *Ar-Rosikhun: Journal of Islamic Education Management*, 2(2), 98–106. <https://doi.org/10.18860/rosikhun.v2i2.18248>
- Arbangi, Dakir, & Umiarso. (2016). *Education Quality Management*. Kencana.
- Arisandi, D., & Lubis, W. (2024). Implementation of Accelerated Education Policy and Quality (Implementation of Eight National Education Standards at the National Space Aviation Vocational School (SPAN) Medan). *Journal of Business Economics, Management and Accounting (JEBMA)*, 4(2), 631–637.
- Barnawi, & Arifin, M. (2017). *Education Quality Assurance System*. AR-RUZZ MEDIA.
- Fadhli, M. (2020). Internal and External Quality Assurance Systems in Higher Education Institutions. *AL-TANZIM: Journal of Islamic Education Management*, 4(2), 53–65. <https://doi.org/10.33650/al-tanzim.v4i2.1148>

- Farid, I., & Atikah, C. (2024). Quality Assurance System for Early Childhood Education (Paud). *Innovative: Journal Of Social Science Research*, 4(1), 4852–4861.
- Halawa, AN, & Mulyanti, D. (2023). Factors that influence improving the quality of educational and learning institutions. *World Inspiration: Journal of Education and Language Research*, 2(2), 57–64.
- Istikomah, I., Romadlon, DA, & Kurniawan, ABH (2022). Implementation of an Internal Quality Assurance System in Elementary Schools. *Procedia of Social Sciences and Humanities*, 3, 678–685.
- Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia No. 28 Tahun 2016
- Pranata, A., Miranda, DA, & Yunita, FR (2023). Implementation of an Internal Quality Assurance System in Improving the Quality of Learning at Madrasah Ibtidaiyah Negeri 4 Batanghari. *MUNTAZAM: JOURNAL OF ISLAMIC EDUCATIONAL MANAGEMENT*, 4(02), 36–44.
- Pristiwanti, D., Badariah, B., Hidayat, S., & Dewi, RS (2022). Understanding Education. *Journal of Education and Counseling*, 4(6), 7911–7915. <https://doi.org/https://doi.org/10.31004/jpdk.v4i6.9498>
- Puspitasari, H. (2018). Learning Process Standards as an Internal Quality Assurance System in Schools. *Muslim Heritage*, 2(2), 339–368.
- Suarga, S. (2017). Managerial Capabilities of Islamic Boarding School Leaders in Human Resources Management. *Idaarah*, 1(2), 338007.
- Sularno, M., Wasliman, I., Muchtar, HS, & Warta, W. (2022). Management of Higher Education Internal Quality Assurance Systems in Improving the Quality of Graduates. *Islamic Education: Journal of Islamic Education*, 11(001).
- Sulastri, T. (2020). Implementation of an Internal Quality Assurance System in Improving the Quality of Education Services: Research in SPMI Model Schools SD Darul Hikam 2 Bandung Regency and SDN 200 Leuwipanjang Bandung City. *Al-Hasanah: Journal of Islamic Religious Education*, 5(2), 53–60.
- Supawi, S., & Haryati, T. (2023). Education Quality Management in the Era of Regional Autonomy. *Journal of Integrated Education*, 4(1).
- Tanjung, R., Supriani, Y., Mayasari, A., & Arifudin, O. (2022). Quality Management in Education Delivery. *GLASSER JOURNAL OF EDUCATION*, 6(1), 29. <https://doi.org/10.32529/glasser.v6i1.1481>