Model of Quality Assurance Implementation Based on Mentoringin SMP City of Semarang

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Abstract. The purpose of this study is to develop a mentoring-based accreditation implementation model, by: (1) describing and analyzing a factual model for junior high school accreditation which includes: (a) school preparation in conducting accreditation; (b) the mechanism for implementing school accreditation; and (c) follow up on the results of school accreditation; (2) produce a hypothetical model design for the implementation of accreditation in junior high schools that can develop the inherent internal commitment of school managers, describe the results of school performance as a whole, as well as can be used as a reference in school development; and (3) produce a final model for implementing school accreditation in junior high schools that can develop the inherent internal commitment of school managers, describe the results of school performance as a whole, as well as can be used as a reference in school development.
This research was carried out using the method of developing a procedural model by modifying the research and development design (Educational Research & Development). The results obtained are the final model for implementing school accreditation in junior high schools, which can develop the inherent internal commitment of school managers, describe the results of school performance as a whole, as well as can be used as a reference in school development.
The conclusions in this study are: 1) the implementation of quality assurance in schools has not been maximized 2) the quality assurance system has not been owned by each school, if there is accreditation, it is only prepared a few weeks before the assessor visits 3) the quality assurance process has been carried out well, although not optimal. 4) internal quality assurance has not been able to reflect the quality of school quality. and 4) still weak supervision by supervisors and principals. Solutions to overcome deficiencies in planning, implementation, and evaluation of quality assurance implementation need regular assistance from various parties, ranging from school principals, teachers, school supervisors and the education office as well as other relevant agencies.

Key words: accreditation; mentoring-based; implementation and follow-up accreditation.

INTRODUCTION

Quality assurance is needed as a tool for quality control / quality control in schools. Quality schools are the responsibility of education managers starting from the central government, regional governments, to educators and education staff. The community has the right as well as the responsibility for the presence of quality schools. One of the benchmarks for quality schools is the existence of school accreditation.

Based on the observations of researchers in the last four years starting from 2017 to 2020 on 9 (nine) schools, namely 3 (three) public junior high schools and 6 (six) private junior high schools and supported by data from the Java Province School/Madrasah Accreditation Board (BAP S/M) Based on the 2017 school/madrasah accreditation tool for the nine schools, data obtained that the implementation of quality assurance in each standard has not been maximized, this is shown in the accreditation

certificates there are only a few that show the number 100 in each standard. The results of the accreditation do not reflect the maximum quality achievement. Achievement of superior quality when the score shows between 91 to 100. In reality, there are still schools whose accreditation results are 78 (predicate C).

Many factors influence the implementation of quality assurance in junior high schools among curriculum fields, in this field covering four standards including content standards, process standards, graduate competency standards and assessment standards. The problem that arises is that many teachers are found teaching in several schools, especially private schools so that the fulfillment of teacher administrative obligations is not optimal. The second problem is constrained by the facilities and infrastructure, especially the less standard rooms. The third problem concerns financing, especially for private schools. While the last problem is the management of the school has not been maximized.

Based on the reality on the ground which is

still far from expectations, there needs to be a solution, how schools, especially in junior high schools, can achieve maximum quality standards.

The formulations of the problems in this study are: 1) difficulties in filling out school self-evaluations (EDS) through Sispena, 2) difficulties in filling out data collection instruments and supporting information, 3) most teachers also teach other schools, 4) seriousness and discipline of teachers are still lacking. This is indicated by the lack of physical evidence collected related to administration, 5) accreditation is considered a burden on schools, 6) procurement of school facilities and infrastructure that does not yet exist by borrowing from other schools. The results of this observation indicate that the school is not ready to be accredited.

Problems in preparation for school accreditation visitations have an impact on the final results of the accreditation itself and have an impact on stakeholders and the community. The support and trust from the community is getting less and less because the school is judged to be of less quality, this is indicated by the number of students in the school who are less than the requirements. (minimum 20 students).

Based on the description above, this initial observation aims to obtain an overview of the quality improvement problems in the nine schools which are expected to represent schools accredited B and C as well as to find models in the school's external quality assurance system.

