MANAGEMENT OF INTERNAL ACADEMIC QUALITY ASSURANCE SYSTEM (SPMIA) IN ENHANCING THE QUALITY OF MTSN GRADUATES (A CASE STUDY AT MTSN LAMANDAU AND MTSN 2 PALANGKA RAYA CITY)

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ABSTRACT

Internal Academic Quality Assurance System Management (SPMIA) is a process designed to ensure that quality standards in an educational or academic context are maintained and continuously improved. SPMI involves a series of activities carried out by educational institutions or institutions to monitor, evaluate and improve the quality of education. In the educational context, SPMIA includes developing relevant curricula, monitoring the quality of teaching, assessing student academic achievements, using technology in learning. It is important for SPMIA to ensure that educational institutions provide a quality learning experience, meet the standards set both internally and externally, and continue to make improvements to improve the quality of the education they offer. This research aims to determine the Management of the Internal Academic Quality Assurance System (SPMIA) in improving the quality of graduates at MTsN Lamandau and MTsN 2 Palangka Raya City which consists of planning, implementation, evaluation, follow-up, problems faced, solutions and the impact of implementing SPMIA management in improving the quality of graduates at MTsN Lamandau Regency and MTsN 2 Palangka Raya City. This research uses a case study method at MTsN Lamandau Regency and MTsN 2 Palangka Raya City. The results of this research found that (1) Planning for an internal academic quality assurance system has been formulated and established. (2) The implementation of the internal academic quality assurance system is carried out by optimizing 8 educational standards and National Education Standard guidelines. (3) Evaluation of the internal academic quality assurance system is carried out more based on formal evaluation. (4) Follow-up to the management of the internal academic quality assurance system, as an effort to improve the implementation of the internal academic quality assurance system, has not been fully carried out. (5) The problem of management of the internal academic quality assurance system is faced with the problem of human resources for educators and teaching staff, available learning infrastructure, as well as the lack of operational financing for learning. (6) The solution to the problem of educational resources is carried out at the discretion of the madrasa head to provide opportunities for teachers to improve their abilities by participating in various training activities. (7) The impact of internal academic quality assurance system management in improving the quality of student graduates in quantity is expressed in the success of MTsN in graduating all class IX students.

Keywords: Internal Academic Quality Assurance System Management (SPMIA), Graduate Quality, Education Management

A. Introduction

The quality assurance system has the function of supporting the management of primary and secondary education and the creation of quality madrasas. The aim of the quality assurance system is to provide guarantees that standards are met in educational units in a structured, comprehensive and continuous manner so that a culture of quality emerges and improves in each educational unit (Cardoso et al., 2018). To be able to realize quality education, an educational institution that carries out quality assurance certainly needs to go through several stages, starting from mapping, to improving quality (Cox, 2021). The quality assurance system that runs within the education unit and is carried out by all components within the education unit is called the Internal Quality Assurance System (SPMI). SPMI covers all aspects of education implementation by utilizing various resources to achieve National Education Standards (SNP). This quality assurance system is evaluated and developed continuously by the education unit and is also determined by the education unit to be outlined in the education unit management guidelines and socialized to education unit stakeholders (Cardoso et al., 2013).

management of educational units at primary and secondary education levels implements school-based management: independence, partnership, participation, openness and accountability (Cardoso et al., 2017). Internal quality assurance management is carried out by planning, implementing and evaluating a program implemented by the education unit to ensure the improvement of the quality of education so that the quality of education in madrasas is established (Cardoso et al., 2016). Efforts for an internal quality assurance system in the academic field carried out at each level of education, including Madrasah Tsnawiiyah (MTs) are carried out using the PDCA approach. The PDCA approach seeks to assist educational institutions, especially madrasas, in improving the quality of their graduates. PDCA stands for Plan – Do – Check – Act, which is a four-step problem solving process commonly used in quality control. PDCA is called the "Shewhart Cycle" because it was first proposed by a man named Walter Shewhart.

Quality issues are currently still a problem in the education system in Indonesia and are also a problem in madrasa education (Sayidah et al., 2019). (Sin et al., 2019) research found that quality assurance is still limited by certified educational staff (teachers), only a small percentage of MTs graduates can be accepted into superior high schools/MAs, the madrasah organizational culture of the two MTs is still not conducive, and the management and utilization of facilities is not yet optimal. and madrasah infrastructure and the lack of optimal cooperation between all components within the madrasah. Research by (Sularno et al., 2023) found that the impacts resulting from the school's internal quality assurance system are, (1) the achievements obtained by students both in the field of academic and non-academic fields, and (2) graduates are accepted into well-known/favorite public and private schools in Malang City.

Another problem in improving the quality of MTsN graduates is that all types of management activities directly or indirectly involved in madrasa management must always be directed and oriented towards achieving quality (Ilham & Yuniarti, 2022). To produce quality educational output, it is influenced by the educational process, and a quality educational process

will be able to produce higher quality output if it is supported by quality educational input (Jesus-Silva et al., 2018). Quality Management is an integral part of management, which plays a role in achieving quality targets, which is reflected not only in providing but also in improving Quality (Duse & Duse, 2009).

