

# SYSTEM OF EDUCATIONAL QUALITY ASSURANCE IN SMAN 2 PALANGKA RAYA (HIGH SCHOOL)

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**Abstract**— The purpose of this study is to investigate and understand quality assurance of education in SMAN 2 Palangka Raya as international model school. The focuses of this research is the quality assurance system in SMAN 2 Palangka Raya consisting of: 1) determination standard, evaluation, and monitoring, self-evaluation, external and internal audit and formulation of improving the quality of the school. This research is a qualitative in its approach. This inquiry naturalistic study is also kind of case study. Data are collected by studying documents, conducting interview, and doing observation. All data is analyzed by reducing data, presenting data, and drawing conclusion.

The finding of this research are: 1) the implementation of national standard of education of international school model, input: the standard of teacher and administrator 93%, background of master-degree teachers are 10 people, bachelor-degree teachers are 70 people, the teacher communicates in learning process never in English language but in Indonesia the standard of tool and facilities 75%. ICT on the class 30% LCD is not available but in mobile. The library is not equipped with internet and computer. Process: standard of learning process teacher has used CTL just 40% and has used ICT just 40%. Output: standard of graduate competence in non-academic and academic achievement did not meet yet national standard (KKM 65%). Non-academic achievement is still low (just reaching championship in Regency/City level). Evaluation and monitoring are conducted by school headmaster in the form of learning supervision but still not maximum and team of directorate of supervision of the Culture and Education Ministry. Implementation of self-evaluation conducted with filling document which become guiding for setting RPS or SDIP that consist of RKJM and RKT. Implementation of internal audit is still planned but external audit from the team of accreditation board of province and central. The development quality assurance system covers self-developing, teacher, and educator quality and also tool and facilities

~~From this research result gives recommendation that needed commitment, corporation, and hard work of all school citizen, needed corporation with industry and corporation as long as this research is never conducted by school, implementing ISO 9001-008. Intensively coordination with city and province education board and manager of school organizer in get supports and facilities. School quality must be based on quality standard, quality policy, quality manual, and many SOP. Needed makes~~

~~internal quality team for this school as long as this research never conducted.~~

~~Keywords~~

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## I. INTRODUCTION

Creating a quality school is required to focus on its customers. The total involvement of all school citizens, there is a measure of the quality of education, look at education as a system and make improvements in the quality of sustainable education. As a production institution that produces the services needed by customers. The quality of services produced is determined by the extent that the school can meet or exceed the needs of customers, both internal and external customers, so that the services produced are continuously tailored to the needs of the customer, then the feedback Of the customer is essential to make the basis of determining the degree of quality achieved. (references??)

A consistent positive association was found between the strength of a country's quality assurance arrangements and future teachers' knowledge of pedagogy. Countries with strong policies for assuring the quality of new teachers were also found to be among the strongest performers on international tests of achievement (Ingvarson, 2017). Lessons are learned from quality improvement in industry and public service, and the case studies show how procedural approaches like TQM, IIP and BS 5750 are being adapted to the educational context. of quality improvement (Parsons, 2017). The results achieved within this system, both in policy and practice, leadership and management. It also discusses human resources development for quality assurance and accreditation in the national context (Nguyen, Huu Cuong; Ta, Thi Thu Hien; Nguyen, Thi Thu Huong, 2017) (please check quotation style)

According to Sallis (1993) (please check quotation style) One of the concepts that exist in the standard is that the quality system should be able to produce products and quality that is consistent and convincing. This gives birth to a methodological problem in which the 'product' in education, whatever its definition, cannot be manufactured in accordance with the standard system quality. The BSI reemphasized that students (grades are given) are 'products' of the education process. But in an opinion that argues that learners are not products but primary customers, it is agreed that education

programs and or learning processes can also be qualified as 'products'. In addition, whatever definition of 'product' is adopted, it remains unlikely to produce a consistent 'product' of education. The problem is in education, and other industry services in quality, the interaction between customers and providers can change the quality of services provided. All educators know that no two classes are identical, while the situations in the class are clearly different. Through this reason, many people argue that schools, colleges, and universities better leave BS 5750/ISO 9000.

But there are still alternative quality standards that can be followed are the British Standard Institution in developing TQM in BS7850, British Standard Guide to Total Quality Management. BS7850 is not designed to give clues and determinants. Departing from the condition of the field that is high School 2 Palangka Raya has implemented a quality assurance system, it is very interesting to be examined more deeply, considering that it has not been fully successful when viewed from the theory of resource management which emphasizes the importance of using cautious thinking in involving members to achieve organizational objectives. This is what attracts researchers to conduct deep research to uncover the quality assurance system implemented by SMA Negeri 2 Palangka Raya today.

#### **DEVELOP RESEARCH GAP**

#### **DESCRIBE SOME SIMILAR PREVIOUS RESEARCHES**

#### **II. LITERATURE REVIEW--> BRIEF THE LITERATURE REVIEW--> NOT MORE THAN 1 PAGE**

##### **A. System**

The word "system" is widely used in everyday conversation, in discussion forums as well as in scientific documents. The use of the word system (systematics, systemic, systematic and other words) is to explain something. In the Indonesia Language dictionary, the word system is interpreted as "the device of the elements regularly intertwined to form a totality" (Balai Pustaka, 1996:950). The system is a collection of opinions, principles and others that constitute a unity related to one another (Webster, 1985; Suparjan, 2004).

