

ANALYSIS OF THE IMPLEMENTATION OF THE EDUCATIONAL QUALITY ASSURANCE SYSTEM AT STATE VOCATIONAL SCHOOL 3 KEMARITIMAN BIAK NUMFOR

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Abstract

The quality management system is an approach in realizing a quality assurance program that is very important to be placed as scientific studies in the context of measuring and predicting the readiness of educational institutions. The purpose of this study is to determine the planning for implementing the SPMP implementation in order to improve the quality of schools at SMK Negeri 3 Kemaritiman Biak Numfor., Garut Regency. This research was conducted using a qualitative approach. The method used is descriptive analysis. Techniques and research instruments using observation, interviews and documentation. While the analysis technique is done through data reduction, data display and drawing conclusions. The results of the study indicate that quality planning is carried out in several steps, namely quality mapping through school self-evaluation (EDS) activities, which are followed by preparation of compliance plans, implementation of education quality, evaluation of education quality and standard setting so that it can describe school quality accurately. Implementation of education quality assurance that has been planned to fulfill eight National Education Standards.

Keywords: *Analisis Education Quality Assurance System, School Quality*

INTRODUCTION

Improving the quality of education is a central issue in human resource development. The quality of education is influenced not only by the curriculum, teaching staff, and facilities, but also by a consistently implemented quality assurance system. However, in practice, many schools face various obstacles in their efforts to improve quality, including limited resources, curriculum inconsistencies with current needs, weak evaluation systems, minimal community involvement, and low utilization of technology in learning (Suryana, 2020). Education is essentially a conscious and planned effort to create a learning environment that allows students to optimally develop their potential, including spirituality, morality, and life skills (Law No. 20 of 2003). Therefore, the quality of education is a shared focus for the central government, regional governments, educational institutions, and the community. Unfortunately, various education quality improvement programs implemented by the government still face obstacles, thus not optimally improving the quality of education in Indonesia.

Several studies indicate that the implementation of quality assurance has not been optimal. Antariksa (2019) emphasized that many schools lack a dedicated quality assurance unit, while other studies (Candido, 2020; Sayuti et al., 2020; Malik & Ameen, 2020) found that school officials' lack of understanding of the concept of quality assurance is a major obstacle to implementing the system. Yet, quality education is key to producing competent, character-driven, and competitive human resources. As a demonstration of the government's commitment, the Education Quality Assurance System (SPMP) policy was issued through Minister of Education and Culture Regulation No. 28 of 2016, which consists of the Internal Quality Assurance System (SPMI) and the External Quality Assurance System (SPME). However, the implementation of this policy at the school level still faces various obstacles, primarily related to limited understanding and consistency of implementation. State Vocational High School 3 Maritime Affairs, Biak Numfor, is one of the vocational high schools that has implemented SPMP in accordance with the eight National Education Standards (SNP) indicators. However, based on observations, the implementation of quality assurance at this school has not yet achieved the expected targets. This is indicated by the limited understanding of quality assessment instruments among educators and the suboptimal role of the principal in coordinating the implementation of quality assurance activities. Against this background, this article discusses the implementation of the Education

Quality Assurance System at SMK Negeri 3 Kemaritimian Biak Numfor, with the aim of analyzing the obstacles encountered and strategies needed to improve the quality of education at the school.

LITERATURE REVIEW

The quality of education is a crucial indicator in determining the quality of future human resources. According to Fattah (2012), educational quality encompasses input, process, and output aspects, all of which must be implemented consistently. Asrohah (2014) emphasized that educational quality management is aimed at ensuring the relevance, efficiency, and effectiveness of educational delivery. Effendi (2017) also added that educational quality serves as a measure of a school's success in achieving national education goals. The legal framework for educational quality in Indonesia is regulated by Law Number 20 of 2003 concerning the National Education System, which emphasizes the importance of national education standards (Ministry of National Education, 2003). Furthermore, the concept of School-Based Quality Improvement Management (MPMBS) was introduced as an effort to decentralize education so that schools can be more independent in managing quality (Ministry of National Education, 2002). This emphasizes that educational policy serves as the basis for directing quality assurance strategies.

The educational quality assurance system is implemented through both internal and external mechanisms. Abdullah et al. (2015) explain that school quality assurance is a strategy to ensure the quality of education delivery meets standards. Asmendri (2012) emphasizes the importance of management's role in integrating planning, implementation, evaluation, and follow-up on educational quality. Globally, Sayuti et al. (2020) highlight that quality assurance mechanisms are a crucial instrument for ensuring access to inclusive and quality education. These quality improvement efforts cannot be separated from management functions, which include planning, organizing, implementing, and monitoring. Engkoswara et al. (2015) state that educational administration plays a strategic role in managing school resources to align with quality standards, while research by Antariksa (2019) emphasizes the importance of implementing an integrated quality management system in Islamic full-day elementary schools.

