

# Implementation of the Internal Quality Assurance System in Improving the State Primary School Culture

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**Abstract:** This study is a descriptive and explorative study that aims to describe the implementation of an internal quality assurance system in improving the school's quality culture. This study uses a qualitative approach with a case study method conducted at one of the state elementary schools that has implemented 2018 internal quality assurance. The technique of collecting data uses interviews, observations, and studies of school quality assurance documents. Data collected was analyzed using source triangulation. The research subjects were principals, six teachers, and twelve selected students from different classes and were considered to represent various views on internal quality assurance in elementary schools. The results of the study indicate that the implementation of the school's internal quality assurance has been implemented quite well, the school culture has been developed quite well. This can be proven by the achievement of 8 National Education Standards as a reference for school quality assurance. Principals as managers are able to manage schools more conductively, teachers carry out more interesting and fun learning processes, well-maintained school facilities and infrastructure, complete and varied libraries, child-friendly schools, varied and educative extracurricular programs, clean health care units and healthy, school canteens that prioritize healthy and inexpensive traditional food culture, and friendly and free education.

**Keywords:** *quality assurance, school culture, state primary schools*

## INTRODUCTION

Education is a fundamental human need which is very important. According to Sulaiman, A (2016) Education is a conscious and deliberate effort to create an atmosphere of learning and the learning process so that learners are actively developing the potential for him to have the spiritual power of religion, self-control, personality, intelligence, noble character, and skills needed him, society, nation and state. However, so many problems in the world of education in Indonesia, one of which is the low quality of education, especially primary school level.

Primary school education in Indonesia when compared with primary school education from various countries, are still relatively very low. From the results of a survey conducted by the OECD (Organization for Economic Co-operation and Development) in 2015, students in Indonesia ranks 65th out of 72 countries measured by competency in math, reading, science and problem solving. According Kemendikbud (2013) Mapping the Quality of Education in the National Achievement Level SNP based National level data obtained as many as 145 715 primary school primary school. Elementary School are in the category of Major SNP there are 74 624 primary school level 1, level 2 existing SNP Towards 2547 SD, Towards SNP Level 3 the 37,845 primary schools, which already exist SNP 17 020 SD, and above there are 334 elementary SNP. From the above data can be synthesized that SNP achievement at the elementary school level in Indonesia is still not satisfactory, and has not been as expected. The achievement of these SNPs is still low due to the implementation of a quality assurance system has not been independently at the elementary level.

Based on the initial survey that researchers do in 12 elementary schools in Sukoharjo district in April 2019 through an interview to the principal and the teacher data showed that primary

schools in general have yet to implement internal quality assurance systems in school. Guarantee the quality of education is not considered a school assignment but the responsibility of the Government. Some of the problems described above, if left continuously will result in the achievement of educational quality and the impact on the declining quality of graduates produced. Therefore, we need an internal quality assurance system to guarantee the quality of primary school education independently and integrated.

Internal quality assurance system schools should involve independent organizations and institutions that deal with it, and provide certification to schools that meet the criteria of degree quality standard. According to Abdullah, Ridwan Sani (2015: 17) meant that the quality assurance unit of education can meet the NES gradually. Stages of fulfillment to be done starting from: (1) meet the minimum standard, (2) gradually meet the SNP, and (3) gradually meet the quality standards over the SNP.

Through internal quality assurance system in primary schools, is expected to implement a quality assurance independently and integrated. According Chori'ah, L (2017), on 14 July 2016 the Government has launched a school program as a model of a new strategy to increase the quality of education in Indonesia. In order for the implementation of the Internal Quality Assurance System (SPMI) can be done by the whole school to the optimum, needs to be developed which will serve as a model school education quality assurance application independently, called model schools. School model as a picture directly to another educational units that will implement quality assurance so that there is a pattern pengimbasan implementing quality assurance throughout the entire school in Indonesia.