The meaning of the system is a set of components consisting of two or more, interconnected and interdependent with each other, to achieve a common goal. This sense is in line with the one presented by Atmosudirdjo (Taty & Kurniady, 2008) that the system is anything consisting of objects or elements or components that are associated with and in relation to one another so Such elements is a specific processing or processing unit. If a particular system is identified, there is often a smaller number of systems, which are called subsystems. When it is continuously analyzed, it will reach its basic elements. As described by Burch and Strater (Taty & Kurniady, 2008) that a system can be formulated as part of any subset of parts or subsystems that are incorporated, designed to achieve one goal.

In essence, a system consists of input elements, processes and outputs. Input is the element of the system that is the beginning or source of activities either in the form of data or information in various forms. The process is a part of the system that performs inputs to produce useful information for the system. Robbins quoted by Pidarta revealed, why use a system approach in discussing management? This is due to the system is something new and suitably applied in the field of education in general and management in particular. There is actually a more sophisticated movement in the administration i.e. contingency or situational approach (Pidarta, 2004:24) But this approach is not chosen because the system approach itself can embrace situational approaches thanks to His openness to the environment. For example, if people and government regulations change, school, education or management will change themselves in order to align with the will of society and government.

##### **B. Quality**

In the Great Dictionary of Bahasa Indonesia (KBBI; 1991) states the quality is the size, good or bad of an object; Level or degree (intellect, intelligence, etc.). There are three quality experts namely Edward Deming, Joseph Juran and Philip B. Crosby. The three specialists have diverse views on quality philosophy. Deming concentrates its explanation on errors or failure of management to be the basis of planning in the future and to predict the problems that will occur. He saw quality issues in his essence lies in the concept of management, especially the senior failure in the planning process. Deming presents 14 items of the philosophy of quality new style which is the attraction of management to change the style of their approach. Deming combines it with an understanding of the importance of psychology, especially to overcome obstacles in adopting a quality culture. Joseph Juran was one of the quality experts. Juran has an important idea about the quality, namely product or service quality is a product or service that can find the specifications desired by the customer. To realize that idea, Juran presented two things, namely; Law 85/15; Strategic Quality Management; Philip Crosby is known for his two ideas on quality. First, that quality is free. It means waste and inefficiencies in the system that can be saved and paid by the quality Improvement Program. Secondly, that mistakes, failures, wastage and the whole thing that does not reflect quality can be removed entirely if the institution has a strong desire to eliminate it.

Quality is a thorough description and characteristic of goods or services that demonstrate its ability to incorporate customer-expected needs. Sallis (1993) defines quality in two perspectives, namely absolute quality and relative quality. Absolute quality is quality in a sense that can not be bargained anymore or absolute. Absolut can also be interpreted as a condition determined unilaterally, namely by the manufacturer (Service/goods). In the absolute view, quality is interpreted as the best measure according to the manufacturer's consideration in producing a product or service. While the relative quality is interpreted as a muru set by the tastes of consumers. Thus, a product or service can be noted by a consumer, but not necessarily said to be qualified by other consumers.

In the context of education, the sense of quality in this regard refers to input, process and impact. The quality of inputs can be seen from several sides, namely: (1) good condition or not good human resources input, such as principals, teachers and business staff Laboran ???students; (2) meet or not the criteria of material input in the form of props, books, curriculum, facilities of school infrastructure and others; (3) Meeting or absence of input criteria in the form of software, such as regulation, work description and organizational structure; (4) The quality of the expected inputs, and needs such as vision, motivation, diligence and ideals. The quality of the learning process implies that the ability of school resources transforms multi-type inputs to achieve a certain degree of added value for learners. The things included in the quality framework of this education process are the degree of health, safety, discipline, familiarity, mutual respect, satisfaction and others of the subject during the giving and receiving services.

The results of education are considered quality if able to produce academic and extracurricular excellence in students who are declared to graduate for the level of education or completion of a specific learning program. Academic excellence is expressed with the value achieved by learners (whether the end of the semester, year-end, two years or five years, even 10 years). Achievements achieved or results of education (e.g. quality replay, UN or UAS). The extracurricular excellence is expressed with the different types of skills that students gain during the extracurricular programs such as achievement in a sports branch, certain arts or skills such as computers, various types of Engineering, services. Even school achievements can be a condition that cannot be held such as atmosphere of discipline, familiarity, mutual respect, cleanliness. Beyond that frame, the external quality can also be seen from the values of life adopted, morality, encouragement to progress, and others obtained by the students during the education.

Besides the definition of quality, it is also necessary to understand the fundamental difference between quality control, quality assurance, and integrated quality management (Total quality). Quality control is a post-production process that tracks and rejects defective items using inspection and inspection methods. It is already used in education to check whether standards have been met or not. Quality assurance aims at preventing mistakes from the start of the production process to create a flawless product (zero defects) and always good since the beginning (right first time every time). While the integrated quality management is about the effort to create a quality culture tailored to the change of expectations and style of customers.

