

**THE IMPLEMENTATION OF ACADEMIC INTERNAL QUALITY ASSURANCE
SYSTEM IN IMPROVING LEARNING QUALITY AT VOCATIONAL HIGH
SCHOOLS**

**(Case Study at VOCATIONAL SCHOOL 1 Pacet And VOCATIONAL SCHOOL 1
Cianjur)**

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ABSTRACT

This research is motivated by the fact that the quality of education is very low, the equalization of access to education is still a homework for the Regional Government, while on the other hand many schools, especially at the SMK level, are favorite schools with very good quality. Graduates of these schools are well accepted in higher education, the business world, and the industrial world. In fact, many of them are also successful entrepreneurs. The purpose of this research is to describe and analyze the quality assurance implemented in the favorite SMK with the stages of quality assurance, namely planning, implementation, evaluation, follow-up, analyzing the obstacles faced and solutions to the problems faced. The grand theory used in this research is the Edwards Deming management theory (Plan, Do, Check, Action) and the Six Value Systems from Achmad Sanusi. The research method used is a descriptive method with a qualitative approach. Data collection techniques use documentation studies, interviews, and observations. The results of the study showed that: Planning is used by schools to map quality and plan for quality improvement. Implementation of quality improvement starts from achieving goals, implementing programs, optimizing human resources, and implementing the school self-evaluation process. Evaluation is carried out through monitoring activities for the implementation of quality assurance. Follow-up in the form of activities to determine new quality standards. The data results showed that the school has implemented the stages of quality assurance and determined new quality standards, but has not been realized into a flagship program that is easy to realize. The new quality standards are based on market demands. The obstacles faced are: Human resources are not yet optimal in understanding educational quality assurance. Program socialization is not optimal. Follow-up on the results of the program evaluation is not optimal. The determination of new quality standards has not been realized in the form of a work program. Efforts to Overcome Obstacles: Human resources need to be given an understanding of the importance of Quality Assurance through technical guidance (bimtek, workshops, in-house training, or seminars. Follow-up on the results of the evaluation is used as a draft for determining new quality standards. Socialization of school management program management needs to be facilitated through a management information system, both internally and externally, and the creation of a new quality standard work program must be immediately realized. The conclusion of this research is that the educational quality assurance management at SMK in Cianjur Regency makes it easy for schools to conduct internal evaluations, the results of which are used to improve performance based on the National Education Standards.

Keywords: Implementation, Quality Assurance System, Learning Quality.

INTRODUCTION

The Indonesian government has made it mandatory for every Educational Unit to carry out quality assurance by issuing Law Number 20 of 2003 concerning the National Education System, Article 1 paragraph (21), which states that educational evaluation is an activity of controlling, guaranteeing, and determining the quality of education for various educational components on the path and level of education as a form of accountability for the implementation of education. The Basic and Middle Education Quality Assurance System (SPM-Dikdasmen) is an integrated system that regulates various activities to improve the quality of education at the elementary and secondary levels. This system works by controlling the implementation of education by educational units systematically, plannedly, and sustainably. The aim is to ensure the realization of quality education that meets national standards. SPM-Dikdasmen also aims to foster a culture of quality in educational units independently. Regulation of the Minister of Education and Culture Number 28 of 2016 concerning the Quality Assurance System for Primary and Secondary Education (Permendikbud no 28 Tahun 2016 tentang sistem penjaminan mutu pendidikan dasar dan menengah) Article 1 paragraph (2) states that Education Quality Assurance is a systematic, integrated, and sustainable mechanism to ensure that all processes of education implementation are in accordance with quality standards. One of the management theories that can be applied in the quality assurance system for primary and secondary education is the Deming Cycle, also known as the PDCA cycle. The PDCA cycle consists of: Plan: Planning and designing the process. Do: Implementing the plan. Check: Checking and monitoring the results. Action: Taking corrective action and improving the process. This management theory was chosen because it has a unique feature of focusing on continuous improvement. This is in line with the way the quality assurance system for primary and secondary education works, which is systematic, planned, and sustainable. It is hoped that the practice of continuous improvement, especially related to quality, will become a school culture. In its development, in order for quality assurance to run well at all levels of educational management, the Directorate General of Primary and Secondary Education has developed a special quality assurance system for primary and secondary education. The Primary and Secondary Education Quality Assurance System is a unity of elements consisting of organization, policies, and integrated processes that regulate all activities to improve the quality of Primary and Secondary Education systematically, planned, and sustainably. The purpose of the Primary and Secondary Education Quality Assurance System is to ensure the fulfillment of standards in primary and secondary education units systematically, holistically, and sustainably, so that a culture of quality grows and develops in education units independently, and functions as a controller of the implementation of education by education units to realize quality education. This education quality assurance system consists of the Internal Quality Assurance System (SPMI) and the External Quality Assurance System (SPME).

