Management of Internal Quality Assurance System (Spmi) for State High Schools to Improve the Quality And Competitiveness of Graduates (Qualitative Descriptive Study at SMAN 5 and 11 Bekasi City).

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Abstract

The problem in this study is the Internal Quality Assurance Management of State Senior High Schools. To improve the Quality and Competitiveness of Graduates, there are still some deficiencies in its implementation, both in aspects (1) Quality planning and mapping, (2) Organizing and compiling fulfillment plans, (3) Implementation fulfillment, (4) Evaluation/quality audit, and (5) Determination of SPMI SMAN quality standards to improve the Quality and Competitiveness of Graduates at SMAN 5 Bekasi and SMAN 11 Bekasi. The research approach used is qualitative with a qualitative descriptive study method. Data collection techniques using observation, interviews, and documentation. Data analysis techniques are

data collection, data reduction, data presentation, and making conclusions. The general results of the research are that the Internal Quality Assurance System Management (SPMI) of SMAN to Improve the Quality and Competitiveness of Graduates at SMAN 5 Bekasi and SMAN 11 Bekasi has been going well even though there are still deficiencies in its implementation. The results of special research regarding Management of Internal Quality Assurance in Public High Schools to improve the Quality and Competitiveness of Graduates at SMAN 5 Bekasi and SMAN 11 Bekasi are (1) Planning on aspects of the Formulation of Management of Internal Quality Assurance of Schools to improve Quality and Competitiveness of Graduates, Arrangement of Management School Internal Quality Assurance To improve the Quality and Competitiveness of Graduates, and Compile SPMI documents (School Internal Quality Assurance System is already running well. (2) Organizing on aspects Forming a quality assurance unit in the Education unit and Coordinating the implementation of quality assurance at the Education unit level has been went well (3) The implementation of aspects of Implementation of Internal Quality Assurance Management activities for State Senior High Schools to improve the Quality and Competitiveness of Graduates and Conduct coaching, mentoring, mentoring, and supervision of education actors in educational units in developing p Education quality assurance has been going well. (4) Evaluation on the aspects of Evaluation Technique, Analysis of Evaluation Results, and Evaluation Follow-up has been going well. (5) Problems in the aspects of planning, organizing, implementing, and evaluating can be handled properly. (6) Solutions in the aspects of planning, organizing, implementing, and evaluating can be implemented properly. (7) Quality and Competitiveness of Graduates at State Senior High Schools at SMAN 5 Bekasi and SMAN 11 Bekasi in the aspects of Graduation Standards and Academic and Non-Academic Achievements have gone well.

KeyWords

Management, SPMI, Quality, and Competitiveness of Graduates

Introduction

Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, noble character, and the skills needed by themselves, society, nation and state (UU No. 20 of 2003, Article 1 paragraph 1). The process of forming the self-potential of students is formed through education, because in the learning process students are instilled with various values, be it state, religious, cultural, skills and others. The results of these various learning processes will shape the potential and character of quality students, and the birth of quality students will indirectly form quality education as well. Quality of education is an orientation in the implementation of education by all education stakeholders. Both the central government, regional governments, educational institutions, and the community. This becomes very important when there are still many problems caused by graduates who are not qualified. Various programs and efforts to improve the

quality of education have been carried out by the government but have not been able to improve the quality of education in Indonesia. According to (KBBI, Big Indonesian Dictionary, 2020) quality is a measure of the good and bad of an object, its level, level, or degree in the form of: intelligence, intelligence, skills, and so on. Quality is divided into two perspectives, namely absolute quality and relative quality. Absolute quality is quality in the sense that it is non-negotiable or absolute. Absolute can also be interpreted as a condition that is determined unilaterally, namely by producers in producing goods or services, while relative quality is defined as quality determined by consumer tastes (Jahari, 2020:95). As an effort to improve the quality of education, the government through the ministry of education and culture issued a policy regarding education quality assurance, Permendikbud No 28 of 2020. The government's educational quality assurance efforts are implemented into SPMI.

Quality is a process of establishing and fulfilling management standards consistently and continuously, so that consumers, producers and other interested parties are satisfied. Educational institutions should set quality standards that are not only stated in the terms of accredited recognition, but must also be equipped with a clear mechanism for how quality in educational institutions is realized in accordance with a clear mechanism (Uchiawati, 2020: 52-53). In the process of determining the quality of educational institutions it is necessary to look at the factors of quality improvement from many sides, and not only be satisfied with the results of the accredited recognition process but have a high motivation towards quality improvement or exceeding the quality standards set by the government. Government Regulation Number 19 of 2005 concerning National Education Standards article 91 contains a statement that every education unit on formal and non-formal channels is required to carry out education quality assurance. The education quality assurance aims to meet or exceed the SNP (Suharsaputra, 2020: 383-384). By fulfilling all the standards set by the government, the level of education in Indonesia will be of higher quality and will be able to produce graduates who are competitive. Orientation towards quality requires a quality assurance system so that quality can be continuously improved. The quality assurance system (Quality Assurance System) in an educational institution is an external and internal demand. These external and internal quality demands help in the improvement of good quality assurance. Externally, quality assurance is called SPME and internally, quality assurance is called SPMI.