Chori'ah, L (2017) defines Schools SKM model is a standard school (School Category Mandiri) who have been able to integrate the implementation of eight National Education Standards (NES) that competency standards, standardized processes, content standards, assessment standards, educators and labor standards education, standardized management, financing standards, and standards of facilities and infrastructure. A school that is applied as a model by the Education Ministry's school is expected to be a reference in terms of coaching, physical condition, instructional, managerial, leadership and so on associated with national education standards (SNP) for other schools.

Based on the observation that researchers do to the Head of Education and Culture of Sukoharjo district, he said that there are twenty (20) school in Sukoharjo district will be "piloting" model schools, among which are: "11 SDN (SD N Madegondo 01, SD N Gayam 01, SD N Jombor 01, SD N Gumpang 01, SD N Bekonang 02, SD N Mranggen 01, SD N Bakipandeyan 01, SD N Blimbing 01, SD N Nguter 01, SD N Kateguhan 01, SD N Karanganyar 03) , 5 Junior High School (SMP N 1 Kartasura, SMP N 1 Polokarto, SMP N 3 Sukoharjo, SMP N 2 Sukoharjo, SMP N 1 Gatak), and 2 SMA N (SMA N 2 and SMA N 3 Sukoharjo) and 2 SMK N ( SMK SMK N 1 and N 2 Sukoharjo). "Researchers took most of the model schools that serve as the research sample. School model into research sampling is N Madegondo SD 01, SD N Gayam 01, and an SD N Bekonang 02. These three models selected school achievement measured internal quality assurance system implementation through School Self-Evaluation Data (EDS) in each school models. achievement description of implementation can be described in the following table:

**Table 1.** Results of the preliminary survey on the model school in Sukoharjo 2017

No	8 SNP	SD N Madegondo 01	Standards Achievement Categories
1	Graduate competence standard	6.70	SNP
2	Content standards	5.69	SNP towards level 4
3	standard process	6.61	SNP towards level 4
4	Education Assessment Standards	6.45	SNP towards level 4
5	Standards and Education Personnel	3.47	SNP towards level 2
6	Infrastructure Standards	4.15	SNP towards level 3
7	standard Management	6.25	SNP towards level 4
8	Standards Education Funding	5.73	SNP towards level 4

According to the table above achievement sisem implementation of internal quality assurance on all three models are very diverse school. Achievement for the implementation of quality assurance system of internal SD N Madegondo 01 were classified as category SNP No 1 standard (competency standards), the category heading SNP level 4 there are 5 standard (standard of content, process standards, assessment standards, management standards, and standards of financing), category SNP towards level 3 is 1 standard (standard of facilities and infrastructure), towards the SNP level 2 category No 1 standard (standard teachers and education personnel). Judging from the results of the achievement of the internal quality assurance system implementation in the model schools, can be synthesized that achievement at each school the implementation of the different models, there is a standard that has reached the SNP and there are also standards that do not meet the SNP.

Efforts to guarantee and improve the quality of education is difficult to remove its association with quality management, where all management functions are executed directed as much as possible to provide services that match or exceed national standards. In this regard it is necessary to control the quality (quality control). Quality control in the education management faced with the constraints of limited educational resources. Therefore, it required an effort of quality control in the form of a guarantee or assurance that all aspects related to the educational services provided by the school match or exceed national standards. Concepts related to this in quality management known as Quality Assurance or quality assurance.

According to Fattah, Nana (2012: 19) Systems Assurance and Quality Improvement of Education (SPPMP), quality assurance is a series of interrelated processes for collecting, analyzing and reporting data on the performance and quality of educational staff, educational programs and educational institutions. Quality assurance leads to quality improvement. The quality assurance process covers the field to be achieved along with the development priorities, the present data are based on evidence of planning and decision making, and support a culture of continuous improvement. The quality of the education at primary and secondary levels of education in Indonesia is considered by eight national education standards BSNP. SPPMP for primary and secondary education include: (a) the assessment of the quality of education,

According Pamuji & Prasoj in Ardiansyah, L (2018) Culture School is an important factor in determining the success of the quality of education, especially in efforts to improve student discipline. But reality has shown different results, some schools have not been able to manage a school's culture so well that a school culture that has been embedded since a long time has not done well even in the long run to be fading.

