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# Internal Quality Assurance System at Lokon Santo Nikolaus Junior High School in Tomohon City

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**Abstract:** This study aims to describe the implementation, supporting and inhibiting factors as well as efforts to overcome the inhibiting factors in the implementation of the internal quality assurance system at SMP Lokon Santo Nikolaus Tomohon. The research method used is a descriptive method with a qualitative approach. Data collection techniques using observation, interviews and document studies. The implementation of the Internal Quality Assurance System at Lokon Santo Nikolaus Junior High School Tomohon is as follows: First, quality mapping includes quality data analysis referring to quality report cards and root cause analysis; Second, the preparation of a quality fulfillment plan by compiling a quality improvement plan, by compiling the implementation of quality improvement; Fourth, quality evaluation, by compiling evaluation indicators for the implementation of quality fulfillment; and Fifth, setting new standards, where schools need to find new quality strategies in order to be able to set quality standards above national education standards. Research recommendations include: (1) The implementation of an internal quality assurance system needs to be carried out continuously for the realization of schools that achieve national education standards and have a culture of quality. (2) Monitoring and evaluation/quality audit related to the results of the implementation of the internal quality assurance system need to be carried out to correct deficiencies and overcome problems that arise both internally and externally in the context of improving the quality of education. (3) The active role of the Lokon Education Foundation Leader, School Leaders

**Keywords:** Implementation, Internal Quality Assurance System, Junior High School.

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## INTRODUCTION

By Etymology, education comes from the Greek, Paedagogiek. Pais means child, gogos means guide/guidance, and iek means knowledge. So, etymologically, pedagogy is a science that talks about how to provide guidance to children. In English education is translated into education. Education comes from the Greek eduare which means to bring out what is stored in the child's soul, to be guided to grow and develop.

Law No20 of 2003 defines education as a conscious and planned effort to create an atmosphere and learning process so that students are actively involved develop its potential. In line with this definition, in the KBBI (2021) it is said that education is a the process of changing the attitudes and behavior of a person or group of people in an effort to mature humans through teaching and training efforts.

Quality in education is an evaluation of the educational process that increases the need to achieve and develop the talents of customers (students), and at the same time meet the accountability standards set by clients (stakeholders) who pay for the process or output of the educational process (Fadhli: 2017). The quality (quality) of education is not something that happens by itself, it is the result of an educational process, if an

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educational process goes well, effectively and efficiently, there is a huge opportunity to obtain quality educational outcomes (Munjin, 2013).

According to Dhartamuda (2015), descriptively, quality is the success of student learning outcomes that meet the ideal standards of education. Meanwhile, according to Fattah (2012), measurement of the achievement of reference standards and evaluation of the quality of education is carried out on educational units/programs through: self-evaluation of education units, monitoring by local governments, accreditation, certification, national examinations and data collection, databases and information. This implies that the quality of education is reflected in the results of student learning evaluations in each educational unit.

### 1. Education Quality Management

Service quality is a key issue for the entire education sector, where the context of educational outcomes refers to the processes and outcomes achieved by schools within a certain period of time. According to Mulyasa (2011:121), quality education is education that is able to carry out the process of maturation of the quality of students which is developed by freeing students from ignorance, incompetence, powerlessness, dishonesty, and from poor morals and knowledge. This understanding shows that quality education is very broad in scope so that it can be said that quality schools have comprehensive coverage in all educational competencies.

In relation to the above, in the General Guidelines for Quality Assurance of Primary and Secondary Education, the Ministry of Education and Culture (2016:7) explains that the quality of education in Primary and Secondary Education is seen from the level of conformity between the implementation of primary and secondary education with the National Education Standards (SNP) in Elementary and Secondary Education units and/or Expertise Programs.

The existence of educational units both levels and types spread throughout the Unitary State of the Republic of Indonesia has diversity based on community needs, educational process services, facilities and infrastructure, educational and educational staff, and their quality. Tuerah RM (2015) says that p Basically, there are various factors that influence the success of education, including: teachers, students, facilities and infrastructure, educational environment, curriculum. The success of the education unit in improving the quality needs to empower all existing components, namely teachers, students, facilities and infrastructure, the school environment and implement the curriculum according to school conditions.