The Quality Assurance System is a systematic, integrated and sustainable mechanism to ensure that the entire implementation process complies with quality standards. In the education quality assurance system, it is divided into two parts, namely SPME and SPMI. In the Minister of Education and Culture Regulation Number 28 of 2020 concerning the Quality Assurance System for Primary and Secondary Education, it is explained that, SPMI is a unitary element consisting of policies and processes related to carrying out an Education Quality Assurance System which is carried out by each primary and secondary education unit to

ensure the realization of quality education. quality that meets or exceeds the National Education Standards (Permendikbud No 28 of 2020). Prior to the holding of Permendikbud No 28 of 2020, educational institutions first knew about and implemented TQM in their educational institutions.

TQM is an approach to increase the competitiveness, effectiveness and flexibility of the entire organization. TQM is a people-focused management system that aims to increase customer satisfaction at a lower cost. Macdonald (1993:6) states that "TQM is therefore a change agent which is aimed at providing a customer-driven organization". TQM is a change agent aimed at directing organizations to be customer oriented. Thus all activities within the organization are aimed at meeting customer needs and satisfaction.

Total Quality Management does not work for the benefit of others, but focuses on the interests of the customer. This understanding is not only for senior managers, but for everyone in the organization. The concept of implementing integrated quality management in the world of education is an educational institution that positions itself as a service institution. Services provided to customers are of high quality and provide satisfaction to customers/stakeholders. For this reason, educational institutions need a management system that is able to empower institutions to be of higher quality. The successful implementation of integrated quality management in educational organizations requires commitment and cooperation between educational organizations, both at the central and regional levels, as well as local educational organizations as parties that deal directly with the community. If this integrated quality management is implemented in accordance with the provisions taking into account the dynamics of development in the world of education and society, there will be changes that are quite effective for improving the quality of national education, thus the government through Permendikbud No. 28 of 2020, establishes an integrated quality assurance system through SPMI in educational institutions primary and secondary (Ahmad Sulaiman, 2020: 20).

Implementation of SPMI in educational institutions is carried out by mobilizing all existing HR (Human Resources), starting from the Highest Stakeholder (School head) to students. The application of SPMI to educational institutions re-modifies the concept of TQM as a supervisory system so that SPMI is really well organised. TQM can be said as an action perspective at the macro level (the entire organization) which can be realized by implementing SPMI which is a normative control activity that places more emphasis on commitment. SPMI makes schools the main actors or spearheads of quality assurance of education. SPMI created schools as learning organizations and created the importance of a quality culture. Quality is no longer positioned as a burden but a necessity, even as a way of life. The quality of education is now no longer the responsibility of certain parties, but everyone's business. Every school member is expected to participate actively and contribute to improving the quality of education in schools (Puspitasari, 2021: 340-341).

The results of research in the journal Education Management Accounting (Wibowo 2020: 17-32) explain that the results of the SPMI Implementation are carried out as a necessity because the quality of education does not only depend on the government but also depends on the assessment of stakeholders. SPMI implementation is an independent activity, so that the quality assurance process is designed, implemented, controlled and evaluated on its own. This is in accordance with the Permendikbud, which states that SPMI in primary and secondary schools is carried out entirely by the institution itself. The implementation of SPMI in improving the quality of education requires a better enthusiasm for work, developing awareness to build a culture of quality. Externally, SPMI is used in connection with preparations for facing national and international accreditation.

Another study (Nuryahya, 2020), explains that in the quality improvement process the main factor is teaching and educational staff, where the focus of achievement in all educational standards that is the reference focus is to improve the quality of teaching and education staff first. At the planning stage refers to the writing guidelines prepared by the school. At the implementation stage the entire academic community carries out the six coordination and other coaching well, while the evaluation is carried out by the school principal and the internal quality assurance team, through supervision and internal quality audits.

