

The Implementation of Quality Culture in Primary and Secondary Education with Internal Quality Assurance System in Indonesia

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This study aims at describing the ability of school staff to implement internal quality assurance systems of education and quality culture. This formative evaluative study involved surveys of 228 principals and members of the school education quality assurance in East Java, Indonesia. Data on the research analysis used is descriptive and was obtained by describing each indicator. The results of the research showed that schools had implemented an internal quality assurance system and implemented a quality culture. Research findings also show that in implementing quality culture, there is still a lack of involvement of the school's internal parties and the school's external parties.

Keywords: *Quality assurance system, Quality culture, Education.*

Introduction

The results of the education quality mapping organised by the Educational Quality Assurance Institute (LPMP) of East Java region, Indonesia, in the years 2016 noted that there were no schools that had achieved the National Education Standards (SNP). There are five categories measured from the results of the mapping of the quality of school education. The 27,471 schools it maps and whose quality, according to the category found that no school has achieved an optimal SNP. Of this, 4,152, schools were headed for SNP 4. There were also 20,479 towards SNP 3. Additionally there were also 752 to SNP 2 and 1,623 to SNP 1 (LPMP, 2018). This data summarizes the efforts of schools in increasing the quality of education.

Improving the quality of education can work well if there is a quality culture created in schools (DuFour & Mattos, 2013; Harris, 2013). The Indonesia government has made efforts by conducting quality assurance in primary and secondary education. In 2016, the Ministry of



Education and Culture Republic of Indonesia developed an Education Quality Assurance System with issuing the Minister of Education and Culture Regulation No. 28 of Years 2016 concerning the Quality Assurance System for Basic Education and intermediate (Guru, 2013; Nurdin, 2015). The regulation explained that the guarantee and improvement of the quality of primary and secondary education is the responsibility of the education unit which the province must support. This includes district/city regional governments under their respective authorities and the role of the community. At the Central Government level, the guarantee and improvement of the quality of primary and secondary education carried out by the Ministry of Education and Culture through the Directorate General of Primary and Secondary Education, the Ministry of Religion, and the Ministry of Home Affairs and other relevant agencies. At the Provincial Government level, this is carried out by the Provincial Education Office, the Education Quality Assurance Agency (LPMP), and the Regional Office of the Ministry of Religion. Whereas at the regional government level in the Regency/City, this carried out by the District/City Education Office and the Office of the Regency/City Religion Department (Ministry of education and Culture Republic of Indonesia).

Education reform throughout the world regarding the quality of education experiences has come in three waves based on various paradigms and theories of the quality of education and school effectiveness resulting in various strategies and approaches to guarantee education (Pereira, 2020). One of them is school reforms and initiatives focusing on internal quality assurance and striving to improve internal school performance, teaching and learning methods, and processes. The results of a study by Sell (2014) show that it plans the relationship between the provision of professional learning space for teachers to be ordered and organised, and the growth of teacher professionalism. In addition, the previous article also noted the importance of the school's role in building partnerships to develop the professionalism of educators and education services (Sell, 2014). As part of the quality improvement process, quality culture has become an accepted concept intended to support the process of development and improvement in education.

Taking a theoretical approach to testing quality culture starts with a scientific examination of cultural concepts and explores how it is related to quality, quality improvement and quality assurance . Emphasis on the quality culture should start from the school's internals by starting to assess the strengths and weaknesses. The teacher is one component in this process (). A school's leadership managed by the principal determines the quality of the teacher and how the teacher provides quality service (Ferguson, 2011; Seider, 2012). Effective leaders understand the value and role of knowledge creation (Hanushek, 2011). They make it a priority and set about building and strengthening the habit of exchanging knowledge among members of the organisation. The quality of school leadership in conducting quality assurance relates to the level of teacher self-efficacy .



The authentic headmaster's leadership favours improvement in the efficacy of their teachers (Von Krogh, Nonaka, & Rechsteiner, 2012). Likewise, effectiveness and motivation arise by giving rewards for achievements (; Feng, 2016). This also needs to be supported by stakeholders and policymakers to rethink how to change curriculum and pedagogy and to prepare their young people for the future (Dalín and Rust, 1996; Gardner, 1999; Lynch & Madden, 2017; Lynch, Smith, Provost & Madden, 2016). The inability of teachers to provide quality learning services will only increase the level of difficulty students learn.

