

Implementation Of Education Quality Assurance (PMP) In The Context Of Improving PAI Learning Performance

Umi Henik¹

MTs Negeri 3 Rembang¹

u.miehenikmenik@gmail.com¹

Abstract: This study aims to describe the implementation of education quality assurance in improving PAI learning at MA At-tadzkir Kaliaren Grobogan. This research uses a type of descriptive qualitative research. Data collection techniques using interviews, observations, and document reviews. While data analysis is used, interactive analysis models include data reduction, data delivery, and conclusions. Based on the results of the study, the quality mapping carried out by the madrasah to improve PAI learning, in general, has been carried out well. The preparation of quality fulfillment plans carried out by the madrasah is quite good. The implementation of quality fulfillment carried out by madrasah to improve PAI learning is quite good, meaning that 8 national standards of education have been fulfilled in the implementation of madrasah, namely fulfillment of content standards, fulfillment of process standards, fulfillment of graduate competency standards, fulfillment of standards of educators and educational personnel, fulfillment of standards of facilities and infrastructure, fulfillment of management standards, fulfillment of financing standards and fulfillment of educational assessment standards. The quality evaluation/audit conducted by the madrasah to improve PAI learning is quite good, shown by the implementation of formative evaluation referring to process indicators, summative evaluation referring to indicators of output, outcome, and impact, and auditing the SNP fulfillment process according to a previously set plan.

Keywords: *Implementation, PAI Teachers, Education Quality Assurance.*

Abstract: Tujuan dari penelitian ini adalah untuk menggambarkan pelaksanaan penjaminan mutu pendidikan dalam upaya meningkatkan pembelajaran Pendidikan Agama Islam di MA At-tadzkir Kaliaren Grobogan. Penelitian ini mengadopsi pendekatan kualitatif deskriptif. Metode pengumpulan data melibatkan wawancara, observasi, dan studi dokumen. Analisis data menggunakan model analisis interaktif, yang mencakup tahapan reduksi data, penyajian data, dan penarikan kesimpulan. Berdasarkan temuan penelitian, dapat disimpulkan bahwa upaya pemetaan mutu yang diterapkan oleh madrasah untuk meningkatkan pembelajaran Pendidikan Agama Islam secara keseluruhan telah berjalan dengan baik. Penyusunan rencana pemenuhan mutu yang dilakukan oleh madrasah juga menunjukkan kualitas yang memadai. Pelaksanaan pemenuhan mutu di madrasah untuk meningkatkan pembelajaran Pendidikan Agama Islam telah dilakukan secara memadai, mencakup pemenuhan ke-8 standar nasional pendidikan, seperti standar isi, standar proses, standar kompetensi lulusan, standar pendidik dan tenaga kependidikan,

standar sarana dan prasarana, standar pengelolaan, standar pembiayaan, serta standar penilaian pendidikan. Evaluasi/audit mutu yang dilakukan oleh madrasah untuk meningkatkan pembelajaran Pendidikan Agama Islam juga dapat dianggap baik, terlihat dari pelaksanaan evaluasi formatif yang mengacu pada indikator proses, evaluasi sumatif yang menilai output, outcome, dan dampaknya, serta pelaksanaan audit terhadap proses pemenuhan SNP sesuai dengan rencana yang telah ditetapkan sebelumnya.

Keyword : *Implementasi, Guru PAI, Penjaminan Mutu Pendidikan.*

Introduction

The quality of education in Indonesia is still far behind when compared to other countries. PISA (Programme for International Student Assessment) assesses 15-year-old students from 65 countries, both developed and developing. PISA assessments include students' cognitive abilities (knowledge) as well as skills in literacy, numeracy, and science. In the last assessment in 2009, Indonesia was ranked in the bottom 6 out of 65 countries with literacy rankings at 57, numeracy at 61, and science at 60. (PISA, t.t.) The low quality of education will affect the quality of human resources, reduce productivity, and weaken competitiveness. As a result, countries with low-quality education will lag in various sectors, both economic, social, and cultural, compared to countries with high-quality education. (Hasibuan, 1999, p. 95) This is due to the implementation of education quality assurance in various educational units in our country that is not optimal.

