

# Quality Guarantee System in Cahaya Ummat Integrated Islamic Junior High School Semarang Regency

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### Abstract

Cahaya Ummat Integrated Islamic Junior High School is an educational unit that seeks to implement an Islamic education system. Based on observations and school quality report cards, the launching of the concept of quality assurance does not yet have the vision and direction for efforts to improve the quality culture, so that increasing the scale of quality and the development of stagnant education units tends to even decrease. The concept of this research aims to describe the efforts to guarantee the quality of education starting from the mapping, planning, organizing, implementing and monitoring stages. Education Quality is the level of conformity between the administration of educational units and national education standards. This research uses descriptive qualitative research design. Types and sources of data are primary and secondary data. The research data was obtained from the school management & community team and school documents, field observations and documentation. Data analysis techniques using the method of Miles and Huberman from data reduction, data presentation, and drawing conclusions / verification. The results showed the need for a quality assurance team was formed which mobilized all educational unit resources to focus on overseeing the quality assurance cycle in the educational unit.

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## INTRODUCTION

The government strives and organizes a national education system that enhances faith and piety and noble character in the context of intellectual life of the nation. Minimum service standards and national education standards are a reference for education units to maintain quality and graduate quality in accordance with national education ideals. Cahaya Ummat Integrated Islamic Junior High School is an education unit that integrates the national education system and the Islamic education system, but in its implementation there are still many obstacles and discrepancies between the conditions of the quality report cards with the standards that have been set specifically related to school quality assurance. The launching of the concept of quality assurance does not yet have the vision and direction for efforts to improve the quality culture, so that increasing the scale of quality and the development of stagnant education units even tends to decrease. Researchers focus on aspects of systemic and quality assurance in a continuous effort to improve schools as a whole, starting from the mapping, planning, implementation and supervision stages of the education quality assurance system. Problem identification becomes an inseparable part in an initial step in planning and organizing into a stage of improving organizational quality (Joko Sutarto, 2019). This study aims to describe the education quality assurance system from the mapping, planning, organizing, implementing and monitoring stages of quality improvement in the education unit.

## METHOD

The approach used in this research is a narrative study that focuses on narratives, stories, or descriptions of a series of events related to human experience (Creswell, 2015). The researcher's research step begins with selecting a social situation, conducting descriptive observations, conducting analyzes, components and themes and attracting cultural findings and writing reports (Ysh., 2006). The focus of this research is to describe the quality assurance cycle starting from mapping, planning, implementing

quality improvement, monitoring and evaluating the implementation of quality improvement. Researchers explore the efforts, goals, programs, events, processes, specific activities of the quality cycle efforts undertaken to achieve / meet minimum service standards, 8 national education standards and 3 standards of uniqueness of integrated Islamic school networks. Researchers use various data collection procedures and in a continuous time. The latest forms of qualitative data in the literature can be grouped into four basic types of information: observations, interviews, documents, and audiovisual material (Creswell, 2015). Source of data comes from primary data and secondary data. Research data were obtained from the school management & community team and school documents, field observations (environment and facilities and infrastructure) and documentation. Data analysis techniques used in this study are the Miles and Huberman methods, namely data reduction, data presentation, and drawing conclusions / verification.