The quality of education, both managed by the Ministry of Education and Culture and education managed by the Ministry of Religion, is still far from expectations (Jackson & Martin, 1998). There are still many institutional programs that need to be evaluated and the institutions have not yet played a role and are not functioning well (Azizi et al., 2023). Teaching staff are still inadequate in carrying out their main tasks in learning, school principals are still weak in managing teaching staff, there are still competencies of teaching staff that are not in accordance with their knowledge and the needs of the madrasah, facilities and infrastructure are incomplete, standard student passing scores are still below average. average, lack of community participation in managing teaching staff, and management of financial funding that has not been optimal (Conchada & Tiongco, 2015).

Based on the results of a preliminary study at MTsN Lamandau and MTsN 2 Palangka Raya City, it was found that the internal academic quality assurance system has not been able to fully improve the quality of graduates. Various obstacles include support for human resources for education personnel, limited infrastructure and inadequate financing. Apart from that, there is no ideal management of the internal academic quality assurance system in accordance with educational assurance standard guidelines. MTsN Lamandau which is the only State MTs in Lamandau Regency has not seriously implemented internal quality assurance, as is the case with MTsN 2 Palangka Raya City which is domiciled in the capital of Central Kalimantan Province has not implemented the quality guidelines that have been regulated in various quality management policy. So this condition has an impact on the quality of graduates produced by the two MTsNs.

Based on the background explained, this research aims to determine the Management of the Internal Academic Quality Assurance System (SPMIA) in improving the quality of graduates at MTsN Lamandau and MTsN 2 Palangka Raya City which consists of planning, implementation, evaluation, follow-up, problems faced, solutions and the impact of implementing SPMIA management in improving the quality of graduates at MTsN Lamandau Regency and MTsN 2 Palangka Raya City.

B. Research methods

This research uses the case study method to describe or explain SPMIA management in improving the quality of graduates at MTsN Lamandau and MTsN 2 Palangka Raya. The case study method is carried out by analyzing data relating to a case (Iskandar et al., 2023). Something is usually made into a case because there are problems, difficulties, obstacles, irregularities, but something can also be made into a case even though there is no problem, which is made into a case because of its superiority or success (ref). According to (ref) a case study is a series of natural activities carried out intensively, in detail and in depth about a program, event and activity, either

at the individual, group of people, institution or organization level to gain in-depth knowledge about the event. The case study in this research is used to study or observe learning activities and analyze in detail and in depth the planning, implementation, evaluation, follow-up, problems, solutions and impact of implementing SPMIA management on the quality of graduates at MTsN Lamandau and MTsN 2 Palangka Raya City.

1. Data collection technique

In this research, interview techniques, observation and documentation studies were used. With these three research techniques, researchers hope to obtain complete, accurate and in-depth research results:

a. Interview

Interviews are a data collection method that involves direct interaction between the researcher and the respondent, where the researcher asks questions face-to-face using an interview guide as a guide (Imron et al., 2020). Interview guidelines are useful for ensuring that important aspects have been discussed and questioned, and should be structured with contextual questions according to the research objectives (Honeyman et al., 2022). Interviewer skills are very important to adapt questions to the context in which the interview is being conducted. There are three things that are the strength of interview techniques:

1. Able to find out the extent to which the respondent understands the subject discussed in the question. If the respondent does not fully understand, the researcher can provide additional explanations so that the respondent can provide the right answer and the research objectives can be achieved.
2. Flexible in conducting interviews, able to adapt to different situations and conditions of respondents.
3. Sometimes interviews are the only technique that can be used in research, especially when the required information cannot be obtained through other data sources.

In this research, interviews were conducted with research subjects who had been determined. The research subjects themselves are considered people who know and understand and can provide information and descriptions to reveal data and information about planning, implementation, evaluation, follow-up, problems, solutions and the impact of implementing SPMIA management on the quality of graduates at MTsN Lamandau and MTsN 2 Palangka City Raya. Researchers in collecting data through interview techniques took several informants along with the matters that would be explored to complete the data for preparing this dissertation, including: 1) Head of Madrasah Education Section 2) Supervisor of the Office of the Ministry of Religion, Lamandau Regency and Palangka Raya City; 3). Head of MTsN Lamandau and MTsN 2 Palangka Raya City and 4) Teachers of MTsN Lamandau and MTsN 2 Palangka Raya City

b. Observation

Observation is a data collection technique that is carried out through observations, accompanied by notes on the condition or behavior of the target object. According to (Ferri et al.,

2018) observation is the systematic observation and recording of the symptoms being studied. The observation technique is the systematic observation and recording of the phenomena being investigated (Richards et al., 2016). The object of observation or observation in this research is the condition of MA including; availability of SPMIA supporting infrastructure, physical resources of madrasas, monitoring of SPMIA discussion activities in madrasah.

c. Documentation

A large number of facts and data are stored in material in the form of documentation (Rashid, 2022). Most of the available data is in the form of letters, diaries, souvenirs, reports, artifacts, photos, and so on. The main characteristic of this data is that it is not limited to space and time, so it gives researchers the opportunity to find out about things that have happened in the past (Kuzmin et al., 2018). In detail, documentary materials are divided into several types, namely autobiographies, personal letters, books or diaries, memorials, clippings, government documents in the form of policies, data on servers and disks, data stored on websites, and so on. Documentation techniques are used to obtain data that cannot be obtained using interview or observation techniques. The results obtained from documentation techniques are in the form of media used to improve the quality of learning, SKL documents, educational administration documents, teaching journals, lists of learning values, photos, pictures, charts, structures and notes obtained from research subjects.