Whereas in the office administration journal (Mauluddin and Rahayu, 2020) in his research explained that in the implementation of a quality assurance system programs in quality improvement focus more on EDS, which is more internal in nature to assess school performance for one academic year based on indicators that refer to 8 SNPs. The school self-evaluation process is a cycle that starts with the formation of a school development team, training in the use of instruments, implementing EDS in schools and using the results as a basis for preparing RKAS. EDS also refers to the school's vision and mission, thus it is hoped that EDS activities can improve the vision and mission in achieving school performance in accordance with the school's initial goals. The results of the EDS are also used as material for consideration in planning the RKAS.

The results of the national education quality mapping for 2020 show that only about 20% of education units meet the SNP, around 60% of the minimum service standards and 20% are still below the MSS. This is because there are still many education administrators who do not understand the meaning of education quality standards. In addition, in general, education unit managers do not yet have the ability to guarantee that the educational process carried out meets the set quality standards (Asia, 2021: 47).

Educational management is a process that needs to be implemented in the world of education so that the goals of education can be achieved. Management is a process of planning and controlling resources to produce something effective. If it is related to the world of education, then the ultimate goal is education. management will shape the education to be more focused so that the results will be better.

The scope of education management is divided into 4 things, namely the scope according to the work area, the scope according to the cultivated object, the scope according to the function or sequence of activities and according to the executor. For the first scope includes state-wide education management, education management for one province, one district/city, work units and class management. Classroom management is the core of an educational management, because in the classroom the teaching process takes place.

The scope according to the object of cultivation includes; student management, school personnel, curriculum, facilities/materials, budget, management, public relations and educational communication. While the scope according to function / sequence of activities or also called administrative management includes planning, organizing, directing, coordinating, communicating and evaluating.

One of the studies on education management is the aspect of quality assurance management which aims to plan to control the process of implementing the quality assurance program. The quality assurance system in schools is carried out through two systems, namely the Internal Quality Assurance System and the External Quality Assurance System (Kemdikbud, 2020).

SPMI is a quality assurance system that takes place and is carried out independently for and by schools to achieve SNP by utilizing various existing resources. SPME is a quality assurance system implemented by outside parties other than schools, including accreditation bodies that are intended to measure the achievement of quality standards for education services organized by schools. In the document "Standards for Accreditation For Schools" issued by The Middle States Association of Colleges and Schools (2020) explains that school accreditation is a mechanism to improve the ability of schools to produce students who have the level of performance desired and expected by society and stakeholders. related.

Ideally, these two systems run well and synergize with each other as an effort to evaluate, improve and improve the quality of education services in schools. The quality of schools physically and non-physically will be good and will improve if the school works within the scope and situation where the school quality assurance system runs in a comprehensive and integrated manner between SPMI and SPME. The success of the best achievements in the implementation of the SPMI is inseparable from the cooperation of all parties in the school community, so that a strong internal commitment is needed in carrying out the SPMI on an ongoing basis to realize the desired School Quality Culture.

Quality mapping at the school level is carried out based on data and information on SNP achievements from the results of the implementation of the School Self-Evaluation at the end of each year. The quality map is a concrete picture matrix related to ideal conditions according to standards, the real condition of the school at this time, a description of the results of the SWOT analysis, things that need to be improved/improved, and support needs in improving/increasing standard quality achievements. An important note to note is that the starting point

for EDS as part of the SPMI is the same as the starting point for school accreditation as part of the SPME process, namely the eight SNPs. Schools can then utilize the processes and information in quality mapping to identify strategies for fulfilling and improving the quality of each standard in school accreditation. Therefore, schools need to have a School Accreditation Team or TPMPS whose duty and responsibility is to analyze the results of the SPMI quality mapping as material for school preparation in carrying out accreditation.

Concretely, the quality compliance planning document in schools is embodied in the form of an RPS or RKS document and then proceed with preparing the RAPS or RKAS document. Schools need to analyze the information contained in the quality map documents that have been made to establish policies related to school development program priorities for each standard.

The implementation of quality fulfillment is directed at two sides that cannot be separated. On the one hand, related to the program to fulfill the quality of inputs, processes and learning outcomes, including increasing competency standards for teaching staff, procuring and utilizing learning media/tools/materials, developing learning tools and substances, managing assessment of learning processes and outcomes, and reporting the results of learning assessments . On the other hand, programs related to fulfilling non-learning quality, namely fulfilling the qualifications and competencies of education staff, the quality and quantity of facilities and infrastructure, the quality of management of school institutions, and the management of school program financing.

Various types of work program products must be made and/or produced during the implementation of quality compliance both in the form of documents and non-documents. Schools need to have a regular and systematic filing system for implementing quality compliance because these products can then not only be used as physical evidence in the implementation of the EDS but will also become important physical evidence for the fulfillment of supporting data and information in the implementation of school accreditation.

