

# The Implementation of Primary and Secondary Education Quality Assurance Systems

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**Abstract**—The School Model Program has been implemented for three years since 2016 so that in the third year (2018) there needs to be a formative evaluation of program implementation so that achievements and difficulties can be identified during the implementation of the program so that necessary improvements can be made. This formative evaluative study used survey approach to measure the achievement of the implementation of internal quality assurance sistem cycle by model schools and quality culture in the area of school. The respondents were 228 taken from 228 model schools. The survey results were analyzed statistically using descriptive analysis by describing the achievements of each sub-indicator of the instrument. The results showed that the model school had implemented the entire all Internal Quality Assurance System cycle. Quality culture in the model schools are namely independence, commitment and cooperation of TPMPS and school community members in providing quality services to customers. The school has the support of stakeholders and the community.

**Keywords**—the primary and secondary education quality; assurance system model; model school

## I. INTRODUCTION

To guarantee and improve the education qualities cannot many difficult be separated from quality management [1], where all management functions are directed maximally to provide better services complying with or even exceeding the National Education Standards. Accordingly, efforts are needed for the quality control. Quality control in education management has to face constraints of limited educational resources. Therefore, an assurance for education services provided by the school should be inline with the national education standards. This concept of education quality management is known as Quality Assurance [2].

Regarding to the quality assurance of primary and secondary education, in 2016, the Ministry of Education and Culture developed a model of the Education Quality Assurance System and stated it in the Regulation of the Ministry of Education and Culture No. 28 of 2016 concerning the Basic and Secondary Education Quality Assurance System.

There are several programs budgeted by the Ministry of Education and Culture to implement model of the primary and secondary education quality assurance

system; one of which is the School Model Program. The school model is a school established and fostered by the Education Quality Assurance Agency to be a reference for other schools in implementing independent education quality assurance. The school model applies the whole cycle of education quality assurance in a systemic, holistic, and sustainable manner, so they will be able to grow and develop the school quality independently [3].

School models are selected from schools that did not meet the national education standard. They later will be fostered by Educational Quality Assurance Agency to implement education quality assurance system in their schools until being able to carry out education quality assurance independently. School models serve as pilot schools for other schools. The school model is responsible to induce good practice in implementing education quality assurance system to five schools in the vicinity (hereinafter referred to as the impact school). The School Model program has run since 2016. Thus, in 2018, it needs a formative evaluation in order to investigate both achievements and problems during implementation [4].

## II. THE MINISTRY OF EDUCATION AND CULTURE CONCEPTS OF QUALITY ASSURANCE ON PRIMARY AND SECONDARY EDUCATION

Educational quality assurance is a systematic, integrated and sustainable mechanism to ensure the compliance of all educational process to the quality standards and rules. Quality assurance is a systematic effort to meet or exceed quality standards, so all education stakeholders are satisfied. Quality education units can be interpreted as the capacity of educational units utilizes various resources to create a good, enjoyable, and optimal learning process for obtaining the best outcomes according to the standards set. Quality achievement is a continuous and continuous process that can be achieved by the presence of shared awareness and optimal work of the educational program actors [5].

In educational context, Rowley& Piper stated that quality assurance is the directed policies, systems, as well as process to ensure the maintenance and enhancement of the provision of education qualities, such as learning design and employees' development. While Piper further explains that education quality assurance as whole mechanism and procedures to

quarantee or improve the quality including the planning, defining, encouraging, and assessing it.

Implementing education quality assurance can be formulated as an overall activity of various parts to ensure the consistence of product quality. In quality assurance, a process of establishing and fulfilling education management quality standards is conducted consistently and continuously [6]. Quality management standards are implemented by following an independent, efficient, effective, and accountable learning activities according to standards set [7].

The ultimate goal of a quality assurance system is the realization of a quality culture in the world of education [8][9]. The quality culture, especially academic quality, portrays the world of education as an arena that has high moral and social values. A world engaged in the process of finding and discovering endless truths along with the creation of human resources that have life skills that enable them to build a better, more advanced and dynamic life. Thus, the education world, especially the education unit, should appear as an authoritative institution and become a symbol of truth and progress.

The model of primary and secondary education quality assurance system of the Ministry of Education and Culture is divided into two categories, the internal and the external quality assurance system. Internal quality assurance prepares for the external quality assurance, so both need to be synchronized.

The internal quality assurance system is a quality assurance system carried out by educational units as a conscious effort to carry out regular and comprehensive quality improvements in both the academic and non-academic dimensions. The internal quality assurance system is an element of unity consisting of organizations, policies, and processes related to conducting education quality assurance carried out by educational units to ensure the realization of quality education that meets or exceeds established standards. The internal quality assurance system is planned, implemented, controlled, and developed by educational units.