The Internal Quality Assurance System (SPMI) is a quality assurance system implemented within an educational unit and carried out by all components of the educational unit. The implementation of SPMI in elementary and secondary education units aims to ensure that all elements, including the organization, policies, and related processes in the educational unit, can run according to the established standards to guarantee the realization of a quality culture in the educational unit. SPMI covers all aspects of education implementation by utilizing various resources to achieve the National Education Standards. In its implementation, SPMI consists of several steps: Mapping of educational quality carried out by the educational unit based on the National Education Standards. Preparation of a quality improvement plan outlined in the School Work Plan.

Implementation of quality fulfillment both in the management of the educational unit and the learning process. Monitoring and evaluation of the quality fulfillment implementation process that has been carried out. Determination of new standards and preparation of quality improvement strategies based on the results of monitoring and evaluation. External Quality Assurance System (SPME) The External Quality Assurance System (SPME) is a quality assurance system implemented by the government, local governments, accreditation bodies, and educational standardization bodies. The purpose of SPME is to ensure that the internal quality assurance system and the quality improvement process in the educational unit can run well. Its function is to monitor, facilitate, and evaluate the fulfillment of national standards in educational units; evaluate and develop standards; and determine the accreditation of educational units. The implementation of SPME includes several stages: Mapping of educational quality at the educational unit level based on the National Education Standards. Preparation of a quality improvement plan outlined in the Strategic Plan for Education Development. Facilitation of quality fulfillment in all educational units. Monitoring and evaluation of the quality fulfillment implementation process. Implementation of evaluation and determination of national education standards and preparation of quality improvement strategies. Implementation of accreditation of educational units and/or expertise programs.

RESEARCH METHODS

The research method used in this study is a descriptive method, because the researcher wants to study intensively the background of the current situation and the interaction of the environment at the Vocational High School about the status of the research subject which is related to the specific or characteristics of the School used as the research site.

RESEARCH RESULT

1. Internal Quality Assurance System Planning in Vocational Schools in Cianjur Regency.

The first stage is quality mapping, which is based on the SMK Education Quality Report. The results of the report show that literacy skills have achieved a moderate level, with 66.67% of students reaching the minimum competency. The proportion of students with literacy skills above the minimum competency is 17.78%, the proportion of students with literacy skills reaching the minimum competency is 48.89%, the proportion of students with literacy skills below the minimum competency is 31.11%, and the proportion of students with literacy skills far below the minimum competency is 2.22%. In general, SMK literacy skills in 2023 decreased by 11.77% from the 2022 academic year. This is a guide for stakeholders and all school residents in developing a plan to improve the quality of education during the academic year. The second aspect of the education quality report is teacher and education personnel (PTK) training experience, which is categorized as good with a score of 72.2. The details are as follows: participation in the Merdeka Mengajar platform is categorized as good with a score of 72.2, and other training with a score of 82 and is categorized as good. In 2023, the achievement of the Merdeka Mengajar platform participation aspect increased by 100%. This is because in 2022 it was not included in the education quality report. Although the increase achieved was 100%, the number achieved was only 72.2 with a good category. This certainly needs to be improved further and becomes a material for improving quality in the current academic year. This quality mapping stage is truly used as an initial step for stakeholders in this SMK and always involves all school residents, starting from the management team, all teachers, all education personnel, and all school residents, and always coordinates with the school committee and of course continues to consult with the supervisor who this year is being

mentored by Mr. Ir. Rustam Effendi. The second stage in the quality assurance planning process is the determination of quality standards. The determination of quality standards carried out in SMK is by making one stage better than the results of the quality mapping carried out so that the school plans a program that is better than what has existed before, of course by utilizing all the potential assets owned by the school. The complete planning stage in SMK is carried out by carrying out several stages, namely: Determining the objectives, Preparing Human Resources (HR), Designing the program, Self-evaluation process of the school (CL.A.B.C.D.W.O.D).

