Implementation of an Internal Quality Assurance System in Improving the Quality of Senior High School Education: A Systematic Literature Review

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Abstract

Internal quality assurance is carried out by referring to national education standards, to realize national education goals. So that quality assurance and fulfillment of education quality standards in secondary education units is more guaranteed and focused. This article is the result of analysis by reviewing literature related to the topic of discussion. The aim of this research is to determine and describe the implementation of the Internal Quality Assurance System cycle. The model used is a literature study. The results of the research show that quality improvement activities carried out in accordance with the stages of the SPMI cycle carried out by high schools include: one, school evaluation based on education quality reports, second, improvement of quality planning by setting quality standards. assurance committee and re-analyze the results of the evaluation of the school itself, third, implementation of quality improvement, fourth, monitoring, evaluation and results of quality improvement after quality improvement has been carried out, and fifth, quality planning again for the coming year. The results of implementing internal quality assurance have an impact on more innovative learning processes, student achievement and school achievement, as well as the fulfillment of eight national education standards.

Keywords: Implementation, Quality Assurance, Internal Quality

INTRODUCTION

Educational institutions are expected to be able to produce quality graduates as a means of producing a generation capable of marketing the quality and excellence of the nation's life in the future. Education today is not just a simple activity, but is a dynamic activity. Therefore, there needs to be changes in the world of education in order to achieve its own goals.

Education quality is the orientation of all education stakeholders in their educational practices. This is important because there are still many problems caused by bad graduates. Quality is the process of establishing and fulfilling management standards consistently and continuously for the satisfaction of consumers, producers and other stakeholders. Educational institutions need to set quality standards that are not only outlined in accreditation regulations, but also have a clear mechanism for how quality can be realized in the institution according to a clear mechanism (Uchtiawati & Zawawi, 2014, p. 52-53).

Government regulation Number 19 of 2005 concerning National Education Standards Article 91 contains a statement that every educational unit in formal and non-formal channels is obliged to guarantee the quality of education. The aim of ensuring the quality of education is to meet or exceed the National Education Standards (SNP) (Suharsaputra, 2013, p. 383–384).

Quality is anything that is able to fulfill the desires and needs of customers (meeting the needs of customers) (Gaspersz, 2005, p. 4). Quality can also be interpreted as something that satisfies and exceeds customer desires and needs. This understanding is referred to as the term quality in perception.

According to ISO 4802 quality management and quality assurance vocabulary (1994) quality is the overall description and characteristics of a product or service related to the ability to understand needs that are stated directly/expressly or indirectly/implied. According to Douglas D Danfort, quality is the most effective weapon to strengthen competitive positions in the world market (Umam, 2014, p. 281).

In the context of education, a good school can be judged by its guidelines, or existing standards. A high quality school is a school that meets or exceeds minimum standards, including graduate competency standards, teaching and teaching staff standards, and curriculum standards. A quality educational institution is an institution that can produce graduates, alumni or students who meet standards. Customer expectations, for example: B Have an attitude of taking advantage of opportunities in the world of work and meeting community needs, and being able to make a positive contribution to the progress of society, both locally and nationally.

The Systematic Literature Review (SLR) method is the approach applied in carrying out this research. Literature review, as an essential aspect in the research process, functions as a scientific step with the main aim of exploring and evaluating theories and concepts relevant to the research topic being investigated, with the main aim of demonstrating completeness and unbiasedness (Davies, et al., 2013; Zakaria & Priyatni, 2021). The application of SLR in this research proves to be relevant, considering that the theme of this research is related to the science of skills development in the 21st century in secondary schools.

RESEARCH METHOD

The method employed in this current study is Systematic Literature Review (SLR) method i.e. the approach applied in carrying out this research. Literature review, as an essential aspect in the research process, functions as a scientific step with the main aim of exploring and evaluating theories and concepts relevant to the research topic being investigated, with the main aim of demonstrating completeness and unbiasedness (Davies, et al., 2013; Zakaria & Priyatni, 2021). The application of SLR in this research proves to be relevant, considering that the theme of this research is related to the science of skills development in the 21st century in secondary schools.

In the context of this research, SLR has several important functions, which include, first, mapping various approaches originating from various scientific disciplines that are relevant to the same topic. Second, SLR allows the integration of diverse theoretical and implementation perspectives that can enrich understanding of the research topic. Third, this method allows a systematic comparison of various research methods that have been used to answer similar research questions. The research results resulting from this approach have the

potential to become an alternative in developing new theories in 21st century skills in secondary schools (Lina, Ulfatin, & Sultoni, 2021).