Igit (2007) reveals the principle of quality is a number of assumptions assessed and believed to have the power to realize quality. In this regard, various experts and organizations are trying to formulate the most appropriate principles in order to realize the quality of the organization. There are eight quality based on ISO version, namely: (1) Customer Focused Organization, (2) Leadership, (3) Involvement, (4) Process approach, (5) System approach to Management, (6) Visit Improvement, (7) Factual approach to decision making, and (8) Mutually Beneficial Supplier Relationship (Deni & Cepi, 2008).

According to Josep Juran there are 10 steps to improving quality, namely: Build awareness of opportunities to improve. Set goals for improvement (specifies goals for improvement). Organize to reach goals (organizing to achieve goals); Provide Training (conducting trainings); Carry out projects to solve problems (encouraging development of problem solving); Report Progress; Give recognition (acknowledgment); Communicate result (communicating results); Keep score (keep/hold score); Maintain momentum by making annual improvement part of the regular systems and processes of the company (maintaining momentum by making annual upgrades as part of the company's regular systems and processes. (Deni & Cepi, 2008).

Philip Crosby suggests that there are four quality principles: quality is defined as conformance to requirements, not "goodness", the system for delivering quality is the prevention of poor-quality through process control, not appraisal or correction, The Performance standard is zero defects, not "that's" close enough, The measurement of quality is The price of performance, not indexes.

Dr. W. Edwar Deming develops 14 things that illustrate what a business needs to develop a quality culture. 14 things have been able to improve student and administrative outcomes named by "The quality in education" namely: creating a consistency of purpose; Adopt a total quality philosophy; Reduce testing needs; Assessing the school business in a new way; Improve quality and productivity and reduce costs; Lifelong learning; Leadership in education; Eliminates fear; Eliminate success barriers; Creating a quality culture; Process improvements; Helping students succeed; Commitment.

### 3. Quality Assurance

Quality assurance is a whole plan and systematic action that is important to provide the trust used to satisfy certain needs of quality (Elliot, 1993). These needs are the needs of customers. Quality assurance usually requires continuous evaluation and is usually used as a tool in management. According to Gryna (1988), quality assurance is an activity to provide evidence to build trust that quality can function effectively (Pike and Barnes, 1996). While Cartin (1999:312) defines quality assurance as follows: Quality assurance is all planned and systematic activities implemented within the Quality system that can be demonstrated to provide confidence that a product or service will fulfill Requirement for quality.

The purpose of quality assurance activities is beneficial for both internal and external organizations. According to Yorke (1997), the purpose of assurance to the quality is as follows: a. To help repair and increase continuously and continuously through the best practices and willing to conduct innovations. b. Facilitate obtaining assistance, good money loans or facilities or other assistance from a strong and trustworthy institution. c. Provide information to the community in accordance with the objectives and timing consistently, and where possible, comparing standards that have been achieved with competitor standards. d. Ensure that there will be no undesirable things.

In addition, the purpose of this quality assurance is to satisfy the various stakeholders in it, so that it can successfully

reach their target. Quality assurance is integral to shaping the quality of the products and services of an organization or company. The quality assurance mechanism used must also be able to stop the change when assessed the change towards a decline or decline.

With regard to quality assurance or quality, Stebbing (Wahyuni, 2003) describes the following quality assurance activities: a. Quality assurance rather than quality control or inspection. b. Quality assurance is not an extraordinary checking activity. c. Quality assurance is not the responsibility of the Planning section. e. Quality assurance is not a substantial field of cost. f. Quality assurance activities are controlling activities through procedures correctly, so that it can achieve improvement in efficiency, productivity and profitability. g. Quality assurance is not a efficacious remedy to cure various diseases. h. Quality assurance is an activity to achieve an effective cost, helping to increase productivity.

Quality assurance is a quality management system that develops later. In this system, the main goal is fault prevention. Therefore, in the process of procurement of goods or services must be cultivated so that each step is performed carefully from the beginning and continue to be monitored during the process (Sallis, 2008).

At Quality assurance there are steps that each other relates to each other. The quality assurance process consists of seven steps, namely the determination of the standard, testing/auditing of the ongoing education system, the presence of the absence of gaps between existing systems and standards set. If there is a gap it will be taken the need to identify the needs in order to meet the established standards, followed by the development of repair system and combining improvements with the system in progress. However, if there is a gap it will be taken by the system of continuous assessment of standard conformity. In addition, in an effort to provide satisfaction required benchmark or certain standards as a ceiling, and the services provided should be appropriate exceeding the pre-defined ceiling. Thus, all management functions are directed to make the most of all services provided in accordance with or exceed customer expectations that are reflected by that standard.

Educational institution as the Practice service industry education organizing can be analyzed by industrial production process, especially the service industry. Educational institutions (schools or colleges) can be viewed as institutions that produce or sell services to its customers.

Education customers include internal and external customers. Internal customers are teachers and educations as well as administrative personnel, while external customers selected become primary customers of the school are students, secondary customers are governments or parents or communities that Financing education, and tertiary customers are the education institutions in the next tier or the graduates.

By adhering to this concept, an institution is determined by the customers of both internal and external customers that are satisfied with the services provided by the education Agency. It means that a quality school is a school that is implementing the education or service that is given to or exceed the expectations

and customer satisfaction is a key question in assessing its quality. For this there need to be assessment criteria of each quality dimension, such as learning outcomes, learning, learning and management materials.