The implementation of the quality assurance system is very important to ensure that the entire educational process is by the quality standards set by the education quality assurance institution. In addition, this system also aims to ensure that the concept of quality assurance has been fulfilled based on clear and measurable criteria so that it can be used as a guideline in assessing the achievement of education quality. (Mursalim, t.t.) Therefore, the government has required every educational unit to implement an internal quality assurance system. However, in reality, most of the educational units have not met the National Education Standards (SNP), and some have not even reached the Minimum Service Standards (SPM). (Directorate General of Primary and Secondary Education, Ministry of Education and Culture, t.t., p. 3) This factor is caused by the large number of educational units at the primary and secondary school levels that have not implemented the Internal Quality Assurance System (SPMI). (Hajar, 2018)

Educational units that do not meet the National Education Standards are those that do not implement the internal quality assurance system properly. Dimmera and Purnasari stated that the implementation of a quality assurance system by procedures in schools can have a positive effect on improving accreditation. Meanwhile, Suradnya and Darmaji, and their colleagues revealed that the implementation of SPMI has a positive impact on the learning process at the basic education level, making the teaching and learning process more innovative. In addition, the implementation of SPMI also contributes positively to the organization, academic and non-academic achievements, and other aspects. (Dimmera & Purnasari, 2021, hlm. 367-372)

Although many studies show that quality assurance systems have a positive impact on the institutions that implement them, there are still many schools that do not achieve optimal results due to various obstacles or problems faced. Andriesgo and his colleagues, in a study in the Kuantan Singing Regency, revealed that improving the quality of schools cannot be carried out optimally due to problems related to the standards of educators and education personnel. (Andriesgo et al., 2020, pp. 41-52) Furthermore, Antariksa found that the implementation of quality assurance was not optimal because schools did not have a special unit for quality assurance. In addition, Candido, Sayuti, and colleagues, as well as Malik and Ameen, identified that the lack of effectiveness in implementing the quality assurance system was caused by the officers' low understanding of the concept of quality assurance itself. (Antariksa, 2019, hlm. 75-84)

From initial observations conducted in several private madrasas in Grobogan District, it was revealed that most of the private madrasas that have not met the national education standards are those that do not implement the internal quality assurance system properly. On the other hand, madrasas that have an internal quality assurance team that works according to the direction of the education quality assurance institution show better education quality standards. This situation is interesting to study to understand how quality assurance teams in schools that implement SPMI can operate effectively. One of the madrasas that have implemented an internal education quality assurance system is MA At-Tadzkir Kaliaren in Grobogan District. This madrasah is a new institution, and the MA At-Tadzkir Kaliaren education quality report card reached a number above the average madrasah quality report card in Grobogan District in 2022, which is 7.50. This condition is interesting to study to understand how the internal quality assurance system is implemented at MA At-Tadzkir Kaliaren Grobogan.

Regarding the Internal Quality Assurance System, several studies have been conducted. One of them, Sumeyasah found a significant correlation between the Internal Quality Assurance System (SPMI) and improving the quality of education. (I Nengah, 2020) On the other hand, researcher Eka Mala Nuryahya focuses her research on the internal quality assurance model implemented by education staff, as well as the factors that support and hinder internal quality management at Alhikmah Junior High School Surabaya. It is concluded that if each internal quality assurance team works by its field, then the internal quality assurance system implemented will be considered successful and have a positive effect on improving the quality of education in educational units that implement SPMI. (Mala Nuryahya, 2018)

I Nengah Sumeyasah conducted research on the implementation of SPMI at SMPI 1 Panebal. This study uses a quantitative method to reveal whether there is a significant influence on the quality of education at SMPN 1 Panebal before and after the implementation of SPMI. (Sumeyasa et al., 2020) On the other hand, Muhammad Fadli in the Journal of Islamic Education revealed that educational institutions need to have good quality. To achieve quality education, it is important to carry out the internal quality assurance process effectively. (Fadili, 2020) Therefore, this study aims to complement the shortcomings of previous research. While Sumeyasah uses a quantitative method to focus

on the influence of the Internal Education Quality Assurance System on improving the quality of education, this study wants to dig deeper into how the internal quality assurance system is implemented.

