MANAGEMENT OF EDUCATION QUALITY ASSURANCE AT ROUDLOTUN NASYIIN HIGH SCHOOL IN MOJOKERTO

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Abstract	Implementation of the education quality assurance system at the secondary level is needed to create a good quality culture and improve the achievement of guaranteed fulfillment of standards in educational units. The achievement of quality assurance is based on the principles, objectives, indicators, strategies and factors that affect the quality itself. By using the principal interview technique, researchers conducted research to find out the existing school quality assurance system at Roudlotun Nasyiin High School in Mojokerto such as (1) the scope of quality assurance, (2) quality assurance stages, (3) influencing factors, (4) obstacles and efforts to implement the quality assurance system. The implementation of the education quality assurance system at Roudlotun Nasyiin High School in Mojokerto has been categorized as good because its implementation is adjusted to existing educational procedures and standardization. The stages of implementing the quality assurance system include planning, implementation, evaluation, assessment, corrective action and development. Factors that can affect the achievement of quality include: curriculum, learning media, human resources, and learning systems. The obstacles in quality management at Roudlotun Nasyiin High School in Mojokerto are the lack of appreciation of the school community for the quality and productivity of quality management. Schools improve school quality and make changes in the application of quality management principles in learning.

INTRODUCTION

The issue of education quality is one of the central issues in Indonesian education. Currently, the quality of education in Indonesia is still low, especially at the primary and secondary education levels. The government has made various efforts to improve the quality of national education. However, indicators of the success of efforts to improve the quality of national education made by the government have not shown satisfactory results.

The achievement of national education goals can be characterized by the implementation

of a system to ensure the quality of education. The quality of education that it must be carried out on an ongoing basis achieves the goal of high quality national education. Therefore, the government has the authority to compile 8 (eight) national education standards as referred to in Government Regulation No. 57 of 2021 concerning National Education Standards which applies to guidelines for the implementation of assurance of training National education standards related to Paragraph 3.

Government Regulation No. 57 of 2021 Part 1 contains the minimum system requirements for education throughout the jurisdiction of the unitary state of the Republic of Indonesia. Meeting the state education standards is one of the most important conditions for implementing each school as an educational institution, namely the education quality system in accordance with what is expected. It also turns out (Asmara, 2015). that the eight realizations of national education standards are important ideals that ensure the quality of each school.

Recognizing this, the Indonesian government has made various efforts to improve the quality of Indonesian education. Among them are increasing the training budget, certifying teachers, offering different choices, etc. However, all of these efforts are not optimal. But in a different way than the efforts made by the government tend to be more outside it means that improving the quality of education efforts come from outside the school not from this school. Available at It is understood that efforts to improve quality are more effective when done internally. In other words, the school concerned is consciously trying to improve the quality of education.

Roudlotun Nasyiin High School in Mojokerto is one of the public schools of a formal educational institution financed by the Foundation. This school, without exception, must determine the organization in accordance with the rules set by the government. This can also be said as to ensure the achievement of school standards set by the government whether it has been realized properly or not. This school must also implement a quality assurance system.

To realize a quality educational institution, Mojokerto Roudlotun Nasyiin High School has implemented various efforts to improve the quality of education by involving stakeholders. One of the efforts made is related to the curriculum. Roudlotun Nasyiin High School of Mojokerto implements the curriculum and also the school curriculum. In its implementation, of course, it is inseparable from the various shortcomings and obstacles faced. Many factors become obstacles so that schools are unable to do so. Based on the results of interviews conducted at Roudlotun Nasyiin High School in Mojokerto, the obstacles in improving quality come from the curriculum, the lack of competent educators and education personnel, and the low awareness of students of the learning being carried out. However, SMA Roudlotun Nasyiin Mojokerto strives continuously to improve these shortcomings and obstacles so as to realize the quality of education in accordance with expectations.

METHODS

The research method used in this research uses qualitative methods. The qualitative

method itself means data analysis in the process of retrieval. Usually done by interview or what is more familiar is observation to the destination directly (offline). This research uses the observation or interview method conducted at Roudlotun Nasyiin High School in Mojokerto with the principal or what is commonly called ustadzah. By using an interview or question and answer system between group members and the principal of Roudlotun Nasyiin High School in Mojokerto, the researcher aims to make it easier for readers to understand what is being conveyed in this study.