The dimensions of the learning outcomes can be viewed as output or output dimensions, while the management and learning dimensions can be viewed as process dimensions, while learning materials are input or input dimensions. All this should be a focus on the assessment of the quality of an educational institution. The quality existence of an educational institution is a combination of the properties of a given service that equals or exceeds the expectations and satisfaction of its customers, both expressed and implied. To strive for the service provided it gives satisfaction to its customers then the various types of services and their respective customers need to be selected.

#### 4. Education Quality assurance System in Indonesia

The Education Quality assurance system in Indonesia can be taken from the law number 20 year 2003 about the national education system mandated the preparation of the national standards of education. Invitation to government Regulation number 19 year 2005 on national standards of education and establishment of Indonesian: National Education Standards Board (BSNP) in charge of drafting the national Education Standard (SNP).

Law number 20 year 2003 on national Education system article 1 paragraph (21) states, that the evaluation of education is the activity of controlling, guaranteeing and determining the quality of education of various educational components on each line, Level and type of education as a form of education accountability that must be upgraded in a planned and periodic basis. Article 50 paragraph (2): The Government determines national policy and national education standards to ensure the quality of national education. Article 51 paragraph (1): Management of Higher Education unit of early Childhood, primary education, and secondary education is carried out based on minimal service standards with the principle of school based management/Madrasah. Article 51 paragraph (2): Management of higher education units is carried out based on the principle of autonomy, accountability, quality assurance and transparent evaluation. Article 57 paragraph (2); Student evaluation, education units and educational programs are conducted by regular, thorough, transparent and systemic independent institutions to assess the achievement of national education standards.

Government regulation number 19 year 2005 on national education standard. Article 2 paragraph (2): for the guarantee and quality control of education in accordance with the national education standards conducted evaluation, accreditation and certification. Article 91 paragraph (1): Each unit of education on formal and informal pathways is obliged to guarantee the quality of education. Article 91 paragraph (2): Education Quality Assurance as clause (1) aims to meet or exceed national standards of education. Article 86 paragraph (1): The Government is accredited at every level and unit of education to determine the feasibility of the program and/or the unit of education. Article 87 paragraph (1): Government accreditation as intended in article 86 paragraph (1) shall be implemented

by: a) Board of National Accreditation of School/Madrasah (BAN-S/M) on program and/or formal pathway education unit at primary and secondary level of education; b) Board of national Accreditation of Higher Education (BAN-PT) on programs and/or units of higher education level; c) Board of national Accreditation and Non-formal Education (BAN-PNF) on the program and/or a non-formal track education unit. Article 92 paragraph (6); Indonesian Educational Quality Assurance Council (LPMP) supervising and assisting the education unit at primary and secondary level in conducting education quality assurance efforts.

In 2006 formed BSNP to execute the order of PP number 19 year 2005 which now has compiled eight SNP components published as The ministry. The eight components of the Ministry of Education and Culture are (1) the standard content; (2) Process standards; (3) The standards of educators; (4) Standards of facilities and infrastructure; (5) Standards of management; (6) Financing standards; (7) Standard of education evaluation; (8) competency standards of graduates.

National Standard of Education (SNP) is a "specification" that must be achieved by the service provider (school), so that when referring to Sallis (1993) quality that is to be achieved through the quality assurance system is "quality that according to specifications". However, these standards are set by the government that is a customer of education, and formulated by the BSNP and through the "public test" with the community as a customer of education, then the standard is essentially "standard By customer ". (Widodo: 5)

Quality assurance is conducted through educational evaluation. The Government supports the school to achieve quality standards, including the authorized to evaluate the school (product) graduates in accordance with the required quality standards. Education Quality Assurance (LPMP) institution assists and supervising the school, so that the school can achieve quality standards. The national accreditation body of the school/Madrasah (BAN-S/M) conducts the assessment of whether the school is eligible to conduct education.

In terms of the SNP contains standards regarding the availability of resources including facilities and infrastructure and teachers and educational personnel who must be fulfilled at the latest in 2014. The purification of implementation towards SNP fulfillment is implemented through the implementation of Minimal service standard (SPM).

The minimum service standard (SPM) is developed in line and based on SNP and school accreditation instruments and Madrasah. SPM is a strategic (early stage) implementation of the National Standards of Education (SNP).

The implementation of quality assurance system in Indonesia has begun to be implemented, among them through the accreditation of higher education conducted by the national accreditation body of Higher Education (BAN PT), Monitoring and evaluation conducted by the Directorate of Vocational secondary education to vocational high schools, and school accreditation conducted by the School accreditation Body (BAS).

As for the national BAS in 2003 has formulated various policies related to the implementation of school accreditation,

and in 2004 has prepared assessment instruments and training for trainers in the district (BAS district) and Assessor that will conduct a direct assessment through visitation to the school.

Accreditation status is provided based on the cumulative value of each component placed in an accreditation scale starting with "A" which is the highest accreditation status until "D" is deemed inadequate and is not feasible to operate as An educational institution. Schools and madrasahs who have not fulfilled the lowest accreditation requirements (D) and who have not yet received accreditation process and are expected to not meet the lowest accreditation is the main target group of SNP implementation.