The components of internal quality assurance are within the scope of three main dimensions, namely inputs, process, and output [10], where each component has sub-components that detailed so that it describes the totality of the organization (fund program or education unit). These components also become the scope of internal quality assurance activities, including for self-evaluation and internal quality audits. The focus of internal quality audit or self-evaluation is the quality standard used by each educational unit (especially academic quality standards) and quality standards from accreditation institutions [11]. For this reason, the documents that must be compiled and compiled for evaluation and analysis include academic policies, academic standards, and academic regulations, from educational unit.

Education quality assurance system implemented by educational units cycles as:

- a. Mapping the education quality implemented by educational units based on NES (National Educational Standard);
- b. Planning the quality development in school activities plan and budgeting;
- c. Implementing both learning management and process;
- d. monitoring and evaluating process of school quality fulfillment; and establishing new standard and designing strategy to develop the school quality.

The external quality assurance system is a system carried out by institutions outside the education unit such as standardization, accreditation and quality assurance agencies and other bodies, including the government to supervise, control and facilitate education units in an effort to improve the quality of education. This system is planned, implemented, controlled and developed by the government, educational standardization bodies, and educational accreditation bodies in accordance with their authority. The relationship among the model of the internal and external quality assurance systems on primary and secondary school according to the Ministry of Education and Culture can be seen in the following figure.

### III. METHOD

This study is a formative evaluative study using a survey approach [12] that aims to measure the achievement of the application of the internal quality assurance system cycle by model schools and to measure the quality culture that has been seen in model schools for three years of program implementation.

Instrument used is a monitoring and evaluation instrument developed by the Ministry of Education and Culture in 2018. There are two main indicators, namely the ability of schools to implement an internal quality assurance system and a quality culture that is formed in the school environment with 43 items in question. Indicators of the ability of schools to implement an internal quality assurance system have sub-indicators, namely mapping school quality, planning school quality, implementing school quality, school quality assurance teams, and involvement of school members and stakeholders. While the quality culture indicators formed in the school environment consist of several sub-indicators, namely school services, support for quality school services, and the quality of education provided by the school.

Respondents were members of educational quality assurance system team of model schools in East Java. There were 228 people represented 228 selected schools.

228 surveyors visited model schools to spread questionnaires (instrument). They gave and assisted respondents in fulfilling the questionnaires. In addition, surveyors took photos of surveyed schools as data related to the implementation of educational quality assurance system.

Data were analyzed using descriptive analysis by explaining each sub-indicator and instrument.

#### IV. RESULTS AND DISCUSSION

##### A. Indicator of school capability in implementing internal educational quality assurance system

- Mapping school quality fulfillment

School mapping is carried out in the form of School Self-Evaluation conducted throughout the school year [13],[14],[15]. About 87% or 198 schools carried out all mapping activities such as compiling quality indicators, identifying conditions according to indicators, conducting SWOT analysis, identifying problems, and determining the root of the problem. Meanwhile only 75% or 172 schools finished compiling the new quality mapping documents.

The model school involves several parties in conducting School Self Evaluation or mapping school quality. Of the 228 schools surveyed, only 92% principals were involved because of the retirement and absence of their replacement. But according to [16] the presence of the principal (senior leader) can be replaced by the vice-principal (middle leader). In addition, 78% to 100% of school members, namely Teachers, Supervisors, Education Personnel, School Committees, and Students should be encouraged in conducting EDS. Schools should be more proactive to involve local governments, other government institutions, businesses, surrounding communities, and universities because it is only under 26% or 59 schools involved in the activity. The involvement of institutions outside the school is very necessary because school self-evaluation must also consider aspects of the bureaucratic relationship between the school and the government [16].

- Planning school quality fulfillment

Planning school quality fulfillment is one indicator that must exist in the school evaluation [13]. Planning the quality fulfillment must refer to the results of school quality mapping or School Self Evaluation [16]. At the time of the survey, out of 228 school respondents, as many as 78% or 177 schools have conducted all the activities of school quality fulfillment from preparing the plan to establishing it.

The model school involves several parties in planning the fulfillment of school quality. Of the 228 schools surveyed, only 93% principals were involved, mainly due to the retirement and absence of their replacement. In addition, 81% to 100% of school members involved in planning the fulfillment of school quality (Teachers, Supervisors, Education Personnel, and School Committees) should be encouraged as well. Schools should also be more proactive to involve local governments, other government institutions, businesses, universities and surrounding communities, because only less than 20% or 45 schools involve the activities.

- Conducting school quality fulfillment

Model schools that almost complete the process of fulfilling quality are around 90% or 205 schools. At the time the survey was conducted, 75% of schools or 172 schools had carried out all activities to carry out quality fulfillment from starting to determine the person in charge of quality fulfillment activities to compiling

documents resulting from the implementation of quality fulfillment. The results of this survey indicate that the majority of model schools have been categorized as effective schools, namely schools that have run school activities in accordance with the results of planning in accordance with the needs of the school [17].

and have met one of the school indicators that implement Total Quality Management [15].