LITERATURE REVIEW

School accreditation must be interpreted as an effort to improve the quality, performance, and productivity of educational units. There are three important things in the school accreditation process so that the results can improve the quality of education, namely: input, process, and output. Accreditation is an important form of evaluation in order to maintain the quality of education (Patil & Pudlowski, 2005, pp. 49–58).

Evaluation of school quality must be carried out comprehensively, which involves all aspects involved in realizing the educational goals that have been set. Thorndike, Cunningham, Thorndike, & Hagen (1991, p. 58) state that the purpose and usefulness of evaluation in education is directed at decisions concerning: (a) teaching, (b) learning outcomes, (c) diagnosis and efforts improvement, (d) placement, (e) selection, (f) guidance and counseling, (g) curriculum, and (h) institutional assessment.

Sutadji (2009, p. 54) states that an evaluation of the quality of an educational unit requires a study involving the components, indicators, and criteria used. References that can be used to assess the quality of an educational unit include the effective school model, the quality school model, and the determinant model of education quality.

Lindsay & Campbell's (2002, pp. 29–31) research on testing accreditation status as an indicator of the quality of education programs states that accreditation status is often considered an indicator of the quality of educational programs.

Bennett's (2000, pp. 1–6) research on independent school accreditation as a guide for choosing schools, obtained information that accreditation of educational programs in schools is carried out to determine whether the content of educational programs organized by schools, whether schools have high standards, and whether there is a commitment from the school to improve and improve the quality of its program.

Sumarno's research (2000, p. 58) on the development of a junior and senior high school accreditation model recommends, among other things: the school accreditation model must meet the principles of measurement and evaluation with the subject of the school analysis unit and the main objects of school accreditation are school quality, ability, and school performance In the implementation of quality education, so that the decisions taken through evaluation are the right decisions, the evaluation of the quality of the education unit must be formulated based on the components and appropriate indicators.

METHOD

This research was carried out using the method of developing a procedural model by modifying the research and development design (Educational Research & Development). The results obtained are the final model for implementing school accreditation in junior high schools, which can develop the inherent internal commitment of school managers, describe the results of school performance as a whole, as well as can be used as a reference in school development.

Sources of data from informants, documents and research in the field. Data collection techniques by: interviews, observations, document studies. Data collection techniques using interactive analysis (Milles and Huberman). The validity of the data using triangulation of methods and sources.

RESULTS AND DISCUSSION

The results of observations made by observers at that time were invited as consultants in 9 schools, namely for the preparation of school accreditation conducted by observers since 2014 by involving several respondents in each school. , 2) the master plan of the school does not have a long-term plan, even one of the schools is within the scope of a boarding school, 3) the number of students is relatively small (less than the minimum requirement), 4) the principal is not always on site.

The results of interviews with the deputy headmaster and principal in two schools obtained information that most of the teachers also teach at other schools, so it can be ascertained that every day at that school there are only 4-5 teachers on average, even if the teacher is not licensed.

Content standards, most teachers have not compiled and developed lesson plans that include social and spiritual attitudes, their lesson plans are only copy paste from other school teachers and do not have a curriculum development team.

The standard process, the average number of students is only a dozen (less than 20 students), the core activities in the RPP do not refer to Permendikbud number 22 of 2016 concerning process standards, the principal has never carried out supervision, monitoring or supervision of teachers.

Graduate competency standards, schools do not have literacy programs, lack of student activities, and do not facilitate students to have skills.

The standards of educators and education staff, there are still teachers who do not have undergraduate qualifications (S1), there are some subject teachers who are not in accordance with the educational background, BK teachers are not in accordance with the educational background, the main duties of the principal (managers, entrepreneurship, and supervisors) have not carried out optimally, the head of administration and the head of the library do not have S1 qualifications including administrative staff, libraries and laboratory staff.

Standard facilities and infrastructure, schools do not have land and building floor area in accordance with the provisions, building construction is not so strong, facilities and infrastructure in each room are still incomplete, do not have warehouses and special parking spaces.

Management standards, vision, mission and school objectives are not clear and in accordance with the provisions, the Medium Term Work Plan (RKJM) and Annual Work Plan (RKT) are not well structured, the organizational structure with detailed tasks has not been developed properly, documentation of student activities is weak, school self-evaluation as a quality control has never been done, the lack of partnerships with other parties, and the lack of management information system (SIM) facilities.