Ardiansyah, L (2018) also said that the practice of execution of the activities carried out effectively will lead to the development of quality culture in a sustainable manner in the education unit to level the Department of Education and Culture District. SPPMP main

objective is to improve the quality of graduates, quality assurance strategy SPPMP at the Department of Education and Cultural district that is focused on the National Education Standards, with a focus on school performance, the performance of the principal and teacher performance. Standards of major concern are: (1) Content Standards, (2) standard of teaching and learning process, (3) Standard Competency, (4) the standard of teachers and, (5) the standard of facilities and infrastructure, (6) Management Standards, (7) Standards of education financing, and (8) Education Assessment Standards. From the above description can be synthesized implementation of quality assurance systems and education is essential improvement made by each school so that the school can increase the quality culture and continuous. In the current era of globalization requires schools to compete in improving the quality culture of the school. Schools that do not have a good quality culture will impact the confidence of parents of school fading, if this is allowed to continuously then the school would lose the trust of the public. The impact of society does not want to send their children to school proficiency level. In the current era of globalization requires schools to compete in improving the quality culture of the school. Schools that do not have a good quality culture will impact the confidence of parents of school fading, if this is allowed to continuously then the school would lose the trust of the public. The impact of society does not want to send their children to school proficiency level. In the current era of globalization requires schools to compete in improving the quality culture of the school. Schools that do not have a good quality culture will impact the confidence of parents of school fading, if this is allowed to continuously then the school would lose the trust of the public. The impact of society does not want to send their children to school proficiency level.

Sukoharjo regency government in this case the Department of Education and Culture of Sukoharjo district has implemented an internal quality assurance system model school in some schools, but in many factors that hinder their implementation and implementation of the supporting factors. Factors that hinder implementation are: (1) Lack of knowledge and experience of a team of quality assurance in schools about the quality assurance of school, (2) Most of the officers are teachers that focus on the task of quality assurance is still lacking, (3) lack of school budgets for the implementation of internal quality assurance independently for their free school program. While supporting factor is the availability of cd module implementation of internal quality assurance system in every school, quality assurance team from the Department of Education and Culture is always ready to provide services on the various problems facing the school openly. Madegondo 01 Sukoharjo Elementary School is one of the Model School in Sukoharjo district that implement internal quality assurance system since 2017.

Quality not administrasi movement, but rather leads to commitment and consistency. In the Islamic concept, commitment is the consistent further manifestation of faith as the embodiment of constancy and the result is result oriented. Build commitment and consistent starts from the top leader, then middle leader. Quality management is needed in every institution aims to assure / ensure an appropriate institution is able to produce quality graduates who promised to meet certain standards and satisfy stakeholders and guarantee / ensure the implementation of the vision of the institution (Lutfi Hasan, 2005: 3-4).

Quality assurance very closely related to the efforts made BSNP (National Standards Body Education) in an effort to carry out the accreditation of all education units in Indonesia. This is done in order to build an atmosphere of competition among institutions and to provide certainty to the public bid by offering good quality. Education national standards bodies have developed several plot concept of quality assurance in relation to education. According to Hamid

Muhammad (2016: 11) education unit was instrumental in implementing the system consisting of the organization, policies, and processes involved in implementing quality assurance to ensure the realization of quality education in order to meet or exceed the SNP. The implementation process of internal quality assurance system consists of several principles, among others:

- 1) Mandiri, the implementation process of internal quality assurance system dikembangkan and implemented independently by schools models.
- 2) Standardized, in the process of internal quality assurance system implementation using the SNPs that have been assigned the central government and the standards set by the school models that have met the SNP.
- 3) Accurate, implementation of internal quality assurance systems using data and information are accurate.
- 4) Systemic and sustainable, in the process of implementation of the internal quality assurance system implemented on an ongoing basis to follow a five-step quality assurance form a cycle and implemented include elements covering the entire organization, policies, and processes involved.
- 5) Documented, in the implementation of internal quality assurance system implementation model schools all activities thoroughly documented.