The evaluation/quality audit stage is basically a form of control over the process and results of implementing quality compliance, especially to see whether the implementation is in accordance with the plan and the results are in accordance with the targets set. (1) Because the audit activity is controlled, it is necessary to use audit documents (formats) that have been stipulated by the government or modified by the auditor team based on needs. These documents include audit planning sheets, (2) audit worksheets, (3) audit findings sheets, and (4) audit results follow-up sheets.

The opportunity to take advantage of the quality audit stage for the purposes of preparing for school accreditation lies in the audit document. The information written on each sheet of the audit format becomes important data for checking the school's efforts to meet the achievements of each standard while carrying out the planned work program. Information and audit results data is also an important guide for schools to consider what and how to prepare themselves in

carrying out accreditation strategies.

At this stage the school sets new quality standards as a benchmark for the following year's program. The new quality may be a standard above the SNP (National Education Standards) if based on the results of the previous year's quality audit results it meets the SNP or even exceeds the SNP. Apart from that, at this stage schools also need to establish a new strategy for fulfilling quality standards with moderate and low scores. Setting a new quality standard that goes beyond the SNP will be extra capital for schools in their efforts to obtain the best accreditation status. Likewise, establishing a new strategy for quality compliance that has not met the SNP is a curative or corrective action for schools to continuously strive to improve themselves and improve their quality. This will maintain consistency in improving the quality of each SNP standard from year to year until the school accreditation assessment period arrives.

Based on the research results of Mutaqin and Zaki (2020) states that a quality educational process must be supported by personnel, such as administrators, lecturers or teachers, counselors, and quality and professional administration. This is also supported by educational facilities and infrastructure, facilities, media, and adequate learning resources, both quality and quantity.

The results of Agusnila's research (2021) with the title, Internal Quality Assurance System at SMA Negeri 1 Kemangkon Purbalingga resulted in the following research: The results of the research show that the purpose of implementing an internal quality assurance system at SMA N 1 Kemangkon is to achieve the vision and mission in line with efforts to fulfill national education standards . SMA N 1 Kemangkon has changed its vision and mission 3 times with the aim of following the developments and needs of the community. The principles developed in the implementation of the internal quality assurance system include sustainable, planned and systematic, as well as open. The stages of implementing the internal quality assurance system begin with quality mapping, planning, implementation, monitoring and evaluation, and setting new standards. The success factor for implementing the internal quality assurance system at SMA N 1 Kemangkon is influenced by leadership, human resources, and supporting infrastructure. However, the factors of leadership, human resources, and infrastructure are still experiencing problems.

Based on the results of the research above, there are still some deficiencies resulting from SMAN 1 Kemangkon in meeting the standards of facilities and infrastructure, leadership, and human resources. The advantages of SMAN 1 Kemangkon are that the vision and mission have been developed 3 times according to the needs of the times and technology.

Based on preliminary research at SMAN 6 and 7 Bekasi City regarding the management problem of the SMAN internal quality assurance system (SPMI) to improve the quality and competitiveness of graduates, it was found that there were still obstacles in aspects of quality mapping, preparation of fulfillment plans, implementation of compliance, evaluation/audit of quality, and setting quality

standards. In the quality mapping aspect, the problem is the lack of coordination between units in providing the necessary data for mapping school quality. Next, the problem with compiling the fulfillment plan is that the units responsible for the quality standards that must be met are not yet ready. Furthermore, the problem with the implementation aspect of fulfillment is that not all quality standards have been met, especially in the components of facilities and infrastructure. The problem with evaluation/quality audit is that the evaluation or quality audit has not been maximally implemented because there are still units that have deficiencies in preparing their equipment. The problem with setting quality standards is not being able to describe all quality standards in schools because there are still several units that have not prepared their documents 100 percent yet.

In the aspect of quality mapping the problem is the lack of coordination between units in providing the data needed in school quality mapping and the solution is to hold coordination meetings between units so they can prepare the documents needed in quality mapping. Next, the problem with preparing the fulfillment plan is that the units responsible for the quality standards that must be met are not yet ready and the solution is that the units responsible are given a warning to immediately prepare the necessary documents. Furthermore, the problem with the implementation aspect of fulfillment is that not all quality standards can be met, especially in the components of facilities and infrastructure and the solution is to hold a meeting with the committee to discuss plans to fulfill the standards of facilities and infrastructure needed to meet quality standards. The problem with the quality evaluation/audit is that the evaluation or quality audit has not been maximally implemented because there are still units that have deficiencies in preparing the tools and the solution is to give a warning to each unit to prepare the documents to be audited completely. The problem with setting quality standards is not being able to describe all quality standards in schools because there are still several units that have not prepared their documents 100 percent and the solution is to hold a coordination meeting for each unit to prepare completely. The recommendation from this initial research is that leaders must hold good coordination meetings between units so that they can prepare complete documents. Another recommendation is that leaders must evaluate the implementation of the management of the internal quality assurance system (SPMI) as a whole. Next, the leadership must hold a meeting with the school committee to discuss meeting the standards of facilities and infrastructure for meeting quality standards.