2. Data Collection Instrument

No	Research purposes	Research Indicators	Data source	Research Techniques		
				W	O	SD
1	Planning	1) Identify the problem. 2) Defining the problem 3) Determine goals 4) Identify SPMIA	1) Head of Madrasah Education/Head of Education 2) Madrasah Supervisor of the Ministry of Religion Lamandau and Palangka Raya City Offices 3) Head of MTsN Lamandau and MTsN 2 Palangka Raya City 4) Teachers at MTsN Lamandau and MTsN 2 Palangka Raya City	√	-	√
2	Implementation	1) SPMIA technical instructions 2) Socialization of	1) Head of Madrasah Education/Head of Education	√	-	√

		SPMIA 3) Review SPMIA improvements 4) Implementation of SPMIA	2) Madrasah Supervisor of the Ministry of Religion Lamandau and Palangka Raya City Offices 3) Head of MTsN Lamandau and MTsN 2 Palangka Raya City 4) Teachers at MTsN Lamandau and MTsN 2 Palangka Raya City			
3	Evaluation	1) SPMIA evaluation plan 2) Determine evaluation aspects 3) SPMIA evaluation technique 4) Analysis of evaluation results	(1) Head of Madrasah Education/Head of Education (2) Madrasah Supervisor (3) Head of MTsN (4) MTsN teacher	√	√	√
4	Follow-up	1) Aspects of SPMIA improvement 2) Rearrange the SPMIA design 3) Implementation of follow-up results	1) Head of Madrasah Education/Head of Education 2) Madrasah Supervisor 3) Head of MTsN 4) MTsN teacher	√	√	√
5	Problem	1) Human Resources 2) Financing 3) Infrastructure	1) Head of Madrasah Education/Head of Education 2) Madrasah Supervisor 3) Head of MTsN 4) MTsN teacher	√	√	√
6	Solution	1) Human Resources 2) Financing 3) Infrastructure	1) 1) Head of Madrasah Education/Head of Education 2) Madrasah Supervisor 3) Head of MTsN 4) MTsN teacher			
7	Impact	1) Internal customers: 2) External customers:	1) Head of Madrasah Education/Head of Education 2) Madrasah Supervisor			

| | | | 3) Head of MTsN | | | |
| | | | 4) MTsN teacher | | | |

Note: (W) Interview, (O) Observation, (SD) Documentation Study

C. RESULTS AND DISCUSSION

Results

1. **MTsN Lamandau**

a. **Planning for an internal academic quality assurance system in improving the quality of graduates at MTsN Lamandau**

Planning is very important as part of management, especially as the field being planned is a very substantial field, namely education. Education that uses careful planning will in the process produce quality education. Good education is education that in the process is able to develop all of the students' nature, especially their intellectual and religious nature. With this nature, students will be able to develop the power to think rationally. Meanwhile, through religious nature, pillars of goodness will be embedded in students which are then implied in all their life activities, in improving the quality of education.

Based on the results of interviews and document studies, the Head of Madrasah MTsN Lamandau, identifying problems in SPMIA is a crucial step in efforts to improve the quality of graduates. Madrasah Heads carry out this identification in various ways. First, periodically carry out internal evaluations involving all academic and administrative staff. Madrasah principals collect input from teachers, staff and students to identify areas that require improvement. Madrasah principals also try to establish strong communication with external stakeholders, such as parents and the surrounding community. Head of Madrasah Listen to their input regarding their hopes and concerns regarding the quality of education at the madrasah. This helps the Head of the Madrasah gain a broader perspective on problems that may occur inside and outside the madrasah. Identification of problems related to SPMIA is carried out by focusing on infrastructure and educational facilities. The Deputy Head of the Madrasah begins by evaluating the physical condition of the madrasah, including the availability of classrooms, laboratories, libraries and other supporting facilities. Also, we check the completeness of learning equipment, such as computers and multimedia devices.

b. **Implementation of SPMIA in improving the quality of graduates at MTsN Lamandau Regency**

Quality assurance is carried out by all components in the education unit. Internal quality assurance activities must be evaluated, developed and determined on an ongoing basis by the educational unit and then outlined in the educational unit management guidelines and socialized to educational unit stakeholders. Based on the results of interviews and document studies during the implementation of Islamic Education, it was confirmed that data collection ran smoothly in accordance with the technical instructions that had been prepared. The Head of Education Department also monitors the madrasah self-evaluation process to ensure that all relevant aspects are evaluated thoroughly. During this process, good communication between all stakeholders is

key. Once the data is collected, we analyze it carefully to identify any possible problems. The results of this analysis are the basis for formulating improvement steps that will be implemented to improve the quality of MTsN graduates. Through the coordinated and transparent implementation of SPMIA, we hope to continue to improve the quality of education in this madrasa.

