



Implementation of Internal Quality Guarantee System in Model Schools in Vocational School 1 Kopang

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Abstract

The aim of this study is to describe the implementation of quality mapping, the preparation of quality fulfillment plans, the implementation of quality fulfillment plans and quality audits at vocational school 1 Kopang. This study uses an interpretive paradigm with descriptive qualitative methods with a naturalistic phenomenological approach. Data collection techniques are done through interview, observation and documentation. Checking the validity of the data in qualitative research involves four techniques, namely: credibility, dispensation, reliability, confirmability. The results showed that quality mapping is an activity to identify the strengths and weaknesses of vocational school 1 Kopang based on a quality report map which is then used as the basis for the focus of the program to be implemented in the internal quality assurance system. Quality fulfillment planning that contains program recommendations to be implemented, including the volume of activities, cost needs, and resources involved in the activity is a work plan based on the results of quality mapping at vocational school 1 Kopang. In fulfilling the quality of vocational school 1 Kopang has planned quality by preparing documents such as quality documents, implementation procedures and implementation and supervision forms. The Vocational school 1 Kopang has also carried out quality audits of all established programs. At this stage, the implementation and results of quality fulfillment are in line with the planned strategy, so that the internal quality management system is implemented effectively and efficiently and in accordance with the planned objectives.

Keywords: *Implementation; Internal Quality Assurance System; Model School*

Introduction

The education system in Indonesia refers to the National Education System, an education system that brings progress and development to the nation and responds to the challenges of an ever-changing era (Munirah, 2015). Law number 20 years 2003 on the national education system states that the national education system is an integral part of education that is interconnected in an integrated way to achieve the goals of national education, namely the development of the potential of students to become people who believe in and fear God Almighty, have morals noble, healthy, knowledgeable, competent, creative, independent and become citizens who are democratic and responsible.

Government Ordinance of the Republic of Indonesia Number 19 of 2005 on National Education Standards (SNP) states that the minimum criteria related to the education system in Indonesia are 8 standards, namely: (1) graduate competence standards; (2) content standards; (3) process standards; (4) educational standards and teaching staff; (5) standard of facilities and infrastructure; (6) management standards; (7) education finance standards; and (8) standards for educational assessment. National Education Standards serve as a basis for planning, implementing and monitoring education in the context of achieving high-quality national education (Ikhwan, 2015). Article 91 explains that every unit of education in formal and non-formal channels is required to conduct quality assurance of education with the aim of meeting or exceeding national education standards. Quality assurance in education can be phased, systematic and planned in a quality assurance program with a clear goal and timetable (Hamengkubuwono, 2017).

In order for the quality assurance system to work properly, the government has developed a quality assurance system in the form of the Minister of Education and Culture Regulation No 28 of 2016 on the quality assurance system for primary and secondary education (Puspitasari, 2017). More specifically, in Article 3, the government recommends a unit of study to implement an internal quality assurance system (SPMI). This regulation serves to direct the administration of education by educational units in primary and secondary education, so that qualitative education is realized. The aim is to ensure that the standards in the unit of study are met in a systemic, holistic and sustainable manner, so that the quality culture of the unit of study grows and develops independently (Aryonawati & Trihantoyo, 2018).

The quality of education is influenced by the extent to which the effectiveness of management planning, organization, implementation and evaluation of all existing potential (Munawar, et al., 2019). Whether or not the quality improvement in the unit of study depends, of course, depends on all school members, such as school directors, teachers, administrative staff, students and parents (Jasman, 2017). Operationally, the principal is the person most responsible for planning, coordinating, mobilizing and coordinating all school resources and can evaluate them strategically and tactically when achieving goals (Suhardi et al., 2019). That is why a special approach is needed so that all school components together have a quality culture. An internal quality assurance system (SPMI) is needed in schools with an approach that encompasses all school components.

Vocational High School 1 Kopang, as a high school, from 2016 to 2018, has a report card for quality assurance in education. The report card explained the different achievements of 8 national education standards. Achieving the national education standard at SMKN 1 Kopang showed in 2016 the category towards national education standard 3 or with a quality value of 4.16. This performance has increased over the past two years, where the average performance of SNP SMKN 1 Kopang in 2017 was 5.61, including the category Towards SNP 4. Meanwhile, the average performance in 2018 was 5.08. The quality values have declined in the past year, but are still included in the category Towards SNP 4. More details about the realization of the SNP can be seen in figure 1.