Based on the exposure of quality assurance, it can be concluded that quality Assurance is a quality management system that is directed so that every product produced by an industry/service institution in accordance or exceeds Customers ' wishes and expectations. The implementation of this quality assurance system does not carry out quality control after a product is produced, but by going through a strict surveillance process, in preventing the occurrence of failures, against all system components and Process since the production process starts until a product is produced.

In the quality management that implements the quality assurance system, there is a need for quality standard for all components that focus on quality assurance. In the world of this quality combustion industry is carried out by an organization that is international. Every industrial institution whose system, processes and results of its production has fulfilled the benchmark of quality that standards can apply for the certificate of quality.

Quality assurance system can be applied in education quality management in school. When this system will be applied required changes in philosophy, namely by looking at the school as an industrial institution that produces services sold to its customers, namely students, society, and users of graduates. Furthermore, in the process of production of services it is necessary to consider what is the focus of quality assurance services produced, and every component of the system, processes and results and production process is standardized. For the sake of this, there needs to be an independent organization that performs quality, and every school or even region can adjust the quality of education with the quality standards of schools that have reached the degree of quality that can be Certified by that independent organization.

### III. METHOD

~~This research is a qualitative study. Qualitative research is a research procedure that generates descriptive data of written or spoken words from people and their behavior is observed. (Moleong, 2008)~~

~~This method is chosen because it seeks to uncover the uniqueness found in individuals, groups, communities or organizations in a holistic, detailed, thorough, and scientifically accountable ( Basrowi and Suwandi, 2008)~~

The kind of research done is the case study. Case study research is an in-depth investigation of a single phenomenon or a small series of single phenomena. Can be one person, a group of people, can also be a family, a group of families, or institutions. What should be emphasized in a case study is the "case" itself, the research is centered on the dynamics of why someone (when research is done on "people") think, behave or have a tendency to conduct behavior. Not be focused on its state, or his thoughts.

From that concept the implications of the implementation of data that is excavated not only limited to the current condition but also the environmental factors, the things experienced, experience, and situations that are possible, most likely, and must have anything to do with the issues being researched. Therefore, the data on case study is often of quality, and rarely is quantitative.

This type of research is a case study. Case study is an intensive description and analysis of certain phenomena or social units such as individuals, groups, institutions or communities. According to K. Yin (2002) Case study is a strategy that is more suitable if the subject matter of a study with respect to "how" or "Why", when researchers have little opportunity to control the events that will be investigated, and when its focus is on contemporary phenomena within the context of real life. Furthermore Bogdan and Biklen, 1982 interpret the case study as a detailed study of one setting, one single subject, one set of documents, or one particular event. Researchers in this case rely on data sources such as interviews with people related to the organization, observation of existing schools, and conducting written recordings and analyzing documents.

In this research researchers acted as instruments as well as data collectors. While non-human instruments can be used, they serve as supporters in the study.

This research is located in Palangka Raya City, which is done at SMA Negeri 2 Palangka Raya. A. Yani Palangka Raya Street, central Kalimantan province. The selection of this research site in SMAN 2 Palangka Raya because of the consideration of the quantity of students and wishes of parents who want their children to school in SMAN 2 Palangka Raya. After graduating from both public and private junior high schools that not only come from SMP in Palangka Raya City but also in other districts adjacent to the city of Palangka Raya.

Data collection techniques through: First, documents are required as a complement to the observation and interview results. Data analysis in research is an official document that is divided into internal and external. In this research the official documents are divided into two namely internal documents and external documents. Internal documents are those that are included in the legislation, regulations, leadership decisions, results of meetings, reports as well as orders and so on that are used by SMA Negeri 2 Palangka Raya, while external documents are information obtained from Through mass media, bulletin or scientific work. Secondly, observation/observation of the data source directly in the state High School 2 Palangka Raya. Through observing participants, the data obtained will be more complete, sharp and to know the level of meaning in each behavior that appears. With this

observation is expected to get information on how to manage the management and atmosphere of the activities of teaching and learning processes, infrastructure, work situations and relationships between components in various aspects of the Organization's life. Researchers perform observations by recording or noting the circumstances in accordance with the focus of the research, without being tied to a specific schedule and the subjects studied were not conditioned but still in the background.

Thirdly, the interview is a conversation with a specific intent being performed by two or more between interviewer and interviewed (interviewee). The interview defined Esterberg (2002) in Revelation (2006) is a meeting of two people to exchange information and ideas through Q & A, so that it can be constructed meaning in a particular topic. Later Susan Stainback (1988) stated that with the researcher's interview, the participants would know more about the more in depth about the participant in interpreting the situation and the phenomenon that occurred, which cannot be found through observation.

The interview with the principal is also a committee of Yuang closely related and trustworthy to help the activities in the State High School 2 Palangka Raya. The study used unstructured interviews so that subjects to be researched provided information without being interrogated, and would make it easier for researchers to dig deeper into the opinions and ideas as much as possible. Revelation (2006) states that unstructured interviews are free interviews where researchers do not use guidelines that have been systematically structured and complete for data collection. The interview guidelines used are only outlines of the problems to be asked. An in-depth interview activity to find the meaning behind a data, a probing process is required to enrich and deepen the range of meaning content associated with a data to be understood.

