Analysis of School Internal Quality Assurance at SMP Islam Terpadu Al Fahmi Palu

Farid Abdul Aziz [1]*, Askar Askar[2] & Hamka Hamka[3]

[1] Islamic Education Management Study Program State Islamic University Datokarama Palu, Indonesia
[2] State Islamic University Datokarama Palu, Indonesia
[3] State Islamic University Datokarama Palu, Indonesia

*Corresponding Author: Farid Abdul Aziz, E-mail: faridabdulaziz161@gmail.com

ARTICLE INFO	ABSTRACT
Volume: 2	This article title is "Analysis of School Internal Quality Assurance at SMP Islam Terpadu Al Fahmi Palu". Quality competition between educational units has made people more aware and critical in choosing schools for their children. The accreditation assessment carried out by the National Accreditation Board (BAN) makes the public understand the importance of the value of accreditation in choosing a school. Therefore, it is important for each educational unit to maintain the quality of education while still meeting the eight national education standards.
KEYWORD	This research was going to observe the process of implementing internal quality assurance management by SMPIT Al-Fahmi Palu and Observe the internal quality assurance evaluation process by SMPIT Al-Fahmi Palu.
Quality Education, Quality Assurance.	The research that the author used in this thesis is qualitative research using ethnographic methods, to obtain data on the problems studied. Data collection techniques used through observation, interviews and documentation. Research information consisted of: School Superintendents, Foundations and Principals and Teachers. Data analysis technique used by Lexy j Maleong, data validity checking techniques using triangulation techniques.
	Based on the result based on the research it can be concluded that school internal quality assurance refers to: SMP IT Al Fahmi referring to JSIT curriculum guidelines for the internal quality assurance. There are three quality standards that the SMP Al Fahmi Palu uses: (1) Integrated Islamic School Collaboration Standard, (2) standard of facilities and infrastructure, and (3) Islamic education standard.

1. Introduction

Based on Government Regulation of the Republic of Indonesia No. 57 of 2021 regarding the scope of national education standards; development, monitoring and reporting of national education standards; curriculum; evaluation of student learning outcomes and evaluation of the education system; accreditation; and certification. Therefore, it is important for each educational unit to maintain the quality of education while still meeting the eight national education standards.

SMP Islam Terpadu Al-Fahmi Palu is one of the well-known Islamic private educational institutions in Central Sulawesi and especially in Palu City. SMP Islam Terpadu Al-Fahmi Palu is part of the Indonesian Integrated Islamic School Network (JSIT). JSIT is an organization that oversees institutions, schools or organizations based on Islamic religious education in Indonesia.

The significance of this research is as a basis for classifying and mapping how an institution of education applies a pattern quality assurance of education. According to Kemenristekdikti, the diverse groups and characteristics of education

---

[1] Farid Abdul Aziz is a Student Islamic Education Management Study Program at Postgraduate School, State Islamic University Datokarama Palu, Indonesia. This paper was presented at the 2nd International Conference on Islamic and Interdisciplinary Studies (ICIIS) 2023, as a presenter, held by the Postgraduate School State Islamic University Datokarama Palu, Indonesia.

institutions in Indonesia pose specific challenges in terms of diversity in quality and ways to address them to ensure the Indonesian education system meets quality criteria and public expectations. The formal quality assurance movement in Indonesian education has begun recently during the beginning of the 2000s with the publication of Guidelines for Internal quality assurance System for implementation by public and private education institutions in Indonesia.

Quality assurance systems necessitates internal and external assessment, and education institutions need to ensure that quality criteria are met. An internal quality assurance unit in each institution has been established to develop internal guidelines, standards and procedures for implementation within the institution, and mechanisms for audit are developed. Externally, education institutions need to assure that the products and services meet quality criteria set by its stakeholders. External assessment conducted by certification and accrediting agencies or external quality review agencies is important to ensure that the internal quality criteria meet a certain level of benchmark to external quality criteria.

2. Literature Review

2.1 Education Quality Assurance
The development of quality in the process of quality assurance of education through standard setting is currently being maximized by several parties in response to various changing elements in the education system. In making policies and decisions, the central government is no longer in control, but this has fully devolved to the local government, in this case the city or district government, which is poured into regional regulations.

Assurance or quality control (Quality Control) is a process of reviewing the quality of all factors involved in production activities or in this case quality assurance or the quality of education, there are three aspects that form the basis of this approach (1) Elements such as control, work management , well-defined and managed processes, integrity and performance criteria and identification records. (2) Competency knowledge, skills, experience and qualifications. (3) Soft elements cover staffing, integrity, trust, organizational culture, motivation, team spirit and quality relationships. The scope of control includes supervision, in which every quality aspect offered by an educational institution is studied and monitored in depth through the performance process of the three aspects above, so that the risk of failure in achieving quality can be minimized.

2.2 School Internal Quality Improvement Strategy
Total Quality Management (TQM) is an approach that focuses on efforts to continuously improve the quality of products and services and increase customer satisfaction. Experts argue that TQM is a management philosophy that focuses on customer satisfaction and continuously improves the quality of products and services. TQM emphasizes the importance of teamwork and the active participation of all members of the organization in an effort to achieve common goals. Experts also state that TQM requires the implementation of an integrated and continuous management system, as well as commitment from all parties to continuously improve quality and identify and resolve problems effectively.