In an effort to improve the quality of education with a TQM approach, Sallis in Onisimus Amtu (2013: 147-150) suggests sixteen steps to implement, namely:

- a. Institutional development or strategic planning: this provides a long-term vision of the institution and contexts it with the program being implemented. It determines the desired market and culture. It is important in providing a quality service, because only planning can provide an important long-term perspective in an integrated quality service delivery.
- b. Quality policy: this will set the standards of each core program and may include statements on behalf of students. This policy is a public statement about the institution's commitment to its customers, both internal and external.
- c. Management responsibilities: these govern the roles of the governing body and the senior management team as well as their responsibilities. This can determine which senior team members are already using the portfolio.

- d. Quality organization: it outlines the areas of responsibility of the quality steering group and their representation and accountability. This body is needed to direct quality initiatives, regulate culture transformation, organize and encourage initiatives within the department and to monitor the progress of initiatives. The function of the program implementation team and problem solving team is to serve as the backbone of the quality initiative. Leadership support, resources and training for the team need to be cataloged.
- e. Marketing and publicity: an institution must provide clear information about what is offered in its learning program to its potential customers. This information must be clearly documented and prepared. Advertising marketing materials, leaflets, brochures, etc., must be clear and accurate and updated regularly.
- f. Induction: a student induction program that is well structured and with clearly communicated objectives is essential. It aims to introduce students to the institution must be well documented and reviewed regularly.
- g. Provision of curriculum: this is a stage where the system is vital. Learning methods need to be determined and applied to each aspect of the program.
- h. Guidance and counseling before graduation: this can be an integral part of the curriculum or an additional service. This can be in the form of work career guidance or educational guidance to continue to a higher level.
- i. Learning management: curriculum and program management processes need to be specified, including the work team plan. Roles in the team and their responsibilities and levels of authority can also be changed.
- j. Curriculum design: this includes documentation of the objectives of each program as well as program specifications, it can be a syllabus or achievement document used to validate certain things.
- k. Recruitment, training and development: staff of an institution need to be encouraged to be competent in carrying out their duties. The quality system should detail the process of staff selection and recruitment, induction, and objectives of competency assessment and motivation, as set out in the career development policy.
- l. Equal opportunities: institutions need to specify an equal opportunity policy and the methods or procedures used to achieve the objectives of the policy.
- m. Monitoring and evaluation: a series of feedback is very important to assess and ensure quality. The quality system needs to document the institutional evaluation mechanism to monitor individual achievement and program success.
- n. Administrative structure: The document control process is important, but it is necessary to classify key documents and their status in order to prevent the development of bureaucratic administration.
- o. Institutional review: an institution should have an objective to evaluate its overall performance. This can be done by an external examiner. However, the institution can determine the audit itself. Existing audit mechanisms need to be developed to provide feedback for the strategic planning process.

The sixteen views above show that the education sector requires a new approach in designing a quality system that truly answers the needs of society, especially education customers. Onisimus Amtu (2013:151) says that schools as educational institutions need integration and synergy between the components in them in order to achieve quality education. Schools also as educational organizations, with quality targets set by the government, need internal

cooperation and get external support.

Thus, it is necessary to improve performance, systems and organizational culture through organizational leadership that is truly in favor of professional excellence and competence, so that quality excellence will be realized.

## 2. Quality Components

Suhardan, et al (2015 :302-304) argue that quality components are parts that must exist in an effort to realize quality. These parts are supporters and a prerequisite for having quality. The quality components in question are:

### a. Quality-oriented leadership

Top managers must direct efforts to achieve goals in an integrated manner by providing, using communicative tools and materials, using data, and identifying people (HR).

### b. Education and Training (Training)

The embodiment of quality is based on the skills of each employee in planning, organizing, making, evaluating, and developing goods/services as customer demands.

### c. Support Structure

Top managers will need support to make changes that are deemed necessary in implementing the quality achievement strategy.

### d. Communication

Communication in a quality-oriented organization needs to be pursued in a variety of ways so that the messages communicated can be conveyed effectively and top managers can communicate with all employees about a genuine commitment to make changes in quality improvement efforts.