Eka Mala Nuryahya directed her research on the performance of the School Education Quality Assurance Team (TPMPS) and the factors that support and hinder internal quality management at Alhikmah Junior High School Surabaya. Meanwhile, this study focuses more on whether the quality assurance cycle implemented at MA At-tadzkir Kaliaren, is by the guidelines of the education quality assurance institution. Although the focus is different, these two studies aim to uncover the factors that contribute to the implementation of the internal quality assurance system. In addition, Fadili researched whether a good internal quality assurance process is needed to achieve quality education. This study also aims to reveal whether the Internal Quality Assurance System implemented at MA At-tadzkir Kaliaren has followed the work guidelines that have been set by the Internal Quality Assurance Team, including in the SPMI cycle. In addition, this study is also intended to find out the factors that contribute to improving the quality of education at MA At-tadzkir Kaliaren.

This research is based on three main arguments. First, each educational unit is required to implement a quality assurance system to maintain the quality of the education they offer. (PP Nomor 19 Tahun 2015, t.t.) Second, educational units that do not meet the National Education Standards are usually those that do not implement the internal quality assurance system effectively. Third, the quality of education at MA At-Tadzkir Kaliaren is above the average quality of education for Private Aliyah Madrasah in Grobogan District, thanks to the implementation of SPMI which is quite good.

This study specifically aims to examine the steps taken by MA At-Tadzkir Kaliaren, Grobogan District, to improve the quality of education. In addition, this research also focuses on explaining how the Education Quality Assurance System is implemented at MA At-Tadzkir Kaliaren. The researcher wants to identify and uncover various factors that contribute to improving the quality of education in the school, especially in the context of improving the quality of learning and education management at the madrasah level. From the various problems above, researchers implementing the quality assurance system have succeeded in improving PAI learning at MA At-Tadzkir Kaliaren.

Methods

This study uses a qualitative approach with a type of case study. (Moeleong, 2017). The research was conducted at MA At-tadzkir Kaliaren Grobogan. The subjects of the study are school principals, PAI teachers, and students. Subject sampling techniques using purposive sampling and snowball sampling (Creswell, 2017). Data collection is carried out through observation, interviews, and documentation. Observation is carried out participatory to get a real picture of the implementation of Education Quality Assurance (PMP). An in-depth interview was conducted to explore the implementation of Education Quality Assurance (PMP) to improve PAI learning performance. Documentation is used to supplement data from observations and interviews (Sugiyono, 2011).

In the research on the implementation of the education quality assurance system to improve PAI learning at MA At-Tadzkir Kaliaren, data analysis was carried out by following the Miles and Huberman data analysis model which consisted of three main stages: data condensation, data presentation, and conclusions/verification. The data condensation stage involves the process of sorting and simplifying data from the results of interviews, observations, and documentation. The researcher focuses on important information relevant to the implementation of the quality assurance system, such as teaching quality, teacher performance evaluation, and its impact on PAI learning. This process helps researchers filter the most relevant data to support the research objectives. Furthermore, at the data presentation stage, the researcher compiles the data that has been reduced in a systematic form so that it is easy to understand and analyze. This presentation can be in the form of tables, matrices, diagrams, or descriptive narratives that illustrate the relationship between the quality assurance system and PAI learning outcomes. For example, researchers can display data on changes in student learning outcomes after the implementation of the quality assurance system, so that the pattern or relationship between the two variables can be seen more clearly.

Finally, at the conclusion drawing and verification stage, the researcher identifies patterns and themes that arise from the data presented and verifies the conclusion by comparing various data sources (triangulation) to ensure its validity. At this stage, researchers can conclude whether the implementation of the quality assurance system has succeeded in improving PAI learning in MA At-Tadzkir Kaliaren, as well as the key factors that affect this success.