School culture influences the development of school quality. Among other things caused by external factors and the factual conditions of the school. External factors can also vary, for example policies in the form of regulations or legislation issued by the government, social media and others. The factual condition of a school is the actual condition that exists and occurs in an educational institution or school, both matters related to facilities and infrastructure in physical form as well as matters that are emotional in nature between each component of an educational institution.

2.3 School Internal Quality Assurance System
School internal quality assurance is a suite of management processes in improving academic and non-academic programs in a planned manner, according to the flow and supervised by the authority of the school's internal quality assurance team, so that the input, process and output processes can be properly managed and controlled.

School internal quality standards are a series of quality plans set independently by schools apart from the eight standards set by the government. School internal quality standards are quite important because in today's world development, especially in education, innovation is needed to answer the challenges that will be faced by youth in the future.

In general, school internal quality assurance has the following process: (1) The quality assurance process is based on general performance parameters for each component, so that it can become a guarantor for educational quality., (2) The quality assurance process is based on the results of school self-evaluations (SSE)., (3) Quality assurance is carried out by taking into

account every potential of each component, activities and rules and the needs of an educational institution or school to change., (4) The purpose of school internal quality assurance is to create quality and full educational services and services. responsibility.

3. Methodology

The method of this research is descriptive qualitative research. Qualitative research has a fundamental paradigm or view of the main issues in science. It is this paradigm that can support the formulation of what subjects should be studied, what questions should be answered, in what way can these questions be answered, how should these questions be conveyed and what rules should be considered in the interpretation of the information obtained. In this study, researchers will use a descriptive research design with a qualitative approach.

A descriptive qualitative approach will produce data in the form of written or spoken words from sources in the form of people and observable behavior. A qualitative approach can be more useful for identifying how the school's internal quality assurance management is at SMPIT Al-Fahmi Palu.

Descriptive research design is not like experimental research, because descriptive research is not intended to test or prove cause and effect. Because on the reverse side, namely research that is descriptive in nature, that is, it only explains or describes a phenomenon. In this field research the researcher will try to explain or describe the internal quality assurance process that exists at SMPIT Al-Fahmi Palu.

4. Results and Discussion

SMPIT Al-Fahmi Palu is one of Islamic school whose integrated with Jaringan Sekolah Islam Terpadu Indonesia (JSIT Indonesia).

As an independent educational institution SMPIT Al-Fahmi Palu certainly has its own quality standard as a benchmark for continuous improvement within the framework of maintaining the quality of an institution engaged in education and manifested in the learning process.

The quality standards that serve as benchmarks for the quality of the Al-Fahmi Education Foundation are: (1) Integrated Islamic school collaboration standards, (2) Facilities and infrastructure standards, and (3) Islamic education standards. These three quality standards are part of the twelve standards set by the Integrated Islamic School Network (JSIT) which are also a development of the National Education Standards (SNP) set by the government through the Ministry of Education, Culture, Research and Technology.

4.1 Integrated Islamic school collaboration standards
The integrated Islamic school cooperation standard is the standard of the uniqueness of an integrated Islamic school which is specially provided. The goal is for an integrated Islamic school to grow and develop by carrying out various collaborations in accordance with the contents of the standard established cooperation.

4.2 Facilities and Infrastructure Standards
In the implementation of education in the field of facilities and infrastructure Integrated Islamic School refers to Permendiknas No. 24 of 2007 regarding the standards of facilities and infrastructure. In addition, it also refers to the standard The peculiarities of JSIT are as follows: Decent mosque standards, decent toilet standards, Library Standards, decent room standards for the school unit, room standard for teachers, open area, greening activity.

4.3 Islamic Education Standards
The purpose of Islamic education is not only to fulfill intellectual needs, but also in terms of appreciation and practice and its application in life as well as a guide life.

5. Conclusion

Based on the results and discussion above it could be concluded that school internal quality assurance refers to: SMP IT Al Fahmi referring to JSIT curriculum guidelines for the internal quality assurance. There are three quality standards that the SMP Al Fahmi Palu uses: (1) Integrated Islamic School Collaboration Standard, The integrated Islamic school cooperation standard is the standard of the uniqueness of an integrated Islamic school which is specially provided. The goal is for an

integrated Islamic school to grow and develop by carrying out various collaborations in accordance with the contents of the standard established cooperation. (2) standard of facilities and infrastructure,In the implementation of education in the field of facilities and infrastructure Integrated Islamic School refers to Permendiknas No. 24 of 2007 regarding the standards of facilities and infrastructure. In addition, it also refers to the standard The peculiarities of JSIT are as follows: Decent mosque standards, decent toilet standards, Library Standards, decent room standards for the school unit, room standard for teachers, open area, greening activity. (3) Islamic education standard, The purpose of Islamic education is not only to fulfill intellectual needs, but also in terms of appreciation and practice and its application in life as well as a guide life.