FINDING AND DISCUSSION

Quality Assurance in Secondary Education

Quality assurance of secondary education plays a very important role in efforts to improve the quality of education in Indonesia. In its implementation, quality assurance of secondary education aims to ensure the quality of education in each educational institution through quality measurement and improvement.

According to Sugiyono (2020), quality assurance of secondary education must be carried out continuously by following the correct quality assurance principles. These principles include compatibility between educational objectives and community needs, objective assessment and evaluation of the performance of educational institutions, and development of educational quality through training and human resource development.

One form of quality assurance of secondary education that can be done is by developing a relevant and effective curriculum. A good and appropriate curriculum will help improve the quality of education in an educational institution. According to Nugroho (2018), effective curriculum development can be done by referring to graduate competency standards (SKL), community needs, and student learning experiences. In addition, ensuring the quality of secondary education can also be done by implementing a strict monitoring and evaluation system. These evaluations can include monitoring the implementation of the curriculum, the use of learning media, the quality of teaching staff, and the measurement of student learning outcomes.

Quality Assurance Model of Roudlotun Nasyiin High School in Mojokerto

In an effort to implement quality assurance in secondary education, Roudlotun Nasyiin High School Mojokerto tends to use the Integrated Quality Assurance (IQA+) model. In this model, the implementation of quality assurance involves internal and external parties to

evaluate the quality of education provided by SMA Roudlotun Nasyiin Mojokerto. One of them is school accreditation activities carried out by the National Accreditation Board.

In the quality assurance process at Roudlotun Nasyiin High School in Mojokerto, the school has the autonomy to determine the methods and strategies in its own quality assurance. However, the assessment process will be carried out by external parties or the Accreditation Board. National. Therefore, the quality assurance model used at SMA Roudlotun Nasyiin Mojokerto is the Quality Assurance (IQA+) model. By using the IQA+ model, SMA Roudlotun Nasyiin Mojokerto can ensure that the quality assurance process is carried out in a structured and measurable manner in accordance with national standards. Evaluations conducted by external parties can provide a more objective view of the quality of education provided by SMA Roudlotun Nasyiin Mojokerto.

In addition, by implementing the IQA+ model, Roudlotun Nasyiin High School in Mojokerto can also increase transparency and accountability in the quality assurance process. With external parties involved, the school can identify weaknesses and shortcomings in their education system. This allows SMA Roudlotun Nasyiin Mojokerto to make improvements and enhance the quality of education.

Characteristics of Quality Assurance at Roudlotun Nasyiin High School in Mojokerto

The implementation of quality assurance in secondary education at Roudlotun Nasyiin High School in Mojokerto has several characteristics, including (1) student-centered; (2) carried out continuously; (3) involving stakeholders; (4) using data and evidence; (5) developing the skills and capacity of educators; (6) following national and international standards.

Student-centered

Effective quality assurance of secondary education should focus on the needs and development of students as the primary goal of education. Good quality education must provide adequate and useful learning experiences for students (Zahrok, 2020). Student-centered quality assurance is an approach that places students as the main focus in the quality assurance process. The characteristic of this approach is the involvement of students in the process of evaluating and developing the program. education, so that the learning process can be tailored to students' needs and interests. In addition, it also places the development of students' abilities in academic and non-academic aspects as a top priority.

The implementation of quality assurance at Roudlotun Nasyiin High School in Mojokerto is carried out by creating and implementing several programs aimed at improving the quality of students. At Roudlotun Nasyiin High School in Mojokerto, quality assurance and the success rate of the quality assurance program can be seen from the quality of students produced. The excellent quality assurance programs implemented at Roudlotun Nasyiin High School in Mojokerto include: 1) Leadership curriculum development, 2) Koranic Program, and

3) Environmental Education Program. These three programs are the main programs that become taglines at Roudlotun Nasyiin High School in Mojokerto, which are aimed at improving the quality of students both academically and non-academically. The form of implementation of the three programs is the existence of The curriculum regulates and contains indicators of success related to the program.

In this characteristic, quality assurance at Roudlotun Nasyiin High School in Mojokerto is also carried out through evaluation and development of educational programs that are more results-oriented, so as to ensure that students can achieve the predetermined competency standards. Quality assurance of student-centered secondary education also takes into account the needs and expectations of parents, as well as the community associated with the school.