Efforts to ensure quality and promote the quality of education are challenging to relate to quality management (Knittle et al., 2011; Richter, Raban, & Rafaeli, 2015). All control functions carried out are directed to the maximum extent possible to provide services are in line with or exceed National Education Standards. All parties need to implement serious efforts to control quality. Quality control of management education is to face quality control to manage education constraints of limited educational resources. Quality control, in the form of assurance, is needed so that all aspects related to education services provided by schools can reach national education standards. We know the concept related to this in quality management as quality assurance (Alotaibi & Islam, 2013).

The designate of model schools is an attempt by the Indonesian government in quality assurance. Model schools are schools that establishing and fostered by the Institute for Quality Assurance of Education (LPMP) to be a reference school for other schools in the vicinity in implementing the quality assurance of education. It carries the process out by implementing the entire cycle of education quality assurance. It is believed that quality culture grows and develops well in model schools. They selected model schools from all schools that did not meet the SNP. LPMP conducts coaching so that schools can carry out education quality assurance. The LPMP direct coaching to the school staff out until they have carried out education quality assurance. They gave the school the responsibility of promoting good practices regarding the implementation of quality assurance in education to at least five surrounding schools. The impacted school assigned to the impact of the school.

Literature Review

Quality Assurance of Education

Quality assurance education is a systematic, organised, and sustainable mechanism to ensure that the entire educational process conforms to the quality standards and rules set. It also is a systematic effort to meet the quality standard or exceed it so that all education stakeholders are satisfied. It can be interpreted that the capacity of programs and educational units in making the best use of the resources they must create a good, fun, and optimal learning process and produce outputs and outcomes under or through the established standards.

Achieving quality is a continuous process that can be obtained through shared recognition and the excellent operation of actors in education programs and units.

Quality assurance of education includes all policies, systems, and processes aimed at ensuring the maintenance and improvement of the quality of education provision, for example, course design, staff development, collection, and use of feedback from students and staff. While Piper is more assertive, and explains that the quality assurance of education as "the total of those mechanisms and procedures adopted to assure quality or the continued improvement of quality, which embodies the planning, defining, encouraging, assessing of quality".

In implementing quality assurance, education can plan as a whole activity in various parts of the system to ensure that the quality of products or services produced is always consistent under the plan. The quality assurance contained determining and fulfilling the quality standard of education management, so that all stakeholders are satisfied (Asif and Rouf, 2011). Other examples of academic quality management include standards with the guidance that the organisation of educational activities conducted an independent, efficient, effective, and accountable to meet the standards of stakeholders' demand and satisfaction.

The Indonesian Ministry Education and Cultural divides the model of quality assurance system for primary and secondary education into two categories. These categories are the internal quality assurance system (SPMI) and external quality assurance system (SPME). Internal quality assurance is a preparation for the success of external quality assurance. Internal and external standards need to harmonise.

The Internal Quality Assurance System (SPMI) is a quality assurance system run by the education unit as a conscious effort to conduct quality improvement in both academic and non-academic dimensions. SPMI is an integral element comprising related organisations, policies, and processes to ensure the quality of education conducted by the education unit to ensure realise quality education that meets or exceeds the established standards. SPMI planning, implementation, control, and developed by the educational group. Model School Program is an educational unit that implements SPMI independent and guided by LPMP.

Guaranteed quality programs and educational units should always make continuous quality improvement. On the one hand, it must move forward and be dynamic by constantly striving to develop its quality. On the other side, the instrument of quality development of the guarantee institution must be continuously complemented and refined according to the demands and development of the times consistently to achieve the level and quality of optimal performance.

In the process of quality assurance in each program and/or educational unit or set of educational units, it refers to the standards set by the agency/institution that issued it and

encouraged the gradual fulfilment of such standards with significant progress. The established standard becomes a common measure or barometer that every program and/or educational unit must meet. Standards of education are dynamic, and therefore the standards will undergo changes and improvements from time to time.

Internal quality assurance components are within the three main dimensions of inputs, processes, and outputs (Bhatt, 2012) where each component has its sub-components detailed to describe the totality of the organisation (funding program or educational unit). These components are at once internal quality assurance activities, including for self-evaluation and internal quality audits. The focus of internal quality audit or self-evaluation is the quality standard used by each educational unit (the academic quality standard) and the quality standards of the accrediting institution (Smith, 2012). The documents that must be collected and compiled for later and are tested and analysed to include academic policies, academic standards, and academic regulations, of a program and/or educational unit.