Conflicts of Interest: The authors declare that there are no factors of interest whatsoever behind this research. whether it's financial factors and personal matters that can affect the integrity of this research.

References

Ahmad Sulaiman, Udik Budi Wibowo. "Implementasi Sistem Penjaminan Mutu Internal Sebagai Upaya Meningkatkan Mutu Pendidikan." Jurnal Akuntabilitas Manajemen Pendidikan 4, no. 1 (2016): 11.

Alfansyur, Andarusni. "Seni Mengelola Data: Penerapan Triangulasi Teknik, Sumber dan Waktu Pada Penelitian Pendidikan Sosial." Jurnal Historis 5, no. 3 (2020): 148.

Alrayes, Nasser Saud. "Faculty Perceptions: The Role of the Internal Quality Assurance System in Improving First-Year Undergraduate Programs." International Journal of Innovation, Creativity and Change 15, no. 11 (2021): 233.

Arikunto, Suharsimi. Dasar-Dasar Research. Bandung: Tarsoto, 1995.

Barlian, Edi. Metodologi Penelitian Kualitatif & Kuantitatif. Diedit oleh Sari Jumiati. 1 ed. Padang: Sukabina Press, 2016.

Dapodikbud. "SMP Islam Terpadu Al-Fahmi Palu." Sekolah Kita. Last modified 2018. Diakses Oktober 7, 2022. https://sekolah.data.kemdikbud.go.id/.

Direktorat Pendidik dan Tenaga Kependidikan. Peningkatan Kualitas Pembelajaran. Indonesia, 2011.

Edward Sallis. Total Quality Management in Education. Third Edit. New York: Routledge, 2002.

Fitrah, Muh. "Urgensi Sistem Penjaminan Mutu Internal Terhadap Peningkatan Mutu Perguruan Tinggi." Jurnal Penjaminan Mutu 4 No. 1 (2018): 76–86.

Haryono, Budiyono, Istyarini, Wardi, Apri Ardiantoro. "Sistem Penjaminan Mutu Pendidikan Dalam Meningkatkan Mutu Pendidikan Sekolah Dasar di Kecamatan Gajah Mungkur Kota Semarang." Jurnal Panjar 1, no. 1 (2019).

Indonesia, Republik. Peraturan Pemerintah. Republik Indonesia, 2021.

Kebudayaan, Peraturan Mentri Pedidikan dan. Sistem Penjaminan Mutu Pendidikan Dasar dan Menengah. Indonesia, 2016.

Kusnandi. "Konsep Dasar dan Strategi Penjaminan Mutu Pendidikan: Sebagai Review Kebijakan Mutu Pendidikan." Indonesian Journal of Education Management & Administration Review 1 no. 2 (2017): 108.

M. Rif'an, Triatna, C., R. S. Arifin, Sani, R. A. "Desain Sekolah Model: Studi Penjaminan Mutu Pendidikan." Tiara Smart (2018).

Mita, Rosaliza. "Wawancara Sebuah Interaksi Komunikasi Dalam Penelitian Kualitatif." Jurnal Ilmu Budaya, 2015. https://media.neliti.com/media/publications/100164-ID-wawancara-sebuah-interaksi-komunikasi-da.pdf.

Rijali, Ahmad. "Analisis Data Kualitatif." Jurnal Alhadharah 17, no. 3 (2018).

Sani, Abdullah. Penjaminan Mutu Sekolah. Jakarta: Bumi Aksara, 2015.
Semiawan, Conny R. Metode Penelitian Kualitatif. Jakarta: Grasindo, 2017.

Sopiah, Jamaluddin &. "Desain Sekolah Model: Studi Penjaminan Mutu Pendidikan." IJER (Indonesian Journal of Educational Research 2 (2018): 100.

Sri Marsini, Sri Witurachmi, Elvia Ivada. "Implementasi Manajemen Peningkatan Mutu Berbasis Sekolah (MPMBS) di SMA Negeri 1 Sukoharjo." Jurnal Pendidikan Universitas Sebelas Maret 1, no. 1 (2013).

Sudarsono, Blasius. "Memahami Dokumentasi." Acarya Pustaka 3 (2017): 60.

Suratno. "Manajemen Sistem Penjaminan Mutu Internal Sekolah dalam Upaya Pengembangan Program Akademik Unggulan." Media Manajemen Pendidikan 1, no. 2 (2018): 118. https://jurnal.ustjogja.ac.id/index.php/mmp/article/view/3255/1892.

Wibowo, Ahmad Sulaiman dan Udik Budi. "Implementasi Sistem Penjaminan Mutu Internal Sebagai Upaya Meningkatkan Mutu Pendidikan di Universitas Gadjah Mada." Akuntabilitas Manajemen Pendidikan 4 (2016): 17–32.

Wilson, Nuri. "Definisi Mutu Menurut Para Ahli." Academia (2022): 2. https://www.academia.edu/9620496/DEFINISI_MUTU_MENURUT_PARA_AHLI_1.

Yin, Cheong Chen. "Quality Assurance in Education: Internal, Interface, and Future. Quality Assurance in Education." Emerald Insight 11, no. 4 (2003).