Educational models in the process of implementation must be able to apply all the principles of the internal quality assurance in order to achieve quality education in order to meet or exceed the SNP.

Hamid Muhammad (2016: 13) also said that there is a five-step cycle internal quality assurance system implementation model schools are:

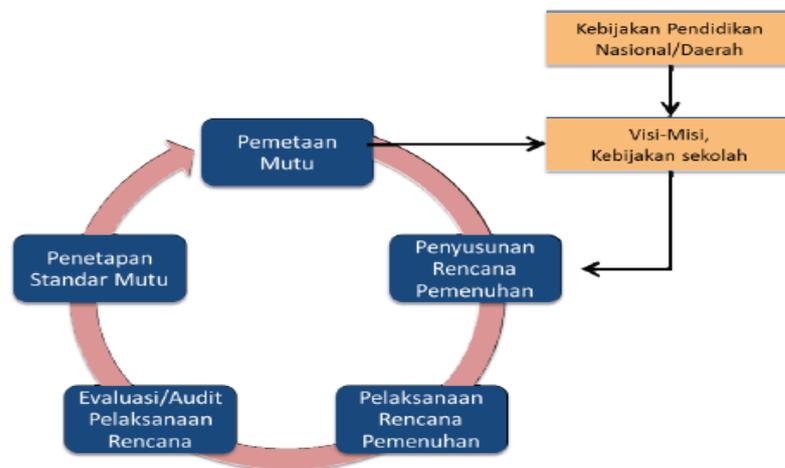


Figure 1. Cycle Implementation of Internal Quality Assurance System

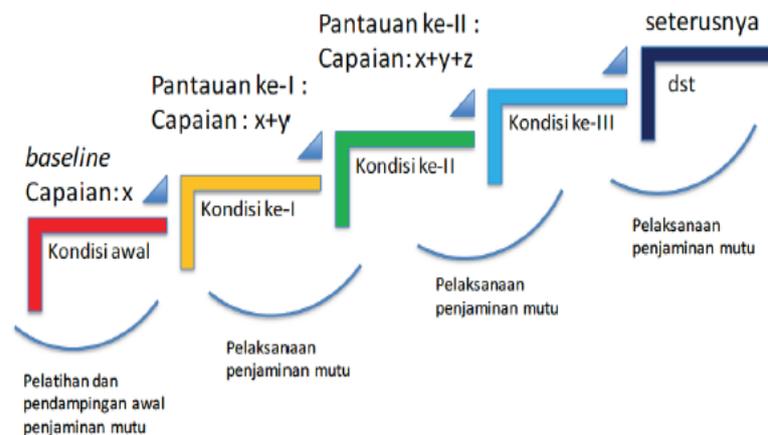
- 1) quality mapping  
Mapping the quality of education in the school model based on SNPs through school self-evaluation activities (EDS) that produce quality maps (standard achievement), problems encountered and recommendations.
- 2) Preparation of the plan fulfillment  
Make a plan based on the results of the mapping quality compliance, education policy documents at the national level, local and school as well as school development strategic plan. The results outlined in the planning of school planning documents and action plans of activities.
- 3) Implementation of quality fulfillment

- Implement quality fulfillment in school management and activities of the learning process so that the standard can be achieved
- 4) Evaluation / quality audit
  - Exercise control over the implementation process of the fulfillment of the quality that has been done in accordance with the plan that is prepared to ensure the certainty of the occurrence of continuous quality improvement.
- 5) Standard setting over SNP

SNP sets the standard above the standards have been met and repair strategies in compliance mainly on the quality standards are still unmet based audit / evaluation.

Five-step cycle of internal quality assurance system implementation shall be carried out by the serial and model schools as a whole, so the school can find a variety of problems faced by the school, so the school can recommend a solution that should be done so that the school can meet the standards or exceed the standards SNP SNP.

