

The Implementation of Internal Quality Assurance System at Islamic School

Rizka Dwi Seftiani, Sobarul Hakim, Riki Rikjan, Muflihatusy Syarifah

Department of Islamic Educational Management

UIN Sunan Gunung Djati Bandung

Bandung, Indonesia

rizkaseftiani@gmail.com

Abstract—This study was aimed to show the implementation of internal quality assurance system at Darul Hikam Islamic School. For this purpose, the researchers used qualitative methods, including analysis of documents, interviews and observations. The results indicated that quality assurance at Darul Hikam was prepared by Darul Hikam College independently, such as in planning, implementing, monitoring and evaluating. Program evaluation internal quality assurance in Darul Hikam, is conducted every semester and performance evaluation, the results of the evaluation are attached in the form of a work report card. The constraint faced by Darul Hikam is the mobility of teachers in and out of the human resources. To minimize the impact of teacher mobilization, Darul Hikam improved teacher's welfare and developed an intensive development package, because teachers and other human resources cannot adopt the system too long. So the human resources development team worked hard to develop new human resources and maintain the quality of the old human resources. Therefore, human resources and the guarantors of Internal Quality Assurance System should make program innovations to strengthen the quality assurance in Islamic School.

Keywords—internal quality assurance; system; Islamic school

I. INTRODUCTION

Quality assurance is a way of preventing mistakes and defects in manufactured products and avoiding problems when delivering solutions or services to customers; which ISO 9000 defines as "part of quality management focused on providing confidence that quality requirements will be fulfilled" [1]. Quality assurance includes two principles: "Fit for purpose" (the product should be suitable for the intended purpose); and "right first time" (mistakes should be eliminated). The quality in the context of space projects, and report a cross-sectional view from a customer's perspective on various management tools for influencing suppliers' processes and product quality: standards, single-source tailoring and cross-company product assurance [2].

Quality assurance includes management of the quality of raw materials, assemblies, products and components, services related to production, and management, production and inspection processes [3]. The two principles also manifest before the background of developing (engineering) a novel technical product: The task of engineering is to make it work

once, while the task of quality assurance is to make it work all the time. Indicators of a quality system, such as: documented, tested audited, structured: top-down in design; modular in programming and maintained [4].

In today's increasingly global world, Universal Primary Education faces new challenges marked by increasingly complex economic, environmental and social conditions, along with distinctive special features in the political administration environment at the local level [5,6]. The quality of education is starting to be in the spotlight. One of UNESCO's first position statements on quality in education appeared in Learning to Be: Today's and Tomorrow's Educational World, reports the International Commission for Educational Development led by former French minister Edgar Faure. The Commission identifies the fundamental objectives of social change as the eradication of inequality and the establishment of a just democracy. The importance of good quality education is firmly reaffirmed as a priority for UNESCO at the Ministerial Level Roundtable on Quality of Education, held in Paris in 2003. UNESCO promotes access to quality education as a human right and supports a rights-based approach to all educational activities [7].

The internal quality assurance system is very important to be held, one private school in Indonesia that always strives to maintain its quality is Darul Hikam. This expression is evidenced by the existence of the Darul Hikam Education Conference 2018 held on March 14, 2018. This conference has the following topics: Quality Education for the Millennials, Educate the Millennials through Character Based Education, Quality Curriculum Models for the Millennials, and Build a Millennials Generation through Collaboration and Creativity [8].

Darul Hikam as Islamic School has seven values that are the basis for a good learning process in class, extracurricular, and other activities. The seven values include: sincere, patient, trustworthy, disciplined, caring, intelligent, and sincere. Darul Hikam High School has five pillars of activities consisting of resource development, development of insight and motivation, achievement development and prestige, development of talent and care and development of social care. An internal quality assurance system at Darul Hikam School is conducted by Darul Hikam College where the main focus of an Internal Quality

Assurance System in program and service innovation. It is an internal quality assurance institution at Darul Hikam that works to supervise and evaluate the system in addition to also instrumental as a system regulation. But, the problem faced by Darul Hikam is the mobility of teachers in and out of the human resources which affecting the equality assurance system. (Interview document code: DHC-B2-01).

This study aims to investigate the implementation progress and effectiveness of Darul Hikam College as internal quality assurance institution at Darul Hikam, to respond to the influence quality assurance of education in global world. This study used a qualitative approach with case study type. The case was an internal quality assurance system in Islamic School. Methods of collecting data were interviews, observation, and study of documents. Data was analyzed qualitatively. By data, the results can be used as a model or illustration for schools that want to adapt the way Darul Hikam College conducts internal quality assurance.

