

Quality Assurance in Education (Case Study at Ar-Rohmah Integral Middle School)

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Abstract. The purpose of this study is to describe: (1) the Implementation of quality assurance of the learning process at Ar-Rohmah Integral Middle School, (2) the Implementation of quality assurance of facilities and infrastructure at Ar-Rohmah Integral Middle School, (3) Quality assurance of academic staff and education at Ar-Rohmah Integral Middle School. This study uses a qualitative approach with a multi-site study type of research. Data collection techniques through interviews, observation, and data that support research and documentation at Ar-Rohmah Integral Middle School. Data analysis uses an interactive model consisting of data reduction, data presentation, and verification. Test the validity of the data using observer persistence and triangulation. The results of the study show: (1) Learning in Ar-Rohmah Integral Middle School is ICT-based, but it is not fully maximized because there are still some teachers who do not use the media properly (2) Facilities and infrastructure in Ar-Rohmah Integral Middle School adequate, but there are still things that need to be reviewed, such as library rooms that are not yet equipped with e-library technology, (3) There is a need for additional education staff at Ar-Rohmah Integral Middle School considering there are too many students and the school only has a few teaching staff at the school. The school. In developing an education quality assurance program, in this case, the quality of educators and education, namely through coaching activities that teachers can participate in because not all teachers in this school are adequately trained.

Keywords: *Quality Assurance; Education; School*



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INTRODUCTION

Quality is a very important thing in the world of education and government business. In this case, the school is one of the three education centers required to become a superior output. In the implementation of education, quality assurance so that quality is maintained, and the quality improvement process remains under control so that educational goals can be achieved. So educational institutions need to set national and international standards as indicators of success in improving the quality of education in schools (Abdul, 2017; Margaret, 2005). To maintain quality assurance in schools, of course, steps must be taken to implement quality assurance in schools. Besides that, school principals are required not only to be able to implement or carry out the steps carried out but school principals must assess their success, and the expected result is an increase in the quality of education.

Education quality assurance in schools is an activity that essentially consists of five steps, namely, developing quality standards, setting standards, planning compliance, fulfilling standards, and auditing or evaluating (Nanang, 2012). Thus, the principal, as the school's highest leader, must overcome the various problems above by creating a quality culture in the school environment. A quality culture is a very basic foundation in efforts to run the wheels of an education quality assurance system (Albrecht & Zemke, 2005).

Accreditation is a part of the assessment carried out by the government or authorized institutions to determine the quality and performance of an educational program based on predetermined criteria. It refers to the National Education Standards (SNP). As for the meaning of accreditation in the Republic of Indonesia Law (UU), Number 20 of 2003 concerning the National Education System Article 60 Paragraphs (1) and (2), namely activities carried out to determine the feasibility of educational programs and units on formal and non-formal education pathways at each level and type of education based on open criteria. In terms of school level, eight standards must be met, namely, content standards, process standards, graduate competency standards, infrastructure standards, education and education staff standards, management standards, financing standards, and assessment standards.

The principle is one of the components of education that influences teacher performance. The school principal is responsible for organizing educational activities, school administration, developing other educational staff, and utilizing and maintaining facilities and infrastructure (Mulyasa, 2004; Sallis, 2006).

METHOD

This study uses a qualitative approach with a multi-site study type of research. Data collection techniques and teacher informants and education staff at Ar-Rohmah Integral Middle School, and through observation and data that support the Implementation of Education Quality Assurance at the school. Observations were made related to the implementation of education quality assurance in the aspects of: (1) the learning process, (2) facilities and infrastructure, and (3) educators and education staff at Ar-Rohmah Integral Middle School. Data analysis techniques use interactive models consisting of data reduction, data presentation, and verification. Test the validity of the data using observer persistence and triangulation.

RESULTS AND DISCUSSION

This section will describe the findings related to Education Quality Assurance at Ar-Rohmah Integral Middle School. This discussion will refer to the topics resulting from the integral whole, namely: (1) Implementation of Learning Quality Assurance, (2) Implementation of Quality Assurance of Infrastructure, and (3) Implementation of Educator and Education Quality Assurance.

The learning process at Integral Ar-Rohmah Middle School is ICT-based. All classes and even meeting rooms already use LCD as a learning support. Although there are still things that need to be reviewed, there are still teachers who do not use the media as a support in carrying out teaching and learning activities. In addition, libraries still do not meet standardization in terms of the availability of e-library technology and the availability of reading books.

In developing an education quality assurance program, in this case, the quality of educators and education, namely through coaching activities from foundations that teachers can participate in because not all teachers in this school are adequately trained. This aims to improve the quality of schools so that they can continue to grow and develop to be able to carry out their functions professionally. There is a need for additional educational staff at Ar-Rohmah Integral Middle School, considering there are too many students and the school only has a few teaching staff.