The implementation of SPMIA will involve all related parties, from teachers, staff, to students. Madrasah supervisors will monitor the implementation of SPMIA by conducting classroom visits, observing lessons, and receiving feedback from students, parents, and teachers. The supervisor will also work closely with the evaluation team to evaluate the results and ensure that all steps in the SPMIA technical instructions are carried out according to plan. If there are discrepancies or problems, corrective steps will be taken immediately to ensure SPMIA runs effectively. In implementing SPMIA, the madrasah ensures that all educational facilities are well maintained and in accordance with established standards. MTsN oversees the process of routine maintenance, repairs and necessary maintenance. This involves planning budgets for infrastructure maintenance and repairs, monitoring work implementation, and meeting security regulations. We also collaborate with the curriculum and assessment department to ensure that the available facilities support the learning and evaluation process. The Deputy Head of the Madrasah for curriculum ensures that the implementation of SPMIA is in accordance with the established plans. With the involvement and cooperation of the entire madrasa community, we strive to implement SPMIA effectively to improve the quality of education and student achievement.

The implementation of SPMIA is carried out using various steps involving student affairs staff, teachers and school administrators. MTsN ensures that the student data collection process is carried out regularly, including monitoring academic achievement, student attendance, and participation in extracurricular activities. Evaluation of student performance is also carried out to understand the extent to which SPMIA goals have been achieved. After that, the madrasah held regular meetings with student staff, teachers and parents to discuss the results and formulate follow-up actions. This process makes it possible to ensure that SPMIA in the student affairs sector runs efficiently and has a positive impact on the quality of students.

c. **Evaluation of the internal academic quality assurance system in improving the quality of graduates at MTsN Lamandau**

The results of the Madrasah Self-Evaluation are used as material for preparing Madrasah development programs. Madrasah Self-Evaluation focuses on the most essential aspects of Madrasah life, namely conditions related to the quality of teaching and learning services. Education quality assurance is a systemic, integrated and sustainable activity by educational units or programs, the government, the community and various other related and authorized parties to ensure that the entire process of providing education is in accordance with established quality standards. Based on the results of interviews, observations and document studies, relevant performance indicators have been determined to measure the achievement of these objectives. Preparation of an evaluation implementation schedule by identifying the most appropriate times

to collect data and carry out madrasah self-evaluations. During this process all stakeholders are involved and have a clear understanding of the evaluation methods and objectives. Appropriate evaluation methods, such as interviews, surveys, or analysis of student academic achievement data. With a structured and detailed evaluation plan, we can measure the impact of the changes we implement and continue to improve SPMIA to improve the quality of graduates

The Madrasah Supervisor also determines who will be responsible for each evaluation stage. This evaluation plan ensures that the SPMIA evaluation process is carried out systematically and focused, with a focus on relevant key indicators. The preparation of the SPMIA evaluation plan begins by detailing the evaluation objectives to be achieved. The MTsN evaluation team works closely with academic staff to identify relevant performance indicators and appropriate evaluation tools. MTsN also determines the evaluation schedule, which includes ongoing evaluation throughout the academic year. In the evaluation plan, MTsN also determines data collection methods, such as classroom observations, interviews with staff, and analysis of exam result data.

Next, MTsN identifies the goals to be achieved through this evaluation. For example, goals may range from improving student academic achievement to efficiency of the teaching process. After that, determine indicators that can measure the achievement of these goals, such as test scores, graduation rates, or student participation in extracurricular activities. After identifying indicators, we plan appropriate data collection methods, such as surveys, classroom observations, or analysis of test results. MTsN also determines the time for carrying out evaluations, which can be periodic or based on needs. MTsN formulates specific evaluation questions, such as to what extent SPMIA has improved student academic achievement or whether the SPMIA process is running in accordance with established standards. After that, MTsN plans to collect the data needed to answer these questions. The evaluation plan includes a data collection schedule, evaluation tools that will be used, as well as the team that will be responsible for the evaluation process.

d. **Follow-up to the internal academic quality assurance system in improving the quality of graduates at MTsN Lamandau**

Efforts to improve the quality of education will not be realized without efforts to improve the implementation of education towards quality education. To realize this quality education, efforts are made to build a culture of quality in the education unit. Efforts to improve and develop school quality must continue to be carried out. Schools need to look for new innovations in implementing various programs that have been prepared in accordance with the demands of society and the increasingly changing social environment. Based on the results of interviews, observations and document studies, aspects of improvement take into account priorities based on urgency and potential impact on the quality of graduates. For example, if the evaluation results show a decline in student academic achievement, then we will give priority to improving teaching and learning methods. Head of Department of Education also communicates actively with stakeholders such as teachers, parents and students to obtain input and a broader perspective in determining aspects of

improvement. Apart from that, it refers to the long-term goals of MTsN and the efforts made by similar or successful schools in improving the quality of their graduates. With a structured and data-based approach, the Head of Education can determine aspects of improvement that will be taken as follow-up steps to improve SPMIA.

