

## **Implementation of an Internal Quality Assurance System Based on *Rapor Pendidikan* in Sekolah Penggerak**

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### **Abstract.**

*This research is motivated by the fact that most of the preparation and budgeting of quality improvement programs and activities are not fully data-based, so they are still partial and unsustainable. This is a problem that will impact other aspects, including the implementation of programs in educational units that are not measurable, partial, and unsustainable, ultimately resulting in no significant improvement in educational quality. The purpose of this study is to determine the implementation of an internal quality assurance system based on educational report cards in senior high schools. The implementation of research related to the implementation of an internal quality assurance system based on educational report cards in senior high schools, used qualitative research with descriptive study methods. The results of this study indicate that the implementation of SPMI also faces challenges. One of them is the resistance of some teachers to changes in learning approaches based on data and project literacy. The impact of the implementation of an internal quality assurance system based on educational report cards has brought significant changes to the learning process. Teachers are more active in adapting learning approaches based on critical literacy and project-based learning. Students are involved in exploratory activities such as mini-research, article presentations, and text-based group discussions. The school climate has become more positive and dialogical. Relationships between students, teachers, and management have become more open thanks to regular reflection spaces and collaborative literacy activities. Student discussion forums have become a healthy platform for criticism and appreciation of the school system.*

**Keywords:** *Implementation, Internal Quality Assurance System, Based On Educational Report Cards.*

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## **I. INTRODUCTION**

The achievement of national education standards based on the results of the 2020 quality report card shows that 26.12% of educational units in West Java have met the National Standards for Education (SNP), and 73.88% have not yet met the SNP. Meanwhile, based on the results of accreditation in 2019, the following data were obtained: a) The percentage of schools/madrasas with an A rating was only 30.8%; b) The percentage of schools/madrasas with a B rating was 53.5%; and c) The percentage of schools/madrasas with a C rating was 14.3%.

Many factors cause the achievement of the National Education Standards (SNP) not to run according to the expected goals. These factors can come from within (internal) or from outside (external). It is suspected that the influence of internal factors that become obstacles in the fulfillment of the SNP are (1) educational staff, (2) leadership support, (3) infrastructure, (4) availability of funds, and (5) the school community's understanding of the implementation of the SNP. Meanwhile, external factors that are suspected to be obstacles to the fulfillment of the SNP are (1) the geographical location of the school, (2) community support, and (3) the economic conditions of the surrounding community.

Another factor that influences the achievement of SNP in educational units is that quality has not been a top priority in educational units so that quality improvement programs are still not measurable and not sustainable, this can be seen from the current condition of local governments and educational units that are still not optimal in planning educational programs

both short, medium, and long term. Based on field data, one of which was obtained from evaluation reports of SNP quality achievements in district/city education offices in West Java from 2016 to 2020, it shows that most of the preparation and determination of budgets for quality improvement programs and activities are not fully data-based, so they are still partial and not sustainable with each other. This is a problem that will have an impact on other aspects, including the implementation of programs in educational units that are not measurable in their results, are partial, not sustainable, ultimately the quality of education does not experience a significant increase.

These problems arise due to several factors, including: first, the lack of valid and accurate data that can be used as a reference in planning improvements to education quality; even existing tools are considered unreliable. Second, the lack of awareness of the importance of data as a baseline in planning improvements to education quality so that the results are measurable and sustainable. Third, the data collection process is still hampered by respondents' lack of understanding and/or dishonesty in providing actual data about the real conditions of educational units, the primary source of data on education quality. Fourth, data collection is carried out by various institutions and is not systematic, so the resulting data is partial, with each institution carrying out quality improvements without any coordination with the others.

One of the crucial steps in implementing a quality assurance system is building awareness of the importance of a quality management system. No matter how good a system is, if no action is taken to implement it, it will be in vain. Therefore, creating a quality educational institution begins with a commitment to creating and implementing a well-organized, orderly, and measurable management system.

Fattah, quoted by (Arifudin, 2022), argues that many factors are needed to achieve and maintain quality. In relation to quality, the role and function of a quality assurance system are essential. Quality assurance is another term for a series of quality monitoring, evaluation, or review activities. Quality assurance activities aim to build trust by meeting minimum standards in input, process, and output components as expected by users. There are two forms of quality assurance: (1) Design of continuous quality improvement and development activities, and (2) Quality culture containing values. Based on the above opinion, quality assurance is defined as a system containing values and principles in the process of continuous change, improvement, and quality enhancement.

One theory supporting quality assurance policies in education is presented by Sallis, as quoted (Rismawati, 2024). Quality controllers or supervisors typically conduct quality control. Inspection and testing are the most common quality control methods and are widely used in education to determine whether standards are met. Quality assurance differs from quality control. During the process, quality assurance prevents errors from recurring. Quality assurance builds quality into the process to ensure that the product is manufactured according to predetermined specifications.

The operational definition of quality assurance in this study refers to the internal quality assurance system that runs within the educational unit and is implemented by all components within the educational unit, referred to as the internal quality assurance system which covers all aspects of the implementation of education by utilizing various resources to achieve national education standards. This quality assurance system is evaluated and developed continuously by the educational unit and is also determined by the educational unit to be included in the educational unit management guidelines and socialized to educational unit stakeholders.