Funding standards, work plans and budgets are not well structured, a good RKA which only funds BOS because it has been standardized by the government, RKA which includes: investment costs, non-personal operations, development of educators and education staff, and working capital cannot be optimized. The realization of the budget expenditure plan for the procurement of stationery, materials and consumables, maintenance, procurement of power and services, transportation and official travel and student development activities is less than optimal, schools do not spend the budget for reporting, have financial books, and have financial reports.

In the standard of assessment, teachers have not maximally carried out an assessment of student learning outcomes which include: determining minimum completeness criteria (KKM), assessment of social attitudes, spiritual attitudes, assessment of knowledge and skills and supported by process assessment steps. The school has not determined the criteria for grade promotion and graduation

The initial step of mentoring apart from observation, interviews and documenting is the preparation of instruments with key indicators in each standard.

The key indicators for each accreditation standard in the mentoring model developed are presented in Table 1 below:

Table 1. Key Indicators in Accreditation

NO	STANDARD	KEY INDICATOR	
1	Content standard	1.1	The teacher develops learning tools on the competence of spiritual attitudes, social attitudes, knowledge and skills
		1.2	Principal together with teachers develop curriculum in accordance with the development of KTSP
2	Process Standard	2.1	Schools/madrasahs develop a syllabus which is further elaborated in the lesson plans with the allocation of time and a minimum number of students in groups
		2.2	Students use textbooks and are supported by good classroom management with learning steps that are in accordance with the provisions such as the use of models, methods, media, learning resources and learning approaches
		2.3	The teacher uses an authentic assessment approach, utilizing results that are supported by supervision, supervision, monitoring and follow-up
3	Graduate competence standard	3.1	Students have behaviors that reflect religious, social attitudes, true learners, physically and mentally healthy
		3.2	Students have factual, conceptual, procedural and metacognitive knowledge
		3.3	Students have creative, productive, and critical thinking skills. and act independently collaboratively and communicatively through a scientific approach.
4	Standards of Educators and Education Personnel	4.1	The teacher has a minimum qualification of S1 or diploma IV, has an educator certificate, an appropriate educational background and is supported by personality, social, knowledge and pedagogic competencies
		4.2	The principal has managerial competence, entrepreneurship, and academic supervision
		4.3	Have a head and administrative staff, head and library staff, laboratory assistants and special service officers in accordance with the provisions
5	Facilities and Infrastructure Standards	5.1	The school has land area, floor area, safety requirements, health and electrical installations in accordance with the provisions
		5.2	The school has classroom facilities/infrastructure, library, laboratory, leadership room, teacher's room, administrative staff room, place of worship, UKS room, counseling room, student council room, latrine, warehouse, playground, circulation hall, canteen and parking lot in accordance with the wide provisions. minimal.
6	Management Standard	6.1	The school has a vision, mission, and goals as stated in the RKJM, the RKT is supported by management guidelines and organizational structure
		6.2	Schools carry out activities in accordance with the RKT which include: student activities, curriculum, utilization of educators and education personnel, assessment.
		6.3	Schools involve the Community and build partnerships with other institutions, self-evaluating.
		6.4	The principal carries out the task of leadership, management by implementing a management information system (MIS).
7	Financing Standard	7.1	The school has a work plan and budget that includes: investment costs, non-personal operations, development of educators and education personnel, and working capital
		7.2	The school realizes the budget expenditure plan for the procurement of stationery, materials and consumables, maintenance, procurement of power and services, transportation and official travel and student coaching activities
		7.3	Schools spend the budget for reporting, have financial books, and have financial reports.
8	Rating Standard	8.1	The teacher carries out an assessment of student learning outcomes which includes: determining minimum completeness criteria (KKM), assessment of social attitudes, spiritual attitudes, assessment of knowledge and skills and is supported by process assessment steps.
		8.2	The school determines the criteria for grade promotion and graduation

Mentoring procedures that meet the regulatory criteria as stated in the National Education Standards (SNP) are used as a reference in developing key indicators for each component of the accreditation standard.