All measures for internal quality assurance system implementation model school was carried out in one or more cycles would produce a report implementation results. Report card results intenal implementation of quality assurance system can be described as follows:



**Figure 2. The Report Card results for Internal Quality Assurance System Implementation**

The focus of the implementation of the internal quality assurance system implementation in the model schools is an increase in the quality of education in a sustainable manner. Changes that increase occurring is illustrated in the form of stairs as shown. The initial position of the ladder describe the condition of the quality of schools at the beginning of the implementation cycle models. Implementation of continuous cycle models encourage schools to climb the stairs up to all quality standards are met appropriate school or above SNP SNP.

**METHOD**

This study is a qualitative research. According Moleong (2007) and Satori, D (2009) Qualitative research is research that uses the natural background and reveal the social situation to describe reality correctly in the form of words or sentences. Sources of data in this study are informants or sources, places and events as well as documents or records. Suharsimi Arikunto (Ahmad Abroza, 2015), Source of data in qualitative research is the subject of research in the form of individual or group that acts as a source of information. This study uses three different techniques of data collection are interviews, observation, and documentation. Catherine Marshall (Sugiyono, 2011: p.309) states there are three kinds of data pengumpulan techniques

used in qualitative research., Are in-depth interviews (in-depth interviews), observation, and documents. The data has been collected and validated using triangulation and triangulation techniques. Data analysis was performed after all data was collected. Sugiyono (2014) suggests, data analysis is the process of preparing the data coherently based on the results of field notes, interviews, and documentation, in a way to categorize the data, presented in a variety of units, synthesize, forming patterns, prioritize the things that will be learned, and make the conclusions that can be understood by myself and others. The process of data analysis in this study correspond to interactive analysis model data by Milles and Hubberman (Sugiyono, 2014: 247-253). In this form researchers still move between the three components of the analysis with the data collection process during data collection activities take place. After data collection is over, researchers are moving among the three component analysis using the remaining time for research. Interactive analysis model data can be described as follows: researchers to move between the three component analysis using the remaining time for research. Interactive analysis model data can be described as follows: researchers to move between the three component analysis using the remaining time for research. Interactive analysis model data can be described as follows:

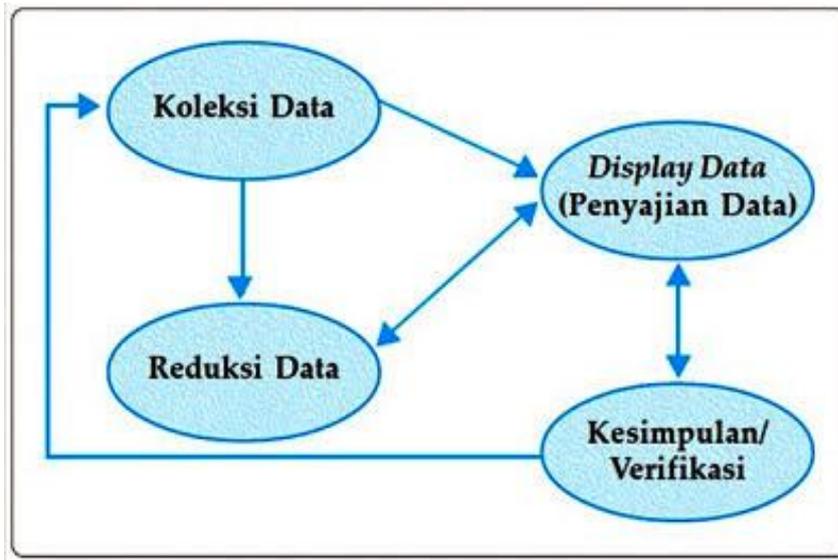


Figure 3. Interactive Analisis Model Miles and Huberman

## RESULTS AND DISCUSSION

State Primary School Madegondo 01 already apply a system of internal quality assurance model schools since 2016. According to the data that has been validated through observation method which have been examined and compared to the interview, documentation, and some sources that the principal, the quality assurance team leader (Chairman TPMPS) , Produced that, implementation of internal quality assurance system in schools has been carried out properly. Results interview with the principal, stated that "our school has implemented an internal quality assurance system since 2016, because the school designated by the department of education and culture of the school district as a model for implementation of internal quality assurance systems.