Research Results And Discussion

Research Results

Efforts to Improve the Quality of Education

Some of the stages carried out by Madrasah Aliyah At-tadzkir Kaliaren in improving the quality of madrasah internal education are as follows:

1. Establishment of the Education Quality Assurance Team in Madrasah Internal

The initial stage carried out by MA At-tadzkir Kaliaren to prepare for accreditation for the first time is the formation of an internal madrasah team to maintain and improve the quality of education. This team was decreed by the Head of MA At-tadzkir Kaliaren and consisted of a team Leader, Secretary, Developer of Graduate Competency Standards, Developer of Content Standards, Developer of Process Standards, Developer of Assessment Standards, Developer of Standards for Educators and Education Personnel, Developer of Facilities and Infrastructure Standards, Developer of Management Standards, Developer of Financing Standards, Curriculum Developer, BOS Fund Team, Literacy and Numeracy Developer, Character Education Strengthening Developer.

2. Implementation of the Internal Quality Assurance System

The implementation of the Internal Quality Assurance System (SPMI) at MA At-tadzkir Kaliaren follows the guidelines listed in the guidelines for the quality assurance system for primary and secondary education. This process began with socialization carried out by the head of the madrasah to all madrasah residents through workshop activities. The material related to SPMI was delivered by the madrasah supervisor who acted as a regional facilitator appointed by LPMP. After that, the head of the madrasah formed the School Quality Assurance Team (TPMS), which consisted of the head of the madrasah as the person in charge, teachers, the madrasah committee, and administrative staff. The head of the madrasah then determined the TPMS through a decree containing a description of the duties and guidelines for the implementation of SPMI.

The implementation of Education Quality Assurance at Madrasah Aliyyah At-tadzkir Kaliaren is carried out through several steps, including the following: Quality Mapping, Preparation of Quality Fulfillment Plan, Implementation of Quality Fulfillment, Quality Evaluation/Audit and Determination of Quality Standards.

3. Supporting Factors and Inhibiting Factors of the Implementation of SPMI

a. Supporting Factors

- 1) Motivation of the Principal
- 2) Superior Human Resources
- 3) Adequate facilities
- 4) There is good cooperation among all stakeholders of MA At-tadzkir Kaliaren
- 5) Cooperation with external parties

b. Inhibiting Factors

- 1) Financing
- 2) Unconducive School Ligungan

Discussion

The standards set in the implementation of the internal quality assurance system at MA At-tadzkir Kaliaren refer to the national education standards (SNP), which consist of:

Quality Mapping Conducted by Madrasah Aliyyah At-tadzkir Kaliaren

The quality mapping at MA At-tadzkir Kaliaren was carried out based on the results of EDM (Education Management) to map the quality of the 8 SNPs. The quality mapping of the 8 National Education Standards (SNP) is based on physical evidence, so it can provide an accurate picture of the quality of madrasahs. The quality overview of this madrasah serves as feedback to improve quality through the preparation of improvement programs and activities which are then realized in the Medium-Term Work Plan (RKJM) or Annual Work Plan (RKT).

To improve the quality of education, especially in educational units, it is necessary to have a madrasah head who has reliability, resilience, and ability. Together with all stakeholders in the madrasah, it is hoped that they will be able to provide quality educational services to all students. A reliable madrasah head is considered a leader who can be a push, example, and motivator for educators and education personnel to improve the quality of education in madrasahs. Therefore, the capacity-building program of madrasah heads must include a discussion of EDM (Educational Management), which is an integral part of managerial competence. This needs to be considered an important topic to be mastered and understood well by the heads of madrasahs so that it can be implemented effectively. (Ambarita, 2015, hlm. 66)

The quality standards at MA At-tadzkir Kaliaren are determined by referring to 8 National Education Standards (SNP) and are always adjusted to applicable regulations, such as Laws, Government Regulations, Permendikbud, and BSNP standards. This process also considers the vision, mission, and capabilities of madrasah resources. The determination of quality standards involves representatives from each madrasah work unit, madrasah committee, and madrasah supervisors. Once the quality standards are established, the next step is to do quality mapping.