Madrasa supervisors begin by analyzing the results of the SPMIA evaluation and the results of the madrasa self-evaluation. These results provide a clear picture of the existing problems. Madrasah supervisors then identify aspects that need to be repaired or enhanced by considering the urgency and impact on the quality of graduates. Next, the Madrasah Supervisor communicates with all stakeholders, including teachers, school staff, parents and students, to get input and a broader perspective on the problems that arise. This helps Madrasah Supervisors understand the root of the problem from various points of view. We also refer to applicable educational guidelines and standards and evaluate best practices that have been implemented by similar madrasas or successful educational institutions.

Next, the evaluation team must identify areas that do not meet the established standards or areas that can be improved. For example, if the evaluation results show that students' academic achievement in certain subjects is still low, then that could be an aspect of improvement. If there are problems in data management or reporting, then those also need to be fixed. Madrasas also involve various related parties, including teachers, administrative staff, and parents, in determining improvement priorities. The Madrasah analyzes the evaluation findings and identifies areas that require improvement or improvement. Factors such as low student academic achievement, poor levels of satisfaction from students or parents, or problems in the learning process are some examples that we consider. After this identification, the Madrasah formulates a follow-up plan that focuses on these aspects.

e. **Problems faced by the management of the internal academic quality assurance system in improving the quality of graduates at MTsN Lamandau**

Based on the results of interviews, observations and document studies, one of the main problems in SPMIA management is the limited number of qualified and experienced teachers. In some cases, madrasas may face difficulties in recruiting and retaining teachers who have sufficient competence in certain subjects. This can affect the quality of teaching and learning which has an impact on student academic achievement. Apart from that, issues related to training and professional development of educators are also important issues. Educator resources must continue to be empowered through relevant training and competency development in order to implement SPMIA effectively. In overcoming this problem, madrasas need to make efforts to increase recruitment and retention of quality teachers, as well as provide appropriate training and professional development to improve teachers' skills and understanding regarding SPMIA.

One of the problems in SPMIA management related to educational resources is the lack of qualified teachers who have adequate competence in implementing the quality assurance system. This can result in an inability to provide effective and quality teaching to students. Apart from that,

another problem is related to the assignment of teachers to additional tasks that burden them excessively, thereby disrupting their focus on improving the quality of education. Furthermore, one of the problems that often arises in SPMIA management related to educational resources is the lack of training and professional development. Teachers who do not receive sufficient training or do not have access to up-to-date educational resources may have difficulty implementing SPMIA effectively. They may not have sufficient understanding of evaluation methods or the use of data to improve learning.

f. Solutions to problems faced by SPMIA management in improving the quality of graduates at MTsN Lamandau

Berdasarkan hasil wawancara, observasi dan studi dokumen, untuk mengatasi SPMIA management problems related to educational resources, we have taken several steps. First, the Head of Education and Training Head of Education is increasing efforts to recruit quality teachers by collaborating with educational institutions and carrying out strict selection. Furthermore, providing regular training and professional development to our teachers so that they remain relevant to the latest developments in education. In addition, we utilize incentive programs to retain teachers who perform well and reward them for their contribution to improving the quality of graduates.

Madrasah supervisors have formulated several solutions to overcome SPMIA management problems related to educational resources. First, to overcome the limited number of qualified and experienced teachers, madrasas need to focus on efforts to recruit and retain teachers. This could include identifying local talent or madrasa alumni who have the potential to become teachers, as well as considering incentives or career development programs that could help retain quality teachers. In addition, madrasas can establish partnerships with other educational institutions or access teacher training programs organized by Education authorities. Second, for training and professional development issues, madrasas can organize internal training programs that focus on aspects relevant to SPMIA. This could include training on effective teaching, the use of technology in education, or an in-depth understanding of academic evaluation. In addition, collaboration with higher education institutions or external training programs can provide access to additional resources for teacher professional development.

g. The impact of implementing SPMIA management in improving the quality of graduates at MTsN Lamandau

Based on the results of interviews, observations and document studies, the impact of implementing SPMIA on internal customers, such as educational staff including librarians and administrative staff, is very positive. They feel improvements in the management process and implementation of their tasks. With SPMIA, administrative tasks can become more structured and efficient, allowing them to focus more on supporting the learning process. Teachers benefit from the training and professional development provided in order to improve their competence. Librarians also support the SPMIA process by providing access to relevant educational resources.

Overall, internal education managers feel more involved and have a more important role in improving the quality of madrasah graduates.

The impact of implementing SPMIA on internal customers, which include education managers, education staff including librarians, and administrative staff, is very important in the context of improving the quality of education. As a Madrasah Supervisor, I have seen several positive impacts arising from the implementation of SPMIA on internal customers. The implementation of SPMIA has had a significant impact on internal customers including education and administrative staff. As Head of Madrasah, I see that educational and administrative staff are now more involved and involved in efforts to improve the quality of education. They have a better understanding of the importance of SPMIA in improving the quality of graduates, and this has increased their motivation to give their best in their work. Apart from that, the implementation of SPMIA has also improved communication and collaboration between staff in understanding common goals and strategies to achieve them. This has a positive impact on the overall efficiency and effectiveness of madrasa management.