Conducted on an ongoing basis

Quality assurance of secondary education should be part of an ongoing educational process, not just a periodic activity. This allows educational institutions to continuously improve and enhance the quality of education provided. Roudlotun Nasyiin Mojokerto High School carries out the implementation of education quality assurance periodically and regularly. regularly. Some quality assurance programs at Roudlotun Nasyiin High School in Mojokerto are carried out routinely every day, every week, to annual activities.

In the learning activities program, Roudlotun Nasyiin Mojokerto High School strives for effective learning every day, namely by providing teaching materials and learning methods that are in accordance with the curriculum and according to student needs. For the achievement of this program, the Principal formed a team to review the lesson plans that have been made by subject teachers before being taught to students. As for the weekly quality assurance program, for example the character building and environmental education program, Roudlotun Nasyiin Mojokerto High School strives for weekly activities that can improve student character and also understanding related to environmental education, both by learning in class and outside the classroom.

Involving stakeholders

Secondary education quality assurance should involve all relevant parties, including students, teachers, administrative staff, parents and the community. This allows educational institutions to obtain diverse input and perspectives, so that they can make more informed and accurate decisions. In the process of implementing quality assurance at Roudlotun Nasyiin High School in Mojokerto, the principal seeks comprehensive cooperation both internally and

externally. Internally, the principal formed a quality assurance unit consisting of the principal and vice principal of curriculum as well as several subject coordinators.

The formation of the unit and the division of tasks are based on 8 educational standards which include content, process, management standards, assessment standards, financing, infrastructure, educators, and education personnel.

Using data and evidence

Quality assurance of secondary education must be based on accurate and relevant data and evidence that is accurate and relevant. This data and evidence can be used to identify the weaknesses and strengths of educational institutions and to take the necessary actions to improve the quality of education. The implementation of quality assurance at Roudlotun Nasyiin High School in Mojokerto is based on data that has been obtained previously. Based on existing data, Sa Roudlotun Nasyiin makes program plans that will be implemented in the next 1 period. Accurate data and evidence can be in the form of student report cards or the number of graduates accepted at PTN.

In addition, to determine the quality assurance program for teaching and education personnel at SMA Roudlotun Nasyiin, the school analyzes based on the lesson plans that teachers will carry out in class and also the methods that will be used. This can also be seen from the results of supervision which is carried out routinely in a certain period. While the data used to improve the quality of students is by using report cards and point books owned by students. Where student behavior is taken into account in the point book.

Developing the skills and capacity of educators

Quality assurance in secondary education should involve developing the skills and capacity of educators. This can be done through training, support and feedback, so that educators can continuously improve the quality of their teaching. To develop the skills and capacity of educators at Roudlotun Nasyiin High School in Mojokerto, the principal conducts a training program that is conducted regularly according to the needs of teachers.

In addition, SMA Roudlotun Nasyiin Mojokerto also provides opportunities for teachers to pursue higher knowledge, for example studying for S2 or S3 without reducing the effectiveness of learning at school. The principal of Roudlotun Nasyiin Mojokerto High School also emphasized that the teaching and education staff at Roudlotun Nasyiin Mojokerto High School also need to improve their discipline with an integrated teacher report card in the form of a system that records lateness to school. The existence of an integrated teacher report card in the form of a system that records teacher tardiness or absence. So in the system it has been recorded automatically, and there are separate consequences. In addition, of course, Roudlotun Nasyiin Mojokerto High School also conducts supervision which aims to develop the quality of learning.

Following national and international standards

Quality assurance of secondary education must follow established national and international standards to ensure that educational institutions provide adequate quality education. In implementing quality assurance at Roudlotun Nasyiin High School in Mojokerto, the school has implemented quality assurance in accordance with existing standards. At Roudlotun Nasyiin High School in Mojokerto, each aspect has its own SOP. In addition to the 8 existing education standards, Roudlotun Nasyiin High School also creates new benchmarks to improve the quality of education.

Roudlotun Nasyiin High School in Mojokerto applies standardization to smaller aspects such as homeroom SOPs, curriculum standardization, finance and other aspects. By paying attention to the characteristics of effective quality assurance of secondary education, educational institutions can ensure that they provide quality education and meet the set standards.