Furthermore, a literature search is carried out for a decade from 2018 to 2023 regarding the development of 21st century skills in secondary education schools. Based on PRISMA guidelines, 556 reference papers were found in the literature search. After filtering duplicate files there are still 125 reference papers. Non-journal data was then deleted and there were still 118 articles that met the criteria. After that, references were used for the last 5 years from 2018 to 2023, so there were 93 articles including proceedings and conference types.

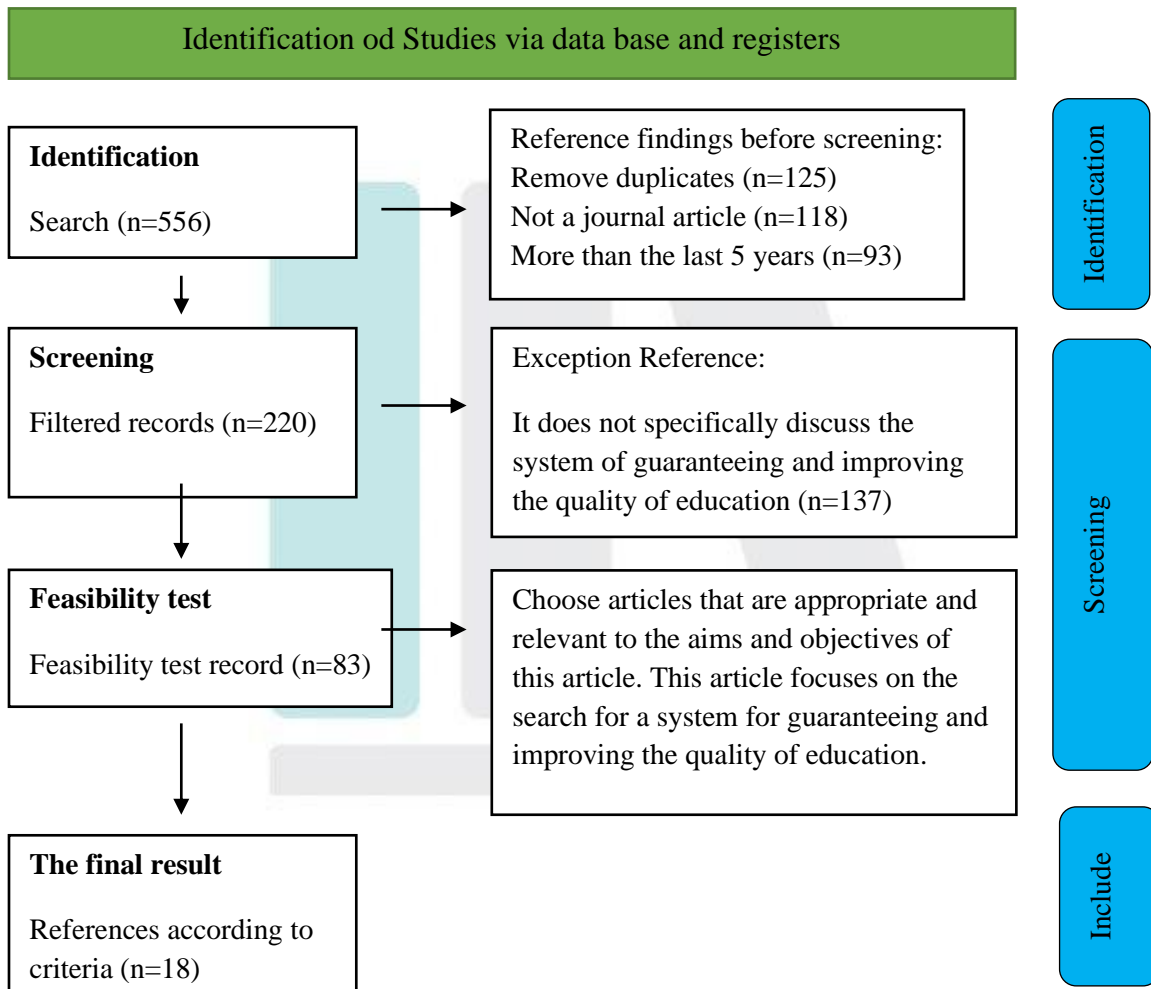| Identification od Studies via data base and registers		
Identification Search (n=556)	Reference findings before screening: Remove duplicates (n=125) Not a journal article (n=118) More than the last 5 years (n=93)	Identification
Screening Filtered records (n=220)	Exception Reference: It does not specifically discuss the system of guaranteeing and improving the quality of education (n=137)	Screening
Feasibility test Feasibility test record (n=83)	Choose articles that are appropriate and relevant to the aims and objectives of this article. This article focuses on the search for a system for guaranteeing and improving the quality of education.	
The final result References according to criteria (n=18)		Include