In its implementation, according to the Ministry of Education and Culture quoted (Arifudin, 2019) explains that SPMI has the following principles: (1) Independent, developed and implemented independently by each educational unit; (2) Standardized, using the SNP set by the central government and standards set by educational units for educational units that have

met the SNP; (3) Accurate, using accurate data and information and implemented on all elements including organizations, policies, and related processes; (4) Systematic and Sustainable, implemented continuously following five quality assurance steps that form a cycle; (5) Documented, all activities in implementation are documented.

Essentially, internal quality assurance is a systematic plan and action to provide confidence in quality. The quality assurance process involves improvement activities, including efforts to meet quality standards to achieve National Standards (SNP) or to raise standards if they have been met.

To support the achievement of the National Education Standards (SNP), the government has made numerous efforts to improve the quality of education at the primary and secondary levels. One such effort is the issuance of Minister of Education and Culture Regulation No. 28 of 2016 concerning the Primary and Secondary Education Quality Assurance System, which was later amended by Minister of Education and Culture Regulation No. 9 of 2021. Both regulations encourage schools to carry out continuous quality assurance processes in an effort to meet national education standards (Sudrajat, 2024).

The implementation of a sustainable quality assurance system is one of the mandates in the National Education System Law, which is currently realized in the form of a data-based planning program which is one of the priority agendas in the Ministry of Education, Culture, Research and Technology which is expected to be one of the solutions and as the main reference in carrying out education quality improvement programs in all regions starting from the macro, meso and micro scales. This quality assurance stage begins with quality mapping through the implementation of national assessments in all educational units/madrasahs, equipped with supporting data obtained through basic education data (DAPODIK) and the Education Management Information System EMIS which will be a source of data and become educational report card scores at the national, provincial, district/city and educational unit levels.

The results of the next national assessment will be presented in the form of an education report card, a combination of various available educational data. The Education Report Card is one of the independent learning policies launched by the Ministry of Education, Culture, Research, and Technology in March 2022, marking the 19th episode of the independent learning policy. The Education Report Card is a platform that provides data on education system evaluation results, improving upon the previous quality report card. The new education system evaluation policy places greater emphasis on education quality and an integrated system.

Furthermore, this education report will become the main database for the central and regional governments and also educational units in preparing budgets and quality improvement programs based on indicators that have been determined referring to 8 SNPs which are extracted into 5 dimensions of quality, namely (1) quality and relevance of student learning outcomes, (2) Equitable distribution of quality education, (3) Quality and relevance of learning, (4) GTK competency and performance, (5) Participatory, transparent and accountable school management.

The author sincerely hopes that this educational report platform can provide a solution to problems related to education quality planning through data-driven planning (PBD) policies. The implementation of this PBD policy is based on several legal foundations, including Law No. 20 of 2003 concerning the National Education System, Government Regulation No. 4 of 2022 concerning National Education Standards, and Regulation of the Minister of Education and Culture No. 9 of 2022 concerning Evaluation of the Primary and Secondary Education System.

In order to implement various policies in educational units, in 2021 the Ministry of Education, Culture, Research and Technology has established the Driving School Program as

an implementing unit that will implement various programs and policies including the use of educational report cards as a reference in preparing school quality improvement plans, so the author assumes that each driving school becomes a role model for other schools in utilizing educational report cards to improve school quality.

The School Mover Program is a program to improve student learning, consisting of five interventions to accelerate schools' progress by one to two stages within three academic years. Overall, the School Mover Program will achieve learning outcomes above the expected level, creating a safe, comfortable, inclusive, and enjoyable learning environment (Novayanti et al, 2023).

Interventions implemented at the pilot schools include (a) strengthening human resources in schools, (b) adopting a new paradigm for learning, (c) training and mentoring in data-based planning, and (d) school digitalization. These interventions will impact the understanding and capacity building of principals and teachers. One intervention implemented at the pilot schools is implementing data-based planning using an educational report card platform, which is part of the internal quality assurance cycle.

In 2021, 2,462 Batch 1 schools were established, followed by 6,747 Batch 2 schools in 2022, and in 2023, 6,000 Batch 3 schools were established across 34 provinces in Indonesia. West Java province has 322 schools, comprising 25 PAUDs, 152 elementary schools, 80 junior high schools, 48 senior high schools, and 17 special schools.

Based on the above data, the researcher conducted a preliminary study on several pioneering schools in the greater Bandung area that have the nomenclature of Islamic schools and have implemented internal quality assurance using an educational report card platform. Therefore, the selected schools were Al-Azhar Syifa Budi Parahyangan Senior High School.

## **II. RESEARCH METHODS**

According to Rahardjo, as quoted by (Arifudin, 2023), a research method is a way to obtain and seek tentative truth, not absolute truth. The result is scientific truth. Scientific truth is open to continuous testing, criticism, and even revision. Therefore, there is no best method for seeking truth; there is only the appropriate method for a specific purpose based on the existing phenomenon. Budiharto, as quoted by (Alammy, 2025), states that the choice of research method must be tailored to the research being conducted to achieve optimal results.

The research is conducted in relation to the implementation of an internal quality assurance system based on educational report cards. The type of research used in this study is a descriptive study method. According to Nana Syaodih Sukmadinata in (Kartika, 2023), qualitative descriptive research aims to describe and illustrate existing phenomena, both natural and human-made, with greater attention to the characteristics, quality, and interrelationships between activities. Furthermore, Sukmadinata is quoted as explaining that descriptive research does not provide treatment, manipulation, or changes to the variables studied, but rather describes a condition as it is. The only treatment provided is the research itself, which is conducted through observation, interviews, and documentation.

