



Acceleration of High School Education Quality Improvement Through Strengthening the Internal Quality Assurance System in the Society 5.0 Era

Rosdiana¹(✉) and Muhsyanur²

¹ Universitas Negeri Makassar, Makassar, Indonesia

² Institut Agama Islam (IAI) As'adiyah Sengkang, Sengkang, Indonesia

Abstract. Education is a system that is bound by several components or elements. The component or element is a supporter in the continuing education process in achieving the goal. This paper discusses the Acceleration of High School Education Quality Improvement through Strengthening the Internal Quality Assurance System in the Society 5.0 Era. The education and secondary quality assurance system consists of two components, namely the Internal Quality Assurance System (SPMI) and the External Quality Assurance System (SPME). In accordance with Permendiknas number 28 of 2016 it is the basic reference for schools as educational units in implementing school guarantees to become schools with a culture of quality and always trying to implement new standards in an effort to continuously improve because the achievement of SNP by new schools is the minimum criteria for schools in Indonesia, so that Schools must try to achieve above the SNP, one of which is by implementing SPMI in schools.

Keywords: Quality · education system · SPMI · High School

1 Preliminary

Education has an important role in facing the era of globalization which is growing rapidly. This is marked by the widespread use of increasingly sophisticated and modern information and communication technology. It is undeniable that almost all “even all” fields or sectors in human daily life, are surrounded by advanced technology. Therefore, in the era of globalization or the digital era as it is today, it can be said that all human activities are assisted by technological sophistication [1, 2]. Of course it has a positive influence and impact in processing human activities themselves in their lives.

The widespread use of information and communication technology is a manifestation of the development of science, technology, and art [3]. Of course, the use of sophisticated information and communication technology is a challenge and a demand. It is said to be a challenge because humans must learn to interact with sophisticated conditions, while demands are said to be because humans will inevitably make this sophisticated communication information technology a major need.

Referring to the previous explanation, it can be stated unequivocally that the presence and sophistication of information and communication technology in the midst of human life as a whole throughout the world shows that the current era is the era of society 5.0. The era of society 5.0 is an adaptation of the previous era, namely the era of disruption 4.0 [4]. This clearly emphasizes that every change of time or period is, of course, in line with the development of information and communication technology. Basically, the era of disruption 4.0 is not much different from the era of society 5.0. The era of disruption 4.0 is the main indicator of technology, while the era of society 5.0 itself has indicators on humans.

The era of disruption 4.0 is an era of massive change caused by innovation. With this innovation, it is able to change the system and order of an institution to a newer level. A large-scale institution may stop operating, if it does not have the right strategy in the midst of increasingly sophisticated technological developments. This shows that technology is the main indicator in the system of the era of disruption 4.0. The era of society 5.0 is a concept of a human-centered and technology-based society [5]. In this era, the community is expected to be able to solve various challenges and social problems by utilizing various innovations that were born in the era of the industrial revolution 4.0 to improve the quality of human life. The quality of human life, of course, greatly affects the quality of the institution. Because, humans are the motor and the driving force of the institution itself.

The era of society 5.0 has a strategic and important role in various sectors of human life [6]. One of them that is discussed in this paper is the education sector. In education, the era of society 5.0 provides the widest opportunity for all education actors to take advantage of technology. By utilizing technology, the solution to a problem or another can be resolved. In addition, the use of technology in this era of society can be a forum to improve the quality of human resources who are no less intelligent than other countries.

2 Discussion

2.1 General Education System

Strengthening and improving the quality of education, must begin with a conscious effort through the implementation of a system. Several experts have provided a general definition of the system. First, the system is a set of interrelated or integrated elements intended to achieve a goal [7]. Second, the system is a collection or set of elements, components, or variables that are organized, interact with each other, depend on each other and are integrated [8, 9]. Third, the system is a collection of elements that are interconnected and interact in one unit to carry out a process of achieving a main goal [10]. Fourth, the system is an order (integration) which consists of a number of functional components (with functional units and special tasks) that are interconnected and jointly aim to fulfill a certain process [11].

Based on the four expert opinions about the system, it can be concluded that the system has a major role in achieving a goal in an institution. The system contains a systematic pattern and structure so that it leads in a good process. With a good process, of course, as access to achieve good goals or more optimally. Therefore, the system cannot be separated in any and any field, including in the field of education.