Data collection in the context of ensuring the quality of education will make a significant contribution to improving the quality of education as long as it is well-managed, carefully analyzed, and easily accessible to stakeholders. This data is key in developing plans, decision-making, resource allocation, and building a culture of quality improvement. Institutions or institutions involved in the education quality assurance and improvement system have a great responsibility in collecting and managing this education quality assurance data. Thus, data and information can be used to improve the quality of education. Clear work procedures, strategies, cooperation, and continuous collaboration between institutions or institutions involved in the assurance system and improving the quality of education are needed. If it is equipped with a continuous professionalism improvement program, it will strengthen its impact on quality assurance and improvement of education quality. (Sulastri, 2020).

Preparation of Quality Fulfillment Plans Carried out by Madrasah Aliyyah At-tadzkir Kaliaren.

As an institution or institution, a madrasah has one or more goals that it wants to achieve. To achieve these goals, it is necessary to prepare plans, goals, and strategies to achieve them. The vision and mission of the madrasah generally reflect the goals to be achieved. To realize this vision and mission, including efforts to improve the quality of teachers, each madrasah is expected to prepare a plan for

programs and activities recorded in the Madrasah Development Plan (RPS). This is by the provisions of UUSPN Number 20 of 2003 and Government Regulation Number 19 of 2005, and is more detailed in Permendiknas Number 19 of 2007 which stipulates that "each educational unit must meet the nationally applicable education management standards." (Nurhayati, 2012). This concept is what has been implemented by MA At-tadzkir Kaliaren. In the process of preparing the Medium-Term Work Plan (RKJM) or Annual Work Plan (RKT), MA At-tadzkir Kaliaren has made preparations that involve several steps, such as the formation of a drafting team, the preparation of schedules, comparative studies, and work unit workshops. The basis used in the preparation of RKJM/RKT includes a quality map of the results of School Self-Evaluation (EDS), the vision and mission of the madrasah, the goals of the madrasah, and the madrasah quality policy. The content of RKJM/RKT includes programs and activities that meet the 8 National Education Standards (SNP), objectives, success indicators, form of activities/evidence, implementation schedule/month, and source of funds. RKJM/RKT is ratified by the Head of the Madrasah after obtaining approval from the Madrasah committee and socialized to all Madrasah work units through meetings and distribution of hard copies of the Strategic Plan.

The Directorate General of Elementary and Secondary Education explained that the quality fulfillment plan at least contains the responsibility of the implementer, equipped with a time frame, grace period, and measure of success. In preparing the work plan, MA At-tadzkir Kaliaren made several preparations, namely: the formation of a drafting team, the preparation of schedules, comparative studies, and work unit workshops. The basis used in compiling the work plan includes the quality map of the school's self-evaluation results, the school's vision and mission, school goals, and the school's quality policy. The school work plan contains programs and activities that meet the 8 national education standards, goals, success indicators, forms of activities/evidence, schedules/months, and sources of funds. The work plan is ratified by the Principal with the approval of the School Committee and socialized to all school work units through a meeting and distribution of hard copies of the Strategic Plan.

Implementation of Quality Fulfillment Carried out by Madrasah Aliyyah At-tadzkir Kaliaren.

The results of the study show that the implementation of quality fulfillment at MA At-tadzkir Kaliaren has been good. Data on the implementation of quality fulfillment that is included in the very good category was obtained from schools that fulfill 8 national education standards and the commitment of school components to quality fulfillment. MA At-tadzkir Kaliaren fulfills quality through the implementation of programs and activities that have been prepared in the

medium-term or annual work plan including fulfillment of content standards, fulfillment of process standards, fulfillment of graduate competency standards, fulfillment of educator and education personnel standards, fulfillment of facilities and infrastructure standards, fulfillment. Management standards, fulfillment of financing standards, and fulfillment of Educational Assessment Standards.

This is due to the regulations that have been given by the government. The Directorate General of Primary and Secondary Education explained that the implementation of the quality fulfillment of educational units is the realization of all programs and activities that have been designed and have been contained in the planning document for the fulfillment of the quality of educational units that must be carried out by all stakeholders. The Directorate General of Primary and Secondary Education explained that the implementation of the quality fulfillment of educational units is the actual implementation of all programs and activities that have been planned and contained in the planning document for the fulfillment of the quality of educational units. All stakeholders are expected to be involved in carrying out their duties and responsibilities by the plan that has been prepared. (Danim, 2008).