The approach used in this research is a qualitative approach. According to Iskandar in (Arifudin, 2025), a qualitative approach is where qualitative research as a scientific method is often used and implemented by groups of researchers in the social sciences, including educational science. Iskandar in (Kartika, 2025) explains the qualitative research approach as a process of research and understanding based on methods that investigate social phenomena and human problems.

This study employed qualitative research with field research methods. According to (Abduloh, 2020), this approach aligns with the primary objective of the study, which is to describe and analyze the implementation of an internal quality assurance system based on

educational report cards. Therefore, this method will be able to explain the research problem (Mukarom, 2024).

Bungin, as quoted by (Nasril, 2025), explains that qualitative descriptive research aims to describe situations, conditions, or social phenomena that exist in society and then use them as research objects. It attempts to bring reality to the surface as a model or depiction of a particular condition or situation. This research aims to provide an analytical overview of the implementation of an internal quality assurance system based on educational report cards.

Bogdan and Taylor in (Delvina, 2020) explain that qualitative research methodology is a research procedure that produces descriptive data in the form of written or spoken words from people and observable behavior. In this study, researchers created a complex picture, examined words, detailed reports from respondents' views, and conducted studies in natural situations, specifically related to the implementation of an internal quality assurance system based on educational report cards.

Engineering can be seen as a means of carefully performing technical work using the mind to achieve a goal. Although research is essentially a scientific endeavor, it is conducted to systematically collect realistic data to establish the truth. Research methodology is a means of finding solutions to any problem. In this case, the author collected information on the implementation of an internal quality assurance system based on educational reports, articles, journals, theses, ebooks, and others (Nita, 2025).

Because it requires library materials for its data sources, this research utilizes library research. Researchers require books, scientific articles, and other literature related to the topics and issues they are exploring, both printed and online (Arifudin, 2020).

Seeking information from data sources requires the use of data collection techniques. Amir Hamzah in (Kurniawan, 2025) claims that data collection is an effort to gather information related to the topic being studied. The author used library research methods to collect data. Specifically, the author began with a library search to gather information from books, dictionaries, journals, encyclopedias, papers, periodicals, and other sources that shared perspectives on the implementation of an internal quality assurance system based on educational report cards.

Furthermore, Amir Hamzah in (Kartika, 2024) states that data collection is defined as various efforts to gather facts related to a topic or discussion being or will be explored. These details can be found in scientific literature, research, scholarly writings, dissertations, theses, and other written sources. According to (Abdurakhman, 2025), data collection can be conducted in various circumstances, using different sources, and employing different techniques.

Sopwandin in (Kartika, 2022) explains that data collection was conducted through observation, interviews, and documentation studies, with data analysis activities including data condensation, data presentation, and drawing conclusions. Data collection techniques included in-depth interviews and direct observation of the implementation of the internal quality assurance system based on educational report cards.

Observation is part of the research process that directly examines the phenomena being studied (Arifudin, 2024). This method allows researchers to directly observe and experience the atmosphere and conditions of the research subjects. The observations in this study focused on the implementation of an internal quality assurance system based on educational report cards.

The informants in this study consisted of three class teachers, two subject teachers, and one education staff member who were selected purposely based on their involvement in the learning process. The interview technique used in this study was a structured interview, which is an interview conducted using various established standard guidelines, with questions

structured according to information needs and each question needed to uncover each empirical data (Setiawati, 2023).

Documentation is a data collection technique using existing written documents or records (Saepudin, 2024). Documentation comes from the word document, which means written objects. In implementing the documentation method, researchers investigate written objects, such as books, magazines, meeting minutes, and diaries. According to Moleong in (Saepudin, 2022), the documentation method is a way of collecting information or data through examining archives and documents. Furthermore, according to (Saepudin, 2021), the documentation strategy is also a data collection technique proposed to research subjects. This data collection method using the documentation method is carried out to obtain data on the state of the institution (research object), namely the implementation of an internal quality assurance system based on educational report cards.

Moleong, as quoted by (Paramansyah, 2024), explains that the collected data was analyzed using an interactive analysis model consisting of data reduction, data presentation, and conclusion drawing. Syarifah et al in (Kosasih, 2025) explain that data reduction is carried out by filtering relevant information, presenting data in a systematic narrative form, and drawing conclusions based on research findings. To ensure data validity, this study used source triangulation, namely comparing information from sources. According to Moleong (Saepudin, 2023), source triangulation helps increase the validity of research results by comparing various perspectives on the phenomenon being studied.

Muhadjir in (Saepudin, 2019) stated that data analysis is an activity of conducting, searching and compiling records of findings systematically through observations and interviews so that the researcher focuses on the research being studied. After that, making a finding material for others, editing, classifying, and presenting it. Data validity techniques using triangulation techniques include techniques and sources. Data analysis using the Miles and Huberman model in (Saepudin, 2020) consists of data collection, data reduction, data presentation, and drawing conclusions.

### **III. RESULTS AND DISCUSSION**

#### **Research Result**

#### **The Process of Implementing SPMI at Al Azhar Syifa Budi Parahyangan High School.**

##### **a. Planning Stage**

Planning for quality improvement at Al Azhar Syifa Budi Parahyangan High School began with an analysis of the 2023 Education Report, which indicated the need to strengthen student literacy outcomes and parental involvement in the learning process. The School Quality Assurance Team (TPMS) developed a quality improvement agenda by establishing two strategic focuses: project-based academic literacy strengthening and strengthening school-parent partnerships. The "One Week One Article," "Thematic Book Review," and "Family Literacy Forum" programs were designed as data-driven interventions. All planning is outlined in the School Work Plan (RKT) and integrated with the current year's RKAS (Work Plan and Budget). Program achievement indicators are adjusted based on the results of the Education Report's reflection and baseline, and consolidated in a forum for teachers, school management, and foundation supervisors.