In the field of education, the education system is a strategy or method used in the educational process which consists of components. The components in question include; teaching and learning process; administrative governance process; the process of developing human resources, and the process of procuring facilities and infrastructure. Implementing a system in the educational component process will make it easier to achieve a goal. The essential thing in a system is the existence of goals and objectives to be achieved.

2.2 National Education System

The national education system is a planned effort to create a learning process and atmosphere so that students are active in developing their potential. With the education system, it is expected that students have intelligence, character, self-control, and skills that are useful for themselves, society, and the country. The national education system does not only include internalization, but also includes the externalization of an educational institution. The national education system is a rule that is generally applied in the Unitary State of the Republic of Indonesia as a benchmark for achieving equitable and sustainable national education goals.

The Indonesian education system is regulated by law. The provisions of the state are Law 20 of 2003 concerning the National Education System which was ratified by the fifth president of the Republic of Indonesia, Megawati Soekarnoputri. In the law, it is stated that education should be implemented in a fair, democratic, and non-discriminatory manner. With another explanation that the education system must uphold cultural values, religious values, and human rights values, and the diversity of the nation. Not only that, the education system for empowering and civilizing humans is also obliged to set a good example, increase creativity, and build intentions.

The national education system has 2 (two) main functions, namely developing abilities and forming character [12]. First, developing abilities, which are related to growing motivation in developing every potential that exists in every human being. With this potential, it can create a superior human. Second, forming character, which is related to the follow-up of the developed potential. With the potential that is developed, humans can create positive characters such as having a responsible nature and high integrity.

2.3 Education Quality Assurance System in Senior High Schools (SMA)

The quality assurance system for primary and secondary education aims to ensure the fulfillment of standards in primary and secondary education units in a systemic, holistic, and sustainable manner, so that a culture of quality in education units grows and develops independently. Quality assurance of formal, non-formal, and informal education has been regulated in the Regulation of the Minister of National Education Number 63 of 2009 concerning the Education Quality Assurance System. National education development policies are directed at efforts to realize competitiveness, public image, and accountability for education. The benchmark for the effectiveness of the implementation of the policy can be seen from the achievement of the indicators for the quality of education that have been set by BNSP in the national education standards.

National education standards have a function as a reference or basis in the planning, implementation, and supervision processes in order to realize quality national education. There are 8 (eight) national education standards set [13]. First, content standards, covering the minimum material scope and minimum level of competence to achieve minimum graduate competence at certain levels and types of education. The Content Standards contain the basic framework and structure of the curriculum, learning load, unit level curriculum, and educational calendar. As stated in Ministerial Regulation No. 22 and 24 of 2006.

Second, the standard process, in the education unit is the implementation of the learning process interactively, inspiring, fun, challenging, motivating students to participate actively, and providing sufficient space for initiative, creativity, and independence according to talents, interests, and physical and psychological development. learners. As stated in Ministerial Regulation No. 1 and 3 of 2008. Third, Graduate Competency Standards (SKL), for primary and secondary education implement Ministerial Regulation No. 22 of 2006 concerning content standards for primary and secondary education units and Regulation of the Minister of National Education No. 23 2006 concerning Graduate Competency Standards for educational units [14].

Fourth, the Standard for Educators and Education Personnel (SPTK), in which educators must have academic qualifications and competence as learning agents, be physically and mentally healthy, and have the ability to realize national education goals. Educators must have a diploma and or certificate of expertise in accordance with the regulation of Ministerial Regulation No. 40-45 of 2009. Fifth, Standards for Facilities and Infrastructure (SSP), Each educational unit must have facilities that include furniture, educational equipment, educational media, books and other learning resources, consumables, as well as other equipment needed to support an orderly and continuous learning process. As stated in the Ministerial Regulations No. 33 and 40 of 2008.

Sixth, Management Standards (SPI), in the education unit, the management has the authority to manage schools in such a way. Management standards by education units, government, and local governments are in accordance with Ministerial Regulation No. 69 of 2009. Seventh, Financing Standards (SPb), which are carried out in school management in accordance with national education standards consist of investment costs for educational assistance, personal costs for operational costs for education units in accordance with Ministerial Regulation No. 69 of 2009.