The implementation of quality fulfillment efforts at MA At-tadzkir Kaliaren is the implementation of programs and activities listed in the Medium-Term Work Plan (RKJM) or Annual Work Plan (RKT). Each work unit is responsible for carrying out duties by its respective authority. This implementation requires the involvement and commitment of all madrasah components, so that quality fulfillment efforts can run optimally. MA At-tadzkir Kaliaren meets quality through the implementation of programs and activities that have been designed in the Medium-Term Work Plan (RKJM) or Annual Work Plan (RKT). These measures include the fulfillment of various National Education Standards (SNP), such as the fulfillment of Content Standards, the fulfillment of Process Standards, the fulfillment of Graduate Competency Standards, the fulfillment of Educator and Education Personnel Standards, the fulfillment of Facilities and Infrastructure Standards, fulfillment of Management Standards, the fulfillment of Financing Standards, and the fulfillment of Education Assessment Standards.

The implementation of programs and activities to fulfill the 8 National Education Standards (SNP) at MA At-tadzkir Kaliaren is carried out by each work unit by their respective duties and responsibilities. The work unit prepares and prepares a program implementation plan so that it can be implemented optimally. All stakeholders in the education unit need to have a strong commitment to implementing programs and activities to fulfill the 8 SNPs. The commitment of the madrasah component at MA At-tadzkir Kaliaren in carrying out quality fulfillment

can be said to be quite good. All madrasah members are actively involved in various activities held by the madrasah.

The application of quality assurance in the context of the education system, in the context of public accountability in the implementation of education, should be a natural thing. Every stakeholder has an interest in the implementation of quality education. According to Satori, education quality assurance and improvement is "a set of interrelated processes and systems for collecting, analyzing, and reporting data on the performance and quality of educators and educational personnel, programs, and educational institutions." The quality assurance process aims to identify aspects of achievement and priority improvement, provide data as a basis for planning and decision-making, and help build a culture of continuous quality improvement. The evaluation of the quality of primary and secondary education is based on eight National Education Standards set by the National Education Standards Agency (BSNP).

Evaluation/Quality Audit Conducted by Madrasah Aliyyah At-tadzkir Kaliaren.

In the last step, MA At-tadzkir Kaliaren conducted a quality fulfillment evaluation using Electronic Data Management (EDM) to evaluate the results of the implementation of the 8 National Education Standards (SNP). Evaluation not only aims to assess the results but also to evaluate the implementation of the program that has been determined by appointing an evaluation officer in his field of duty. The results of the evaluation are then reported to the Head of the Madrasah or submitted in a meeting of the madrasah management. From the results of the evaluation, the problems faced by the madrasah were also identified, and then recommendations for improvement were formulated.

Efforts to ensure and improve the quality of education are closely related to quality management, where all management functions are carried out to provide services that are by or even exceed national education standards. In this context, quality control efforts are needed, especially considering the limited educational resources. Therefore, it is necessary to make quality control efforts in the form of guarantees, so that all aspects related to educational services provided by schools are in line with or even exceed national education standards. In quality management, the concept associated with this is known as Quality Assurance. (Hajar, 2018)

Quality fulfillment evaluation involves discussion activities, where personnel involved in the implementation of the program share their complaints and views. The purpose of this discussion is to find out the problems felt by each individual or group, as well as identify all the factors that support the implementation of the program.

Performance evaluations are carried out periodically, meaning that they are carried out within a certain period, such as every month or every semester, and some even do it every year. According to Nawawi, performance evaluation is also defined as the activity of measuring or assessing the implementation of work to assess the extent of success or failure of a person in carrying out their duties and responsibilities in their respective fields of work. (Am, 2022)

Quality assurance has an important role in efforts to improve the quality of education. Therefore, it is necessary to comprehensively understand how to carry out quality assurance in a structured, systematic, and comprehensive manner. This is so that the results of quality assurance can be used as a basis to improve the quality of education and achieve the expected goals to improve the quality of national education. The ability to carry out quality assurance is a crucial factor for every institution because, without this ability, quality improvement cannot be achieved. The results of the assessment provide an overview of the extent of the success of a job, and from the assessment, useful input can be obtained to design more productive measures in the future.