- Educational quality assurance system team

School Education Quality Assurance Team (TPMPS) is the main resource that must be owned by schools, because TPMPS is the driving force of schools to conduct quality assurance [18],[19]. Survey showed that 90% or 205 schools own establishment letter of educational quality assurance system team and 88% or 201 schools could provide its organizational structure. Teacher occupies the first place (207), followed by Principal (206), Education Personnel (191), School Committee (178), and Parents (55).

- Involvement of school citizens and stakeholders

The involvement of school residents and stakeholders is essential in the implementation of SPMI by schools [18],[15],[20]. The survey results show that 100% of schools have involved all school residents and stakeholders, namely the School Principal, School Superintendent, Teachers, School Committees / parents of students, community institutions and industry partners of schools, and of course the Education Office. However, for the discipline of the presence of school residents and stakeholders in each SPMI activity is still lacking This problem is shown from the results of a survey that is as much as 89% or 204 model schools stated that school principals participate in internal educational quality assurance system activities. 82% or 188 model schools stated that school supervisors always participate in internal educational quality assurance system and this is quite satisfying that school supervisors are agents of "translators" of each regulation and policy issued by the government regarding SPMI [21],[22]. 87% or 199 model schools stated that teachers and education staffs actively participate in internal educational quality assurance system. This is similar with study conducted by Sharma [23],[15] which found that teachers cannot be separated from the *Total Quality Management* process. The quality of school quality is largely determined by qualified teachers and effective teachers [24]. 82% or 187 model schools mentioned that school committee/parents join the internal educational quality assurance system activities. And participation of parents or committees is very necessary because as customers, parents can provide input to school and fulfill their aspiration related to education. Some aspects often demanded by parents are the issue of security guarantees by schools to students [25], costs and school performance [26].

Besides the disciplinary factors of school residents in every SPMI activity, Stakeholder support outside the school are also still low. The biggest support from society for educational quality assurance system is by coming partner. Study shows that 32% or 73 model

schools were supported by society as a partner in providing qualified services. The biggest support from industrial actors for educational quality assurance system is by coming partner. Study shows that 24% or 64 model schools were supported by society as a partner in providing qualified services. The biggest support from the Regional Government for educational quality assurance system is by becoming partner. Study shows that 36% or 81 model schools were supported by the Regional Government as a partner in providing qualified services. Local Government discipline, the local office of Education, is not in line with the results of Berkeens and Udam research [27], that explains that the role of government is needed in quality assurance, especially in its authority as a policy maker and regulation.

#### *B. Quality culture indicators formed in the school environment*

The following quality culture sub-indicators formed in the school environment before and after implementing educational quality assurance system.

- **School Service**

The survey results showed that Quality services according to the NES provided by school to costumers are increasing. The costumers in terms of school quality are students and their parents [15]. This is due to the level of awareness and independence of schools in providing improved and sustainable quality education services. It shows the increase from that 36% to 38% of schools that were less in providing quality services to 93% to 95% of schools after they implemented educational quality assurance system.

Indicators of quality service by schools are seen from the aspect of the level of school awareness in providing quality services according to national education standards (NES), the level of independence of schools in providing quality services according to NES, and the level of school sustainability in providing quality services according to NES.

- **Supports on Qualified Service**

Quality of education services is not only school responsibility, but also the responsibility of parents, industry, universities, local governments and the surrounding community [28],[20]. Support provided by those elements (parents, the industrial world, local government and surrounding communities) increases after the school socializes educational quality assurance system to all school members as well as stakeholders. Before the implementation, only 57% of schools were supported by stakeholders, later, it increased up to 85% especially in cooperation, care, commitment, and support from stakeholders as well as other elements.

- **Education Quality provided by School**

Before educational quality assurance system implemented, only 70% of schools provided good education quality. Later, it increases along with educational quality assurance system assistance by local facilitators. By then, 99% of schools provided good quality education. The education quality referred

includes learning process, learning materials, educators and education staff quality, school management, as well as facilities and infrastructure [29]. In addition, the complaints decreased and appreciation intensity received also increased. This indicates that there is an increase in the concern level of the school society, stakeholders, and the surrounding society towards the education quality, especially to the education quality services.

#### V. CONCLUSION

From the survey, it can be concluded that some activities are related to indicators of the school ability to implement an internal quality assurance system and a quality culture formed in school environment.

In implementing internal quality assurance system by the model schools, they have implemented all process indicators, namely the mapping of school quality through EDS activities, making school quality plans from the results of the EDS analysis, carrying out the plans, forming School Education Quality Assurance Team, and the involvement of all school members and stakeholders. However, some schools have not fulfilled all internal quality assurance system sub indicators such as ownership of School Education Quality Assurance Team decree, and the attendance of School Education Quality Assurance Team members.

Where as the quality culture indicators formed in the school environment, from the survey results show that the implementation of educational quality assurance system in schools has encouraged the formation of a quality culture, including: awareness, independence and sustainability of schools providing quality services according to the improved SNP. School residents are more open, caring, committed and working together to realize quality school services. Quality school services by the residents of the school receive support from stakeholders (parents, local government, universities, industry) and the community. Therefore the best quality education can be provided by the school to students.

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