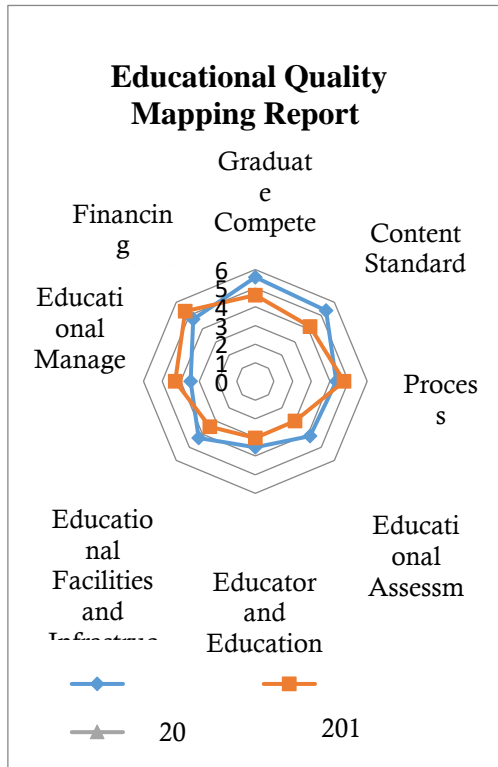
## RESULTS AND DISCUSSION

### Quality Mapping

The initial step of Mapping is done by comparing the conditions of the education unit with minimum service standards, 8 national education standards and 3 standard features of an integrated Islamic school network. The quality map is further analyzed so that the part that needs to be addressed becomes a record for improvement in the form of recommendations and planning. In other analytical methods there are analyzes of strengths, weaknesses, opportunities and threats. graduate competency standards, content standards, process standards, assessment standards in general need to improve competencies, especially professional teacher competencies and aspects of supervision. facilities and infrastructure standards need to be prioritized in the aspects of main supporting infrastructure such as the canteen room, student organization room, computer laboratory, literacy and others. In the standard aspects of Educators and Education Personnel with the mastery of technology can improve the quality of education in general (Joko Sutarto, 2019) is still minimal. In addition,

Internet technology has become one of the results of the development of information and communication technology that has an effect on improving the quality of human resources (Joko Sutarto, 2018), which is not yet fully accessible due to constraints on existing facilities and technicians. Graphic info can be seen below:

ACHIEVEMENT CATEGORY		
Category	Batas Bawah	Batas Atas
* Goes to NSE 1	0	2.04
** Goes to NSE 2	2.05	3.7
*** Goes to NSE 3	3.71	5.06
**** Goes to NSE 4	5.07	6.66
***** NSE	6.67	7



No	National Standard of Education	2018	2019
1	Graduate Competence Standard	5.59	4.63
2	Content Standard	5.37	4.16
3	Process Standar	4.34	4.76
4	Educational Assessment Standard	4.15	3
5	Educator and Education Staff Standard	3.53	3.03
6	Educational Facilities and Infrastructure Standard	4.3	3.44
7	Educational Management Standard	3.47	4.3
8	Financing Standard	4.72	5.33

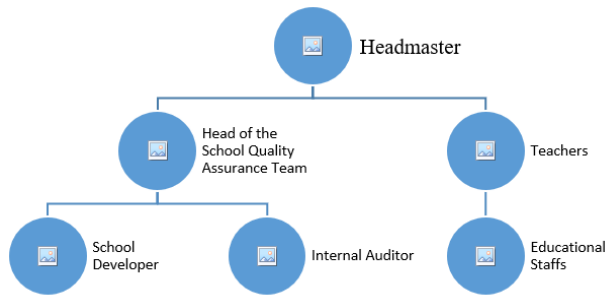
### Quality Planning

At the planning stage of quality improvement programs can be displayed which are rolled out as recommendations and follow up on the results of the quality mapping. On graduate competency standards by dissecting and mapping curriculum and student achievement targets for three years by considering available resources in education units, on content standards by conducting detailed curriculum analysis starting from core competencies, basic competencies, competency achievement indicators, learning load analysis and sorting out the character competencies of students' attitudes, knowledge and skills. Improvements to the standard The process starts with the standard operating procedures of learning and organizes a variety of successful learning workshops with a variety of approaches. In the standard assessment, the preparation of standard operational procedures starts from the purpose of the assessment, the preparation of the grid, rubrics and types of assessment, the preparation of items, achievement analysis and post-enrichment and remedial follow-up. In the standard of educators and education staff the program seeks to resolve undergraduate teachers, improvement of teacher professionalism with training and training, facilities and infrastructure standards by budgeting for a number of procurements that are learning and improving school physical facilities. Efforts on management standards by improving school management by formulating organizational structures and long-term strategic plans for education units by involving stakeholders ranging from agencies, committees, foundations, figures, businesses and industry. In financing standards by maximizing financial potential ranging from income, management, allocation, reporting, especially cross subsidies between the able and the poor students so that no students experience dropouts.

**Organizing Quality**

Organizing Resources in Quality Improvement using the principle of fairness, with the intention of division of tasks based on the capacity and professionalism of personnel. The organizing process includes grouping the components of quality management, forming the structure of authority, preparing work descriptions and formulating and establishing methods of procedures and providers of quality management facilities based on agreed plans.