Furthermore, following the model school socialization internal quality assurance system implementation in LPMP for 5 days. Participants socialization includes principals, teachers,

administrators, school committees and school supervisors. Educational models and disseminate the results of this socialization to schools in the vicinity (school-induced). Spillover schools are expected to apply internal quality assurance at least equal to the model school. Reflection socialization internal quality assurance system can be seen in table 2 below.

**Table 2, socialization**

No.	activity	Target	Bill
1	Post-Training 'Review	6 org Participants BinteK SPMI	Reflection Sheet Results of Training, Follow-up Plan Training Results Photographs of activities.
2	Socialization Program MSSD SPMI	Residents Org school 4 models, 2 org community leaders, 10 person school community impact, resource 2, organizer 2	Documentation of the implementation of socialization, Follow-up plan as reviewed SPMI program, TPMPS Organizational Structure, and Reflection sheet socialization. TPMPS formation decree, Journal TPMPS activity plan, Preparation of the work plan / journal TPMPS, and Activities photos
3	Working Meeting of School Self-Evaluation Results Analysis (EDS) / Map Quality	7 org Citizen Schools Model, 5 Org Citizens Induced Schools	Results of the Review indicators of the quality and condition of school quality, Strengths and Weaknesses Analysis School, Root of the Problem Analysis Results Quality of Schools, Educational Quality Improvement work plan, Indicators of quality compliance evaluation, and Activities photos
4	Working meeting Evaluation of Education Quality Improvement	7 org Citizen Schools Model, 5 Org Citizens Induced Schools	The results of the evaluation / audit the implementation of quality improvement, Recommended programs / activities to increase the quality of the next period Photographs of activities.
5	Mentoring activities SPMI Pengimbasan	Supervisors, TPMPS School Model	Format school mentoring induced by the model schools, Report school mentoring induced by the model schools, and Photographs of activities.
6	Implementation Report Preparation SPMI	TPMPS MSSD	Financial statements Activity Report

The above data is supported by the results of the interview as follows:

According to interviews with the principal models:

01 Madegondo Elementary School has implemented an internal quality assurance system of socialization to school impact through six stages of activity. Six stages of these activities is the Review of Post Training, Socialization Program MSSD SPMI, Working Meeting of School Self-Evaluation Results Analysis (EDS) / Map Quality, work meetings Evaluation of Quality Improvement of Education, Mentoring Event Pengimbasan SPMI, SPMI Implementation Report Preparation. The project lasted three months from September to November 2017.

According to interviews with the principal outcome:

SDN Grogol school housed 01 is quite close to the primary school Madegondo 01 or can be called school impact of SD Model. SD is incorporated in one cluster is the cluster Siring. SD we

were invited to attend the socialization internal quality assurance system in SD model that includes 6 activities and held for 3 months yaitu bulan September to November 2017.

**Results interview with the chairman TPMPs:**

SD Model (SDN Madegondo 01) the dissemination of internal quality assurance system to school for 3 months with six series of activities. Socialization activity was smooth and orderly.

Documentation series of dissemination activities in the internal quality assurance system and the Model School in the School pengimbasan impact.



**Photo Socialization**



**Working Meeting Event Photos**



**Photo Evaluation Activity**



**Evaluation Activity**



**Photo Assistance Activities**



**Photo Assistance Activities**

**DISCUSSION AND CONCLUSIONS**

Policy for internal quality assurance systems in school models can already be implemented properly. Meaning "unless implemented with either" very important, because a lot of internal quality assurance system which is nice not successfully improve the quality for poor policy implementation. In order to be implemented by all schools, no matter how the conditions of the existing school, the policy must be flexible and totally in keeping with the policy of internal quality assurance system implementation.

School model that has been successfully implemented internal quality assurance system in accordance with the SNP can perform internal quality assurance at school independently and sustainably. Schools are expected to be piloting a model by other schools in the vicinity so it can be reflected in the quality of whole-school culture both at school and at school-induced models around it.

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