Quality mapping is conducted using educational report card data. The process begins with exploring the educational report card platform and downloading ASBP high school report cards. These report cards then serve as the primary data for schools to analyze school conditions, which serve as a reference for planning school programs for the following year.

Quality mapping and planning activities are carried out continuously at the beginning of each school year, led directly by the principal, involving the board of teachers, representatives

of the foundation, representatives of parents, school supervisors, and resource persons. The quality mapping process begins with identifying the school's quality achievements as stated in the education report card, problems, and the root causes of the quality achievements obtained. In addition to analyzing the education report card as a reference in conducting quality mapping, the school also uses other data, including the results of organizational evaluations conducted by the foundation, input from parents, student learning outcomes, and other relevant data.

**b. Implementation Stage**

The program is implemented in a scheduled and coordinated manner across units. Literacy activities are implemented through the "Integrated Literacy" method, which promotes reading and writing habits across all subjects, not just Indonesian. Each teacher incorporates literacy elements into the lesson plans, and students are asked to keep weekly reflection journals. The "Innovation Fair" program serves as an exhibition of student writing from various disciplines. Parental involvement is carried out through monthly "Learning Parents" webinars and joint activities within the Parent-Student Collaboration project. The implementation of each activity is directly monitored by the program coordinator and recorded in a Google Form-based reporting system connected to the school's quality dashboard.

Program coordinators act not only as supervisors but also as facilitators, providing direction, conducting rapid evaluations, and ensuring that each activity meets established success indicators. During this process, they observe various aspects such as participant attendance, material implementation, resource utilization, and the success of achieving specific targets. This direct observation is crucial because it provides a more realistic and objective picture of conditions on the ground than relying solely on written reports.

After monitoring, all data and findings are recorded in a Google Form-based reporting system. Google Forms was chosen for its ease of completion, real-time data collection, and automatic integration with the school quality dashboard. Each program coordinator completes the form based on the monitoring results, noting performance indicators, challenges encountered, and recommendations for necessary improvements. The collected data is detailed and accessible at any time by school management and relevant stakeholders.

Overall, the implementation of direct monitoring by the program coordinator, supported by a Google Form-based reporting system and a school quality dashboard, is a highly effective innovation in improving the quality of school activity management. This approach not only ensures that every activity is carried out according to standards but also strengthens a culture of continuous evaluation and systematic quality improvement. Thus, this process becomes an integral part of the school's efforts to achieve its vision and mission of high-quality education and create a conducive learning environment oriented toward student success.

**c. Evaluation Stage**

Program implementation evaluations are conducted monthly in a "Quality Reflection" forum involving teachers, students, and the committee. The evaluations include student attendance in literacy activities, achievement in writing assignments, and student feedback on learning. Evaluation results show a significant increase in the number of student articles published in the school bulletin, as well as increased student confidence in expressing ideas both in writing and orally. Evaluations also reflect active parental involvement in thematic projects. Monitoring and evaluation reports are compiled by the TPMPS and used as a basis for adjusting strategies or deepening literacy material in the following semester.

The Monitoring and Evaluation (Monev) report prepared by the School Learning Material Development and Preparation Team (TPMPS) is a crucial tool in improving the quality of learning in schools. Narratively, the process of compiling this report goes beyond simply recording data and findings from learning activities. It further reflects the curriculum

implementation process, strengthening literacy materials, and the effectiveness of strategies implemented throughout the semester.

The monitoring and evaluation process is conducted systematically and continuously. The TPMPS collects data through various methods, such as direct field observation, interviews with teachers and students, and analysis of assessment results and assigned assignments. The data is then analyzed in depth to identify strengths and weaknesses in the implementation of the literacy program, including student understanding of the material, the success of integrating literacy into various subjects, and the use of innovative and relevant media and learning methods.

Overall, the process of compiling and utilizing monitoring and evaluation reports by the TPMPS is an integral part of a systematic effort to improve the quality of education. Through in-depth data and analysis, schools can reflect and make targeted adjustments, ensuring that the literacy strategies implemented are truly effective and relevant to current needs. Thus, success in improving student literacy is not merely a hope, but a reality that is continuously driven through a process of continuous evaluation and improvement.

#### d. Follow-up Stage

Follow-up to the evaluation results was carried out through strengthening teacher training and increasing logistical support for the literacy program. The school developed a module to strengthen academic literacy and held further training on "Strategies for Developing Critical Literacy in Science and Mathematics Classrooms." The student scientific writing program was expanded with mentoring from external mentors. To improve consistency, the school established a Small Literacy Monitoring Team tasked with providing rapid feedback to teachers and students. All follow-up actions were reported to the principal and the foundation as part of quality accountability.

To continuously improve the quality of literacy learning, the school recognizes that the success of the learning process depends not only on the program design but also on consistent implementation and effective evaluation. Therefore, the strategic step taken was to establish a Small Literacy Monitoring Team specifically tasked with monitoring, assessing, and providing prompt and ongoing feedback to teachers and students.