Based on the results of interviews with the Heads of SMAN 5 and 11 Kota Bekasi regarding the management problem of the SMAN internal quality assurance system (SPMI) to improve the quality and competitiveness of graduates it was found that there were still obstacles in terms of implementing the management of the internal quality assurance system (SPMI) which was caused because it had not been implemented according to operational standards. The next problem is planning that has not matured in planning the management of the SMAN internal

quality assurance system (SPMI) to improve the quality and competitiveness of graduates so that graduates.

Method

In this study, researchers used a qualitative approach. Qualitative research is an approach to exploring and understanding individual or group meanings related to social issues (Creswell, 2020) which can be used to interpret, explore, or gain a deeper understanding of certain aspects of human beliefs, attitudes, or behavior (George et al., 2012). This research focuses on participants' perceptions and experiences, as well as their way of understanding life. Meanwhile, data analysis is built inductively from specific themes to general themes, then researchers make interpretations about the meaning of the data. Researchers pay more attention to individual opinions and are required to be able to translate the complexity of the situation. This research is a descriptive research with a qualitative approach. According to Sugiyono (2020: 9) the qualitative descriptive method is a research method based on the philosophy of postpositivism used to research on natural object conditions (as opposed to experiments) where the researcher is the key instrument. Data collection techniques are carried out by trigulation (combined), data analysis is inductive/qualitative, and the results of qualitative research emphasize meaning rather than generalization. Qualitative descriptive research aims to describe, describe, explain, explain and answer in more detail the problems to be studied by studying as much as possible an individual, a group or an event. In qualitative research, humans are research instruments and the writing results are in the form of words or statements that are in accordance with the actual situation. In this study, West Java Province and Bekasi City were selected, namely SMAN 5 Bekasi and SMAN 11 Bekasi. The selected respondents were respondents who were able to answer questions from researchers and experts in their fields, namely: Principals, Deputy for Curriculum, Deputy for Student Affairs, Deputy for Facilities and Infrastructure, Head of the School Education Quality Assurance Team, Teachers, and Students. Researchers used interview, observation, and documentation techniques in collecting research data. To present data so that it is easy to understand, the data analysis steps used in this study are the Analysis Interactive Model from Miles and Huberman, which divides the steps as follows: 1. Data collection. In the first model analysis, data were collected from interviews, observations, and various documents based on categorization according to the research problem which was then developed to refine the data through further data searches. 2. Data reduction. Data reduction is a form of analysis that sharpens, classifies, directs, removes unnecessary data and organizes data in such a way that final conclusions can be drawn and verified (Miles and Huberman, 2021: 16). 8 According to Mantja (in Harsono, 2021 : 169), data reduction takes place continuously as long as the research has not been terminated. The product of data reduction is a summary of field notes, both from initial notes, expansions, and additions. 3. Data Presentation. Data presentation is a series of information

organization that allows research conclusions to be carried out. Presentation of data is intended to find meaningful patterns and provide the possibility of drawing conclusions and providing action (Miles and Huberman, 2021: 84). According to Sutopo (in Harsono, 2021: 169) states that data presentation is in the form of narrative sentences, pictures/schemes, networks and tables as the narrative. 4. Conclusion Drawing. Drawing conclusions is part of a complete configuration activity (Miles and Huberman, 2021: 18). The conclusions were also verified during the research. Conclusions were drawn since the researchers compiled records, patterns, statements, configurations, causal directions, and various propositions (Harsono, 2021: 169). Data validity is an activity carried out so that research results can be accounted for from all sides. Testing the validity of the data in this qualitative research includes testing internal validity (credibility), external validity (transferability), reliability (dependability), and objectivity (confirmability). This internal validity (credibility) test was carried out by extending observations, increasing persistence in research, triangulation, discussions with colleagues, negative case analysis, and checking the data obtained by the researcher to the data provider (member check). 2. Transferability is an external validity in qualitative research. So that other people can understand the results of qualitative research, researchers can make reports that provide detailed, clear, systematic, and reliable descriptions.3. In qualitative research, dependability is carried out by conducting an audit of the entire research process. 4. Confirmability means testing the research results associated with the process carried out. If the research results are a function of the research process carried out, then the research meets confirmability standards.