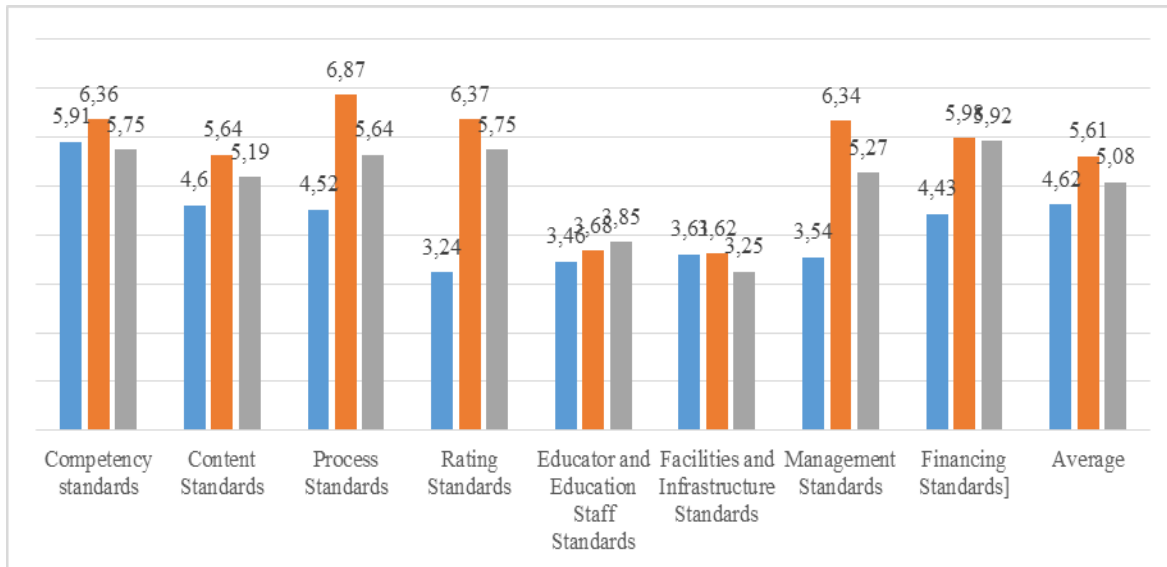


Figure 1. Achievements of the 2016 national education standards to 2018

Previously, the State Vocational High School 1 Kopang implemented ISO 9001: 2008 SMM from 2014 to 2016, there were several obstacles, namely, a decrease in the discipline in the implementation of operational procedures and inconsistencies of teachers and staff in the implementation of the ISO: 2008 standard SMM. This is due to the lack of internal and external audits. In addition, one of the biggest obstacles many schools feel is the high cost of conducting an external audit to get an ISO standardized SMM certificate.

To remedy this, in accordance with the issue of Permendikbud No. 28 of 2016 Article 3, schools must implement an internal quality assurance system in schools. One of the schools designated by the West Nusa Tenggara Education Quality Assurance Institution as a model school for developing the concept of the internal quality assurance system, namely SMKN 1 Kopang since 2017 and is currently developing an internal quality assurance system that is implemented by the School Quality Assurance Team.

Thus, research related to the implementation of the internal quality management system at the SMKN 1 Kopang model school is very important to be conducted as an attempt to consistently and sustainably meet national education standards, in particular the quality of education at SMKN 1 Kopang. With guaranteed internal quality, it is expected that SMKN 1 Kopang can become a reference for other schools when implementing an internal quality assurance system.

Method

This study uses an interpretative paradigm with qualitative descriptive methods. The approach used is phenomenological-naturalistic. Paradigm Interpretivism is a perspective based on the aim of understanding and explaining the social world from the perspective of the actors involved. Phenomenological approach is data collection by observing participants to identify the essential phenomena of participants in their life experiences (Creswell, 2015).

This study will reveal and explain different meanings of concepts or phenomena based on consciousness that occurs naturally in some participants (in natural situations), so that the steam can understand different phenomena that occur and proceed optimally (Moeleong, 2017). This study is

descriptive in nature and aims to obtain in-depth information on the implementation of the internal quality management system at model schools in SMKN 1 Kopang, Central Lombok Regency.

This study was conducted at SMKN 1 Kopang. The study data collection was conducted from November to December 2019. The source of the data in the study was the subject of the data obtained from primary data and secondary data (Arikunto, 2008). Primary data sources include school leaders, school leaders, school committees, quality assurance teams for school education, teachers, staff (employees) and students. Secondary data sources are library studies of books and internet media to support analysis and discussion.