The formation of the Small Literacy Monitoring Team was based on the need for a closer and more focused oversight mechanism to ensure that established literacy standards are consistently implemented across all aspects of learning. The team consists of members with competencies and a deep understanding of literacy, as well as the ability to conduct observations, analyze, and provide constructive recommendations.

The primary task of this team is to routinely monitor classroom literacy learning activities, including teaching methods, materials, and student learning outcomes. They conduct direct observations and collect data and tangible evidence of the teaching and learning process. They then compile evaluation reports containing key findings and suggestions for improvement that can be immediately implemented by teachers and students.

Overall, this strategic step reflects the school's commitment to building a culture of evaluation and continuous improvement. By establishing a Small Literacy Monitoring Team, the school not only seeks to substantively improve literacy quality but also reinforces the importance of consistency as a key foundation for educational success. Through rapid feedback mechanisms and transparent reporting, the learning process becomes more effective, focused, and able to meet stakeholders' expectations for quality education.

Factors Influencing the Implementation of SPMI Based on Educational Reports at Al Azhar Syifa Budi Parahyangan High School.

#### a. Supporting Factors



The implementation of SPMI at Al Azhar Syifa Budi Parahyangan High School is supported by several key, mutually reinforcing factors. First, the principal's strong and transformative leadership creates a collaborative work climate focused on quality improvement. In an educational institution, the principal's leadership plays a crucial role in determining the school's overall direction and success. Strong and transformative leadership goes beyond managing daily administration; it also inspires, motivates, and encourages all members of the school community to contribute optimally to achieving the established educational vision and mission. This discussion will explore how such leadership can create a collaborative work climate oriented toward improving educational quality.

First and foremost, strong and transformative leadership is characterized by the principal's ability to inspire and motivate staff, teachers, and all stakeholders. A principal who possesses a clear vision and is able to effectively communicate it will foster a sense of ownership and commitment from the entire school community to work together toward success. They focus not only on administrative and curricular achievements but also strive to build a positive and innovative work culture. This is reflected in the principal's courage in implementing pedagogical innovations, adopting the latest technology, and supporting the continuous professional development of teachers.

Second, teacher competency in digital literacy and innovative learning design facilitates the implementation of data-driven programs. In today's digital era, educational transformation is inextricably linked to the rapidly evolving role of technology and innovation. As the spearhead of the learning process, teachers must be able to adapt to these changes, particularly in mastering digital literacy competencies and designing innovative learning. These two aspects not only improve the quality of learning but are also key to effectively utilizing data to support evidence-based decision-making.

Third, the foundation's support is very strong, both in terms of regulations, funding, and quality control. In the context of their development and operations, foundations often serve as a key pillar supporting the sustainability of various social, educational, religious, and humanitarian activities. The foundation's support for these programs is not only moral and enthusiastic, but also structurally and formally supported through various aspects that strengthen their sustainability and effectiveness. The three main aspects that underpin the foundation's strong support are regulations, funding, and quality control. These three are interrelated and together form a robust framework to ensure the foundation's ability to carry out its mission optimally, transparently, and accountably.

Fourth, parental involvement is quite high, particularly in collaborative literacy activities, which strengthens the program's sustainability. Parental involvement in collaborative literacy activities plays a crucial and strategic role in strengthening the sustainability of the Internal Quality Assurance System (SPMI) program in educational institutions. Narratively, parents' active participation extends beyond passive support; they serve as equal partners in the learning process and the development of a culture of literacy both at school and at home.

Finally, a school culture that upholds the values of openness, integrity, and reflection makes the Internal Quality Assurance System (SPMI) not merely an administrative task but an integral part of the daily work culture. In a school that is highly committed to improving the quality of education, a strong organizational culture is the main foundation for realizing the school's vision and mission in a sustainable manner. One aspect that is key to success is the instillation of values such as openness, integrity, and reflection in every activity and interaction within the school environment. These three values are not merely viewed as formal slogans, but are internalized as an integral part of the work culture and daily life of the school community. Therefore, the Internal Quality Assurance System (SPMI) is not merely an

administrative document but becomes the breath that gives life to the entire educational process.

**b. Inhibiting Factors**

Despite numerous supporting factors, the implementation of the SPMI also faces challenges. One of these is resistance from some teachers to changes in learning approaches based on data and project literacy. Some teachers lack confidence in designing literacy assignments integrated with science subjects. Furthermore, teachers' time for reflection and self-development is limited due to busy teaching schedules and school activities. Another obstacle is fluctuations in parental participation, particularly in families with work backgrounds that require high mobility. On the technical side, data processing from the Education Report Card is sometimes hampered by the lack of quantitative analysis capacity of the internal quality team. These obstacles are of particular concern to schools to be addressed through further training and the development of technical implementation guidelines.

**The Impact of Implementing SPMI Based on Educational Reports at Al Azhar Syifa Budi Parahyangan High School**

**a. Impact on the Quality of the Learning Process**

The implementation of the SPMI (Student Assessment System) based on the Education Report Card has brought significant changes to the learning process at Al Azhar Syifa Budi Parahyangan High School. Teachers are more actively adapting critical literacy-based learning approaches and project-based learning. Students are engaged in exploratory activities such as mini-research, article presentations, and text-based group discussions. Activities such as "Interdisciplinary Literacy" are becoming common practice in several subjects, including Mathematics and Social Studies. This enriches students' critical thinking and argumentation skills. The differentiation approach is also further strengthened based on the results of reflection on learning outcomes, making the learning process more responsive to individual needs.