2. MTsN 2 Kota Palangkaraya
a. Planning for an internal academic quality assurance system in improving the quality of graduates at MTsN 2 Palangka Raya City

Based on the results of interviews and document studies, madrasas identify quality problems usually through joint deliberations, involving teachers and education staff, occasionally inviting the madrasah committee. Focus on identifying problems that originate from within MTsN such as the availability of facilities and infrastructure. As well as financing. Apart from that, the Madrasah Principal also asked for input from the deputy madrasa principals and teachers regarding improving quality at MTsN by reviewing documents related to SPMIA such as guidelines, policies and previous evaluation reports. Find out whether there are any discrepancies or weaknesses in the implementation of SPMIA. Discuss with staff, teachers and other parties involved in the SPMIA process. Teachers play an important role in identifying SPMIA problems. Teachers need to be actively involved in all stages of SPMIA, including planning, implementation, evaluation and improvement. Apart from that, analyzing student learning outcomes data is an important first step.

b. Implementation of SPMIA in improving the quality of graduates at MTsN 2 Palangka Raya City

Internal Quality Assurance (SPMI) is a quality assurance system that runs within the education unit and is carried out by all components within the education unit. SPMI covers all aspects of education implementation by utilizing various resources to achieve SNP. The education unit implements the entire cycle of the quality assurance system independently and continuously until a culture of quality is built in the education unit. In principle, the implementation of an internal quality assurance system in madrasas must be carried out seriously. Support from various parties is something that will really help educational institutions in its implementation. The implementation of the internal quality assurance system must be carried out consistently, periodically and continuously to achieve quality education in Islamic educational institutions.

Based on the results of interviews, observations and document studies, ensure that all staff and teachers understand the importance of SPMIA. Determine the key academic processes whose quality will be maintained in SPMIA, such as the teaching process, student evaluation or curriculum development. Ensure that the madrasah and the madrasah education team understand well what SPMIA is, its objectives and benefits. And clearly determine the goals and objectives of SPMIA to be achieved. The most important thing is to fully understand the basic concepts and principles of SPMIA and work with relevant staff and committees to develop formal policies governing the implementation of SPMIA in madrasas.

c. **Evaluation of the internal academic quality assurance system in improving the quality of graduates at MTsN 2 Palangka Raya City**

Evaluation: The implementation of madrasah academic programs is monitored through academic supervision by the head of the madrasah so that it does not deviate from the planned agenda and meets the quality standards imposed by the madrasah. Program evaluation activities are carried out every 2 weeks by classifying the problems that arise and dichotomizing the problems and resolving these problems with the community members who are responsible for the process. The reward system as a form of appreciation for outstanding students and teaching staff is implemented to stimulate competitiveness in the madrasah academic environment. The punishment system is also implemented to provide a deterrent effect and discipline the performance of teaching staff and the achievements of students.

Based on the results of interviews and document studies, determine the evaluation objectives, the main objectives of the SPMIA evaluation. What do you want to achieve with this evaluation? For example, improving teaching effectiveness or improving student learning outcomes. Selecting the evaluation method, this may include surveys, interviews, data analysis, classroom observations, or a combination of various methods. Determine performance indicators that can be used to measure quality in each aspect evaluated. As well as choosing the evaluation that will be used, such as data collection, surveys, interviews or observations. Preparation of an SPMIA evaluation plan by a teacher, determining the main objectives of the SPMIA evaluation. Determine performance indicators that will be used to measure academic quality, such as exam results, graduation rates, or student attendance. Make sure this indicator is relevant to the evaluation objectives.

d. **Follow-up to the internal academic quality assurance system in improving the quality of graduates at MTsN 2 Palangka Raya City**

The demands faced by madrasas in terms of quality assurance are increasing day by day, public awareness of choosing an educational institution for their children has become a challenge and motivation for madrasas, to improve organizational characteristics by prioritizing madrasa quality assurance through self-evaluation and supervision in increasing the professionalism of teaching staff, because A teacher is a teacher as well as an educator who can be a potential success in an educational business. Follow-up action is a form of action based on the results of a comprehensive evaluation of the results of activities, be it targets or processes, and following up

with improvements. Following up on results means standardizing, revising improved processes, modifying existing standards, procedures and policies, communicating to all staff, customers and suppliers the changes made if necessary, developing a clear plan, and documenting the project. Apart from that, it is also necessary to monitor changes by carrying out regular process measurements and controls.