Implementation of Learning Process Quality Assurance One of the standards of the learning process is the implementation of information and communication technology (ICT)-based learning, active, practical, fun, and contextual. At Ar-Rohmah Integral Middle School, a two-language learning process is implemented. Based on the research findings at the school, which is the object of research, the learning is carried out in ICT-based learning (Information and Communication Technology) but not entirely. The quality of education can be emphasized as an overview, and overall characteristics of educational services internally and externally, which show their ability to satisfy the expected needs or implied include the input, process, and output of education (Sagala, 2009: 170).

In human life in the current era of disruption, humans will always be in touch with technology. According to Smaldino (2008), technology is essentially a tool to get added value in producing useful products. Technology is currently developing very rapidly. Alvin Toffler in Munir (2008) described this development as a revolution that took place in three waves, namely, the first wave was with the emergence of technology in agriculture, the second wave was the emergence of industrial technology, and the third wave was the emergence of information technology which encouraged the growth of communication.

In Ar-Rohmah Integral Middle School has implemented information and communication technology (ICT) integration strategies and models in student-centered active learning activities in various learning scenarios, with the main objective of improving the quality of learning in the classroom so that later it is hoped that it will make it easier for students who the school is currently developing an education quality assurance program in adapting and adopting the activities presented in the learning activities. According to Anatta Sannai (in Asmani, 2011: 100), information and communication technology is a medium or tool to gain knowledge between one person and another. ICT media is a component of learning resources or physical vehicles that contain instructional materials in the student environment that can stimulate students to learn and take the form of Information Communication and Technology (ICT).

It can be said that today's world of education lives in a world of media, during which learning activities have moved towards reducing the delivery system of conventional learning materials that prioritize the lecture method. In the world of education, they are among those who benefit the most from the advancement of Information and Technology (ICT) because they get extraordinary benefits. Starting from exploring quality study materials such as literature, journals, and books, building scientific discussion forums, to consultations/discussions with experts in the world, all of this can be made easy and done without experiencing limits because humans can do it themselves.

In this system, the interactions between teachers (teachers) and students (students) do not have to meet face to face (meet) physically, as is the case in conventional education systems. They meet in the space of information technology (internet) by utilizing a medium called a computer. Some of the media that can be used in Information and Communication Technology (ICT)-based learning are: a) The internet is the real media in IT-based education because of the development of the internet, e-Learning, distance learning, and web-based learning models emerged. b) Intranet, if providing internet infrastructure encounters a problem, then the intranet can be used as an alternative to an ICT-based educational medium. c) Mobile Phone, ICT-based learning can also be done using cell phone media. This can be done because of the rapid advancement of cell phone technology. d) CD-ROM/ Flash Disk can be used if an internet/intranet network connection is unavailable.

Fattah (2012: 85) states that quality education must involve several components, namely: input, curriculum, human resources, facilities, costs, various methods, and the creation of a conducive learning atmosphere. With regard to quality improvement management, it is necessary that school principals are willing to give authority to teachers in improving the quality of the teaching and learning process, are given the opportunity to make decisions, and are given greater responsibility in carrying out their duties as teachers.

Implementation of Facilities and Infrastructure Quality Assurance Facilities are equipment that can be used directly in nature. At the same time, infrastructure is the main facility used to achieve educational goals. Educational facilities and infrastructure here can be described as a classroom with teachers, students, whiteboards, tables, chairs, and LCD/Projector. So classes, tables, and chairs here are the main facilities called educational infrastructure needed to achieve educational goals. At the same time, whiteboards and LCD/Projectors are educational equipment or facilities that support the learning process.

The definition of educational facilities and infrastructure standards according to PP number 19 of 2005 concerning SNP, and reaffirmed in Permandiknas No. 24 of 2007 concerning standards for facilities and infrastructure are national education standards relating to minimum requirements regarding land, classrooms, sports venues, artistic stages, halls, places of worship, libraries, laboratories, educational media, books and other learning resources, as needed to support the learning process, including the use of information and communication technology. Standards for educational facilities and infrastructure include minimum requirements and must be owned by each education unit: land, classrooms, education unit leadership rooms, educator rooms, administrative rooms, library rooms, and other rooms needed to support an orderly and continuous learning process. Standards for educational facilities and infrastructure include minimum requirements for furniture, educational equipment, educational media, books, and other learning resources, as well as other equipment needed to support an orderly and continuous learning process. At Ar-Rohmah Integral Middle School, there is an organizational structure regarding facilities and infrastructure,

including the vice principal for infrastructure facilities, the treasurer of goods, the maintenance department, and the procurement of the goods department.