2. Implementation of Internal Quality Assurance System in Vocational High Schools (SMK) in Cianjur Regency.

The second stage of Deming's management theory is "Do" or the implementation of the predetermined plan. In the quality assurance stage, quality improvement is the third stage after quality mapping and quality improvement planning. The implementation stage of quality assurance management in SMK is carried out through several stages:

1. Achievement of Objectives, To realize the school's vision, mission, and goals into program implementation, the SMK's vision, mission, and goals have been disseminated to the school community, both verbally and in writing. This is done so that they can be read by students, teachers, and all residents in the school environment. The information is displayed in the principal's office and teacher's room. It is also disseminated during the new school year meeting with parents and the committee, as well as the annual meeting with teachers. For students, the information is disseminated through the Monday flag ceremony, Wednesday morning assembly, and Friday religious activities. In an effort to ensure quality, SMK has developed and implemented various guidelines that have become references and routine activities. These include compiling, formulating, and disseminating the Curriculum Operasional Satuan Pendidikan (KOSP) to provide teachers with an understanding of the programs that will be implemented in both extracurricular and intracurricular learning. The school creates documents 1, 2, and 3 to provide a comprehensive overview. Based on a review of the school's work plan documents in the form of RKS and RKAS, the RKS has budgeted for teacher career development and implemented quality improvement programs to improve teacher competence, school accreditation, student graduate quality, industrial studies, casual, internships, industrial learning, PKL, and incharge. (CL.A.B.Dok.W).

2. Program Implementation.

The RKS and RKAS in SMK have been used as benchmarks for achieving the school's work program/activities each year. As stakeholders, the school is involved in the preparation of RKS and RKAS. The preparation of the school work plan is carried out through a workshop with school stakeholders, which lasts for 4 days. Based on the results of interviews with the Principal and Vice Principal, the finalization is carried out by a small team consisting of the treasurer, administration, vice principal, and head of expertise concentration due to time constraints and efficiency. The RKS and RKAS are guidelines for all school members to achieve the school's vision, mission, and goals. However, based on the observation and documentation results obtained by the researcher, the management and development have not been in accordance with the school's planning. To meet management standards, the school has a work plan document in the form of RKS and RKAS. However, in practice, the RKS and

RKAS cannot be fully implemented because there are sometimes programs outside the plan, so they cannot function according to the management planned by the School. KOSP is one of the products of RKS that reflects the school's main services for students. Therefore, all parties involved in the school's operation must know and understand the information contained in the KOSP so that there are no different interpretations or misunderstandings about what needs to be done by various parties in providing services to students. All stakeholders have contributed to the school's operation proportionally according to their respective roles. The KOSP has been disseminated to all school members so that it can be implemented by the school community.

The socialization of KOSP is carried out before the start of the new school year so that school stakeholders can easily receive information and understand the meaning contained in the KOSP. The KOSP is made in three documents, namely documents 1, 2, and 3. Document 1 is the short version (resume) and document 2 and document 3 is the full version. The short version is intended for the general public, while the full version is intended for school administrators and teachers in carrying out their duties. (CL.A.B.Dok.W).

3. Human Resource Development

In the implementation of quality assurance of education through management standards in SMK, a group is formed called TPK (Curriculum Development Team). The Principal makes a TPK Decree consisting of stakeholders in the academic field, including the vice principal for curriculum and each teacher as the subject coordinator who is responsible for handling the academic field starting from the preparation of KOSP, which is the result of the EDS process. The references used are the content standard, process standard, and graduation standard, which are joint products that reflect the school's main services for its students. Therefore, all parties involved in the operation of the school in question know and understand the information contained in the KOSP well so that there are no different or wrong interpretations of what needs to be done by various parties in providing services to students, especially educational services proportionally according to their respective roles.

3. Evaluation of the Internal Quality Assurance System in Vocational High Schools (SMK) in Cianjur Regency

The third stage is the evaluation of education quality assurance in SMK Kabupaten Cianjur. In this final stage of education quality assurance, measurement, evaluation, and mapping of education quality are carried out. The results of the activities in this stage are used as a reflection and basis for planning standard fulfillment and quality improvement programs. Thus, the phenomenon of educational quality can take place continuously.

The principal and teachers of SMK Kabupaten Cianjur created indicators of physical school success as a reference to determine the achievement of the school's vision. In addition, the principal has also held a school meeting to discuss efforts to achieve the school's vision through the roles and tasks of each individual in the school. The teaching and learning activities carried out have been in accordance with and reflect the efforts to achieve the school's vision and mission. PTK has the ability to provide services to students and other stakeholders.