**b. Impact on the Quality of Student Learning Outcomes**

The impact on student learning outcomes is reflected in improved academic achievement and higher-order thinking skills. Based on data from the even semester of the 2023/2024 academic year, the average Indonesian language score rose from 78 to 84, while the number of students successfully writing publishable articles increased by 60% compared to the previous year. Beyond academics, students demonstrated increased self-confidence, communication skills, and initiative through programs such as "Innovation Talk" and "Open Student Discussion." These achievements demonstrate that SPMI-based programs designed from data can improve learning outcomes quantitatively and qualitatively.

**c. Impact on the Quality of School Management**

School management has seen improvements in efficiency and accountability. Program planning has become sharper, relying on real-time data from the Education Report dashboard. Activity reporting utilizes an integrated digital system, simplifying program monitoring and tracking. The school quality team has also begun implementing a visual dashboard-based performance indicator system monitored by the principal and the foundation. Coordination meetings have become more meaningful, supported by evidence of achievement, rather than just narrative reports. This reflects a shift in management from routine-based to results-based and reflective.

**d. Impact on School Climate**

The school climate has become more positive and dialogical. Relationships between students, teachers, and management have become more open thanks to regular reflection spaces and collaborative literacy activities. Student discussion forums have become a healthy vehicle for criticism and appreciation of the school system. Student satisfaction with the learning

environment has increased, as recorded in an internal survey, which showed that 92% of students feel comfortable and motivated at school. Collaborative programs with parents have also strengthened moral and psychological support for students, creating a holistic and supportive learning environment.

## **Research Discussion**

### **Synthesis of Previous Findings**

The results of the SPMI implementation at Al Azhar Syifa Budi Parahyangan High School demonstrate the synergy between a data-driven approach, a reflective school culture, and transformational leadership. The entire quality improvement cycle, from mapping and planning to implementation and follow-up, is carried out consistently and oriented towards the priority indicators of the Education Report Card. The positive impact is felt not only on student academic achievement but also on the learning process, school governance, and the quality of social interactions within the school environment.

This is in line with the Minister of Education and Culture Regulation Number 28 of 2016, which states that in supporting the achievement of the National Standards for Education (SNP), the Government has made many efforts to improve the quality of education at the primary and secondary education levels. One such effort is the issuance of the Minister of Education and Culture Regulation Number 28 of 2016 concerning the Primary and Secondary Education Quality Assurance System, which was later amended by the Minister of Education and Culture Regulation Number 9 of 2021. Both regulations encourage schools to carry out a continuous education quality assurance process in an effort to meet national education standards (Romdoniyah, 2024).

One of the crucial steps in implementing a quality assurance system is building awareness of the importance of a quality management system. No matter how good a system is, if no action is taken to implement it, it will be in vain. Therefore, creating a quality educational institution begins with a commitment to creating and implementing a well-organized, orderly, and measurable management system.

In the era of globalization and increasingly fierce global competition, education is a crucial factor in improving the quality of human resources. Education is a crucial aspect of national development in Indonesia. Secondary schools play a crucial role in improving the quality of education in Indonesia. They are responsible for producing qualified graduates who are ready to face the challenges of the workforce. Managing an educational institution is not easy; numerous variables and factors must be considered, as they will influence its success. When an educational institution is led by a competent principal, the achievement and quality of the educational institution improve. However, when a principal changes, the achievement and quality of the educational institution can sometimes stagnate or even decline. To minimize this, secondary schools need a robust Internal Quality Assurance System as part of their efforts to improve educational quality.

The primary and secondary education quality assurance system was developed to ensure effective quality assurance at all levels of primary and secondary education management. The primary and secondary education quality assurance system consists of two components: the Internal Quality Assurance System (SPMI) and the External Quality Assurance System (SPME). The SPME is a quality assurance system implemented by the government, regional governments, accreditation bodies, and education standards bodies.

Quality assurance is the entire process of establishing and fulfilling management quality standards that is carried out consistently and continuously, to be able to achieve the vision and mission as a form of responsibility and fulfillment of promises to stakeholders. Quality assurance is something that must be fulfilled as a consequence of stakeholder demands for the implementation of quality education so as to produce competent and skilled graduates.

Assuring and improving the quality of education is the responsibility of education stakeholders together with the government. Quality assurance of education in Indonesia has been regulated in Government Regulation of the Republic of Indonesia Number 19 of 2005 concerning National Education Standards, which explicitly states that educational units, both formal and non-formal, are required to carry out assurance of the quality of education which is carried out in stages, systematically and planned in a quality assurance program that has clear targets and timeframes (Tanjung, 2022).

Furthermore, it is stated in the Regulation of the Ministry of National Education (Permendiknas) of the Republic of Indonesia Number 63 of 2009 Article 2 concerning the Education Quality Assurance System, it is stated that the ultimate goal of education quality assurance is to improve the intelligence of human life and the nation as stated in the Preamble to the 1945 Constitution of the Republic of Indonesia. In line with this policy, an education quality assurance system was developed which consists of two components, namely: the External Quality Assurance System (SPME) and the Internal Quality Assurance System (SPMI). SPME is a quality assurance system implemented by the government and education stakeholders, while SPMI is a quality assurance system implemented by educational units. SPMI is carried out independently by each school by following the cycle as stated in the Education Quality Assurance System (SPMP) and is carried out by all school members. SPMI acts as an early warning system, meaning that with the existence of SPMI which is implemented carefully and appropriately, it can be used as an improvement in relation to the education implementation process, so that it does not get worse (Aidah, 2024).