Management of Quality Assurance in Secondary Education at Roudlotun Nasyiin High School in Mojokerto

Planning

The program planning stage is an important step in developing an educational strategy. At this stage, secondary education institutions need to formulate a strategic plan to improve the quality of education provided. This stage includes formulating the mission, vision, goals and objectives of education, identifying stakeholder needs and expectations, setting budgets and others. At this stage, Roudlotun Nasyiin High School Mojokerto has implemented several steps to ensure that the program to be implemented can be achieved properly.

First, Roudlotun Nasyiin High School has formulated the mission, vision, goals and objectives of the educational institution. This is done as a basis for determining programs that will be implemented within a certain period of time. In formulating the mission, vision, goals and objectives, Roudlotun Nasyiin High School also involves stakeholders and the foundation committee so that the programs to be implemented can be tailored to their needs and expectations.

Second, Roudlotun Nasyiin High School conducted an analysis of the previous year's program to find out what was lacking and needed to be improved. This is done so that the programs to be implemented in the following year can be more effective and efficient.

Third, SMA Roudlotun Nasyiin Mojokerto involves all parties involved in the program planning stage. In this case, Roudlotun Nasyiin High School of Mojokerto conducts deliberations with stakeholders and the foundation committee to discuss the programs to be implemented and how to implement them. By involving all parties involved, it is hoped that the programs to be implemented can meet the expectations and needs of all parties.

The program planning stage is very important to achieve the goals and objectives set by Roudlotun Nasyiin High School in Mojokerto. In this stage, Roudlotun Nasyiin High School has taken several steps such as formulating the mission, vision, goals, and objectives, analyzing the previous year's program, and involving all parties involved. All these steps are taken so that the programs to be implemented can be more effective and efficient and can meet the expectations and needs of all parties involved.

Implementation

Roudlotun Nasyiin High School in Mojokerto is one of the secondary education institutions that also implements the quality assurance process. education quality assurance process. In the implementation stage, SMA Roudlotun Nasyiin Mojokerto implements programs that have been approved previously. Some of the programs implemented include student quality assurance, leadership curriculum development, Quran curriculum, and environmental education.

The leadership curriculum development program is implemented by incorporating leadership-based learning into the curriculum. In addition, Roudlotun Nasyiin Mojokerto High School also implements a point book for students to improve student behavior and character. The Quranic curriculum program aims to shape students' personalities in accordance with the school's vision and mission. In this program, students are taught several aspects such as knowing themselves, others, God and prophets, and morals to others. Meanwhile, the environmental education program emphasizes more on the aspect of students' concern for the natural environment. This program is implemented in two ways, namely in the classroom by incorporating aspects of caring for nature.

In learning, and outside the classroom with direct practice such as planting activities to improve the status of adiwiyata schools. In the implementation stage, Roudlotun Nasyiin High School also involves various parties such as the foundation committee and stakeholders to evaluate the programs that have been implemented. This is important to ensure that the programs that have been implemented are in accordance with the goals and objectives set at the planning stage.

Evaluation

This stage involves collecting data and evidence to evaluate the quality of education provided by educational institutions. This includes collecting data from students, teachers, and parents, and using this data to evaluate the effectiveness and efficiency of educational programs (Fitriani et al., 2021).

Based on the results of the interview, Roudlotun Nasyiin Mojokerto High School conducts an evaluation by looking back at the teacher's report card which includes many aspects. in which includes many aspects. The teacher's report card is assessed not only by the principal but by 3 people, including the principal, education practices, and the foundation who assess all teacher performance. With the improvement of teacher performance, it will certainly have an impact on the learning process which is getting better and when the learning process is good, the output and outcome produced by SMA will certainly be good too. Evaluation is also an important part of the education quality assurance process, as it can provide feedback for the improvement and development of future programs.

Assessment

At this stage, Roudlotun Nasyiin Mojokerto High School conducts an assessment of student learning outcomes, teaching staff performance, and the effectiveness of the education program as a whole. This assessment is carried out periodically to measure the extent to which the programs that have been implemented can achieve their goals. goals and objectives that have been set previously.

Assessment of student learning outcomes is carried out by collecting data and information related to students' academic achievements, such as report cards and exam results. In addition, Roudlotun Nasyiin High School also assesses the performance of teaching staff through direct observation. This aims to assess the quality of teaching provided by teaching staff and determine the extent to which they are able to implement the programs that have been prepared.

The results of this assessment will be used to make improvements and enhancements to programs that are less effective and correct errors that occur in the implementation process. By conducting regular assessments, Roudlotun Nasyiin High School Mojokerto is committed to continuously improving the quality of education provided to students and providing the best educational services for the community.