An external quality assurance system is a system run by an institution outside the educational unit such as a body of standardisation, accreditation, and quality assurance and other organisations, including governments to supervise, control and facilitate educational groups to improve the quality of education. SPME planned, implemented, controlled, and developed by the government, education standardisation bodies, and education accreditation bodies under their respective authorities.

SPMI implemented at the program level and/or educational unit has an activity cycle comprising of: (1) mapping the quality of education conducted by educational units based on Indonesia defined educational standards; (2) make quality improvement plans as outlined in the school work plan/work plan and school budget; (3) implement the quality of school management and learning process; (4) monitoring and testing the implementation process of fulfilment of quality that has been done; and (5) set new standards and develop quality improvement strategies based on monitoring and evaluation results.

Quality Culture

An organisational culture that drives progress is a culture that leads to improved organisational achievement. The task of the organisation is to build an organisational culture to always achieve and is the type of organisation that encourages and appreciates the performance of people (Tan, 2002). Organisational culture is a manifestation of the values and traditions that are believed in and underlying the organisation. This is reflected when the organisation develops a code of ethics that guides employees to think, behave, and work for the organisation's progress.



According to Goetsch and Davis (1994), quality is a dynamic condition that relates to products, services, people, processes, and environments that meet or exceed expectations. Meanwhile, Crosby (1984) defines quality with conformance to requirement by the standard or standardised.

Thus, the quality culture is an organisational value system that forms an environment conducive to the continuous formation and quality improvement. It consists of values, traditions, procedures, and expectations to improve quality. Peter and Waterman (Hanson, 1996) find cultural values are consistently implemented in good schools. Quality and service are the things that should be prioritised, The organisation should e always striving to be the best, giving full attention to the things that seem small, not making distance with clients, while always doing things as well as possible, working through people (not just cooperating or commanding), spurring innovation, and tolerating successful business.

The ultimate goal of the quality assurance system is the realisation of a quality culture in education (Goetsch & Davis, 2014; Sallis, 2014)European Commission, 2017: 4, Dejager & Nieuwenhuis, 2005: 255; Spruit & Adriana, 2015: 58). Culture of quality, especially academic quality, involves imagining the world of education as an arena that has a high value, both moral and social. A world that is engaged in the process of finding and discovery of the untold truth and the creation of human resources that have a life skill that makes it able to build a better life, advanced, and dynamic. Thus, the world of education, especially the educational unit, should appear as an authoritative institution and become a symbol of truth as well as progress.

Methods

This formative evaluation research conducted through a survey (Ssanyi et al., 2013) aims to measure the achievement of school programs and find out the problems experienced by schools during the two years of program implementation. The instrument used was the monitoring and evaluation instrument developed by LPMP. There are two main indicators in the instrument: the ability of schools to implement an internal quality assurance system, and a quality culture formed in the school environment with 43 question items. Indicators of the ability of schools to implement an internal quality assurance system have sub-indicators the mapping of school quality, school quality planning, implementation of school quality assurance, school quality assurance teams, and involvement of schools and stakeholders. While quality culture indicators formed in the school environment comprise several sub-indicators of school services, support for quality school services, and quality of education provided by schools. The survey involved 228 school principals and members of the school quality assurance team (TPMPS) in East Java, Indonesia. The researchers take the amount from the proportion of 31.67% of the total model schools in the region, which totalled 720

schools. The analysis of research data was conducted through descriptive analysis which describes the percentage of achievement of each measured sub-indicator.

Results and Discussions

The Ability of Schools to Apply SPMI

Table 1. School Capability Applying SPMI

No	Indicator	Yes	No
1	Activity mapping school quality	83,26%	16,74%
2	Activity planning the fulfilment of school quality	81,73%	18,27%
3	Activities carry out the fulfilment of school quality	81,84%	18,16%
4	Monitoring and evaluating the implementation of quality assurance	44,30%	55,70%
5	Devices are available in the formation of TPMPS	46,71%	53,29%
6	Principal support for school quality assurance	81,21%	18,79%
7	Supervisor support on school quality assurance	63,38%	36,62%
8	Teacher support for school quality assurance	75,88%	24,12%
9	Support School committee/parents on school quality assurance	70,54%	29,46%
10	Business support for school quality assurance	10,45%	89,55%
11	Local Government support for quality assurance of schools	20,83%	79,17%

Table 1 shows that's the ability of schools to apply the SPMI stages is good enough. That is, for the activity of mapping, the quality of schools has reached 83.26% of schools. 81.73% of schools are already planning the fulfilment of school quality. While the schools that fulfil the quality of the school equate to 81.84%. However, the tools available in TPMPS formation are still low at 46.71%. Meanwhile, support from the citizens of the school is good enough, including the principal (81.21%), teachers (63.38). Support from outside the supervisory school is 63.38%, school committee is 70.54%, from community is 24.93%, business community 10.45%, and local government 20.83%. In relation to this finding, Lynch et al. (2017) noted that teacher's concern for quality culture had a positive effect on the quality of learning carried out and supported students' achievement. Educators' concern for quality can provide satisfaction for students (Muramalla & Alqahtanib, 2019).