In connection with the above, school principals who work closely with related parties always apply the management of facilities and infrastructure according to standards, so it is expected that the learning process will be carried out effectively and efficiently with the support of facilities and infrastructure that are by standards. According to Syahril (2004:22), needs analysis is to identify the exact needs of educational facilities and infrastructure needed to implement the learning process. Planning for educational facilities and infrastructure is an activity to state the required facilities and infrastructure.

Implementation of Quality Assurance of Educators and Education Personnel, One of the efforts to improve the quality of educators and education staff in the two schools is through the learning process in schools. Seminar because not all teaching and educational staff in the two schools are appropriately trained and qualified. This is intended so that the potential of education and education staff in the two schools continues to grow and develop to be able to carry out their functions professionally.

In addition, the influence of fast-paced change encourages educators and educational staff at Ar-Rohmah Integral Middle School to continuously learn to adapt to scientific and technological developments and community mobility. Improving educational qualifications will greatly benefit both individuals and institutions (schools). In carrying out its role as an educator, the quality of teacher performance is an important contribution that will determine the success of the educational process in schools. Therefore, attention to the performance of teachers to continue to improve and be improved is very urgent, especially if you pay attention to the increasing demands of society regarding the quality of education.

Educators (teachers), based on the Teacher and Lecturer Law Article 10 (1), educators have four competencies, namely pedagogic competence, professional competence, personal competence, and social competence obtained through professional education. Arifin (2007) argues that a quality assurance system is essential in educational institutions because it can determine whether the educational process has taken place as it should. Thus, deviations that occur in the process can be detected so that they can be evaluated and improved on an ongoing basis. Quality assurance in schools can provide two pieces of information because it is feedback for schools and provides assurance for parents of students that schools always provide the best service for students.

In his research on one hundred good schools, Frymier et al. (1984) revealed that qualified teaching staff can use and develop appropriate learning models and resources for learning purposes. Teachers can make continuous updates and improvements. According to Oemar Hamalik, giving a signal so that the teacher at work can carry out its functions and school goals, the teacher must have competencies, namely: a) The teacher can carry out his roles successfully, b) The teacher can work to achieve educational (instructional) goals school, c) The teacher can carry out his role in the process of teaching and learning in the classroom.

There are four strategies that school principals can carry out to improve the quality of teaching staff (teachers) in schools: a) Improvement through education and training. Teachers are trained individually or in groups to improve their best knowledge and skills by stopping their teaching activities. The more often such training is carried out, the more counter-productive impact it will have on student learning effectiveness. b) Training and implementation of tasks. This model is an apprenticeship for new teachers to

follow teachers considered good so that new teachers can learn from their seniors. Apprenticeships can be carried out within the scope of one school or at other schools that have better quality. c) Lesson Study Training. This activity is principally a form of teacher collaboration in improving teaching performance by concentrating on studies on the positive impact of teachers on student learning performance in class. Students are encouraged to show their achievements, but on the other hand, the teacher also carries out the learning process to improve the implementation of their duties. d) Make improvements through classroom action research activities (PTK). The teacher carries out this activity in the classroom during the learning process. PTK can be carried out alone in carrying out tasks, evaluating processes and results to obtain data regarding student achievements and obstacles, and determining corrective solutions.

The competency test for educators (teachers), both theoretically and practically, has significant benefits, especially in the context of improving the quality of education through improving the quality of educators (teachers), namely: 1) To develop standards of professional competence of teachers, 2) Is a selection tool teacher acceptance, 3) To classify teachers, 4) As a reference material in curriculum development, 5) It is a teacher development tool, 6) Encouraging learning activities and outcomes.

CONCLUSION

Based on the results of the research and discussion that has been carried out by researchers who study the implementation of education quality assurance at Ar-Rohmah Integral Middle School, it can be concluded as follows: (1) Ar-Rohmah Integral Middle School is already ICT-based, but not yet full because there are still teachers who have not utilized the media as a support for the learning process, especially libraries that are inadequate and do not meet standards both in terms of the availability of books and the availability of E-library technology. (2) In this case, the efforts made by Ar-Rohmah Integral Middle School in order to improve the quality of teaching through the provision of learning facilities and infrastructure owned by the two schools, namely by arranging more comfortable classrooms, providing more complete learning media, improving library facilities and further complementing the collection of textbooks needed by students as well as escorting all teachers to use the facilities in teaching wisely. (3) Ar-Rohmah Integral Middle School develops an education quality assurance implementation program to improve school quality through seminar activities because not all teaching and educational staff are appropriately trained and qualified. This aims so that the potential of existing education and education staff The school continues to grow and develop to be able to carry out its functions professionally.

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