### e. Rewards and Recognition

Teams or individuals who successfully apply quality principles in the quality process must be recognized and rewarded according to the ability of the organization, so that other employees as members of the organization will know what is expected.

### f. Measurement

The use of measurement data (evaluation) becomes very important in determining the quality management process. The measurement results are top manager's feedback information about the real condition of the existing quality process in the organization.

The description above is the components that can be a reference for schools as educational organizations that will improve the quality of their learning and service to the community as customers who have expectations of education quality assurance. Besides that, it also serves as a guideline for school principals as top managers in empowering human resources, infrastructure and quality educational services for the community.

## B. Quality Standards and Indicators

The National Education Standards contain minimum criteria regarding the education system in all jurisdictions of the Republic of Indonesia. The scope of the SNP which is a quality reference includes: Graduate Competency Standards, Content Standards, Process Standards, Educational Assessment Standards, Educators and Education Personnel Standards, Facilities and Infrastructure Standards, Management Standards, and Financing Standards. (PP No. 13 of 2013). To achieve the National Standard, education units need to understand the meaning

contained in the eight standards, where the description of the components national education standards along with quality indicators which can be described as follows:

a. Graduate competence standard

Graduate competency standards are minimum criteria regarding the unity of attitudes, skills, and knowledge that indicate the achievement of students' abilities from their learning outcomes at the end of the Education Level. Graduate competency standards are used as the main reference in the development of the other seven standards.

As explained by Ara Hidayat & Imam Machali (2012: 181), the standard of graduate competence is the qualification of graduates' abilities which include attitudes, knowledge, skills. This implies that the qualifications of students' abilities include attitudes, knowledge and skills that are expected to be achieved after completing education at the primary and secondary levels.

In accordance with the implementation instructions (Dikdasmen 2017:21), the quality indicators in the Graduate Competency Standards are:

- 1) Have behavior that reflects an attitude of faith and piety to God Almighty, character, honest, and caring, responsible, lifelong learners, and physically and mentally healthy in accordance with the development of children in the environment according to the scope of education level
- 2) Have factual, conceptual, procedural and metacognitive knowledge at the basic level with regard to science, technology, art, and culture and be able to relate the above knowledge according to the scope of the education level
- 3) Have the skills to think and act creatively, critically, independently, collaboratively, and communicatively through a scientific approach in accordance with the development of students at every level of education

Process standards are the minimum criteria for the learning process based on the path, level, and type of education to achieve graduate competency standards. Permendikbud No.22 of 2016 explains that the standard process includes planning the learning process, implementing the learning process, assessing learning outcomes, and supervising the learning process.

LumiSM (2020) explains that the success of an organization or institution in creating quality and quality is largely determined by the planning and implementation process because this is a strategic effort to improve the quality of an organization or institution and is an integral component that cannot be separated from the overall organizational process. Schools as educational institutions need to have strategic steps in efforts to improve and guarantee the quality of education by empowering all components by referring to the policies of the ministry of education.

According to Barnawi(2017), the Education Quality Assurance System aims to ensure that every citizen gets quality education and services as promised by the organizers. Therefore, quality assurance becomes very important because every institution wants to satisfy its customers. The world of education is no exception, which also wants to satisfy students and their parents.

The process of the Internal Quality Assurance System in the education unit is carried out through the following steps:

a. Quality Mapping

Quality mapping is an effort of every educational unit based on the 8 National Education

Standards through self-evaluation activities that produce quality maps (standard achievements), problems encountered and recommendations. Mapping the quality of the education unit is carried out through activities with School Self-Evaluation (EDS) which involves all components of education and stakeholders such as heads of education units, educators, education staff, school committees, parents, students, representatives of foundations, school supervisors and stakeholders out of school. Each component has a role in accordance with their respective positions, as follows:

- 1) Headmaster :
  - a) Lead the mapping process under the direction of the education unit supervisor.
  - b) Ensure that the responsibility for mapping is divided and becomes part of the implementation of the entire management of the education unit.
  - c) Make all members of the education unit work together and focus on evaluating and improving the quality of the education unit.
  - d) Analyze the results
  - e) Prepare recommendations for fulfilling the quality of education units based on the results of education units based on the results of mapping
- 2) Educators and education personnel:
  - a) Reporting document data becomes a daily job
  - b) Evaluate, reflect and share experiences with fellow educators and education staff
  - c) Reviewing learning practices that have been carried out
- 3) Supervisors, Committees, Foundations and Education Offices:
  - a) Ensure that educational services to students are provided
  - b) Provide input related to government policies and applicable regulations
- 4) Parents and students:

Provide input regarding their experience in receiving the services provided by the education unit and how to improve it.