Figure 1. Research Selection Process

After that, a screening process was carried out by removing 21st century skill development that was not at secondary school level, 33 articles were found that met the criteria. Based on reference sources that are included in categories and related to the topic according to the author to be used as primary data comes from several countries where the articles are indexed by Scopus and conference (proceedings).

FINDINGS

Based on Figure 1, it shows the results of the meta-analysis of this research, comparing empirical studies on teacher leadership in student character education. The articles found in the systematic review are presented in Table 1 below:

Researcher & Year	Journal	Research Result
I N Dewi., 2019	Journal of Physics: Conference Series	Previous research has developed an Integrated Local Wisdom Learning (LWI) model and has been declared valid for improving students' problem solving skills, scientific communication skills and environmental care attitudes.
Eduardo Fernandes., 2019	Journal of Business Research	The results showed that, the attributes 'grades' and 'absences' were the most relevant for predicting the end game of this year's academic results on student performance, analysis of demographic attributes revealed that environment, school, and age were also potential indicators of students' academic success or failure .
Indah Indrayani., 2020	Jurnal Umsida	Elkisi High School developed a school development strategy by implementing several strategies, namely developing the quality of human resources, management and institutional modernization
Septi Andriani., 2018	International Journal of Scientific & Technology Research	The research results show that (1) transformational leadership has a positive and significant effect on the performance of State Vocational School teachers in Palembang; (2) work motivation has a positive and significant effect on the performance of State Vocational School teachers in Palembang; and (3) transformational leadership and work motivation have a positive and significant influence on the performance of State Vocational School teachers in Palembang.
Jakhongir Shaturaev., 2021	SOCIA: Jurnal Ilmu-Ilmu Sosial	The data found that the Indonesian government requires further educational reform in the areas of public education, teacher training and retraining programs, as well as increasing teacher salaries. Dropouts, a shortage of qualified teachers, and school costs are challenges for the country's national education system.

Dina Apriana., 2019	International Journal of Scientific & Technology Research	The results of this research conclude that the competency of the head of SMK Negeri 6 Palembang plays an important role in advancing the school. From the results of the Principal's entrepreneurial competency indicators in terms of innovative and creative competence, it shows that the Principal creates new ideas about school plans and programs.
Jakhongir Shaturaev., 2021	Elementary: Jurnal Ilmiah Pendidikan	The data found shows that inadequate government spending infrastructure for education, low salaries, and limited quotas in university pedagogy lead to teacher shortages in rural areas. The Uzbek government requires further educational reforms in the areas of public education, teacher training and retraining programs, as well as increasing teacher salaries, although the picture in Indonesia is not the same. School dropouts, a shortage of well-qualified teachers, and school costs pose challenges to the country's national education system.
Abdurakhmonova Z.Yu, 2018	Экономика и социум	The article deals with the use of various pedagogical technologies that help students achieve mastery, success in their field, and overcome difficulties in learning a foreign language.
D Sutisna, D Indraswati, M Sobri., 2019	Jurnal Pendidikan Dasar Indonesia	The success of character education at school depends on the extent to which the teacher can be a role model for his students so that to create students with character, teachers with character are also needed.
Ainia Hidayah, Syahrani, 2022	Indonesian Journal of Education (INJOE)	The important role of quality fulfillment in improving the internal quality of education, where the level of success of learning is strongly supported by the fulfillment of effective quality in accordance with the needs and conditions in the educational environment, education quality assurance, especially in education programs, is obliged to provide and provide assistance in meeting standards.
Theodor Leiber, 2018	European Journal of Higher Education	The analysis reveals that certain weaknesses can be overcome (e.g. budget and process time restrictions) while others cannot (e.g. systematic limitations of methodologies). Similarly, certain threats can be tackled (e.g. proper implementation of methodologies) while

others at most can only approximately be solved (e.g. attribution problem).