II. METHODS

A popular method of qualitative research is the case study to achieve a deep understanding of processes and other concept variables (e.g. actors' perceptions of their own thinking processes, intentions and contextual influences) is identified as the principal objective of case study research which examines in depth 'purposive samples' to better understand a phenomenon. Behaviors that contain messages of moral, theological and ideological embraced by managers, implementers and users of Islamic educational institutions are very complicated. To be able to describe these phenomena with a reasonable and until the deeply meaning, so phenomenological approach is also needed. This approach can be used as a basis in developing others the science of Islamic education management. The case study method exemplifies the qualitative researchers' preference for depth, detail, and context, often working with smaller and more focused samples, compared with the large samples of primary interest to statistical researchers seeking general laws [9-13].

In this study, the researchers prepared for the approach by setting up the research framework that contained the focus of the study, the data collection methods used, and the participants involved. The research framework was elaborated in accordance to the instrument containing the aspects studied. The instruments were elaborated, then formed in details to resolve guidelines for all methods of data collection. It is contained a guide for interviews, observations and documents. The process of data collection, and the display of the results of a qualitative approach were carried out approximately in three months. These sequences of stages were intended to investigate the progress of the internal quality assurance system in Islamic School, especially in Darul Hikam.

The researchers also made observations on the infrastructure and teachers quality. Interviews were conducted based on the outline instrument of literature reviews and forms of the programs with open answers. Researchers de en he/she selected the next participants. Interviews were also terminated the first participant as the key informants, and the conducted in informal techniques. Participants involved in the interview

were selected through the snowball method. The researchers were the key instruments. Researchers also took on the role as participant observers. Based on the data collection, researchers got the rational conditions that occurred in the field. The description of the condition was the result of the rational credibility or internal validity with members checking and triangulation techniques. While triangulation was done by comparing and checking the level of trust of the information obtained from multiple sources (participants involved in formal and informal interviews), and methods for collecting the data, such as interviews, observation, and study of document [14]. Finally, data collected from the single case were analyzed qualitatively.

III. RESULTS AND DISCUSSION

A. Profile of Darul Hikam College

Since 1966, Darul Hikam Foundation divided into three parts, the division is the Dakwah Assembly, the Empowerment Assembly, and the Assembly of Education. Every Assembly is led by the Director. The fittings of each assembly gradually over time. Here is a figure of Darul Hikam Foundation Division.

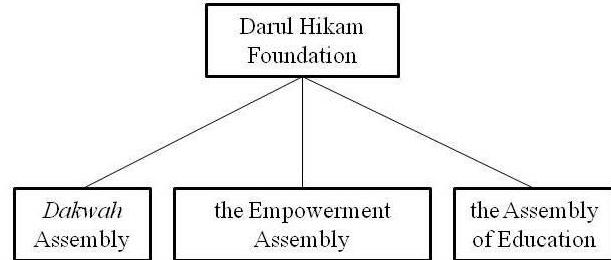


Fig. 1. The division of Darul Hikam Foundation.

Quality assurance management at Darul Hikam Islamic School is conducted by Darul Hikam College which supervises the educational institutions in Darul Hikam, whether it is kindergarten, elementary school or junior high and high school, both excellent and international. This college has the same task as the Education Office. This college has an organizational structure led by a Director. Under the Director there is Bureau 1 and Bureau 2, Bureau 1 is in charge of HR, Curriculum, Student and Dormitory, while Bureau 2, Facilities, Public Relations and IT, Finance. The Section Head has a supervision function, according to the standards set. The Structure of Darul Hikam College is as shown in figure 2;

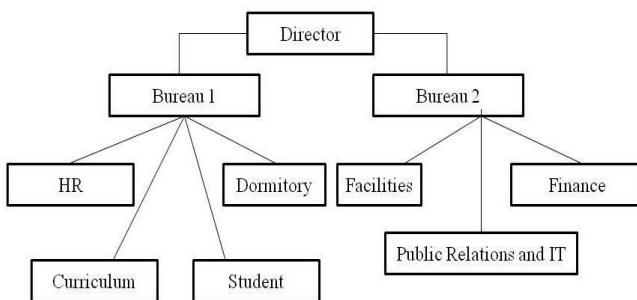


Fig. 2. The structure of Darul Hikam College, an internal quality assurance system at Darul Hikam Islamic School.