Data collection techniques performed by interview (interview), questionnaire (questionnaire), observation (observation) and a combination of the three. The data analysis technique in this study is an interactive model analysis by Miles and Huberman (1984). The process of analyzing data collected both data obtained through observation, and in-depth interviews are transcribed in written form or documents. The interactive calculation model (part of analysis: Interactive model) can be described as follows:

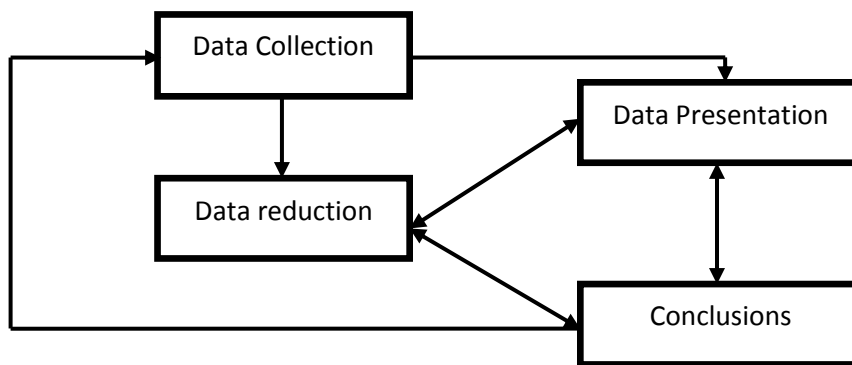


Figure 2. Miles and Huberman's Interactive Analysis Model

Every research conducted must be accountable, so the data taken must be truly valid. The validity of the data is very important because it will guarantee the reliability of the data in solving the problem under study. According to Sugiono (2017: 269) examination of the validity of the data in qualitative research includes four techniques, namely: credibility, transferability, dependability, confirmability.

Result and Discussion

1. Quality Mapping

Quality mapping in Kopang 1 SMKN based on quality report cards. In addition to using quality report cards, strengths and weaknesses in school are also explored through field observations. Information on strengths and weaknesses is then used as the basis for the focus of the program to be implemented in the activities of the internal quality management system in 2019. It is known that the weak standard is a low quality standard, namely the category towards national educational standards 1, 2 and 3 or with symbols Stars 1, 2 and 3. While a strong standard is a standard with a high quality value that falls under the category Towards national education standards 4 and national education standards or with symbols of Stars 4 and 5.

Regarding the results of the quality mapping based on the quality report cards of SMKN 1 Kopang in 2018, there were some shortcomings, including; First, from the competence standard for graduates, that

is the lack of competence of students in the knowledge dimension; Secondly, from the content standards, namely the teaching materials that are not yet in accordance with the formulation of graduate competences. Third, the standard process of authentic guidance and assessment during the learning process is not maximized. The fourth weakness of the standard of educational assessment is that assessment techniques are still less objective and verifiable; and assessment tools that have not yet been adapted to existing aspects. Fifth, of the standards of educators and teaching staff, namely the availability and competence of teachers, administrative staff, laboratory assistants and librarians who are not in compliance with the provisions. Sixth, of the standard educational facilities and infrastructure, namely the inadequate capacity of schools, learning facilities and infrastructure and the support staff that are not yet fully and properly available. The next weakness, seventh, of the level of education management is the achievement for schools that is still very much lacking, and the lack of availability of management information systems for school management. The final weakness of the funding standard is the management of funds that are not well managed.

Then it can be seen that at SMKN 1 Kopang there are at least 15 indicators for problems arising from 29 indicators for SNP fulfillment. In order to meet the quality standards of education, it is necessary to find solutions or alternative solutions to these problems on the basis of priority scale. The priority scale can be sorted by time, cost and difficulty.