Riduwan's view states that "Performance indicators refer to indirect performance assessments, which include aspects that only show performance." In this context, performance indicators can be both critical success factors and key performance indicators. Key performance indicators are a group of indicators that are considered the main measure of performance, both related to financial and non-financial aspects, to assess the operational implementation and performance of a business unit. (Gustini & Mauliy, 2019)

Establishment of Quality Standards

The Establishment of New Standards is the process of determining a plan that focuses on the goals of the organization and is accompanied by the preparation of means or efforts made to achieve those goals. This strategy needs to be implemented to achieve the expected goals in improving the quality of education During the Periodization of the Internal Quality Assurance System of MA At-tadzkir Kaliaren.

In Quality Development, MA At-tadzkir Kaliaren has taken steps to develop/set new standards according to the SPMI implementation guidelines, but it is not running optimally. After accessing the rules or regulations related to the 8 National Education Standards and socializing with all teachers and education staff, there are still those who do not fully understand the quality indicators that have been set by the government. The results of the data analysis conducted by the researcher can be explained that a) Not all stakeholders are involved in setting standards. Schools in this case do not involve parents, the business world, and the industrial world. b) In the development/determination of new standards, there is less orientation towards process components, namely content standards, process standards, and assessment standards which have a great influence on

output components. However, it focuses more on the input components, namely educator and education standards, facilities and infrastructure, financing, and management

Implementation of Quality Assurance of Islamic Religious Education Learning at MA At-tadzkir Kaliaren

Referring to the results of the research, the application of the National Education Standards to Islamic religious education learning at MA At-tadzkir Kaliaren has been carried out. PAI teachers have referred to the 2013 curriculum and the competency standards and basic competencies set, while the head of the madrasah ensures that the learning is by the standards set by the government. Periodic evaluations are also carried out to ensure that students meet the standards that have been set.

Mapping the quality of Islamic Religious Education learning at MA At-tadzkir Kaliaren involves several important steps. First, there is a team of religious curriculum developers who are qualified to design learning plans that are by curriculum standards. In addition, regular classroom monitoring is carried out to ensure that the learning process runs well. Regular meetings with Islamic Religious Education teachers are also held to share experiences and evaluate learning. In addition, cooperation with Islamic institutions and communities helps to enrich the student experience. Evaluations are conducted through a variety of instruments, including written tests, project assignments, and class observations, as well as providing feedback to students regularly. Students are also involved in the evaluation process through reflection sessions.

The preparation of a plan to fulfill the quality of Islamic Religious Education learning at MA At-tadzkir Kaliaren involves several important steps. First, a needs analysis is carried out to identify the competencies that must be achieved by students and assess the applicable curriculum. Furthermore, the religious curriculum development team works to design a learning plan that is by curriculum standards, paying attention to the competencies that students must master. In addition, the preparation of a syllabus and a Learning Implementation Plan (RPP) is carried out, which contains learning objectives, materials to be taught, learning methods, and assessments to be used. The school also identifies the learning resources needed and prepares an adequate learning schedule. Islamic Religious Education teachers also design evaluation instruments that are by learning objectives. During the implementation of learning, periodic monitoring and evaluation are carried out, including direct observation of the learning process and examination of evaluation results. With these steps, a plan to fulfill the quality of Islamic Religious Education learning can be well prepared to ensure the delivery of appropriate materials, optimal student understanding, and improvement of learning quality.

The implementation of fulfilling the quality of Islamic Religious Education learning at MA At-tadzkir Kaliaren involves a series of coordinated actions. Islamic Religious Education teachers implement the learning plan that has been prepared, utilize the learning resources that have been identified, and carry out regular evaluations. They also utilize technology in learning, work collaboratively in religious curriculum development teams, and provide feedback to students. Through this action, the school strives to ensure the implementation of effective and quality learning in Islamic Religious Education.