Darul Hikam Foundation has designed the managerial aspect of education not being in one location with the school, because schools will be preoccupied with education services. So development of systems and regulations is held by special institutions that is Darul Hikam College.

B. The Implementation of Internal Quality Assurance System at Darul Hikam Islamic School

The terms quality assurance and quality control are often used interchangeably to refer to ways of ensuring the quality of a service or product [15]. Every school need to own quality assurance and not to see it as an external imposition. Identifies four principles for school quality assurance: reflecting stakeholders' need; focus on pupils and learning; demonstrable quality; and the need for feedback. Discusses the weakness of present performance indicators and how they could be designed and used more effectively. Suggests that a school quality assurance system should be used by stakeholders (governors, pupils, parents, teachers, etc.) to negotiate measures which meet their particular needs. Proposes a method of identifying and negotiating needs and turning them into measures [16].

Effective quality control systems are the foundation for successful school [17], high-quality education is defined by the following seven dimensions that fell under a systems-based framework: the provision of adequate instructional materials, the provision of educational infrastructure, imparting the "right" knowledge, meeting education "yardsticks", provision of teacher support and welfare, creating a conducive learning atmosphere and availability of high-quality teachers [18].

The data and reports are integrated into the accreditation, strategic planning, budgeting, outcomes assessment, and program review processes at the school [19]. The findings show that gaps exist in the current practices of quality assurance [20]. Therefore, the role of peer reviewers is of pivotal importance in this context and the consequences this will have for further developments in accreditation [21].

Internal Quality Assurance System in Darul Hikam has not been working with outsiders, such as ISO or other. Darul Hikam implemented internal quality assurance independently and has not cooperated with outside parties unless financial

problems have involved public accountants. Darul Hikam have made SOP, supervision instruments and evaluation instruments in the form of internal-based card score. Darul Hikam has Standard Operational Procedure (SOP) that must be used as guidelines. Although there are differences in levels only from the technical side, but there are SOP that are standard for all levels, this SOP must be run. The predetermined SOP is evaluated every semester, and the peak is at the end of the year evaluation. This evaluation is carried out for all levels from kindergarten to high school. Evaluation needs to be done to ensure the implementation of the SOP that has been set (interview document code: DHC-B2-02).

At the beginning of the year, there was a leadership meeting, all units were asked to plan school programs, programs that had been designed, were presented by each school to get policies from Darul Hikam College, whether approved or not. Programs are written with achievement targets. The predetermined achievement targets are monitored regularly. To supervise and monitor program implementation, instruments are made in terms of programs and targets, standards in maintaining quality and service. Instrument to maintain internal with continuous supervision from managerial. Supervision is carried out for all components of education, such as student, human resources, public relations and leadership. The task of the Darul Hikam College as an Internal Quality Assurance in Darul Hikam is the task of the Education Office at the District or City level (interview document code: DHC-B2-03). The Implementation of Internal Quality Assurance System in Darul Hikam Islamic School is as shown in figure 3;

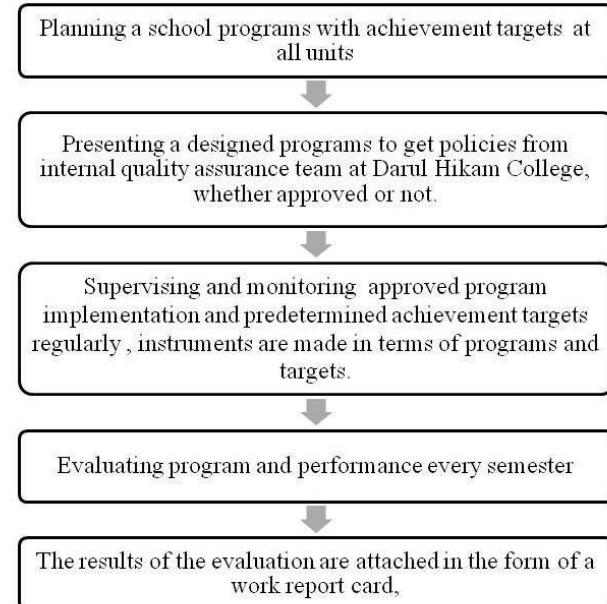


Fig. 3. The implementation of internal quality assurance system in Darul Hikam Islamic School.