The selection of samples in the first two ways with "purposive sampling", namely the principal of SMA Negeri 2 Palangka Raya, then continued with the technique "snowball sampling" the first informant or key will show the next informant Who can help researchers find data or information needed and so on.

~~In principle, qualitative data analysis is done along with the data collection process. The analytical techniques conducted using data analysis techniques conducted using data analysis techniques submitted by Miles and Huberman include three simultaneous activities: (1) data reduction, (2) data presentation, (3) withdrawals. Conclusion (verification) (Basrowi and Suwandi, 2008).~~

To establish the validity of data necessary inspection techniques (Moleong, 2004). The validity technique of the data carried out in the study was: first, an opt-in extension technique. This technique is based on the longer concept that researchers participate in the research field will increasingly level up the data trust collected. Secondly, the technique of persistence of observation, this technique refers to the increasingly theories in observation will be increasingly profound information obtained. The diligence techniques of observation will be used in this research carefully, whether documents, interviews and observations. Third, triangulation techniques. Triangulation is a data validity checking technique

that takes advantage of something outside the data for checking purposes or as a comparison of existing data (Moleong, 2004). Fourth, peer screening through discussion and FGD. This technique is based on the belief that many people's opinions have a higher validity than one person's opinion. The main intention of this technique is to make the researchers maintain an open and honest attitude.

#### IV. RESULT AND DISCUSSION

##### A. *Quality Assurance*

###### 1) *Quality Assurance on Competency Standards Graduates*

Standard quality assurance of competency of graduates, Directorate of PSMA using TOEP (Test of English Proficiency) which is a test developed to know the English proficiency of SMAN 2 Palangka Raya. The activities undertaken in quality assurance on SKL include the achievement of the results of the national final exam on national standards, the implementation of the achievement of noble values, innovative and creative, achievement of the academic achievement of sports and arts and Increased competency in ICT. From the documents obtained in the implementation of the graduation standard activities are:

"State High School 2 Palangka Raya made a cooperation agreement with SMAN 8 Jakarta and SMAN 4 Bali. Based on the MoU agreement document was agreed both parties on 9 February 2015. On the implementation of the Mou interview with Mr. M. In his statement that SMAN 2 Palangka Raya sent 5 students daily school until the replay there. In addition, students other than us are matted in Learning and Teaching Process (PBM) a day on time. If there are students who missed the standard Minimum Mastery Criteria (KKM), admitted to the clinic study 5-8 people under the standard in Clinical Learning".

To meet the quality standards of the graduates (national final exam and secondary high school Exam of SMAN 2 Palangka Raya conducts study guidance every 3 days of the week. In an effort to quality assurance of graduate competencies, students are declared to graduate from an international standard of education, which includes: Completing the entire learning program; Obtain a minimum value of good at the final assessment for all subjects on each subject group concerned; Lulus School exams and national exams.

###### 2) *Quality Assurance in The Learning Process*

The learning process must be capable of being able to understand, to adopt and apply values (moral, economy, art, solidarity and advanced and sophisticated technology), values-norms to coordinate those values, standards, and ethics That demands cross-cultural and national cooperation capabilities.

The learning process should be interactive, inspiring and fun and challenging so as to motivate students to actively participate. The learning process provides ample space for learners to have a noble morality, noble ethics, superior personality, leadership, Soul Entrepreneurship, Soul Patriot, Soul Innovator, initiative, creativity, independence based

talent. Both physical and psychological interests and developments. Educators should be able to develop learning processes that build student learning experiences through an effective and efficient exploration, elaboration, and confirmation activity.

Based on the results of interviews, observations and documentation mentioned:

"Quality assurance process carried out at SMA Negeri 2 Palangka Raya begins with a variety of training/workshop 2013 as a supply of skills to teachers in applying international standard learning models to In classroom learning". But realized a short time certainly does not get good results then the solution that is agreed by the school citizen is to continue the activities outside the workshop that is always accompanied by teachers who are more capable in their field. As time goes by teachers have been able to use technologies such as laptops and LCD to help carry out the teaching and learning process. But if viewed from the report data supervision and evaluation of the Directorate of the Pasma in SMA Negeri 2 palangka Raya on 18-21 October 2017 and based on the observation of researchers, in the class XII IPA, IPS and languages do not use ICT. Reason as a consideration they do not use TIK because of the consideration of **LCD ( projector?)**D room is not available, mobile LCD is not enough. Nevertheless, when viewed from the list of borrowers and LCD laptops some teachers already use ICT.

###### 3) *Educator Quality Assurance*

In improving the ability of educators is through the education of S-2 or S-3 or actively participate in scientific activities such as seminars and workshops in and outside the country. In this case educators are expected to always improve the ability of foreign languages especially English, especially those who have had TOEFL or the like. Educators should also follow the development of information and communication Technology (ICT) which is currently very rapid, so learners and education personnel are expected to improve the mastery associated with ICT because educators who are able to Conducting ICT-based learning by as much as 43.24%.

In the real conditions educators and education personnel are only 10 people who are in S2 or (10%) Of a total of 100 educators and educational personnel. But from the information obtained from the school head that there are 5 teachers who are in the process of finishing education S2 at the University of Palangka Raya.

