

# Enhancing Education Quality: Internal Quality Assurance System in Indonesia Primary and Secondary Units

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**Abstract:** *This study discusses the Internal Quality Assurance System (SPMI) in primary and secondary education units in Indonesia. SPMI is an independent education quality assurance system aimed at fostering a culture of quality in a sustainable manner. The implementation of SPMI refers to the National Education Standards (SNP) and covers all aspects of education implementation. This study explains the SPMI cycle, the duties of education units in quality assurance, SPMI principles, and quality assurance success measures which include output, outcome, and impact indicators. The success of SPMI is supported by management commitment, continuous improvement, orientation on service user satisfaction, active involvement of educators and education personnel, training, communication, cooperation, and support from the local government. With the effective implementation of SPMI, it is hoped that the quality of education in educational units can improve continuously and equitably.*

**Keywords:** Internal Quality Assurance, Education Quality, Primary and Secondary Education, Quality Culture, Indonesia.

## 1. Introduction

Regulation of the Minister of Education and Culture Permendikbud Number 28 of 2016 has defined quality, quality assurance and quality assurance systems. The quality of primary and secondary education is the level of conformity between the implementation of primary and secondary education with the National Education Standards for primary and secondary education. Education Quality Assurance is a systematic, integrated, and sustainable mechanism to ensure that the entire process of education implementation is in accordance with quality standards. The Primary and Secondary Education Quality Assurance System is a unity of elements consisting of an integrated organization, policy, and process that regulates all activities to improve the quality of primary and secondary education that interact with each other in a systematic, planned and sustainable manner.

The implementation of the Internal Quality Assurance System (SPMI) is one of the efforts to ensure the quality of education. The implementation of the entire cycle of education quality assurance in a systemic, holistic, and sustainable manner, so that the quality culture grows and develops independently. SPMI-Dikdasmen is planned, implemented, controlled, and developed by each educational unit in the formal path in primary and secondary education by referring to the National Education Standards (SNP).

There are a large number of educational units in existence. The government in 2019 has carried out efforts to foster quality assurance in 577 schools towards SNP. Quality assurance implementation in education units requires intensive, integrated control and guidance. In addition to the schools towards the SNP, other schools also need to be touched with the understanding and implementation of the education quality assurance system so that the acceleration of quality equality can be realized immediately. This study is significant as it provides insights into improving education quality

sustainably, which is crucial for achieving national education standards in Indonesia.

## 2. Literature Review

### a) *Quality and Quality Assurance*

The quality of education is the conformity between the needs of stakeholders and the services provided by education providers. Quality assurance is carried out to ensure the fulfillment or achievement of the expectations of parties interested in education. In the context of education, quality assurance, as Rowley (2004) said, is "*all the policies, systems and processes directed towards ensuring the maintenance and enhancement of the quality of educational provision. For example, course design, staff development, the collection and use of feedback from students, staff and employees*" (the entire policy, system and process directed to ensure the maintenance and improvement of the quality of education. Examples are course design, staff development, and the collection and utilization of feedback from students, staff, and employees). More emphatically, Piper (1993), explained education quality assurance as "*the sum of those mechanisms and procedures adopted to assure a given quality or the continued improvement of quality, which embodies the planning, defining, encouraging, assessing of quality*". (The overall mechanisms and procedures adopted to ensure the availability of quality or continuous quality improvement, which includes planning, definition, encouragement, and quality assessment).

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integrated, and sustainable mechanism to ensure that the entire process of education implementation is in accordance with quality standards. The Primary and Secondary Education Quality Assurance System is a unity of elements consisting of an integrated organization, policy, and process that regulates all activities to improve the quality of primary and secondary education that interact with each other in a systematic, planned and sustainable manner.

#### **b) Primary and Secondary Education Quality Assurance System (SPMPDM) Category**

SPMPDM is divided into two categories, namely the Internal Quality Assurance System (SPMI) and the External Quality Assurance System (SPME). SPMI is the first step in the success of external quality assurance. The success of SPMP is determined by the success of SPMI. SPME is implemented by the central government, local governments, and other agencies, while SPMI is implemented by education units. SPMI-Dikdasmen is planned, implemented, controlled, and developed by each educational unit in the formal path of primary and secondary education. SPME-Dikdasmen is planned, implemented, controlled, and developed by the Government and Regional Governments, BSNP, and BAN-S/M in accordance with the provisions of laws and regulations.