For internal quality assurance, a program evaluation and performance evaluation is conducted every semester, the results of the evaluation are attached in the form of a work

report card, such as the Principal's Work Report Card, Teacher's Work Report Card, and Education Workforce Report Card. This is done to maintain the quality of human resources, moreover, evaluation of the quality of teacher has been an important topic [22], because the quality of student depends on the quality of their teachers [23]. In addition, HR development is the priority scale of the quality assurance program, Darul Hikam prepares a 15-20% large budget for HR improvement. Alumni of Darul Hikam Teachers were quickly absorbed because they were well developed. Selling the aspect of prime service in Darul Hikam originated from HR, Darul Hikam also has a teacher welfare program, salary is also above the civil servants for several positions. (Interview document code: DHC-B2-04).

The payroll system in each unit is different because it is adjusted with the unit's income. The minimum salary for the initial admission is IDR 1.600.000 and Darul Hikam in Dago IDR 2.500.000, even though each employee will be different because the salary component is paid depending on the teaching hours (interview document code: DHC-B2-05). The basic salary is given according to a degree in the diploma, the basic salary range at Darul Hikam Elementary School Rancaekek Bandung Indonesia is as follows:

TABLE I. THE BASIC SALARY RANGE AT DARUL HIKAM ELEMENTARY SCHOOL RANCAEKEK

Number	Degree ^a	Start	Until
1	High School	1.600.000	2.000.000
2	Graduate (S1)	2.000.000	2.500.000
3	Postgraduate (S2)	2.500.000	3.000.000
4	Doctor (S3)	3.000.000	3.500.000

^aSource: interview document code: DHR-HMSD-01.

Systematically, quality assurance at Darul Hikam University has been prepared, both in planning, implementing, monitoring and evaluating. However, the constraints faced by Darul Hikam University are the ones faced by other educational institutions, namely the mobility of teachers in and out of the human resources. The factors that led to this mobilization were the mindset of civil servants in Indonesia is still a priority, so it needs extra effort to maintain the existence of HR who have been nurtured from the start. The payroll factor is not much the reason for mobilizing in and out of the teacher, because the teacher's salary is quite high, a civil servant standard (interview document code: DHC-B2-06).

In addition to the mindset factor of civil servants, female teachers who are not married, often leave because of reasons to join their husbands. The real picture of the amount of mobility in and out of teachers is in terms of praj job employees who reach more than 30 people, this year there are 50 people out of a total of 310 teachers. To minimize the impact of teacher mobilization, Darul Hikam developed an intensive development package, because teachers and other human resources cannot adapt the system too long. So the HR development team worked hard to develop new human

resources and maintain the quality of the old HR (interview document code: DHC-B2-07).

In addition to HR, internal quality assurance must also make program innovations. Because the challenges of private institutions are the extent to which programs are accepted by the community. So, an evaluation questionnaire was conducted by parents and the community to directly assess the quality of Darul Hikam's evaluation (interview document code: DHC-B2-08).

IV. CONCLUSION

Overall, it was the presentation from Quality Management research at Darul Hikam Islamic School. The valuable lessons learned by the researchers are the closing words of the interview from the Head of Bureau 2 at Darul Hikam, Momon Kariman, M.Pd.: "The quality of service is a priority scale in Darul Hikam, quality will not end and always develop. Darul Hikam has 2500 students and diverse parents. So what must be done is to put your eyes and ears to accommodate the aspirations of parents. To package the wishes of students and parents to be able to meet expectations". Researchers concluded that Darul Hikam College focused on increasing human resources, improvement teacher's welfare, and developed an intensive development package. The existence of an Internal Quality Assurance in an institution was needed to maintain the quality and quality of the institution. Especially educational institutions such as Islamic School. If every Islamic school has quality assurance in its own internal institutions, then it is possible that Islamic education in Indonesia and in the world in general will achieve glory.

ACKNOWLEDGMENT

Thank You Allah and the Messenger of Allah, both parents and spouses who always give support, children who always enlighten the days. Thank you for the Lecturer in the Quality Assurance Management course, Prof. Dr. H. Uus Ruswandi, M.Pd., who taught us how to maintain the quality of schools, especially Islamic Schools. So the Head of Bureau 2 at Darul Hikam, Momon Kariman, M.Pd., who has given a lot of advice that maintaining the quality of education will not end and must always be developed. The Quality Assurance Team at Darul Hikam who was providing the opportunity for our research group to learn about the internal quality assurance system from Darul Hikam. Thank you for my research group and research financial assistance for good cooperation, and also thanks to Dr. Irawan, M.Hum, who has been a discussion partner and gave input about the methodology in this paper, Allah the best recipient.