Evaluation of audit of the quality of Islamic Religious Education learning at MA At-tadzkir Kaliaren is carried out periodically to ensure the fulfillment of the set quality standards. Learning-related data is collected and analyzed to evaluate students' understanding, the effectiveness of learning methods, and the achievement of learning objectives. Classroom observation is carried out to observe the learning process directly, while consultations and interviews with teachers provide a deeper understanding of learning practices. Curriculum reviews and parent and student involvement are also conducted. The results of the evaluation and analysis are used to identify gaps and plan improvement actions to improve the quality of Islamic Religious Education learning. Through systematic evaluation and quality audits, MA At-tadzkir Kaliaren can continue to monitor and improve the quality of learning.

The preparation of standards above the national education standards is a step taken to improve the quality of Islamic Religious Education learning at MA At-tadzkir Kaliaren. By having higher standards, the school is committed to providing a better learning experience to students. These standards include more specific and in-depth requirements, going beyond the requirements set by national standards. The purpose of the preparation of standards above national standards is to strengthen and advance the quality of learning, create an environment conducive to the development of students' religion, and ensure better fulfillment of students' needs in terms of Islamic Religious Education. Thus, schools can strengthen a more solid religious teaching base and make a more significant contribution to the development of religious and moral values for students.

In education, quality refers to the process and its results. An excellent educational process fosters a dynamic, creative, productive, and enjoyable environment for students. If the academic and non-academic learning outcomes of both students improve, we can say that the education system produces high-quality outcomes. Quality outcomes are achieved when graduates are successfully integrated into the workforce, receive fair compensation, and are widely recognized for their outstanding abilities.

Overall, the discussion of experts shows that the implementation of quality assurance of Islamic religious education learning at MA At-tadzkir Kaliaren requires close cooperation between all relevant parties, as well as the development of curriculum, learning approaches and methods, assessment instruments, and quality assurance systems that are by the needs and development of students. The implementation of quality assurance of Islamic religious education learning at MA At-tadzkir Kaliaren can be seen from several points of view of experts. Some experts emphasize the importance of the role of school principals in the implementation of quality assurance, while others highlight the importance of teacher involvement and proper evaluation. (Arumsari & Hasanah, 2021)

Referring to the results of the study, the implementation of PAI learning at MA At-tadzkir Kaliaren is quite good because it meets 8 educational standards. This is by the National Education Standards (SNP) in Indonesia which has been regulated in Government Regulation of the Republic of Indonesia Number 57 of 2021 concerning National Education Standards as amended by Government Regulation Number 4 of 2022 concerning Amendments to Government Regulation Number 57 of 2021 concerning National Education Standards. National Education Standards are the key to realizing a quality education system. The National Education Standards cover the following areas: 1) Content Standards 2) Process Standards 3) Graduate Competency Standards 4) Educator and Education Personnel Standards 5) Facilities and Infrastructure Standards 6) Management Standards 7) Financing Standards 8) Education Assessment Standards. (PP Nomor 57 Tahun 2021, t.t.)

Conclusion

Based on the results of the research and discussion, it can be concluded that the efforts made by MA At-tadzkir Kaliaren in improving the quality of PAI learning are by forming a madrasah Internal Quality formation team determined through a decree. The implementation of Education Quality Assurance at MA At-tadzkir Kaliaren is carried out through the following steps: a) mapping of education quality assurance, b) preparation of quality fulfillment plans, c) implementation of quality fulfillment, d) evaluation/quality audit, e) determination of quality standards. The factors that contribute to improving the quality of PAI learning are supporting factors and inhibiting factors. Supporting factors include a. the motivation of the Head of the Madrasah, b. Superior Human Resources, c. adequate infrastructure, d. good cooperation with all stakeholders, and cooperation with external parties. Meanwhile, inhibiting factors include: a. funding, b. uncondusive school environment.

The implementation of PAI learning at MA At-tadzkir Kaliaren is quite good because it meets 8 educational standards. This is by the National Education

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