The following are several KOSP evaluation activities carried out in SMK:

a) Teacher performance evaluation, including the use of teaching methods and models, is conducted once a semester.

- b) KKTP or KKM evaluation is conducted once a semester.*
- c) Student development evaluation, covering extracurricular activities such as religion, sports, scouts, and others, is conducted once a semester.*
- d) Evaluation of educational facilities and infrastructure, such as libraries, buildings, and places of worship, is conducted once a year.*
- e) Evaluation of school-implemented activities, such as the use of school operational costs, is conducted once a month.*
- f) Evaluation meeting of collaborative activities between the school and the local RT/RW, village, and sub-district, including data collection on the underprivileged and assisting in student outreach outside of school.*

On the other hand, the principal has already emphasized to the school community at SMK Kabupaten Cianjur the importance of the quality of the school's basic services. The principal has also stimulated and motivated the school community in achieving the school's vision and mission. The principal can maintain the performance of the school community by selecting the best students each semester, selecting the best teachers, and providing awards to outstanding students. Thus, the program can adequately facilitate the development of students' potential.

In developing the school management guidelines, the principal provides instructions to the program to develop the guidelines needed for each individual's work implementation by compiling POS. The principal has conducted a study on the effectiveness of POS and improved aspects that are considered weak or lacking.

The principal carries out routine activities at the school. The school issues regular rules and regulations that must be followed by both teachers and students. The arrangement of the school environment and classrooms has been carried out with attention to the psychological, social, and cultural comfort of students, although it is not yet optimal.

The school has not yet implemented a management information system for financial management reports. The school has not provided copies of the RKS (School Work Plan) to the school community. The school produces financial reports quarterly, semiannually, and annually, but these are not routinely published to the school community through meetings, bulletin boards, or other media that the school could use. However, each budget used by the school is accompanied by accountability, both administratively and by mutual agreement between the school and the school committee.

The principal of the vocational school identifies potential parties to become school partners in achieving the vision and mission, both individually, in groups, or as organizations. The school principal has also initiated or opened discussions with stakeholders to establish cooperation that benefits mutual symbiosis. The school regularly sends information regarding school development to stakeholders. Additionally, the school holds periodic meetings with parties deemed potential to maintain and enhance commitment in achieving the shared vision.

- 4. Follow-up on internal quality assurance systems at vocational schools in Cianjur Regency.**
The results of supervision conducted during the implementation stage of quality improvement in vocational schools will provide a basis for establishing new quality standards. In relation to educational quality standards, collaboration with external parties is essential. Vocational schools have long been collaborating with external parties, both domestically and internationally, starting from vocational training centers within the country and abroad. The quality of graduates can be measured by their absorption into vocational training centers. In many vocational schools, students are often offered part-time or casual work even before they

graduate, which demonstrates the recognition of the quality of vocational school graduates by external parties.

ocational schools (SMK) continuously strive to enhance both service standards and achievement standards, whether in academic or non-academic fields. In the academic realm, for instance, SMK consistently engages in nurturing and participating in various competitions such as Skills Competitions (LKS) at the district, provincial, and national levels. Numerous achievements have been attained, including securing first place at the national level in fields like APHP. Non-academic competitions also receive special attention, including karate tournaments, silat competitions, flag-raising team competitions, entrepreneurship contests, and others.

1. As of 2023, DUDIKA, which collaborates with vocational schools (SMK), has reached a total of 102 companies or partners, including Bionic Farm Jolok, PT. Sriboga Integrasentul, Hotel Savoy Homann, Hotel Cianjur, Briq Ticket, Hotel Aston Pasteur, Pesona Alam Resort Cianjur, Pucak Pass, Marga Tour and Travel, Balithi Segunung, Kurnia Printer Cianjur, Gino Feruci Cianjur, Royal Safari Garden, and 90 other companies.
 2. The quality standards set by SMK at the end of the academic year 2023/2024 include enhancing numeracy and literacy scores, improving the learning process, implementing differentiated learning, optimizing 7 asset resources, becoming a pioneering school in the BLUD field as well as a benchmarking study destination, enhancing access to the independent teaching platform, improving school community discipline, fulfilling the PKKS instrument for the year 2024, meeting accreditation requirements by 2025, fulfilling the 8 National Education Standards, and strengthening and expanding partnerships with DUDIKA domestically and internationally. (CL.B.W.O.D).
5. **Challenges in implementing internal quality assurance systems at vocational schools in Cianjur Regency.**

The government's policy on education quality assurance has been clearly outlined in various guidelines and regulations for school management. However, the School-Based Management (SBM) or School National Standards (SNS) in vocational high schools (SMK) in Cianjur Regency have not been achieved. There is concern among the public that schools are perceived as merely producing graduates without ensuring quality education outcomes. Worse still, if there arises a perception within the community that schools are merely institutions aimed at attracting government funding by admitting a large number of students and hiring many staff members.