Henriette Lucander, 2020	Routledge Taylor & Francis Group	The process for quality assurance was evaluated in three diverse programmes. The results show that the process forms a solid base for decisions on short-term as well as long-term quality improvements. It was also found to encourage the development of a quality culture and had an improving effect on the curriculum design, enhanced internal quality work and supported documentation for external quality assurance.
Sri Setyaningsih, 2021	JHSS (Journal of Humanities and Social Studies)	The result showed that the planning of classroom management do with prepared and arrange a set of equipment and instruments of study. The implementation of classroom management in the study applied some classroom management principles and some approaches.
Komalasari, 2020	Journal of Social Work and Science Education	The results showed that the management competence of the principal in improving the quality of education in Lais District was good. This paper contributes to upgrade the principal's management competence in order to improve the quality of education.
(Irwan Fathurrochman, 2021)	IJERD (Internasional Journal Of Education Research And Development)	novelty in this study it can be explained that planning, organizing, implementing, evaluating curriculum Islamic boarding schools in Indonesia have implemented the principles of modern management.
(Agus Yudiawan, 2021)	International Journal of Evaluation and Research in Education (IJERE)	The results showed that the seven factors tested influenced online learning success in the COVID-19 era, with varying significance. Infrastructure and system quality are the most dominant influences (94.2%), while institutions' variety and services have no significant impact (6.3%). The conclusion is that the seven factors can be used to determine the success of online learning in the COVID-19 era in Islamic Religious Higher Education in the West Papua region.

(Maulana Amirul Adha, 2018)	MMP (Media Manajemen Pendidikan)	The accreditation results and recommendations obtained are used as consideration by schools in the context of making policies to improve school quality, as well as improving technology-based school facilities and infrastructure to support education and learning activities in schools.
(Luh Putu Widya Fitriani, 2021)	Pusat Penjamin Mutu	Improving the quality assurance system in higher education can be done through the implementation of integrated quality management in education. The problem of education quality in Indonesia cannot be separated from internal and external challenges. Therefore, it is important to study 1) the Higher Education Quality Assurance System, 2) Efforts to Improve the Higher Education Quality Assurance System, 3) Implementation of Integrated Quality Management in Education.
(Risal Sammara, 2023)	Journal of Islamic Education Management	The internal quality assurance cycle at SDN 2 Pinceppute consists of mapping education quality, quality fulfillment plans, implementation of quality fulfillment, monitoring and evaluation as well as establishing new standards.

DISCUSSION

Mapping the Internal Quality Assurance System in Senior High Schools

Internal quality assurance is carried out in several stages, the first is school quality mapping. The education quality mapping process is carried out nationally with the help of an application provided by the Ministry of Education and Culture. The application provided by the Ministry of Education and Culture is often called the Education Quality Assurance Report (Rapot PMP), which is an assessment and achievement of the school during one year of learning. The data contained in the PMP report card can be used by educational institutions as School Self-Evaluation (EDS) data for the purposes of mapping educational quality.

In the quality report there are school achievement values, the same as in general report cards, namely to find out the school's progress over the past year. Education units can deepen EDS by conducting quality mapping analysis and enriching EDS data qualitatively. Qualitatively enriching EDS data is carried out by involving all stakeholders who know the condition of the school, including school principals, deputy principals, educators and education staff as well as students.

Self-evaluation is an important aspect in the quality assurance process and in the accreditation process for educational units. In the process of analyzing strengths and

weaknesses, SWOT analysis is carried out. Schools develop self-evaluation instruments in accordance with school conditions which refer to quality standards set by the government, namely 8 national education standards which include: 1) graduate competency standards, 2) content standards, 3) process standards, 4) assessment standards, 5) standards for educators and education personnel, 6) standards for facilities and infrastructure, 7) standards for financing, and 8) standards for management. After carrying out an analysis in the self-evaluation process, of these eight standards, the school with LPMP guidance concluded to focus on making improvements to the four national education standards which are included in the academic standards, namely graduate competency standards, content standards, process standards and assessment standards.

Planning for Facilities and Infrastructure in High Schools

Careful planning in every activity is of course very necessary. Activities will not be carried out well without planning. Planning is the first step in implementing an activity to achieve goals. In management science, planning is the first function in starting an activity. Without planning, the quality of education will not be implemented optimally.

In the process of planning for quality fulfillment, the principal as the person responsible for implementing SPMI along with the teacher council determines the work structure of the committee in the process of improving quality in Senior High Schools. The formation of the work structure refers to the TPS (school quality development team) which was previously formed and made several changes in accordance with the agreement of the entire High School teacher council.