#### b. Fulfillment Plan Preparation

In the context of quality assurance, Mariana (2013:6) places planning as the main stage in an effort to improve the quality of education. Planning for quality fulfillment in education units is prepared based on the education unit self-evaluation or the results of quality mapping, policies of the central government and local governments, and based on the vision, mission, and policies of the education unit as well as strategic plans.

The results of the planning are stated in the education unit planning document as well as activity action plans which are included in the school work plan (RKS) and the Medium Term Work Plan (RKJM) and the Annual Work Plan (RKT).

The quality fulfillment plan is expected to minimize the gap between the ideal conditions set out in the standard and the school conditions mapped based on the EDS results. Education units are able to find solutions and make changes by making efforts that come from their own strengths. Therefore, school principals and supervisors from educational units are required to have strategic competence development competencies. The quality compliance plan contains responsibilities for its implementation, accompanied by a time frame, deadlines and measures of success.

### c. Quality Compliance Implementation

The implementation stage of quality fulfillment is carried out based on the previous stage, namely the quality fulfillment plan. Sampul Deisy (2020:59) stated that the quality fulfillment process is the realization of all programs and activities that have been designed and contained in the RKS, which must be carried out by all stakeholders.

Implementation of quality fulfillment is an effort that can be made in the context of education units being able to meet standards gradually with the RKS outlined in the RKT or RKAS. As for ensuring the successful implementation of quality fulfillment, the process of implementing the quality assurance of education in schools involves all school components (whole school approach). In line with this, Umar (2016:152) emphasizes that quality improvement requires the participation of all parties, both principals/madrasahs, teachers, administrative staff, parents and experts. So the implementation of quality fulfillment is carried out as well as possible in the management of educational units so that educational standards can be achieved.

### d. Quality evaluation/ audit

Based on the Instructions for the Implementation of the Quality Assurance of Education (Dikdasmen, Kemdikbud 2017:13) it is explained that the stages of evaluation/quality audit are where the Education stauan controls the process of implementing the quality fulfillment which has been carried out in accordance with the plans drawn up to ensure the certainty of continuous quality improvement.

### e. Setting Standards Above National Education Standards

In accordance with the mandate of Law No. 20 of 2003 concerning the National Education System, SNP is the minimum criterion in providing education. Referring to this, the Ministry of Education and Culture (2017: 12) explained that the Education Unit

Education can set standards above the SNP if the education administration has met all the criteria in the SNP. Therefore, schools that have met some of the standards in the SNP, are expected to remain focused on meeting standards that are still not optimally fulfilled.

The measure of the success of quality assurance by the education unit consists of indicators of output, outcome and impact. The expected output indicators are the education unit is able to carry out the entire quality assurance cycle, the functioning of the education quality assurance organization in the education unit. The expected outcome indicators are the learning process runs according to standards, the management of the education unit runs according to standards The expected impact indicators are, the quality culture in the education unit is built, the quality of learning outcomes increases (Kemdikbud, 2017)

#### 1. School Education Quality Assurance Team (TPMPS)

The quality assurance system can run well in the education unit if there is an element of quality assurance in its management. The quality assurance element is formed in a School Education Quality Assurance Team (TPMPS) which is an independent team outside of school management which at least contains representatives of education unit leaders, educators, and other education personnel as well as committees in the education unit.