Thus, scattering the funds provided by the government, especially when there are societal perceptions about how school principals manage vocational high schools (SMK) in Cianjur Regency, resulting in the inability to meet national education standards and failing to fulfill minimal service requirements, thereby jeopardizing the school's quality. The suboptimal quality assurance management in schools in meeting school management standards may be due to various external factors, such as the lack of attention from the government at the central, provincial, or regency levels in quality assurance in education. The absence of consequences based on the results obtained, such as the provision of aid, whether in terms of facilities or financial assistance, is not yet grounded in evaluations, and school communities have difficulty understanding the EDS instruments that must be filled out by school stakeholders provided by BNSP, thus confusing respondents in completing the EDS

Internal factors in ensuring quality in conscious management at vocational schools still encounter obstacles, particularly regarding human resources, facilities, infrastructure, and

socialization, among others: The school's resources are aware of the existence of the school's vision, mission, and objectives, which are the main references in formulating short, medium, and long-term work plans. However, the existing school's vision, mission, and objectives related to the achievement of the overall school-family program are not well understood, thus failing to provide energy for achieving the Vision and objectives that must be achieved. Human resources in schools are very limited, but in their management, schools have not involved other parties outside the school such as parents, apprenticeship places, and other stakeholders because it is highly unlikely to be done only by the school principal and teachers alone in the process. Worksheets and logs do not consider these elements because the process has not involved the school committee and education animals, but they approve and sign them without certification. The management information system is easily accessible at present for accessing information on various matters. However, concerning accessing information and procurement related to school management, it has not been accessible, even though it would facilitate the school principal and other school members in improving their shortcomings. Still, the principal has not created a mechanism to provide media for complaints related to school management, especially school finances. (CL.C.W.O.D).

6. The solution to the constraints of implementing an internal quality assurance system at vocational high schools (SMK) in Cianjur Regency.

Efforts to overcome obstacles in managing quality assurance in vocational schools (SMK) are as follows:

1) Schools must establish a regular schedule for socialization and achievement of the school's vision, mission, and objectives because school stakeholders will serve as references for the school's vision, mission, and objectives in developing various programs, including short, medium, and long-term work plans. The vision, mission, and objectives of the school must be understood by the school stakeholders to provide energy for achieving the vision and objectives, and the implementation of each school.

2) The preparation of the School Operational Plan (KSP) is a collaborative product that reflects the core services of the school for its students, so it must be understood and socialized to all parties involved in the school's operation. Those involved must know and understand the information contained in the KSP well to prevent different interpretations or misunderstandings regarding the actions that various parties must take in providing services to students so that all stakeholders can contribute proportionally to the school's operation according to their respective roles.

3) The planning of programs must be scheduled at the end of each school's budget year and must be attended and agreed upon collectively, as it is one of the school management functions. Therefore, in its implementation, the school committee, education council, and education office should be inseparable from school management processes. The School Development Plan (RKS) and School Work Plan (RKS) must be considered by these elements because the human resources in the school are very limited. Thus, school management should involve other parties outside the school such as parents and other stakeholders, as it is highly unlikely to be carried out solely by the school principal and teachers.

4) For the school principal to be effective in their performance, they must have a regular schedule and agenda to assess and follow up on the performance of teachers and education staff in achieving the school's vision, mission, and objectives. Thus, the behavior of the school principal becomes a model for the school stakeholders in carrying out their respective duties.