The Ministry of Education and Culture of the Republic of Indonesia, quoted (Afifah, 2024), explains that the implementation of SPMI covers all aspects of education delivery and involves and utilizes various existing resources to achieve eight national education standards. The implementation of SPMI consists of five steps of activity, namely: 1) Mapping the quality of education carried out by educational units based on national education standards; 2) Making a quality improvement plan outlined in the School Work Plan (RKS); 3) Implementing quality fulfillment both in the management of educational units and the learning process; 4) Monitoring and evaluating the process of implementing quality fulfillment that has been carried out; and 5) Establishing new standards and compiling quality improvement strategies based on the results of monitoring and evaluation.

According to (Darmaji et al, 2019) explains that the implementation of good SPMI produces several positive impacts including increased student achievement, increased school achievement, and most importantly, high graduate competitiveness. This quality assurance system policy was then followed by the emergence of model schools and impact schools that began to be implemented by the Education Quality Assurance Institute (LMPM) in 2016. Model schools themselves are schools that have met the quality of education based on eight national education standards.

Benowitz in (Rosmayati, 2025) explains that educational institutions require a specific mechanism to ensure they meet their stated goals. This structured and objective mechanism can be called an educational quality assurance system. Educational quality assurance is a comprehensive concept for leading and operating an educational institution that aims to continuously improve performance by focusing on customers (the community) while addressing the needs of all stakeholders.

The urgency of providing mentoring for good practices in the internal quality assurance system for secondary schools is an important reason for providing information to educators and education personnel to have an understanding and be able to manage school SPMI in the context of implementing educational report cards as a basis for analysis, planning, and follow-up to improve the quality of education.

Quality education doesn't just happen; it's the result of a quality educational process. When the educational process is well-executed, effective, and efficient, quality education is a necessity for the school providing it. According to Dhartamuda as quoted by (Maulana, 2025), educational quality is the manifestation of successful assessments of student learning outcomes that meet educational quality standards.

Meanwhile, according to Fattah, quoted (Ningsih, 2025), the assessment of the results of the achievement of educational quality benchmark standards is carried out at educational units through: self-evaluation of educational units, monitoring by local governments, accreditation, certification and the results of the Computer-Based National Assessment (ANBK). Measurement of the achievement of educational quality standards can also be seen from the achievement of Graduate Competency Standards (SKL). Measurement of this data can provide an overview of the level of student graduation. The data used in this study is student graduation data.

### **Analysis of the Most Influential Factors**

The most crucial factor in the successful implementation of SPMI is the integration of adaptive principal leadership and the use of the Education Report Card as the primary decision-making instrument. Vision- and data-driven leadership creates a clear direction for the school, while teachers' capacity to adapt to innovative learning is a key driver of the program's success. Furthermore, a strong evaluative culture and parental involvement are also significant supporting factors. Barriers such as teachers' limited time and data literacy challenges are addressed through ongoing training and mentoring.

This is in line with Fattah in (Muslim, 2023) opinion that many factors are needed to achieve and maintain quality. In relation to quality, the role and function of a quality assurance system are very necessary. Quality assurance is another word for a series of quality monitoring, evaluation or review activities. Quality assurance activities aim to build trust by fulfilling minimum standards in input, process, and output components according to user expectations. There are two forms of quality assurance, namely (1) Design of continuous quality improvement and development process activities, (2) Quality culture that contains values. Based on the above opinion, quality assurance is defined as a system that contains values and principles in the process of change, improvement and continuous quality enhancement.

According to (Harvey & Newton., 2004), in more explicit evaluation of learning quality, experience of the learning process becomes a priority through various efficient and systemic quality assurance measures. This step is based on the need to conduct evaluations so that key actors in the teaching and learning process can develop themselves and continuously improve their quality.

The educational process that occurs within the school environment is governed by structured governance. It should be emphasized that the learning process is a crucial condition for effective and efficient learning, therefore, different systems and methods need to be implemented to achieve better results. The processes occurring within educational governance need to be monitored and evaluated in accordance with national education standards (Joolingen & Hout-Wolters., 2012).

Every educational unit, as a provider of educational services, requires benchmarks to achieve educational quality standards. These standards encompass various aspects related to the provision of educational services. These benchmarks are educational quality standards to improve the performance of all educational components so that the expectations of students and their parents as consumers are met. Educational quality standards serve as a driving force for educational units and all their components to improve the quality of the educational services provided. According to Sani et al., the benchmark for the quality assurance system for elementary and secondary education is the National Education Standards (SNP) established by

the government. Educational report cards, which are the results of assessments conducted in elementary and secondary education units, can assist in the process of identifying problems, evaluating the quality of the learning environment, and achieving quality standards. Educational units, through educational report cards, can identify aspects that are the strengths and weaknesses of educational services so that quality development planning can be implemented properly. The results of educational report cards can also provide accurate data as a basis for considering plans for development and quality improvement of educational units (Sani et al, 2018).

### **Implications of Findings for the Theory and Practice of Educational Quality Assurance**

Theoretically, the implementation of SPMI at this school reinforces the concept that educational quality is built not only through administrative control, but also through a data-driven reflection cycle and collaboration between school actors. In practice, the Education Report has become both a diagnostic tool and a strategic compass in educational quality assurance. The experience of Al Azhar SBP High School demonstrates that implementing a data-driven SPMI model can be effective when supported by an organizational culture open to learning and change.