Results and Discussion

a. Internal Quality Assurance Management Planning for State Senior High Schools to improve the Quality and Competitiveness of Graduates at SMAN 5 and 11 Bekasi City.

Internal Quality Assurance Management Planning for State Senior High Schools to improve the Quality and Competitiveness of Graduates at SMAN 5 and 11 Bekasi City is carried out by holding meetings with committees, all teachers, and educational staff. The meeting discussed the Formulation of School Internal Quality Assurance Management to Improve Graduate Quality and Competitiveness, Preparation of School Internal Quality Assurance Management to Improve Graduate Quality and Competitiveness, and Compile the SPMI document (Internal Quality Assurance Management System). The SPMI (Internal Quality Assurance Management System) document was prepared by involving the School Quality Assurance Team formed by the education unit which has the task according to article 11 of Permendikbud No. 28 of 2016 is to assist school principals in planning, implementing and controlling quality assurance. Members: The education quality assurance team as referred to in paragraph (1) letter e consists of at least: a. representative of the head of the education unit; b. teacher representatives; c.

education personnel representatives; and D. school committee representative. Burhanudin (1994:10) states that planning is the activity of making decisions about the goals to be achieved, the actions to be taken in order to achieve these goals and the parties who will carry out these tasks.Based on the Regulation of the Minister of National Education Number 63 of 2009 concerning the guarantee system and Improving the Quality of Education, it is stated that the quality of education is the intelligence level of the nation's life that can be achieved from the implementation of the National Education System. To realize quality education, a standardized quality assurance is needed. In the Regulation of the Minister of National Education Number 63 of 2009 education quality assurance is defined as a systematic and integrated activity by educational units or programs, administrators of education units or programs, regional governments, central government, and the community to increase the nation's level of intelligence through education. According to Suratno (2018) Planning for a school's internal quality assurance system is carried out through the following stages: 1) Establishing quality standards, 2) Quality data analysis, 3) Compiling Quality Planning, and 4) Establishing Standard Operating Procedures (SOP). Setting quality standards begins with the school principal conducting a self-evaluation through workshop activities which are attended by all teachers, employees, school committees, and invite representatives from the education office. Once the potential, obstacles, challenges and opportunities possessed by the school are known, a school policy is formulated through the school quality data analysis stage. The analysis was carried out with reference to graduate competency standards (SKL), content standards, process standards, assessment standards and school infrastructure standards so that a recommendation program for school activities was compiled for the development of academic programs in high school. Based on the recommendation of the school's academic activity program, it is then implemented by creating activity programs that lead to excellent academic programs that refer to the achievement of the school's mission and goals that have been set. In planning a superior academic program, it is necessary to have a reference in its implementation which is contained in the SOP for the superior academic program being implemented.

b. Organizing Internal Quality Assurance Management for State Senior High Schools to improve the Quality and Competitiveness of Graduates at SMAN 5 and 11 Bekasi City.

The Principal creates an organizational structure for the SPMI Team which will be tasked with carrying out Internal Quality Assurance Management for Public High Schools to improve the Quality and Competitiveness of Graduates at SMAN 5 and 11 in Bekasi City. The SPMI Team Leader will be assisted by staff and teachers as well as education personnel who have divided their main tasks and functions in carrying out Internal Quality Assurance Management for State High Schools to improve the Quality and Competitiveness of Graduates at SMAN 5 and 11 Bekasi

City. To integrate SPMI into school management, the Principal conducts awareness raising among school members of the need for an organization that oversees or assists the implementation of SPMI, so that the implementation of SPMI is organized, the School forms a School Education Quality Assurance Team (TPMPS) and the Principal carries out inherent guidance to grow the awareness of the school community that an organization is needed to oversee or accompany the implementation of SPMI, so that the implementation of SPMI can be organized, a School Education Quality Assurance Team (TPMPS) was formed, which was formed through a meeting of school residents as a companion for the implementation of SPMI. According to Sobri (2009: 4), organizing is the activity of compiling and forming working relationships between people so that a unitary effort is realized in achieving the goals that have been set. To realize working relationships between personnel, the principal forms a school internal quality assurance system team accompanied by job descriptions from each part of the organization so that they can carry out work in accordance with their respective duties and authorities so as to create business unity in realizing the goals the goals set by the school are the school's internal quality standards in the development of superior academic programs in public senior high schools.

c. Implementation of Internal Quality Assurance Management for State Senior High Schools to improve the Quality and Competitiveness of Graduates at SMAN 5 and 11 Bekasi City.