### **3. Results and Discussion**

The Internal Quality Assurance System is the implementation of independent education quality assurance. The implementation of the entire cycle of education quality assurance in a systemic, holistic, and sustainable manner, so that the quality culture grows and develops independently. SPMI-Dikdasmen is planned, implemented, controlled, and developed by each educational unit in the formal path in primary and secondary education by referring to the National Education Standards (SNP). SPMI-Dikdasmen covers all aspects of education implementation by utilizing resources to achieve the National Education Standards with the following cycle.

- 1) Mapping the quality of education at the level of education units based on the National Education Standards;
- 2) Make quality improvement plans outlined in the school work plan;
- 3) Implementing quality fulfillment in the management of education units and learning processes;
- 4) Monitoring and evaluating the process of implementing quality fulfillment that has been carried out; and
- 5) Develop a quality improvement strategy based on the results of monitoring and evaluation;

The education unit is the implementer of SPMI-Dikdasmen. Each educational unit in primary and secondary education continuously evaluates and these changes are necessary of SPMI-Dikdasmen. SPMI-Dikdasmen is determined by the education unit and socialized to the stakeholders of the education unit. The duties of the education unit in quality assurance are:

- 1) Plan Implement control and Develop SPMI- Dikdasmen.
- 2) Prepare SPMI-Sikdasmen documents consisting of:
  - a) Policy documents
  - b) Standard documents

- c) Form documents
- 3) Make a quality improvement plan outlined in the school work plan
- 4) Carrying out quality fulfillment, both in the management of education units and the learning process;
- 5) Forming a quality assurance team in the Education unit; and
- 6) Managing education quality data at the education unit level

#### **SPMI Principles**

*The education unit as the implementer of SPMI carries out quality assurance with the following principles:*

- a) Independent, developed and implemented independently by the Education unit by building active participation from all stakeholders.
- b) Participatory and standard, using the minimum SNP quality reference and can be determined by the Education unit for the Education unit that has met the SNP.
- c) Integrity, using honest data and information in accordance with the identity in the Education unit.
- d) Systematic and sustainable, carried out continuously following the five quality assurance steps that form a cycle that is carried out sequentially and continuously forming a cycle.
- e) Holistic, encompassing all elements such as organizations, policies, and related processes.
- f) Transparent and accountable, all activities in the implementation of SPMI are well documented in various quality documents and can be accessed by all stakeholders.

**Measures of Quality Assurance Success in Educational Units**  
The measure of the success of quality assurance by educational units consists of output indicators, outcomes and impacts:

- 1) Output Indicator, namely:
  - a) The education unit is able to carry out the entire quality assurance cycle;
  - b) The functioning of the Education Quality Assurance Organization in the education unit;
  - c) Increasing the competence of educators in carrying out the learning process from planning to assessment;
  - d) Development of extracurricular activities; and
- 2) Increasing the management of infrastructure and financial facilities
- 3) Outcome Indicators the Learning Process runs according to the standard:
  - a) There is an increase in student learning outcomes and the results of competency tests and performance assessments of educators and education staff;
  - b) Achievements of the Education unit and its members;
  - c) The realization of a pleasant learning environment;
  - d) There are awards and financial support from stakeholders;
  - e) The management of the Education unit runs according to standards; and
  - f) The impact of the SPMI process on schools is affected;
- 4) Impact Indicator

- a) The building of a quality culture with the implementation of continuous and sustainable quality assurance in the Education unit; and
- b) The development of a quality culture in schools affected

The success of the implementation of quality assurance in the Education unit is met by:

- 1) *Management commitment and leadership*;
- 2) *Continuous improvement*;
- 3) *Oriented towards total customer satisfaction*;
- 4) *Active involvement of educators and education personnel (employee involvement)*;
- 5) *Training*;
- 6) *Communication (communication)*;
- 7) *Teamwork*; and
- 8) *Support, assistance, motivation and supervision from the local government are assisted by TPMPD.*

#### 4. Result

The Internal Quality Assurance System (SPMI) is the implementation of independent education quality assurance. The implementation of the entire cycle of education quality assurance systemic, holistic, and sustainable, so that the quality culture grows and develops independently. SPMI-Dikdasmen is planned, implemented, controlled, and developed by each education unit in the formal path of primary and secondary education by referring to the National Education Standards (SNP).

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