Finally, eighth, the Educational Assessment Standard (SPP), which is carried out in elementary schools refers to a continuous assessment system developed by the curriculum network team. Educational assessment standards at the basic education level consist of: assessment of learning outcomes by educators, assessment of learning outcomes by education units and assessment of learning outcomes by the government. Educational assessment standards carried out in elementary schools are carried out through written, oral and practical assessments in accordance with Ministerial Regulation No. 20 of 2007.

The education quality assurance system is a systemic and integrated activity in the administration of education to increase the nation's level of intelligence. It is undeniable that long-term strategic efforts to achieve this require a system for developing and improving the quality of education that can build cooperation and collaboration among

various related stakeholders in an integrated network of national, regional and local levels.

The quality assurance system for primary and secondary education consists of two components, namely the Internal Quality Assurance System (SPMI) and the External Quality Assurance System (SPME). Internal Quality Assurance System is a quality assurance system that is implemented in the education unit and is carried out by all components of the education unit. External Quality Assurance System is a quality assurance system implemented by the government, local governments, accreditation agencies and educational standardization institutions [15].

In implementing the internal quality assurance system, schools form a School Education Quality Assurance Team. Organizationally, the position of the School Education Quality Assurance Team is as shown in the following Fig. 1.

The description of the tasks of the elements based on the chart is explained in more detail in the following section. First, the principal is on duty; (1) plan, implement, control, and develop SPMI; (2) compiling SPMI documents; (3) make a quality improvement plan as outlined in the School Work Plan; (4) carry out the fulfillment of quality both in the management of the education unit and the learning process; (5) establish new standards and develop quality improvement strategies based on the results of monitoring and evaluation; (6) establish a quality assurance unit in the education unit; and (7) managing data on the quality of education at the education unit level.

Second, the task of the School Education Quality Assurance Team; (1) coordinating the implementation of quality assurance at the education unit level; (2) provide guidance, mentoring, mentoring, and supervision of education actors in education units in the development of education quality assurance; (3) carry out mapping of the quality of education based on data on the quality of education in the education unit; (4) monitoring and evaluating the quality fulfillment implementation process that has been carried out; and (5) provide recommendations for quality improvement strategies based on the results of monitoring and evaluation.

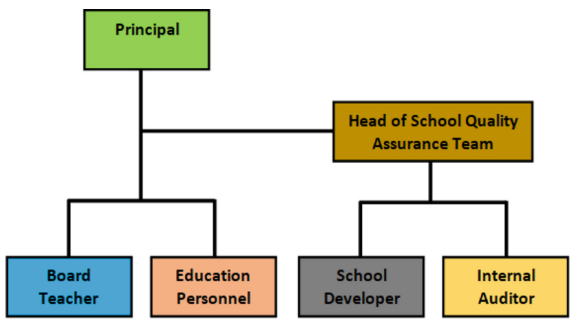


Fig. 1. School education assurance team

3 Conclusion

The fulfillment and quality assurance of this education is the responsibility of each component in the education unit. Education quality assurance in education units cannot run properly without a quality culture in all components of the education unit. Therefore, the implementation of the education quality assurance system in education units is carried out by involving all components of the education unit (whole school approach) so that all components of the education unit together have a quality culture.

A quality assurance system for primary and secondary education is developed so that quality assurance can run well at all levels of primary and secondary education management. The quality assurance system for primary and secondary education consists of two components, namely the Internal Quality Assurance System (SPMI) and the External Quality Assurance System (SPME). SPME is a quality assurance system implemented by the government, local governments, accreditation agencies and educational standardization institutions.

SPMI is a quality assurance system that runs within the education unit and is carried out by all components in the education unit. SPMI, hereinafter referred to as the education quality assurance system in education units, covers all aspects of education administration by utilizing various resources to achieve SNP. The education unit applies the whole cycle in the quality assurance system independently and continuously to build a quality culture in the education unit.

Acknowledgments. The author would like to thank the Makassar State University (UNM) which has given the author the opportunity to pursue further studies in the doctoral program in the Education Administration study program. Likewise to the lecturers who have provided guidance so that the article as the initial idea of this dissertation research plan can be completed and seminars are held in international conferences.