Schools carry out education quality mapping based on education quality data in schools by conducting EDS and having a quality profile based on SNP. Then make a SWOT analysis (Strength, Weakness, Opportunity and Threat – Strengths, Weaknesses, Opportunities and Threats) which contains potential advantages as well as inhibiting factors both internal and external to the school and identify the root causes of the fulfillment of the SNP. This activity involves all school internal and external stakeholders. In carrying out quality fulfillment both in the management and academic fields, it is always adjusted to the planning/RKAS, which is made together with all school members. Meanwhile, in learning, schools carry out the preparation and improvement of school documents (learning tools), as well as carry out teacher competency development. , discussing the results of the implementation of learning / academic / class supervision, the development of intra and extra-curricular learning, the development of learning process strategies. In the implementation of guarantees and improving the quality of education in Indonesia, the quality standards are the National Education Standards (SNP) which have been established by the BSNP (Sani: 2015: 15). Regulation of the Minister of National Education Number 63 of 2009, references to quality in education quality assurance are Minimum Service Standards (SPM), National Education Standards (SNP) and education quality standards above SNP. Furthermore, as mandated in Government Regulation of the Republic of Indonesia Number 19 of 2005, every Education Unit on formal and non-formal channels is required to carry out education

quality assurance. The 30 education quality assurance aims to meet or exceed the National Education Standards.

d. Evaluation of Internal Quality Assurance Management for State Senior High Schools to improve the Quality and Competitiveness of Graduates at SMAN 5 and 11 Bekasi City.

To monitor and evaluate the process of implementing quality compliance, the Principal evaluates the implementation of quality compliance, including by: 1) Assisting TPMPS in preparing implementation evaluation instruments according to quality indicators and problems to be resolved. 2) Assist TPMPS in preparing the evaluation implementation plan 3) Assist TPMPS in monitoring the implementation of the evaluation 4) Assist TPMPS in planning follow-up on the evaluation results. 5) Accompany TPMPS in reviewing evaluation reports. After monitoring and evaluating, of course the Principal provides recommendations for compiling the priority scale of problems to be resolved, by determining the priority scale steps for handling the problem by considering the availability of resources and the level of interest. Then also discusses the constraints, problems and solutions in planning quality compliance. According to Mujamil (2007) the achievement of school internal quality is strongly influenced by input, process and output or output. According to Puspita (2018) or quality in the implementation of learning is very dependent on planning, implementation activities, evaluation or assessment and monitoring programs. According to Hensler and Brunnell in Nasution (2001) the principle of integrated quality management (TQM), namely: changing the view that an educational institution is not an institution that processes and prints only but tries to focus on the desires and needs of current and future customers, quality improvement continues to experience improvement planned and continuous, there is planning to achieve the expected quality/strategic steps, focus on improving and developing human resources, attachment to work results that continue to increase. The quality assurance system in realizing school quality in model schools and impact schools has been going well and has implications for improving the quality of education services and the strategies used by each school have referred to 4 stages, namely: Standard Setting, Compliance with Standards, Continuous Evaluation continuously, and Quality Improvement (Sani, A.R, 2015: 153).

e. Internal Quality Assurance Management Problems in State Senior High Schools to Improve the Quality and Competitiveness of Graduates at SMAN 5 and 11 Bekasi City.

Internal Quality Assurance Management Issues in Public Senior High Schools To improve the Quality and Competitiveness of Graduates at SMAN 5 and 11 Kota Bekasi is the financing that will be used to finance planning, organizing, implementing, and evaluating 8 educational standards so that it results in the ability of human resources to be less skilled and still lack of facilities and infrastructure that will support the improvement of the quality of graduates and the competitiveness of SMAN 5 and 11 Bekasi City students. The results of the national

education quality mapping in 2014 showed that only about 16% of educational units met the National Education Standards (NES), around 40% of Minimum Service Standards (SPM) and 34% were still below the MSS. This is because there are still many education administrators who do not understand the meaning of education quality standards. In addition to that, in general, education unit managers do not yet have the ability to guarantee that the education process carried out meets the set quality standards (Asia, 2017, p. 47). Permendiknas Number 63 of 2009 Article 1 paragraph (1) explains that "the quality of education is the level of intelligence of the nation's life that can be achieved from the implementation of the national education system". In line with these regulations, education quality assurance is carried out as an effort to ensure that the processes carried out by an educational institution are in accordance with predetermined standards. The process carried out meets quality standards. Each education unit must implement quality assurance education properly and independently and continuously. According to the Government of the Republic of Indonesia in the form of Law Number 20 of 2003 that the National Education System is the entire educational component that is interrelated in an integrated manner to achieve national education goals. In addition, each education unit is required to carry out education quality assurance that aims to meet or exceed the SNP. There are still some deficiencies that need to be maximized so that the quality of education can be better and can exceed the standards set by the BSNP. One of the factors that becomes a priority is the standard of educators and educational staff as well as graduate competency standards. This is in line with efforts to increase the resources of educators and educational staff so that other standards can be achieved. And in the aspect of graduate competency standards, efforts to improve the quality of graduates so that they can continue their education to favorite schools and graduates of this institution can be beneficial in society and the biggest problem is the cost of education and developing the quality of graduates and student competitiveness.

f. The solution to the management problem of internal quality assurance for public high schools to improve the quality and competitiveness of graduates at SMAN 5 and 11 in Bekasi City.