A Quality Culture is Formed in The School Environment

The indicators of the culture of quality established in the school environment before and after school apply SPMI, which results from research activities.

School Services

Quality service, according to SNP given by educational unit to students increases, is described by Table 2. This causes the level of awareness and independence of schools to provide quality education services increased and sustainable. It was found that 36% to 38% of schools did not provide quality services, and only 62% to 64% who already provide the best service according to SNP. SPMI organisers found only 5% to 7% of schools still feel inadequate in providing high service, otherwise 93% to 95% of schools have provided specific quality services.

Table 2. School service levels

No	Indicator	before		after	
		Less	good	less	good
1	Level of school awareness in providing quality services according to SNP	38%	62%	5%	95%
2	Level of school independence in providing quality services according to SNP	36%	64%	7%	93%
3	School-level of sustainability in providing quality service according to SNP	36%	64%	5%	95%

Support Quality School Services

Table 3 demonstrates support provided by parents, industry, local government, and surrounding communities is increasing after schools socialise SPMI to all school residents and stakeholders. Only 57% of schools felt supported by stakeholders, 85% of schools felt increased cooperation, awareness, and commitment among their school members and support from stakeholders in realising quality school services. The educational facilities are not only the responsibility of the school itself but also the responsibility of parents, industry, universities, government, and the surrounding community.

Table 3. School Support

No	Indicator	before		after	
		Less	good	less	good
1	The activity of parent involvement in supporting quality school services	45%	55%	7%	93%
2	The activity of industry involvement in supporting quality school services	71%	29%	37%	63%
3	The contribution of universities in supporting quality school services	72%	28%	46%	54%
4	Engaging in the role of local government in supporting quality school services	35%	65%	14%	86%
5	The awareness of surrounding communities in supporting quality school services	46%	54%	12%	88%
6	Commitment among school members in supporting quality school services	31%	69%	6%	94%
Average		43%	57%	15%	85%

The Quality of Education Provided by The School

The level of quality of education provided by a school is described in Table 4. Before implementing SPMI, only 70% of schools stated that they had provided a good quality education. School self-confidence improved after receiving SPMI help by district facilitators, so 92% of schools claimed they have provided a good quality education. The quality of education is the learning process increased from 72% to 94%, the learning material from 75% to 93%, the quality of educators and educational staff from 78% to 93%, and the school management from 71% to 92% and the infrastructure of 67% to 90%. This shows that there is an increased level of awareness among school members, stakeholders, and the surrounding community towards the quality of education and, in particular, quality education services by schools.

Table 4. Level of quality of education provided by schools

No	Indicator	before		after	
		less	good	less	good
1	The quality of the learning process that schools provide to the SNP	28%	72%	6%	94%
2	The quality of learning materials provided by schools to SNP	25%	75%	7%	93%
3	What is the quality of educators and education personnel	22%	78%	7%	93%
4	Quality of school management	29%	71%	8%	92%
5	The quality of infrastructure provided by the school	33%	67%	10%	90%
Average		30%	70%	8%	92%

Conclusion

From the research results it can be concluded that some indicators of the ability of schools in implementing an internal quality assurance system in the school environment. Implementing an internal quality assurance system by the model school has been going well. Before the SPMI is implemented, the Headmaster disseminates SPMI to all school members and establishes a school quality assurance team (TPMPS) comprising of: Principals, Teachers, School Committees, and parent representatives. TPMPS is the driving force for SPMI activities, mapping school quality, planning school quality fulfilment, implementing school quality compliance, and monitoring and evaluation. The success of this SPMI also depends on the involvement of all school residents and stakeholders and school resources.

While the quality culture indicators formed in the school environment, the results of the research show that implementing SPMI in schools has encouraged to make quality culture, awareness, independence, and sustainability of schools provide quality services in accordance with SNP increased. School residents are more open, caring, committed, and cooperate in realising quality school services. Quality school services by the school's residents receive support from stakeholders (parents, local government, colleges, industry) and the community. The best quality of education can provide by the school to students.

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