Based on the results of interviews, observations and document studies, analysis of the evaluation results was carried out, starting by analyzing the results of the SPMIA evaluation that had been carried out. review the main findings, problems identified, and recommendations for improvement that have been proposed in previous evaluation results. Next, identify priorities, namely identifying the main priorities for improvement. Focus on aspects that have a significant impact on academic quality or that are a top priority based on evaluation results. Analyze the data that has been collected. This includes data on student test results, graduation rates, teaching evaluations, and other relevant data. Data analysis will help identify areas where SPMIA may be experiencing obstacles or where improvements are needed.

e. Problems faced by the management of the internal academic quality assurance system in improving the quality of graduates at MTsN 2 Palangka Raya City

Based on the results of interviews, observations and document studies, problems include teacher qualifications and competencies, that teachers have qualifications and competencies that are appropriate to the subjects they teach. Teacher professional development, such as training and competency development courses, may not always be available or well implemented. Teacher performance evaluation, the teacher performance evaluation process may be less effective or inconsistent. The success of SPMIA is very dependent on the quality of educational resources. Problems can arise if educational institutions face difficulties in recruiting or retaining qualified teaching staff or if teaching resources do not receive sufficient training. One of the main problems is ensuring the quality of teaching delivered by educational resources. This includes teaching methods, understanding of the curriculum, communication skills, and the ability to achieve expected learning outcomes.

f. Solutions to problems faced by SPMIA management in improving the quality of graduates at MTsN 2 Palangka Raya City

Based on the results of interviews, observations and document studies, the solution faced is to increase teacher qualifications by providing additional training and professional development opportunities. Regular evaluation of teacher performance and provision of teacher resources ensure that teachers have sufficient resources, such as textbooks, learning materials and supporting devices needed to implement SPMIA well. That the madrasah ensures that in the process of recruiting new teachers, quality and competency are prioritized. Look for teachers who have appropriate qualifications and relevant experience. Furthermore, it is hoped that the madrasah will provide training and opportunities for professional development for teachers. This may include additional training courses, workshops or certification programs.

g. The impact of implementing SPMIA management in improving the quality of graduates at MTsN 2 Palangka Raya City

Based on the results of interviews, observations and document studies, the impact of improving the quality of teaching and learning, SPMIA provides a structured framework for evaluating and monitoring academic quality. Teacher competency development, through the evaluation and reporting process in SPMIA, teachers have the opportunity to identify areas where they need to improve competency. Effective implementation of SPMIA can also help in improving overall madrasa management. This includes administrative management, resource management, and strategic planning. This impact is an increase in the quality of education. SPMIA aims to improve academic quality and the learning process. In this way, teachers will see an improvement in the quality of education they provide to students.

Discussion

1. Planning for an internal academic quality assurance system in improving the quality of graduates at MTsN Lamandau and MTsN 2 Palangka Raya City

Quality management program planning is the most strategic thing that determines whether a madrasa will become a quality madrasa or not. As Mulyasa's opinion states, planning from an educational program perspective has at least two main functions, namely: 1) as a systematic effort to describe the preparation of a series of actions that will be carried out to achieve organizational or institutional goals by considering the resources that are available or can be provided. 2) as an activity to mobilize or use limited resources efficiently and effectively to achieve predetermined goals. In its implementation, planning in education starts from carrying out a strategic analysis of the condition of the school/madrasah to planning financing/funding and even has to go all the way to planning monitoring and evaluation activities to achieve the institution's vision. The madrasah vision is a distant goal that must be achieved by the madrasah within a certain period of time. By setting this distant goal, all components of the institution will be directed towards that goal. Madrasahs that have a clear vision then in moving the entire organizational process always refer to that vision.

2. Implementation of SPMIA in improving the quality of graduates at MTsN Lamandau Regency and MTsN 2 Palangka Raya City

The plans that have been prepared are implemented in stages, starting from a small scale and distributing tasks evenly according to the capacity and abilities of each personnel. While implementing the plan, control must be exercised, that is, ensuring that all plans are implemented as well as possible so that the targets can be achieved. Education quality assurance is more process oriented than results. The implementation stage, in terms of SPMIA in improving the quality of graduates, basically answers how all management functions as a process to achieve institutional goals that have been set through collaboration with other people and with existing resources, can run as they should (effectively and efficiently). Implementation can also be interpreted as a process of activities to realize what has been planned

3. **Evaluation of the internal academic quality assurance system in improving the quality of graduates at MTsN Lamandau and MTsN 2 Palangka Raya City**

Evaluation in quality assurance in educational units is carried out to obtain information about efforts to fulfill quality and answer questions about school performance in demonstrating quality commitment through clear, planned and measurable mechanisms. In an organization, the use of evaluation is very important to assess organizational accountability. evaluation is an assessment process. This assessment can be neutral, positive or negative or a combination of both. When something is evaluated, usually the person evaluating makes a decision about its value or benefits. Evaluation, as one of the strategic steps in improving the quality of educators and educational staff, is an important activity to determine the progress or results achieved by the madrasah in carrying out its functions according to the plan that the madrasah has made itself..