If the education unit's resources are insufficient, this quality assurance function becomes the task of the existing management team within the education unit. (Dikdasmen Kemdikbud, 2017:15). TPMPS preparation is carried out as follows:

##### a. TPMPS is determined by the principal's decree.

- b. The TPMPS consists of representatives from the education unit leaders, teacher representatives, education staff representatives and school committee representatives.
- c. The number of TPMPS members is adjusted to the conditions of the education unit.
- d. If the education unit's resources are not sufficient, then it is submitted to the education unit management team.
- e. If the TPMPS SK has been issued, the school development team and the internal auditor team together with the TPMPS head begin implementing SPMI at the education unit level.
- f. SPMI stages are preceded by the dissemination of SPMI to all school members. All school residents get information about what and how SPMI is.
- g. This quality assurance awareness activity will be better if it is continued with activities in the form of IHT SPMI in education units so that all SPMI work steps can be truly understood and implemented.
- h. After all school members understand SPMI, school residents declare their commitment through signing a commitment to the education quality assurance system.

The existence of TPMPS will move all school components in implementing SPMI as an effort to meet or exceed national education standards for the sake of improving and ensuring the quality of education.

## **METHODOLOGY**

This research will be conducted in a natural situation. Therefore, the method that will be used in this research is a qualitative-descriptive method. By using this research method, the researcher acts as the main instrument.

This research was conducted at SMP Lokon Santo Nikolaus Tomohon. The time used for this research is 3 (two) months starting from November 2021 to January 2022, on the grounds that the researcher has had initial data since July 2021.

The data of this study were obtained from two sources, which were grouped into two, namely primary data sources and secondary data sources. (Moleong, 2017:157) The data of this research is qualitative data in the form of expressions from informants, events or incidents related to the implementation of the quality assurance system of school education at SMP Lokon Santo Nikolaus Tomohon. The data for this research were obtained from the principal, vice principal, regional facilitators, school committee leaders, the School Education Quality Assurance Team (TPMPS) and education stakeholders. In addition, this research data was also obtained through writings in documents and from activities or events recorded through photos documented at school. The research data were collected using interview, observation, and documentation studies. The type of interview used is an unstructured interview with a number of informants. In this interview process, the researcher is more flexible so that the informant can provide information openly according to the actual situation. The researcher's documentation study was carried out by studying the documents available at schools such as school work programs, school meeting minutes, school SPMI documents and documents in the form of photos of SPMI activities carried out by TPMPS and other school activities. The research data were analyzed using qualitative data analysis techniques + interactive model from Miles and Huberman (Sugiyono, 2006:338) which consists of three steps, namely data collection, data reduction, data presentation, and conclusion drawing/verification.



## CONCLUSION

### 1. Implementation of the Internal Quality Assurance System at SMP Lokon Santo Nikolaus Tomohon

After carrying out observations, interviews and documentation studies, the researcher found the main points in accordance with the formulation of the problem in this study, namely those related to the implementation of the Internal Quality Assurance System, supporting and inhibiting factors as well as the efforts made to overcome the inhibiting factors.

- a. The school has started implementing SPMI since 2017 as an Impact School from SMPN 2 Tomohon, becoming a Model School and affecting surrounding schools and continuing to run SPMI until now as a fostered school for LPMP North Sulawesi Province.
- b. In accordance with the instructions of the Ministry of Education and Culture, the Principal formed a School Education Quality Assurance Team (TPMPS) consisting of elements from School Leaders, School Committees, Representatives of Educators and Education Personnel through the Decree of the Head of SMP Lokon St. Nikolaus Tomohon.
- c. The TPMPS which consists of the Chair, the School Development Team and the Audit/Evaluator Team runs the SPMI Cycle according to the instructions, namely conducting quality mapping, planning for quality compliance, implementing quality compliance, evaluating or quality auditing and setting standards.
- d. Schools are assisted by Regional Facilitators (LPMP & School Supervisors) in compiling school quality documents through the following stages:
  - 1) Quality mapping
  - 2) Quality fulfillment planning
  - 3) Implementation of quality fulfillment
  - 4) Quality evaluation or audit
  - 5) Standard setting
- e. SPMI is socialized by TPMPS to all components in SMP Lokon Santo Nikolaus Tomohon

### **Factors supporting and inhibiting the implementation of the Internal Quality Assurance System at SMP Lokon Santo Nikolaus Tomohon**

As for the supporting factors in the implementation of the internal quality assurance system at SMP Lokon St. Nikolaus Tomohon namely:

- a. The existence of support from the leadership of the Lokon Education Foundation
- b. Principal leadership who always motivates TPMPS in carrying out all stages of SPMI.
- c. The role and contribution of the School Committee in compiling school quality documents.
- d. Involvement of all elements of TPMPS both the Chair, Developer and Auditor in each stage of SPMI.
- e. Assistance from Regional Facilitators both from the LPMP of North Sulawesi Province and School Supervisors in accordance with the TPMPS plan

In implementing the Internal Quality Assurance System at SMP Lokon St. Nikolaus

Tomohon, the following inhibiting factors were found::

- a. There are still educators and education staff who are included in the TPMPS who have not carried out their roles and functions properly and seem to be merely a committee task.
- b. Monitoring and evaluation are “not yet clear” in dealing with problems.
- c. The activities carried out were not supported by some school components because they considered SPMI as a school demand.
- d. Not all educators and education staff and civil servants have the level of awareness to create a culture of quality in schools.
- e. Not all programs or activities formulated in the quality document have been included in the RAKS.
- f. Communication between education stakeholders is still lacking.

**Efforts were made to overcome the inhibiting factors in the implementation of the Internal Quality Assurance System at SMP Lokon Santo Nikolaus Tomohon**

- a. Providing motivation and coaching for educators and education staff as well as other school components related to SPMI.
- b. Develop priorities or urgent interests to be included in the RKAS.
- c. Maximizing TPMPS meetings in order to facilitate SPMI activities
- d. Strive for applications to facilitate the preparation of school quality improvement documents
- e. Schools conduct SPMI socialization by involving all school components.
- f. School leaders carry out monitoring and evaluation in weekly meetings.

Quality schools can be seen through their specifications in achieving existing standards. Quality schools are schools that have met or exceeded minimum standards, both graduate competency standards, content standards, process standards, assessment standards, educators and education personnel standards, infrastructure standards, management standards and financing standards.

In achieving the 8 National Education Standards, this school implements the Education Quality Assurance System after being established by the LPMP and the Education Office as a Model School. One of the schools in Tomohon City, namely SMP Lokon St. Nikolaus Tomohon is an Imbas school which later became a Model School since 2018 and has implemented an Internal Quality Assurance System.

Based on the results of observations, interviews, and document studies at Lokon Santo Nikolaus Tomohon Middle School, the researchers describe the data by referring to relevant theories according to the focus of this research, namely "implementation of an internal quality assurance system at Lokon St. Junior High School. Nicholas"

**1. Implementation of Internal Quality Assurance System**

One of the government's efforts to improve the quality of education is to require education units to guarantee the quality of education. Where education quality assurance is carried out with the aim that educational units can meet or exceed the National Education Standards (SNP) as a quality reference.

Minister of Education and Culture Regulation Number 28 of 2016 concerning the Quality Assurance System for Primary and Secondary Education is a mandate for educational units to

carry out the quality assurance process through the Internal Quality Assurance System which is a unified element consisting of policies and processes related to conducting education quality assurance carried out by each basic education units and secondary education units to ensure the realization of quality education that meets or exceeds the National Education Standards.

In an effort to ensure school quality, the principal must form a team that assists in carrying out quality assurance because the education process is a complex process. In other words, school principals will find it very difficult to guarantee academic and managerial processes in the education units they manage if they do not involve or are supported by all school components. The formation of the School Education Quality Assurance Team (TPMPS) will ensure that the planning, management and evaluation processes in accordance with the stages of the Internal Quality Assurance System can be implemented in schools.

The implementation of the Internal Quality Assurance System at SMP Lokon Santo Nikolaus Tomohon, has followed the procedures contained in the guidelines for the quality assurance system for primary and secondary education. After a team consisting of the Principal, Deputy Principal for Curriculum Affairs, representatives of the School Committee, School Superintendent and an educator participated in the Socialization and Workshop on the Education Quality Assurance System organized by LPMP North Sulawesi, accompanied by Regional Facilitators from both LPMP and Tomohon City Supervisor. After attending the Workshop, the Principal started the activity by outreach to the Lokon Education Foundation Leader, as well as to all components in the school, namely educators, education staff, civil servants, and students.

Furthermore, the principal formed the School Quality Assurance Team (TPMPS) consisting of: the principal as the person in charge, the teacher's representative as the head of the TPMPS and representatives of the committee/parents, teachers and administrative staff as developers and auditors. The School Education Quality Assurance Team was ratified by a Decree from the Principal along with a description of the division of tasks and roles of each TPMPS component.