###### 4) *Quality assurance of infrastructure facilities*

Quality assurance of facilities and infrastructures of SMAN 2 Palangka Raya At least have means that include parobot, educational equipment, educational media, books and learning resources, consumables and other necessary equipment To support a regular and sustainable learning process. The infrastructure includes land, classrooms, education unit leadership room, Monitoring and supervision of SMAN 2 Palangka Raya

According to Sallis (2003:135) The monitoring and evaluation are Feedback loops are vital for assessing and assuring quality. The quality system will need to document the evaluation mechanism that the institution has in place to

monitor both the achievement of individuals and the success of its program. The participation of the learners in the assessment of their own progress and their experience of the program is an important element in this assessment. The methods might include records of achievement, review meetings, questionnaires, and internal audits. Whatever the method employed they must be appropriate to the process.

Continuous Monitoring and evaluation through mechanisms and methods that correspond to the process towards the advancement of individual Achievement and program success (Engkoswara and Komariah, 2010:315). Conducting monitoring and evaluation to assure whether the planned program can be implemented in accordance with the objectives, whether the objectives have been reached, and a plan of achievement. Al-Hamdani, 2005:165-166

#### *B. Monitoring and Evaluation*

Monitoring and evaluation conducted once a year is a continuous monitoring activity to the achievement of the implementation of all programs in accordance with predetermined planning. A block grant is spent in accordance with its designation and meet the procedures or conditions of spending the state money, supporting factors and barriers or problems in the implementation of the program. Monitoring Team who conducts the Directorate General of Management of primary and secondary education of the Directorate of High School construction twice during one year in state High School 2 Palangka Raya to monitor and evaluate the implementation of Program and use of block grant funds.

As a result of the interview with the principal of Mr.M:

"Monitoring is done by the central team. The monitoring and evaluation are concerned with program evaluation and program appraisal. From the Dating Center 2 times a year, usually this October. Beginning of the year took the photo documentation, year-end seen its development in the meaning of continuously monitored. Among that comes the financial part, curriculum and so on".

Monitoring activities also conducted by the school committee, the City Education office, in this case, carried out the school supervisor on a regular basis (monthly) with reference to the standards of education that has been established. In the document of self-evaluation SMAN 2 Palangka Raya mentioned that the frequency of supervision learning conducted as much as 4 times a year, the implementation of supervision and evaluation of the study 3 months once by the principal and school supervisor. educator, administration room, library room, library room, laboratory room, workshop room, work unit room, production unit room, cafeteria room, Installation of power and services, sports venues, places of worship, playground, recreation places, and other spaces/places needed to support regular and sustainable learning processes, facilities and infrastructure owned, need to be more Empowered and developed and maintained (cleaned, maintained in accordance with the procedure) to keep it functioning more optimally (Depdikbud, 2009).

#### *C. Implementation of self-evaluation of SMAN 2 Palangka Raya*

School self-Evaluation (EDS) is implemented by the school as a necessity to improve the performance and quality of the school sustainably. EDS is an internal evaluation mechanism performed by the headmaster with teachers, school committees, parents and supervisors. According to Al-Hamdani (2005:164) Self-evaluation to analyze the strengths and weaknesses of school resources, education institution personnel, performance in developing and achieving curriculum targets and outcomes Students in relation to intellectual, skill and other aspects.

The self-evaluation of SMAN 2 Palangka Raya is conducted with evidence of documents given from SMAN 2 Palangka Raya: "Competency standards graduates; Learners can achieve expected academic targets, process standards; Syllabus is in accordance with standards and RPP compiled based on the principles of learning, the standards of educators and education; The fulfillment of the number of educators and education personnel is adequate and meet the standards, standards of facilities and infrastructure, schools meet the standards with room size, ventilation system and so on."

Based on the implementation of the self-evaluation of SMA Negeri 2 Palangka Raya, it can be concluded that quality assurance in the form of self-evaluation has been conducted to reflect the education unit or programs that have been Improvement and quality improvement in accordance with the expected.

#### *D. Implementation of Internal and external Audit SMAN 2 Palangka Raya*

The Audit according to Usman (2006:401) is a systematic process to obtain and evaluate evidence objectively about the activities undertaken. To determine the level of conformity between activities with predefined criteria and communicating the results to the relevant parties. In this case, auditors should be able to act as catalysts and guarantors of quality (quality assurer).

Auditing or examination in a broad sense means an evaluation of an organization, system, process, or product. Audits are conducted by competent, objective, and impartial parties called auditors. The purpose is to verify that the subject of the audit has been adjusted to be completed or run in accordance with approved and accepted standards, regulations and practices.

The audit implementation involves the headmaster, each deputy principal assisted by the Assistant vice principal as well as teachers, as delivered by the principal of Mr. M:

"Implementation of audits, external supervisors of city and provincial services. From the city service, every week come, being my own internal, for example to the presence of my teacher is always the phone if it is not dating. For the curriculum, I will not sign the RPP if there is to be fixed for example no character values I will not sign, for the value also I see Assisted Gonilan Curriculum, internal audit is very routine. We are here implementing a system of consciousness rather than compulsion. I believe consciousness may exist because of an approach and will be more of a result than angry. Audits,



internally including teachers in PBM. I also always visit the class, how he teaches. If from the service every week, they also visit the class. From the dating centre twice a year, usually this October. Finally, he came, evaluation often comes. Beginning of the year photographed, year-end seen the development of financial managers, curriculum and so on."