REFERENCES

- [1] Define, Measure, Analyze, Improve, Control (DMAIC Approach) – ASQ. [Online]. Retrieved from <http://asq.org/learn-about-quality/six-sigma/overview/dmaic.html>
- [2] C. Prause, M. Bibus, C. Dietrich, and W. Jobi “Software Product Assurance at the German Space Agency,” Journal of Software: Evolution and Process, vol. 28, no. (9), pp. 744–761, 2016.
- [3] ISO 9000:2005, Clause 3.2.11.

- [4] L. Stebbing, Quality Assurance: The Route to Efficiency and Competitiveness (3rd ed.). Prentice Hall, 1993, pp. 300.
- [5] A.I. Frank, I. Mironowicz, J. Lourenço, T. Franchini, P. Ache, M. Finka, ... and A. Grams, "Educating planners in Europe: A review of 21st century study programmes," *Progress in Planning*, vol. 91, pp. 30-94, 2014.
- [6] M. Maruna, D.M. Rodic, and R. Colic, "Remodelling urban planning education for sustainable development: the case of Serbia," *International Journal of Sustainability in Higher Education*, vol. 19, no. 4, pp. 658-680, 2018.
- [7] EFA Global Monitoring Report. 2005. pp. 30.
- [8] <http://darulhikam.com/dhec/history/>, <http://darulhikam.com/dhec/topik-makalah/>
- [9] P. Alasuutari, "The rise and relevance of qualitative research," *International Journal of Social Research Methodology*, vol. 13, pp. 139-55, 2010.
- [10] R. Stake, *The art of case study research*. Thousand Oaks, CA: Sage, 1995.
- [11] R. Yin, *Case Study Research: Design and Methods*. Newbury Park, California: Sage, 1989.
- [12] J. Racino, *Policy, Program Evaluation and Research in Disability: Community Support for All*. London: Haworth Press, 1999.
- [13] P. Buckley and Irawan, "The Scientific Paradigm of Islamic Education Management: Phenomenology Perspective," *Jurnal Pendidikan Islam*, vol. 1, no. 2, pp. 28, 2015.
- [14] Irawan and Mahmud, "Strategic Management System as The Internationalization Policy of Indonesian Islamic Higher Education," *Advances in Social Science, Education and Humanities Research (ASSEHR)*, vol. 66, 2017. [1st Yogyakarta International Conference on Educational Management/Administration and Pedagogy (YICEMAP), Published by Atlantis Press].
- [15] D. Simandan, Iterative lagged asymmetric responses in strategic management and long-range Planning. *Yime & Society*, OnlineFirst, 2018.
- [16] R. Freeman, "Quality Assurance in Secondary Education," *Quality Assurance in Education*, vol. 2, no. 1, pp. 21-25, 1994.
- [17] J.D. Nguyen and C.R. Hogue, "Assessing quality control: Evaluating the quality audit," *Statistical Journal of the IAOS*, vol. 33, no. 2, pp. 423-428, 2017.
- [18] Y. Ibrahim, R. Arshad, and D. Salleh, "Stakeholder perceptions of secondary education quality in Sokoto State, Nigeria," *Quality Assurance in Education*, vol. 25, no. 2, pp. 248-267, 2017.
- [19] J.F. Welsh and S. Dey, "Quality measurement and quality assurance in higher education," *Quality Assurance in Education*, vol. 10, no. 1, pp. 17-25, 2002.
- [20] F.C.B. Lim, "Understanding quality assurance: a cross country case study," *Quality Assurance in Education*, vol. 16, no. 2, pp. 126-140, 2008.
- [21] R. Schomaker, "Accreditation and quality assurance in the Egyptian higher education system," *Quality Assurance in Education*, vol. 23, no. 2, pp. 149-165, 2015.
- [22] R.E. Floden, G. Richmond, C. Drake, and E. Petchauer, "How Teacher Education Can Elevate Teacher Quality: Evidence from Research," *Journal of Teacher Education*, vol. 68, no. (4), pp. 360-362, 2017.
- [23] A. Asyari, "Emotional Intelligence Increases The Creativity of Teachers in Teaching," *Quality Jurnal Penjaminan Mutu Pendidikan*, vol. 1, no. 1, 2016.