2. Quality Compliance Plan

Based on the analysis of quality mapping at SMKN 1 Kopang, there were 15 problem indicators of 8 national education standards that had to be planned for quality improvement. For this reason, the quality mapping plan will be planned programs and activities, including the achievement of the quality of education; First, from the standard of graduate competence, namely the lack of competence of students in the dimensions of knowledge and programs planned for quality implementation, there is a workshop to improve the professional and pedagogical competences of teachers; Second, from the content standards, namely teaching materials that are still not in line with the formulation of graduate competences and programs planned for quality implementation, there are workshops to improve the ability of teachers to create teaching materials. Third, the standard authentic guidance and assessment process performed during the learning process is not optimal and the planned quality fulfillment program is administrative oversight and class counseling every semester. The fourth weakness of the standard of educational assessment is that assessment techniques are still less objective and verifiable; and assessment tools that are still not adapted to the existing aspects and the program planned for quality implementation is a workshop to improve the ability of teachers to create teaching materials. Fifth, of the standards of educators and teaching staff, namely the availability and competence of teachers, administrative staff, laboratory assistants and librarians that are not in line with the facilities and programs planned for quality implementation, the proposal of educators and excellent staff who need schools. Sixth, of the standard educational facilities and infrastructure, namely the inadequate capacity of schools, learning facilities and infrastructure and the support staff that are not yet fully and properly available. The next weakness and planned quality fulfillment program is the provision of new classrooms, language labs and other support space improvements, seventh, of the level of education management, namely performance to schools still missing, and the unavailability of school management information systems and planned quality fulfillment programs is a workshop for school management. The final weakness of the funding standard is the management of funds that are not well managed and the program planned for quality implementation is attending financial management training at school.

3. Implementation of quality fulfillment

Based on the quality fulfillment plan at SMKN 1 Kopang, implementing educational quality improvements based on 8 national education standards, including; First of the graduate competence standard that has given workshops to improve the professional and pedagogical competences of teachers; Second, of the content standard that has given workshops to improve the ability of teachers to create teaching materials. Thirdly, from the standard process that administrative and class supervision carried out every semester. The fourth weakness of the education assessment standard is that it has given workshops to improve the ability of teachers to create teaching materials. Fifth, of the teaching and teaching staff standard that has implemented the proposal of teachers and excellent staff that schools need. Sixth, of the standard educational facilities and infrastructure implemented by the proposal to purchase new classrooms, language labs and other auxiliary room improvements, seventh, of the Education Management Standard that conducted school management management workshops. The last of the funding standards is attending financial management training at school.

4. Quality Evaluation / Audit

The results of the study show that the implementation of quality fulfillment at SMKN 1 Kopang has made improvements in the quality of education based on 8 national education standards, including; First, the graduate competence standard is to give workshops to improve the professional and pedagogical competences of teachers and it is recommended that these activities be carried out continuously the following year. Second, the content standard that has given workshops to improve the ability of teachers to create teaching resources of planning, implementation and assessment is well implemented and followed by all teachers of SMKN 1 Kopang and it is recommended to continue these activities the following year to be carried out. Third, the standard process is to conduct administrative and class supervision every semester. Who became a supervisor consisting of school directors, supervisors and senior teachers, who have various obstacles in implementation, including regarding the time of supervision and administrative supervision, are recommended to carry out these activities continuously the following year with a more mature preparation for administration and implementation time. Fourth, the education assessment standard that has given workshops to improve the ability of teachers to make teaching resources of planning, implementation and assessment is well implemented and followed by all SMKN 1 Kopang teachers and recommended to continue these activities the following year to feed. Fifth, the standard of educators and teaching staff has implemented the proposal of educators and excellent staff that schools need. And of the proposal from teachers and teaching staff only partially realized, so it was recommended for proposals from teachers and teaching staff that were still missing for the following year. Sixth, the standard educational facilities and infrastructure that has been implemented. Proposals to purchase new classrooms, language labs and other support space repairs, and of the facilities and infrastructure proposed only partially realized, so it is recommended to propose facilities and infrastructure not yet proposed the following year. Seventh, education management standards that have conducted management management workshops of schools. It consists of managing school management, service to students in the field of classroom teaching and learning activities and management of information systems in this case, the implementation of E-report cards is well done and is recommended to continue running the following year. Eighth, the funding standard is to have provided financial management training for schools, followed by school leaders and treasurers of the school, it is recommended that these activities are expected to continue in the following year to ensure the quality of financial management improve the school.

Conclusion

Based on the results of research and discussion, it was concluded that quality mapping is a mapping of strengths and weaknesses in SMKN 1 Kopang based on quality report maps which are then used as the basis for the focus of the program to be implemented in SPMI activities. Quality fulfillment planning that includes program recommendations to be implemented, including the volume of activities, cost needs, and resources involved in the activity is a work plan based on the results of quality mapping at SMK Negeri 1 Kopang. The results of the planning are described in the planning document of the unit of study. In fulfilling the quality of SMKN 1, Kopang has planned quality by preparing documents such as quality documents, implementation procedures and implementation and supervision forms. State Vocational School 1 Kopang has also conducted quality audits of all established programs. At this stage, the implementation and results of quality fulfillment are in line with the planned strategy, so that the internal quality management system is implemented effectively and efficiently and in accordance with the planned objectives.

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