Corrective action

This stage involves taking corrective action based on the results of the evaluation and assessment. It involves developing a clear action plan to correct weaknesses and enhance strengths of the education program.

Development

This stage involves developing and updating the education program based on the evaluation results and corrective actions taken. It involves curriculum development, teaching staff development, and development of educational infrastructure to improve the quality of education provided. By conducting the above stages continuously, educational institutions can ensure that they provide quality education and meet the set standards.

Quality Assurance Factors of Secondary Education at Roudlotun Nasyiin High School in Mojokerto

Supporting Factors

According to (Ii et al., n.d.) factors that influence the success of education quality

1. Curriculum: the curriculum is a set of plans which includes objectives, content, and learning materials. The curriculum is used as a guide in carrying out learning and the process of achieving educational goals.

2. Media / learning tools: Media in education is a tool used in the learning process that functions as an intermediary in channeling messages and information from sources that will later be received by students in the learning process.

3. Teaching and Learning Process: A series of processes where teachers and students interact with each other in order to achieve learning goals.

4. Educators and education personnel: Educators are an important component in education.

The success of the education process depends on teachers because teachers have a strategic role in shaping the character of students. In interviews with Roudlotun Nasyiin High School in Mojokerto, it can be concluded that the selection of curriculum tailored to the needs of students, curriculum development for student character development, and recruitment of qualified educators as well as upgrading the ability of educators and education personnel through training and opportunities to continue their studies are important factors in improving the quality of education in the school. Therefore, it is important for schools to pay attention to these factors in an effort to improve the quality of education.

Inhibiting Factors

According to (Angkotasan & Watianan, 2021) Factors that hinder the success of education quality:

1. Incompatibility of the applied curriculum

2. School management system that is not implemented properly

3. Less competent educators and education personnel

4. Low student awareness of learning

5. Lack of presence of a leader in the school

Based on the results of the interviews, the factors that hinder the success of school quality are based on the lack of teaching resources at Roudlotun Nasyiin High School in Mojokerto. This causes teaching staff to have to double up on various jobdesk starting from teaching, participating in the quality assurance team and curriculum development to assisting students in various school activities.

Solutions and Efforts to Ensure the Quality of Secondary Education at Roudlotun Nasyiin High School in Mojokerto

To overcome the various problems faced, Roudlotun Nasyiin High School of Mojokerto makes efforts to optimize existing human resources, especially those who have the potential to double duty, potential to double duty. Teachers who have qualified abilities are given more tasks and responsibilities, such as becoming a school quality development team and being involved in classroom supervision activities in addition to the principal, Deputy Head of Curriculum, and other supervision coordinators. Competency development efforts through training are also made to improve the quality of human resources in the school.

In addition, Roudlotun Nasyiin Mojokerto High School also provides opportunities for teachers to continue their studies by providing facilities in the form of tuition fees and permission to conduct further studies. This is also an effort to improve the quality of human resources at the school.

In the context of education quality assurance, the efforts made by Roudlotun Nasyiin High School in Mojokerto are an example of how an educational institution can overcome the problems it faces by means optimizing existing human resources and improving the quality of human resources through training and opportunities to continue their studies. In this case,

Roudlotun Nasyiin High School in Mojokerto shows a commitment to improving the quality of education provided to its students by continuously improving the quality of human resources and overcoming the problems faced by the school.

CONCLUSION

The education quality assurance system in SMA is a process that aims to ensure that the education provided in SMA has good quality and meets predetermined standards. In addition, an important element in the education quality assurance system in SMA is evaluation, with an evaluation of the learning process and student learning outcomes in order to determine the extent to which the quality of education provided.

The evaluation activities carried out at Roudlotun Nasyiin High School in Mojokerto are by looking back at the teacher's report card which includes many aspects. The teacher's report card is assessed not only by the principal but by 3 people, including the principal, education practices, and the foundation who assess all teacher performance. In addition, the education quality assurance process at Roudlotun Nasyiin High School also involves all external and internal parties, such as students, teachers, parents of stakeholders where all parties need to work together to improve the quality of education provided. However, even though the school has achieved success in the education quality assurance system, it still needs to be developed and improved so that it can meet the needs and expectations of the community and be able to answer the challenges of an increasingly advanced and complex era.

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