References

1. S. Ekasari, S. O. Manullang, A. W. Syakhrani, and H. Amin, "Understanding Islamic Education Management in Digital Era: What Experts Say," *Nidhomul Haq J. Manaj. Pendidik. Islam*, vol. 6, no. 1, pp. 127–143, 2021.
2. M. Imamuddin, M. Zaharuddin, A. Andryadi, I. Isnaniah, and F. S. Artika, "The Era of Industrial Revolution 4.0 and the Existence of Islamic Education," *TADRIS J. Pendidik. Islam*, vol. 17, no. 1, pp. 198–210, 2022.
3. C. Zhang and Y. Lu, "Study on artificial intelligence: The state of the art and future prospects," *J. Ind. Inf. Integr.*, vol. 23, p. 100224, 2021.
4. S. I. A. Dwiningrum, "Strengthening resilience for learning transformation and anticipatory education in the era of society 5.0," in *Educational Innovation in Society 5.0 Era: Challenges and Opportunities*, Routledge, 2021, pp. 11–17.
5. Muhsyanur, "Literasi Teknologi 4.0: Mengefektifkan Proses Mengajar Melalui Pembelajaran Berbasis Web," in *Motivasi Mengajar Perspektif Dosen: Pengembangan Profesionalisme dan Penguatan Tri Darma Perguruan Tinggi*, CV. Cendekia Global Mandiri, Surabaya-Indonesia/ <https://mfr.osf.io/render> ..., 2019, pp. 100–105.

6. M. Muhsyanur, Z. Larisu, H. Sanulita, D. W. Ertanti, and D. M. Widada, "Indonesian netizens expressions potentially satire with the Covid-19 pandemic on social media Facebook," *Linguist. Cult. Rev.*, vol. 6, no. 1, pp. 55–69, 2022, doi: <https://doi.org/10.21744/lingcure.v6n1.1942>.
7. P. Hendriyati, F. Agustin, U. Rahardja, and T. Ramadhan, "Management Information Systems on Integrated Student and Lecturer Data," *Aptisi Trans. Manag.*, vol. 6, no. 1, pp. 1–9, 2022.
8. Y. Song and Y. Deng, "Entropic explanation of power set," *Int. J. Comput. Commun. Control*, vol. 16, no. 4, 2021.
9. L. Jungmann, M. Keith, M. Schincariol, and M. Nardone, "Collection Mapping," in *Pro Jakarta Persistence in Jakarta EE 10*, Springer, 2022, pp. 155–187.
10. M. Lom and O. Pribyl, "Smart city model based on systems theory," *Int. J. Inf. Manage.*, vol. 56, p. 102092, 2021.
11. A. Klačnja-Milićević and M. Ivanović, "E-learning personalization systems and sustainable education," *Sustainability*, vol. 13, no. 12, MDPI, p. 6713, 2021.
12. H. Yanti and S. Syahrani, "Standar bagi pendidik dalam standar nasional pendidikan indonesia," *Adiba J. Educ.*, vol. 1, no. 1, pp. 61–68, 2021.
13. R. Tanjung, Y. Supriani, A. Mayasari, and O. Arifudin, "Manajemen Mutu Dalam Penyelenggaraan Pendidikan," *J. Pendidik. Glas.*, vol. 6, no. 1, pp. 29–36, 2022.
14. H. Hikmah, "National Standards of Education," *Indones. J. Educ.*, vol. 3, no. 2, pp. 226–234, 2022.
15. N. H. Tien and R. J. S. Jose, "Higher Education Quality Auditor Training in Vietnam," *Turkish J. Comput. Math. Educ.*, vol. 12, no. 14, pp. 4315–4325, 2021.

Open Access This chapter is licensed under the terms of the Creative Commons Attribution-NonCommercial 4.0 International License (<http://creativecommons.org/licenses/by-nc/4.0/>), which permits any noncommercial use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons license and indicate if changes were made.

The images or other third party material in this chapter are included in the chapter's Creative Commons license, unless indicated otherwise in a credit line to the material. If material is not included in the chapter's Creative Commons license and your intended use is not permitted by statutory regulation or exceeds the permitted use, you will need to obtain permission directly from the copyright holder.