4. **Follow-up to the internal academic quality assurance system in improving the quality of graduates at MTsN Lamandau and MTsN 2 Palangka Raya City**

In the study of educational management, quality assurance has significant importance because quality assurance is specific and its existence is very dependent on the system in which quality assurance is implemented, so it can differ between design planning and the approach applied. To, the school's internal quality assurance system is to provide assurance that the quality of graduates is able to compete with the quality of other school output. Schools make every effort to implement internal quality assurance because the quality of output is greatly influenced by the school's internal quality assurance process, the school's focus in implementing quality assurance and the form of quality assurance implementation carried out to ensure school quality. The impact resulting from the implementation of school quality assurance is that schools are able to excel in both academic and non-academic fields and are able to compete with other school graduates. The impacts resulting from the school's internal quality assurance system are, (1) achievements obtained by students in both academic and non-academic fields, and (2) graduates are accepted into well-known/favorite state and private schools. Likewise, the school exam results are quite encouraging, with students whose input patterns are quite diverse because without entrance selection, the school processes them well and is able to produce output that can compete with schools that carry out very strict input selection, (3) various types of awards achieved by the school in the last 5 years (ref).

5. **Problems faced by the management of the internal academic quality assurance system in improving the quality of graduates at MTsN Lamandau and MTsN 2 Palangka Raya City**

Weak documentation is an obstacle faced by madrasas in preparing program plans, because there are no managers or officers specifically to manage data and information. Indeed, there are operators who deal with data and information, but their duties are often busy with financial matters ranging from planning, submissions to financial reporting. With the focus on finances, data and other information that is important for planning activities becomes less than optimal in its management

6. **Solutions to problems faced by SPMIA management in improving the quality of graduates at MTsN Lamandau and MTsN 2 Palangka Raya City**

Efforts to increase teacher competency and performance as a solution to educational human resource problems cannot be separated from the mandate of decentralization and autonomy in education. Schools have been given broad autonomy and are expected to be able to see and develop their respective potential. Solutions to infrastructure problems, in general the implementation of facilities and infrastructure management programs in the madrasas studied has been implemented, but several programs that are less than optimal are maintenance and evaluation activities as well as completing learning facilities. State MTs already has a hall for meetings and activities on the second floor which also functions as a classroom equipped with an LCD and screen. Among the facilities that can support learning is library management. Madrasah library management is required to: 1) provide operational instructions for borrowing books and other library materials; 2) plan facilities for borrowing books and other library materials according to the needs of students and educators; 3) open services at least six hours a day on weekdays; 4) complete inter-library lending facilities, both internal and external; 5) provide lending services with libraries from other madrasas, both public and private. Laboratory management as one of the educational facilities and infrastructure should be in accordance with the provisions of Minister of Education and Education Regulation Number 19 of 2007. Laboratory management is developed in line with developments in science and technology and equipped with clear manuals so that errors do not occur which can cause damage..

7. **The impact of implementing SPMIA management in improving the quality of graduates at MTsN Lamandau and MTsN 2 Palangka Raya City**

A quality assurance system is very important in educational institutions because it can determine whether the educational process is taking place as it should, so that deviations that occur in the process can be detected so that they can be evaluated and improved on an ongoing basis. Quality assurance in schools can provide two pieces of information, because it is feedback for the school and provides assurance for parents that the school always provides the best service for students. Providing educational quality assurance is much more complex than quality assurance carried out by the industrial world. Products produced by the industrial world in the form of goods can easily be seen, while products produced by the education system (schools) in the form of services are intangible so it is not easy to determine their quality. Determining the quality of a school is not enough to look at the quality of its graduates but rather the process of producing graduates. Efforts to implement SPMIA at both MTs are to improve the quality of graduates by carrying out planning, implementation, supervision, program evaluation and implementing effective leadership. And from this implementation the quality of education in each madrasah has become better. Evidence of this implementation is the success of the madrasah in obtaining excellent and good accreditation scores.

D. Conclusion

Management of the internal academic quality assurance system has been implemented based on the principles established in the implementation and evaluation function, it has not been implemented based on quality implementation and evaluation indicators and has not had an optimal impact on improving the quality of MTsN graduates. This research can also be concluded specifically (1) Planning for an internal academic quality assurance system has been formulated and established, however, planning for an internal academic quality assurance system is still faced with problems with the quality of human resources for educators and education personnel, availability of infrastructure and financing. (2) The implementation of the internal academic quality assurance system is carried out by optimizing 8 educational standards and National Education Standards guidelines, however the implementation of the internal academic quality assurance system has not shown an increase in the achievement and quality of MTsN graduates. (3) Evaluation of the internal academic quality assurance system is carried out more based on formal evaluations such as daily assessments, semester exams and Madrasah final exams. Aspects, results and evaluation analysis have not been seriously carried out by educational staff. (4) Follow-up to the management of the internal academic quality assurance system, as an effort to improve the implementation of the internal academic quality assurance system has not been fully carried out, especially there has been no written report regarding the follow-up documents and reporting, so that the follow-up has not been fully carried out to review the implementation internal academic quality assurance system. (5) The problem of management of the internal academic quality assurance system is faced with the problem of human resources for educators and teaching staff, available learning infrastructure, as well as the lack of operational financing for learning. (6) The solution to the problem of educational resources is carried out by the policy of the madrasa head to provide opportunities for teachers to improve their abilities by participating in various training activities, and infrastructure facilities are sought to be met by relying on the support of parents and the community through the role of committees. (7) The impact of internal academic quality assurance system management in improving the quality of student graduates in quantity is expressed by the success of MTsN in graduating all class IX students, but it has not had an impact on improving the quality of MTsN students.

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