- 5) *The school principal must compile the results of the school work program evaluation, which is the most important information that school stakeholders must know and act upon for improvement or enhancement.*
- 6) *For ease of access to information and complaints related to school management, the school principal must establish mechanisms such as providing several school websites, SMS, and reader letters as avenues for complaints regarding school management. This will facilitate the school principal and other school stakeholders in addressing shortcomings in the school.*

CONCLUSIONS

1. *Quality assurance planning in vocational high schools (SMK) in Cianjur Regency encompasses the planning of the school's vision, mission, and objectives program. The school program formulation has been socialized and jointly prepared by the school community, however, the School Committee as the School Development Team (SDT) has not optimally contributed to shaping the vision, mission, school program formulation, or in preparing the School Self-Evaluation.*
2. *The implementation of education quality assurance at SMK in Cianjur Regency, the school principal has delegated responsibilities to the Curriculum Development Team (TPK) and the School Development Team (SDT) and authority to each working unit by providing clear job descriptions to optimize their duties. However, the implementers have not been able to effectively carry out the planned programs, resulting in suboptimal program implementation. Thus, during the implementation of the School Self-Evaluation (SSE), there is a lack of accurate physical evidence as a quality reference.*
3. *Evaluation and supervision in education quality assurance at SMK in Cianjur Regency have been programmed and carried out by the school through various evaluation reviews, but the results of the program evaluation have not been followed up. The internal evaluation results through the School Self-Evaluation at SMK in Cianjur Regency have contributed to the improvement of quality and achievement of management standards. SSE has provided practical steps to assess the extent to which schools have achieved the Minimum Service Standards (SPM) and National Education Standards (SNP), as well as their strengths and weaknesses, enabling schools to develop School Development Plans (RPS) or School Activity Plans (RKS) based on real conditions and needs.*
4. *Follow-up actions, SMK in Cianjur Regency carries out follow-up processes after observing the results of supervision in the quality improvement process. Basically, SMK in Cianjur Regency has implemented quality assurance through quality improvement stages and has made efforts to implement them, but documentation and communication aspects still need further development as they will affect the follow-up process of quality assurance, particularly in establishing new quality standards. Some school programs have established new quality standards, but overall, they have not been evenly implemented across all school programs.*
5. *Several inhibiting factors in education quality assurance management at SMK in Cianjur Regency include firstly, human resources, which are crucial in supporting program implementation. Secondly, the Management Information System (SIM) has not been optimal in socializing school management. Thirdly, facilities, infrastructure, and funding are not optimal for implementing education quality assurance in schools, thus hindering the objectives of education quality assurance in SMK in Cianjur Regency.*
6. *Solutions to overcome inhibiting factors in the planning of education quality assurance management at SMK in Cianjur Regency include providing training, workshops, and*

Integrated Home Learning (IHT) conducted collaboratively between organizers and educational developers at all levels with educational units within the framework of the Education Quality Assurance System. Secondly, optimizing the Management Information System through both oral and written socialization for transparent and accountable financial management, external factors in the establishment of a reliable, integrated, and connected information technology-based education quality assurance system connecting educational units or programs, educational unit providers, district/city governments, provincial governments, and the central government. Thirdly, there needs to be a commitment from the school principal in making plans, scheduling activities, and implementing programs consistently in terms of time, funds, facilities, and adequate resources. The overall solution for improving education quality assurance management in the future is to conduct training programs on quality assurance management by incorporating six value systems (theological, teleological, aesthetic, ethical, physiological, logical), as proposed by Sanusi's theory.

SUGGESTIONS

1. *For the Education Department:*

The findings of this research can serve as a foundation for the Education Department in determining policy directions and the sustainability of internal and external quality assurance programs to enhance the quality of learning in Vocational High Schools.

2. *For School Supervisors:*

The results of this research can be utilized by School Supervisors as a basis for conducting school development, particularly in relation to the quality of learning, through the optimization of the Academic Internal Quality Assurance System (AIQAS) to improve the quality of student learning.

3. *For School Principals:*

The findings of this research can be used as a basis for School Principals in the development of the Academic Internal Quality Assurance System (AIQAS) to enhance the quality of learning at Vocational High School 1 Pacet and Vocational High School 1 Cianjur.

4. *For Teachers:*

The results of this research can be utilized by teachers in implementing the Academic Internal Quality Assurance System (AIQAS) to improve the quality of learning at Vocational High School 1 Pacet and Vocational High School 1 Cianjur.

5. *For Students:*

The findings of this research can serve as a basis for students in enhancing their learning quality through the Academic Internal Quality Assurance System (AIQAS) to improve the quality of learning at Vocational High School 1 Pacet and Vocational High School 1 Cianjur.

6. *For Future Researchers:*

The results of this research can be used as a comparative or supportive material for similar studies and can provide ideas in determining research problems to be addressed.

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