In accordance with the Guidelines for the Implementation of the Internal Quality Assurance System, the School Education Quality Assurance Team implements the Education Quality Assurance System with the following stages:

a. Quality Mapping

Quality mapping is carried out based on the results of the quality report card analysis, which begins with the school conducting a School Self Evaluation (EDS) through filling out the Education Quality Mapping instrument issued by the Ministry of Education and Culture through an application. This filling is carried out by several elements, namely the Principal, School Supervisor, School Committee, Educators and Students. The filling process is adjusted to the real conditions of the school, with the JATA principle (Honest, Accountable, Measurable, Genuine). The result of filling out this PMP is the School Quality Report. The Quality Report is then used as a reference for the School Education Quality Assurance Team to be discussed in order to start the process of the Internal Quality Assurance System.

The mapping stage was carried out through two activities, namely, starting with analyzing the Quality Report of SMP Lokon Santo Nikolaus Tomohon and then analyzing the root of the problem. In the first activity, which is quality data analysis, TPMPS makes an environmental analysis consisting of strengths (SNP > 5) and weaknesses (SNP <5) which refers to the real conditions of schools in accordance with the achievements in the National Education Standards indicators, which are outlined in Document 1. , TPMPS analyzes the root cause of

the problem according to the standard and formulates a Recommendation for Improvement as outlined in Document 2.

b. Preparation of Quality Compliance Plan

The preparation of the quality fulfillment plan in the education unit is based on the results of the School Self Evaluation which are considered urgent in accordance with government policies and the school's vision, mission and policies. The results that are implemented in this SPMI stage are school work plan documents. In the preparation of the quality fulfillment plan document, cooperation and active involvement of all stakeholders is very much needed because it involves the financing plan. According to Sani, et al (2018), the stages of preparing a quality fulfillment plan can be carried out following 4 steps, namely determining the current condition of the education unit, determining the expected condition of the education unit, preparing programs and formulating an education unit budget plan.

The School Education Quality Assurance Team (TPMPS) of SMP Lokon Santo Nikolaus Tomohon has compiled document 2, namely the Preparation of a Quality Fulfillment Plan. This preparation refers to the Recommendations produced in Document 2, then continues with the determination of programs, activities, volumes, cost requirements and sources of funds.

c. Quality Compliance Implementation

This stage is the realization of all programs and activities that have been outlined in the school's Quality Fulfillment Planning document. The implementation of quality fulfillment involves all school components maximally and has a shared commitment to achieve results according to the standards set by the government, namely the National Education Standards.

At this stage, TPMPS SMP Lokon Santo Nikolaus has formulated the Program, Activities, determined the Responsible Persons, Stakeholders involved and the implementation time and determined the physical evidence that must be met.

d. Preparation of Quality Compliance Implementation Evaluation Indicators

According to Sani, et al (2018), evaluation of quality compliance is a systematic and independent testing stage to determine whether the implementation of quality compliance results is in accordance with the planned strategy and whether the strategy is implemented effectively and in accordance with the objectives. The Evaluation or Audit Team is part of the TPMPS which is tasked with preparing monitoring and evaluating instruments for the implementation of the quality fulfillment process carried out and providing recommendations for strategies for fulfilling school quality so that later there is a guarantee of certainty for continuous quality improvement.

The results of the evaluation from the auditors regarding the implementation of quality compliance at Lokon Santo Nikolaus Middle School are that the school has carried out well all programs and activities produced through the SPMI stage. This will be a reference for the implementation of programs and activities in the future.

e. Standard Setting

The standard setting is formulated based on government regulation No. 19 of 2005. The standard set in the Implementation of the Internal Quality Assurance System at SMP Lokon Santo Nikolaus is referring to the National Education Standard as a minimum service standard. This school has not been able to set a standard above the SNP because not all indicators have reached the SNP. ...

Internal Quality Assurance System, according to Permendikbud No. 28 of 2016 serves to

control the implementation of education by education units in basic education and secondary education so that quality education is realized. Schools as educational units are required to implement this Internal Quality Assurance System, because without the implementation of education quality assurance, the effectiveness of efforts to improve the quality of education cannot be known.