The solution to the problem of Internal Quality Assurance Management for State High Schools To improve the Quality and Competitiveness of Graduates at SMAN 5 and 11 Bekasi City is to work with parents of students through committees to be assisted in financing 8 Education standards which will affect improving the quality of graduates and student competitiveness SMAN 5 and 11 Bekasi City. The next solution is trainings that must be carried out by schools to improve the ability of teachers to improve the quality of graduates and the competitiveness of students. Next, complete the facilities and infrastructure that can support the improvement of the quality of graduates and the competitiveness of students. The quality of education becomes an orientation in the implementation of education by

all education stakeholders. This becomes important when there are still many problems caused by graduates who are not qualified. Quality is a process of determining and managing consistently and continuously, so that consumers, producers and other interested parties are satisfied. Educational institutions should set quality standards that are not only stated in accredited recognition provisions, but must also be equipped with a clear mechanism for how quality in educational institutions is realized in accordance with a clear mechanism (Uchtiawati & Zawawi, 2014, pp. 52–53). Government Regulation Number 19 of 2005 concerning National Education Standards Article 91 contains a statement that every education unit on formal and non-formal channels is required to carry out education quality assurance. The educational quality assurance aims to meet or exceed the National Education Standards (SNP) (Suharsaputra, 2013). The Internal Quality Assurance System (SPMI) makes schools the main actors or spearheads of quality assurance education. SPMI created schools as learning organizations and created the importance of a quality culture. Quality is no longer positioned as a burden but a necessity, even as a way of life. The quality of education is now no longer the responsibility of certain parties, but everyone's business. Every school member is expected to participate actively and contribute to improving the quality of education in schools (Puspitasari, 2018, pp. 340–341).

Conclusions

a. Internal Quality Assurance Management Planning for State High Schools to improve the Quality and Competitiveness of Graduates at SMAN 5 Bekasi and SMAN 11 Bekasi on the aspect of the Formulation of School Internal Quality Assurance Management to improve Quality and Competitiveness of Graduates, Preparation of School Internal Quality Assurance Management to improve Quality and Competitiveness of Graduates, and Compiling SPMI documents (School Internal Quality Assurance System) have been going well.

b. Organizing Internal Quality Assurance Management for Public Senior High Schools To improve the Quality and Competitiveness of Graduates at SMAN 5 Bekasi and SMAN 11 Bekasi in the aspect of Forming a quality assurance unit in the Education unit and Coordinating the implementation of quality assurance at the Education unit level has been going well.

c. Implementation of Internal Quality Assurance Management for State Senior High Schools to improve Quality and Competitiveness of Graduates at SMAN 5 Bekasi and SMAN 11 Bekasi in the aspect of Implementation of Internal Quality Assurance Management activities for State Senior High Schools to improve Quality and Competitiveness of Graduates and Conduct coaching, mentoring, mentoring , and supervision of educational actors in educational units in the development of education quality assurance has been going well.

d. Evaluation of Internal Quality Assurance Management for State High Schools to improve the Quality and Competitiveness of Graduates at SMAN 5 Bekasi and SMAN 11 Bekasi on the aspects of Evaluation Techniques, Analysis of

Evaluation Results, and Follow-up Evaluations have gone well.

e. Management Problems of Internal Quality Assurance for State Senior High Schools To improve the Quality and Competitiveness of Graduates at SMAN 5 Bekasi and SMAN 11 Bekasi in the aspects of planning, organizing, implementing, and evaluating can be handled properly.

f. Internal Quality Assurance Management Solutions for State High Schools to improve the Quality and Competitiveness of Graduates at SMAN 5 Bekasi and SMAN 11 Bekasi in the aspects of planning, organizing, implementing, and evaluating can be implemented properly.

g. The Quality and Competitiveness of Graduates at State Senior High Schools at SMAN 5 Bekasi and SMAN 11 Bekasi in the aspects of Graduation Standards and Academic and Non-Academic Achievements have been going well.

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