The quality assurance system runs according to plan based on the elements of the formation of the school education quality assurance team which consists of representatives of the leaders of the education unit, educators and other education personnel as well as committees in the education unit.



**Figure 1.** Education Quality Assurance Team Structure

**Table 1.** Tasks Division in the Quality Assurance System

Educational Unit	Education Quality Assurance Team
Team Unit Plan, implement, control, and develop an education quality assurance system	Coordinate the implementation of quality assurance at the educational unit level
Prepare quality assurance documents consisting of policy documents, standard documents, and form documents	Conducting Guidance, assistance and supervision of educational actors in the education unit in the development and quality assurance of education

Make a plan for improving quality as outlined in the work plan	Implementing education quality mapping based on education quality data
Form a quality assurance team in the education unit.	Monitor and evaluate the quality fulfillment process that has been carried out
Manage education quality data at the education unit level	Provide recommendations for quality fulfillment strategies based on the results of monitoring and evaluation to the head of the education unit

**Quality Improvement Implementation**

Implementation of education unit quality fulfillment is the realization of all programs and activities that have been designed and have been stated in the quality fulfillment planning document in the form of:

1. Fulfillment of Graduates' Competencies: Development of attitudes and characters who care about the environment, leadership, manners
2. Fulfillment of Learning Quality: Learning materials, learning models, learning assessment,
3. Development of Extracurricular Activities is more varied
3. Fulfillment of the quality of educators and education personnel: Seminars, Workshops, in house training, educator meeting forums (MGMP), conducting Lesson studies
4. Fulfillment of quality management of facilities and infrastructure: starting from identification, mapping, fulfillment in stages
5. Fulfilling the quality of financial management: sufficient budget, efficient and effective use of funds, the amount of community contribution
6. Increased stakeholder involvement: members of the education unit, committees, parents, supervisors, community leaders, district / city government offices, universities, companies, non-governmental organizations

## Quality Control

In general, according to its type, quality control applied includes oversight of the implementation system, process oversight in each stage of the quality fulfillment process, then supervision of the results of a detailed inspection of the results of quality fulfillment.

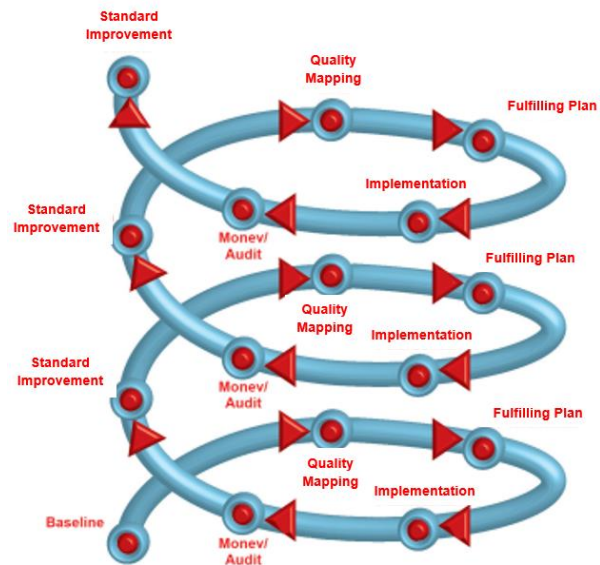
Specifically the aim of quality control is to examine the suitability of components of the education quality system with the standard, check the effectiveness of the achievement of objectives and provide an opportunity for education units to improve quality, encourage the transfer and adoption of good practices, ensure the effectiveness of quality improvement that does not meet standards, identify strengths and weaknesses in the process achieving standards.

Technical implementation of quality control is carried out in several stages in the form

1. Meeting with all components of the education unit
2. Interview with the principal
3. Interview with educators
4. Interviews with education personnel
5. Interviews with students
6. Interview with parents
7. Closed-door conclusions

## CONCLUSION

The results of evaluations in quality control are used as the basis for setting new standards above national education standards when they are met. In brief, the conclusions from the quality assurance cycle can be seen in the following graphic info:



**Figure 2.** Education Quality Assurance Cycle for Continuing Quality Improvement

## SUGGESTION

The researchers suggest further research on community involvement, as well as more research on quality assurance in the Islamic education system in general and integrated Islamic school networks in particular.

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