Education quality assurance is the responsibility of each component in the education unit. Efforts to meet quality standards are carried out in stages and continuously.

In implementing the Internal Quality Assurance System at SMP Lokon Santo Nikolaus Tomohon, there are also inhibiting factors encountered, such as there are still educators and education personnel who are included in the TPMPS who have not carried out their roles and functions properly and seem to be merely a committee task. Besides that, the activities carried out are not supported by some school components because they consider SPMI as a schooldemand.

Regarding the evaluation/audit stages in SPMI, it turns out that the monitoring and evaluation are not clearly visible. The activities carried out according to the results of the SPMI have just been carried out, but have not been evaluated in the process and audited after completing the activities. Even though this monitoring and evaluation/audit will be very necessary in an effort to overcome the problems that occur when implementing programs or activities in schools.

Another factor that hinders the implementation of SPMI at SMP Lokon St., Nikolaus Tomohon, namely not all educators and education staff and civil servants have the level of awareness to create a culture of quality in schools. As well as communication between education stakeholders is still lacking due to limited time to meet and discuss and prepare Quality Documents. Some of the programs and activities produced in the Quality Fulfillment Plan, which are expected to be included in the RKAS SMP Lokon Santo Nikolaus Tomohon, but because the fiscal year has run for one semester, the SPMI has not been carried out, so it cannot be financed by the school.

Efforts Made to Overcome Inhibiting Factors in the Implementation of the Internal Quality Assurance System at SMP Lokon Santo Nikolaus Tomohon

It is undeniable that most educational institutions that implement SPMI have not achieved the expected results. This also applies to educational units such as SMP Lokon Santo Nikolaus Tomohon, where in implementing SPMI encountered various obstacles and schools are trying to find solutions for the inhibiting factors that can affect the implementation of SPMI.

In implementing the Internal Quality Assurance System at SMP Lokon Santo Nikolaus Tomohon, there are also inhibiting factors encountered, such as there are still educators and education staff who are included in the TPMPS who have not carried out their roles and functions properly and seem to be merely a committee task. Besides that, the activities carried out are not supported by some school components because they consider SPMI as a schooldemand.

As a solution related to the above, one of the quality components proposed by Suhardan, et al (2015: 303) is communication, where ideally top managers should meet personally with employees. In this way, the Principal as the top management has the authority to direct educators and education staff as well as civil servants who have not realized or felt how important SPMI is in efforts to guarantee the quality of education. School leaders and TPMS need to establish communication, providing motivation and coaching for educators and education staff as well as all other school components related to SPMI.

Setting priorities or urgent interests to be included in the RKAS is the right step to take, although not all programs or activities formulated in the quality document can be included in the RAKS. This is because the preparation of the RKA was carried out at the beginning of the year, while the quality fulfillment planning was carried out in the middle of the year.

Related to that not all educators and education staff and civil servants have a level of awareness to create a quality culture in schools, the solution taken by the principal is to disseminate SPMI by involving all school components, both through monitoring and evaluation carried out by school leaders and in weekly meeting with educators, education staff and civil servants at Lokon Santo Nikolalus Middle School Tomohon.

Another thing that becomes an inhibiting factor is communication between education stakeholders is still lacking. In relation to this inhibiting factor, schools maximize TPMPS meetings in order to facilitate SPMI activities.

## CONCLUSION

Based on the research findings and discussion, the following conclusions can be drawn:

1. The implementation of the Internal Quality Assurance System at SMP Lokon Santo Nikolaus Tomohon has been carried out by the School Education Quality Assurance Team (TPMPS) in accordance with the following cycle or stages:
  - a) Quality Mapping, where TPMPS performs Quality Data Analysis referring to School Quality Report Card by mapping indicators, current conditions and environmental analysis as well as the achievement of the National Education Standards and proceeding with Root Problem Analysis to produce SPMI Quality 1 Document;
  - b) Preparation of a Quality Fulfillment Plan, in which TPMPS prepares a Quality Improvement Plan by formulating Recommendations, Programs, Activities, Volumes, Cost Requirements and Sources of Funds so as to produce Quality Documents 2 which are outlined in the RAKS.

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