External Audit has been done with the existence of accreditation conducted by BAN, in addition, SMAN 2 Palangka Raya also has done a preparatory stage to apply ISO 9001:2008. Visits conducted by consultants on Tuesdays and Wednesdays on 19-20 July 2017, located at SMA Negeri 2 Palangka Raya.

According to the principal, Mr. M. "We are now starting to prepare a related work program about the ISO constraints faced is the expensive cost to get an ISO certificate".

#### E. Development of Quality Assurance System in SMAN 2 Palangka Raya

Development of quality assurance system according to W. Mantja (2007:32) so that the process that took place in accordance with the predefined standards, it is necessary to carry out audits or checks continuously. This audit system must be instituted, thus becoming a school subsystem. Subsystem of terms called quality assurance. Therefore, it is necessary to be prepared with a procedure and mechanism, so that the checking can be carried out thoroughly for all components of the school. The results of the check are feedback for the school, which is used to improve the quality of education process. Through this quality assurance, the school assured the parents and the public that the school always provides the best service for the participants. So QA in this case a sub system of a school that has the ability to: (1) Assist the school in assessing and reviewing the implementation and results of education in improving the quality of the teaching learning process, (b) assess the relevant programs, which can help schools and (c) strengthen the accountability and quality of school graduates.

The results of the self-evaluation and the results of internal audit conducted by the school should be used as research materials by schools, education offices, schools and committees to formulate school quality improvement/development programs. The results of monitoring, self-evaluation, and internal audit will be a formulation for follow-up improvement and improvement of school quality. In this case, the school will schedule a meeting with all the teachers and the school committee accompanied by the Coordinator of the Facilitator to make the development of the school quality assurance system the next lessons that are expected based on Results from monitoring, self-evaluation and internal audit.

Development of quality at SMAN 2 Palangka Raya based on the results of the interview with the principal, Mr. M:

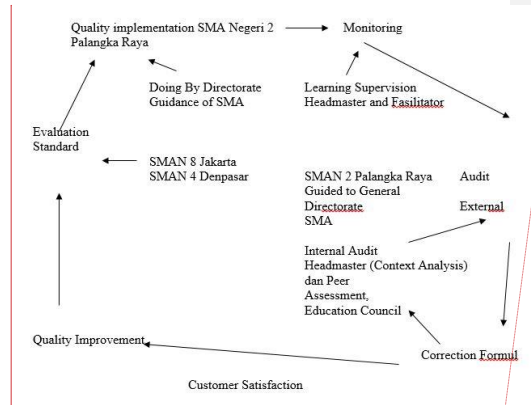
"To perform the quality assurance of our schools do based on findings from the results of monitoring, supervise, self-evaluation and internal quality audits, and at the end of this lesson we plan a meeting with all the teachers councils and if May invite the school Committee to discuss with the findings and improvement plans for the improvement of this school's

future. " In addition, the development will be done in accordance with the ability to possess and see the potential ahead to provide the maximum service capabilities provided by the teacher also to the students ".

School development activities need to get support from stakeholders. The school aims to socialize the school program by including teacher councils, school principals, school committees, supervisors, LPMP, local governments, and DPRD.

The quality assurance system performed at SMAN 2 Palangka Raya follows the flow of quality assurance system as shown below:

Figure 1. Education Quality assurance System in SMAN 2 Palangka Raya



Commented [S2]: Design Ulang

#### V. CONCLUSION

Educators Quality Assurance is 93% meet national education standards of 87 people as many as 10 people, S1 Sebanyak 70 people, D3 as many as 2 people, D1 and D2 1 person respectively. Being for the mastery of foreign languages most teachers do not speak English. In the quality assurance of facilities and infrastructure, including learning media, teaching materials, learning resources there is an average of 75% meet national education standards, ICT equipment in the new class 30%. In the non-academic quality process, the learning process has not fulfilled the national standards of education, namely the new 40% of teachers implement CTL, teachers who use ICT media in learning 40%.The academic achievement of graduates has not fulfilled the national standard (average KKM 65%), the non-academic achievement of the school is still low (the average reach of district-level championships. The city. In the program of standard improvement of graduate standards, state Senior High School 2 Palangka Raya Conducting tutoring and learning clinics.

Implementation of monitoring and supervise, Directorate of High School Construction of the Ministry of Education and Culture in the form of accreditation in addition to accreditation conducted by Provincial Accreditation Board (BAP)

school/Madrasah. The implementation of self-evaluation is done to develop the school development plan (RPS) or School Development and Investment Plan (SDIP) which includes medium-term work plan (RKJM) and annual work plan. The implementation of internal audit was conducted by the principal with the supervisor who partnered with the auditor of the Faculty of Economics of Palangka Raya University and the program responsible by conducting context analysis while the external audit was conducted by The provincial Central and Accreditation accreditation TEAM was conducted on 1 June 2017. The development of quality is sought-after curriculum development Program 2013, Learning process Development program, Learning Media development Program, educator

development Program and education personnel, development program Management, self-development programs (counselling guidance in self-development, optimization of extra-curricular activities, KIR and formation of the flagship team of subjects.

#### REFERENCES

REFERENCES PUT HERE