The implementation of a sustainable quality assurance system is one of the mandates in the National Education System Law, which is currently realized in the form of a data-based planning program which is one of the priority agendas in the Ministry of Education, Culture, Research and Technology which is expected to be one of the solutions and as the main reference in carrying out education quality improvement programs in all regions starting from the macro, meso and micro scales. This quality assurance stage begins with quality mapping through the implementation of national assessments in all educational units/madrasahs, equipped with supporting data obtained through basic education data (DAPODIK) and the Education Management Information System EMIS which will be a source of data and become educational report card scores at the national, provincial, district/city and educational unit levels.

This is in line with Permendikbud (Minister of Education and Culture Regulation) Number 28 of 2016 concerning the quality assurance system for primary and secondary education. It can be explained that the Internal Quality Assurance System (SPMI) is management within educational units at the primary and secondary education levels that implements school-based management, including: independence, partnership, participation, openness and accountability (Asrohah, 2014). Meanwhile, the instructions for implementing educational quality assurance can be explained with SPMI, namely a quality assurance system carried out by all components in educational institutions. SPMI can cover all aspects of educational implementation by utilizing various resources to achieve National Education Standards (SNP).

The government recognizes that education, particularly formal education, is a significant investment in nation building. Therefore, education requires quality. It is also recognized that a quality nation depends heavily on the quality of its education. In other words, the quality of a nation is determined by the quality of its education. Through Government Regulation of the Republic of Indonesia Number 4 of 2022, the government has also established eight national education standards: 1) content standards, 2) process standards, 3) graduate competency standards, 4) educator and education personnel standards, 5) management standards, 6) financing standards, 7) facilities and infrastructure standards, and 8) assessment standards (Widyastuti, 2024).

The purpose of SPMP itself according to (Raharjo et al, 2019) is to ensure the fulfillment of standards in elementary and secondary schools in a systemic, holistic, and sustainable manner, so that a culture of quality in schools grows and develops independently. Meanwhile, the function of SPMP is as a controller of the implementation of education by schools to realize

quality education. Meanwhile, according to (Mas, 2017), SPMP in schools functions as (1) feedback for schools and (2) assurance for parents that schools always provide the best service for students. The education quality assurance system consists of 2 types, namely the External Quality Assurance System (SPME) for Elementary and Secondary Education and the Internal Quality Assurance System (SPMI) for Elementary and Secondary Education.

Muhammad (Fadhli, 2020) explains that the purpose of SPMI in a school/madrasah is to improve quality, educational innovation, communication, motivation, and supervision or control in the implementation of education. That is why SPMI is very important to be implemented in a school/madrasah to achieve educational goals, of course through appropriate and continuous stages. According to (Meirawan, 2010), in the process of educational quality assurance, there are interrelated steps and must be based on several principles. First, the quality of education is the responsibility of everyone in the educational organization. Second, taking action in the first stage according to procedures prevents errors, including not procrastinating work. Third, the organizational climate, namely communication and a cohesive work team, is a determinant of successful management implementation.

Therefore, the Internal Quality Assurance System (SPMI) is an action in managing educational units at the elementary and secondary education levels independently and continuously to ensure quality education in accordance with the National Education Standards (SNP).

#### **Research Contribution to the Development of SPMI Based on Educational Reports**

The best practices at Al Azhar Syifa Budi Parahyangan High School contribute to a model for strengthening literacy and data-driven management that can be replicated by other modern Islamic schools. This school demonstrates that SPMI is not merely an evaluation mechanism, but rather a way to build a more adaptive, responsive, and humane education system. The primary contribution of this research is the presentation of SPMI implementation practices that are not only regulatory compliant but also transformational in nature.

Furthermore, this education report will become the main database for the central and regional governments and also educational units in preparing budgets and quality improvement programs based on established indicators referring to 8 SNPs which are extracted into 5 quality dimensions, namely (1) quality and relevance of student learning outcomes, (2) Equitable distribution of quality education, (3) Quality and relevance of learning, (4) GTK competency and performance, (5) Participatory, transparent and accountable school management (Aslan, 2025).

This educational report card platform can be a solution to address issues related to education quality planning through data-driven planning (PBD) policies. The implementation of this PBD policy is based on several legal foundations, including Law Number 20 of 2003 concerning the National Education System, Government Regulation Number 4 of 2022 concerning National Education Standards, and Regulation of the Minister of Education and Culture Number 9 of 2022 concerning Evaluation of the Primary and Secondary Education System.

#### **IV. CONCLUSION**

Based on the results of research and discussion on the Implementation of the Internal Education Quality Assurance System Based on Educational Reports in Islamic Educational Institutions (Research at Al Azhar Syifa Budi Parahyangan High School), it can be concluded that the implementation of SPMI also faces challenges. One of them is the resistance of some teachers to changes in learning approaches based on data and project literacy. The impact of the implementation of the internal quality assurance system based on Educational Reports has brought significant changes to the learning process. Teachers are more active in adapting

learning approaches based on critical literacy and project-based learning. Students are involved in exploratory activities such as mini-research, article presentations, and text-based group discussions. The school climate becomes more positive and dialogical. The relationship between students, teachers, and management becomes more open due to the existence of regular reflection spaces and collaborative literacy activities. Student discussion forums become a vehicle for healthy criticism and appreciation of the school system.

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