After determining the work structure and committee of SPMI, we then analyze and select what needs to be done to fulfill quality standards by referring to the results of the School Self-Evaluation (EDS). The results of the school's self-evaluation found that there were four standards that needed further planning to achieve national education standards, namely Content Standards, Graduate Competency Standards, Process Standards, and Financing Standards. These four standards are related to each other because they are national education standards which are included in academic standards, where if one standard is not met it will affect the other standards.

In the planning process for fulfilling education quality standards, what needs to be considered is the fulfillment of national education standard indicators, and what must be prepared in the quality improvement process, include graduate competency standards, content standards, process standards and assessment standards.

In terms of graduate competency standards, graduate competency is one of the most important parts of the quality improvement process. Good graduates are one measure of a school's success in educating students and creating a generation that is able to compete. One of the aims of education is to produce graduates who are quality and able to compete. Based on the results of interviews with the head of the High School quality development team, the planning program carried out in the process of fulfilling graduate competency standards is to carry out continuous and periodic outreach and coaching involving the quality assurance team, all teachers and staff.

Process standards in education are the entire series of implementation activities carried out in schools that are related to the implementation of the learning process. The success of the process standards will influence the competency standards of graduates, because these two standards are a straight line related to students. Based on the results of an interview with

the head of the high school quality development team, the planning program carried out in the process was by conducting workshops and In House Training (IHT). In House Training is providing insight and improving skills to teachers and staff in carrying out the learning process.

Implementation of fulfilling the quality of education in Senior High Schools

After the planning process is carried out, the next thing which is the most important part is implementation. In the SPMI cycle, implementation is the third step in implementing SMPI in schools. Implementation is the driving force of the results of planning activities or programs that have been determined in accordance with school procedures and needs.

To develop the quality of Senior High Schools, of course schools focus on quality development, one of which is focused on the competency of graduates. Graduates are one of the benchmarks for a school's success in achieving the school's vision, mission and goals, in addition to being supported by the quality of educators and teaching staff and other academic and managerial supporting standards.

In the process of implementing quality compliance, all educational activity stakeholders from school principals, teachers, staff, students to the surrounding community are required to pay great attention to always improving the quality of schools, especially in implementing learning activities. To always be active, creative, willing to improve oneself, both through training and development programs carried out by the school and by the Education Quality Assurance Institute (LPMP).

Improving the quality of education cannot be separated from achieving all national education standards. In this case, schools are required to improve the quality of academic standards and managerial standards, so that schools are able to meet all targets or objectives of national education standards and succeed in producing quality and competitive graduates.

Implementation of training, coaching, socialization that has been planned to fulfill standards is carried out over one year of learning, or two semesters. The aim of implementing this training is to improve the quality of academic standards (Graduate Competency Standards, Content Standards, Process Standards and Assessment Standards) to achieve a quality assessment which is a benchmark for the success of educational quality. Discussions in this training, coaching and socialization are related to providing understanding to teachers in preparing or completing lesson plans, familiarizing students with implementing clean living morals and active learning, and training in fulfilling the learning process and the importance of assessing each activity for teachers and staff.

CONCLUSION

The text provides a comprehensive overview of the internal quality assurance system in senior high schools, focusing on the mapping process, planning for facilities and infrastructure, and implementation strategies. Here's a summary of the key points:

1. Mapping the Internal Quality Assurance System:
   - The process begins with school quality mapping using the Education Quality Assurance Report (Rapot PMP) provided by the Ministry of Education and Culture.
   - The report includes school achievement values and is used for self-evaluation (EDS) to assess the school's progress and quality.
   - Stakeholders, including school principals, educators, staff, and students, are involved in qualitatively enriching EDS data.
   - SWOT analysis is conducted to identify strengths and weaknesses, and schools focus on improving four national education standards related to academic standards.

2. Planning for Facilities and Infrastructure:
   - Planning is crucial for quality fulfillment, with the principal and teacher council responsible for implementing School Quality Assurance (SPMI).
   - The work structure of the committee is determined, considering changes based on the school's needs and agreement.
   - Planning focuses on fulfilling four national education standards: Content Standards, Graduate Competency Standards, Process Standards, and Financing Standards, which are interrelated and critical for academic quality.

3. Implementation of Quality Improvement:
   - Implementation is emphasized as the driving force behind planned activities to achieve school goals.
   - Attention is given to improving graduate competency standards through continuous outreach and coaching involving all stakeholders.
   - Workshops and In-House Training (IHT) are conducted to enhance process standards, ensuring effective implementation of the learning process.
   - All stakeholders   ement efforts.

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