Accreditation is a formal instrument for ensuring the quality of educational institutions. Aulia (2017) states that accreditation serves as a form of evaluation of school performance in achieving national education standards. Malik and Ameen (2020) add that accreditation increases transparency, accountability, and public trust in educational institutions. Furthermore, Candido (2020) demonstrated that datafication in the education system can support more objective, data-driven decision-making. In practice, the involvement of various parties is also crucial to the success of education quality assurance. Darmaji (2019) stated that internal school quality assurance will be effective if it involves principals, teachers, committees, and the community in the planning and evaluation process. However, Suryana (2020) emphasized that low teacher competency and a lack of community participation remain obstacles to quality improvement efforts. Therefore, collaboration between schools, the government, and the community is key to sustainable education quality assurance.

However, the implementation of quality assurance still faces various challenges. Antariksa (2019) identified difficulties in integrating the quality system with a religious-based curriculum, while Suryana (2020) highlighted limited infrastructure and teacher quality as fundamental issues. This indicates that although quality assurance has been prioritized, its implementation on the ground is not yet fully optimal. Various studies on education quality also use qualitative approaches to gain a deeper understanding. Fadli (2021) explains that qualitative research can comprehensively explain phenomena, while Kaharuddin (2021) emphasizes its contextual nature in depicting educational realities. Furthermore, LaMarre and Chamberlain (2022) offer innovations in qualitative research methods to make them more adaptable to current developments, making them relevant for use in assessing the implementation of educational quality assurance.

METHOD

This research uses a qualitative approach with descriptive analysis. The qualitative approach was chosen because it can explore the deeper meaning of each event and phenomenon studied. According to LaMarre & Chamberlain (2022), qualitative research is characterized by an emphasis on descriptive aspects of data obtained in the field through observation and interviews. This is reinforced by Fadli (2021), who explains that qualitative research is naturalistic and its data analysis emphasizes understanding the meaning behind real phenomena. Meanwhile, Kaharuddin (2021) emphasizes that qualitative research is characterized by a deductive process that focuses on emphasizing the meaning of each event. The research location was SMK Negeri 3 Kemaritimian Biak Numfor, with data sources obtained from the principal, teachers, staff, and supporting school documents. The selection of the target audience was based on their direct involvement in the implementation of educational quality management, ensuring more relevant and accurate information. The design of the research activities was carried out through three main stages: preparation, implementation, and evaluation. The preparation stage included determining the research focus,

developing observation instruments and interview guidelines, and coordinating with the school. The implementation phase involved collecting field data through observation, in-depth interviews, and documentation. The evaluation phase involved re-examining data, clarifying information, and triangulating data to ensure validity. The materials and tools used in this study included interview guidelines, observation sheets, and documentation devices such as a voice recorder and camera to support data completeness. The research instruments were designed to capture the school's performance in implementing quality assurance and the productivity of learning activities. Data collection techniques included observation of learning activities and school management, interviews with relevant parties, and documentation of school archives and other supporting data. Data analysis was conducted through the stages of data reduction, data display, and conclusion drawing. Data reduction was achieved by selecting important information according to the research focus and then presenting it in a descriptive narrative. The presented data were further analyzed by comparing field findings with theory and previous research, allowing conclusions to be drawn that comprehensively describe the implementation of quality assurance at SMK Negeri 3 Kemaritimian Biak Numfor.

RESULTS AND DISCUSSION

Educational quality planning at SMK Negeri 3 Kemaritimian Biak Numfor was implemented at the beginning of the new academic year, first by evaluating all school activities. This evaluation served as the basis for the preparation of the School Work Plan (RKS) and the School Activity and Budget Plan (RKAS), which were then collectively discussed in a joint meeting. The preparation of these documents constitutes a plan for fulfilling quality standards within the Education Quality Assurance System (SPMI). With this planning, the school is expected to be able to narrow the gap between the ideal conditions set out in the National Education Standards (SNP) and the actual school conditions, as reflected in the results of the School Self-Evaluation (EDS). The quality planning process requires the principal, supervisor, and internal quality assurance team to possess strategic competencies. This aligns with Fattah's (2017) findings, which state that the success of educational quality assurance depends heavily on systematic planning and the active participation of all stakeholders. Educational quality assurance at SMK Negeri 3 Kemaritimian Biak Numfor is carried out comprehensively, encompassing new student admissions, the learning process, and the final assessment, which ensures the quality of graduates. Based on interviews with the Vice Principal, it was discovered that the development of quality planning results in a school work plan encompassing programs, activities, targets, budget, and necessary resources. This plan then serves as a reference for implementing quality assurance, accompanied by comprehensive documentation. Similarly, the SPMPs team explained that the steps for educational quality assurance include: (1) quality mapping through the EDS, (2) developing a quality improvement plan, (3) implementing management and learning, (4) monitoring and evaluation, and (5) establishing new quality standards. SPMI Process at SMK Negeri 3 Kemaritimian Biak Numfor The research results indicate that the SPMI workflow at this school begins with a school self-evaluation, followed by quality mapping, planning, implementation, evaluation, and establishing quality standards. In summary, the flow can be described as follows:

School Self-Evaluation (EDS) → Quality Mapping → Planning → Implementation → Monitoring & Evaluation → Determination of New Quality These stages align with the SPMI model issued by the Directorate General of Elementary and Secondary Education, Ministry of Education and Culture, where the quality cycle is always continuous (continuous improvement).

Table 1. Steps for Assuring Educational Quality at Maritime State Vocational School 3 Biak Numfor

Tahap	Kegiatan Utama	Hasil yang Diharapkan
Pemetaan Mutu (EDS)	Penyusunan instrumen, pengumpulan & analisis data, pembuatan peta mutu	Identifikasi kekuatan dan kelemahan sekolah
Perencanaan	Menyusun program, kegiatan, sasaran, anggaran, sumber daya	Rencana Kerja Sekolah (RKS) dan RKAS
Pelaksanaan	Pengelolaan satuan pendidikan, pembelajaran, pengembangan diri siswa	Implementasi program peningkatan mutu
Monitoring & Evaluasi	Observasi, evaluasi program, penyusunan rekomendasi perbaikan	Perbaikan berkelanjutan
Penetapan Mutu Baru	Penentuan standar mutu sekolah berdasarkan hasil evaluasi	Standar baru sesuai SNP

Field data shows that SMK Negeri 3 Kemaritiman Biak Numfor has an Internal Quality Assurance Team (TPMI) established through a Principal's Decree. This team is tasked with developing mapping instruments, coordinating the mapping process, analyzing the results, and developing recommendations for quality assurance. This fact supports previous research by Sallis (2011), which emphasized that quality assurance requires a specific organizational structure for an effective quality system. In addition to mapping and planning, the school also implements various concrete programs to improve educational quality. These programs include a more structured division of teaching tasks, additional teaching hours in accordance with the 2013 curriculum, the provision of student handbooks, and self-development through extracurricular activities. These programs not only support the fulfillment of the eight National Standards (SNP) but also foster a culture of quality among both teachers and students.

Accreditation and Quality Implications

The implementation of quality assurance also has implications for accreditation results. SMK Negeri 3 Kemaritiman Biak Numfor currently holds an A accreditation from BAN-S/M. This indicates that the school has met most of the indicators in the eight SNP. However, accreditation is not merely viewed as an end result, but rather as a benchmark for the sustainability of quality improvement efforts. In line with the Principal's statement, achieving an A accreditation presents a challenge to maintaining quality through continuous improvement. This research finding reinforces the view that an effective quality assurance system must integrate strategic planning, active participation, documentation, and ongoing evaluation. The utilization of quality assurance results is not only used to improve programs but also to foster a culture of quality within the school environment (LaMarre & Chamberlain, 2022). Thus, SMK Negeri 3 Kemaritiman Biak Numfor has demonstrated relatively good implementation of the Quality Assurance System (SPMI) despite still facing challenges such as limited resources and fluctuating team motivation.

CONCLUSION

- This study emphasizes the importance of quality assurance at SMK Negeri 3 Kemaritiman Biak Numfor to improve students' skills for the workplace and further education.
- Quality assurance has been implemented systematically through the SPMI cycle, supported by the Internal Quality Assurance Team (TPMI) and the involvement of school stakeholders.
- Quality achievement is evident in its A accreditation status, although challenges remain, including limited resources and consistent motivation.
- Future development is directed at establishing a sustainable quality culture through:
 - Strengthening teacher capacity.
 - Utilizing digital technology in quality mapping.
 - Collaboration with the business and industry (DUDI).
 - Developing a competency-based curriculum tailored to the needs of the maritime sector.
- With these steps, SMK Negeri 3 Kemaritiman Biak Numfor is expected to produce graduates who are qualified, adaptive, and relevant to the demands of today's development.

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