The design of the SMP/MTs mentoring model consists of: 1) a mentoring instrument, 2) a mentoring procedure, and 3) a guide to the use of a mentoring instrument. The mentoring model developed was validated by three experts, namely: school/madrasah accreditation expert, education management expert, and education evaluation expert. The mentoring model for SMP/MTs accreditation is shown in Figure 41 below:
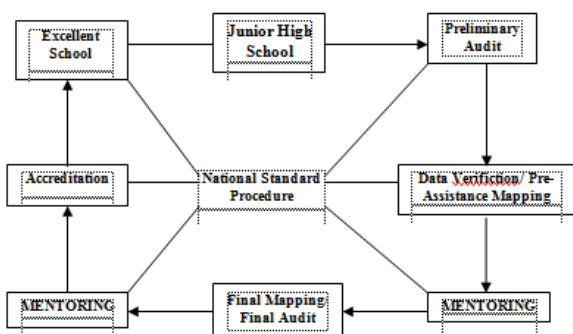
Figure 1. Middle/MTS Accreditation Mentoring Model

1. Initial audit

    The school conducts self-reflection regarding the condition of the school in fulfilling the SNP. This activity can be done through school self-evaluation or school quality audits. The results of the school quality audit are in the form of strengths and weaknesses of schools in fulfilling the SNP to further study the root causes and problem solving solutions.

2. Initial audit data verification

    For data verification, it begins with establishing a companion. The assistant will verify the data from the initial audit result. The verification result is used as a reference and mentoring material.

3. Accompaniment

    Assistance is provided to schools that have been provided with knowledge and skills about school quality assurance through POS implementation of the SNP. Schools that have been provided are expected to have grown commitment to implementing school quality assurance through POS implementation of the SNP. The activity begins with outreach to school residents and stakeholders to agree on the implementation of quality assurance in an effort to meet the SNP. The school forms a school education quality assurance team, which consists of a quality document development group and an internal quality audit. Document developers develop quality manuals, quality procedures, work instructions and quality records (forms). After the document was developed, the activity continued with the dissemination of the quality document to obtain approval, input and improvement. The activity was continued by agreeing on quality documents. The agreed quality document is determined to be enforced at the school.

4. Quality control process

    The quality control (QC) process takes place after the quality assurance (QA) process. In addition, the audit group can conduct periodic internal school quality audits to monitor the implementation of the quality documents that have been prepared. The audit results are used to formulate corrections which then determine the success of school quality assurance in improving quality (QI). If the QA and QC processes are considered to have led the school to meet the SNP, the next process is Accreditation to see the level of fulfillment of the school SNP based on an external party assessment (BAN S/M).

    Quality improvement (QI) can only be done when the school has achieved the full SNP after Accreditation. At this stage, schools still receive assistance because schools are expected to carry out the stages of QA, QC, and QI consistently.

5. Final audit

    The final audit aims to determine whether the school, whether receiving assistance or not, has complied with the SNP. The results of the final audit will provide an overview or level of achievement of the SNP in the school. The results of the final audit obtained information on the impact of implementing school quality assurance to meet or exceed the SNP.

6. Accreditation

    Accreditation is carried out by BAP S/M for programs and/or formal education units in primary and secondary education. With the implementation of school quality assurance, it is hoped that schools will always be ready to face accreditation and there will be a significant increase in results with the results of school quality audits.

7. Quality improvement

    Schools that meet the SNP are called independent schools. Independent schools can set new standards as branding or excellence in the school, for example science standards, cultural standards, IT standards and other relevant standards.

CONCLUSION

Based on the results of observations and discussions that have been presented, the following conclusions can be conveyed. The product developed has characteristics as an effective, efficient, and accountable mentoring model, namely: 1) the form of the instrument is simple/practical, 2) the technical instructions for filling out the instrument are clear and easy to understand, 3) the instrument can collect data accurately, 4) supporting evidence of measurable data, 5) practical procedures, 6) filling in data is easy to do, 7) verification and validation of data

is easy to do, 8) producing a comprehensive school quality profile, (9) procedures to ensure that schools act honestly and transparent;

This model was developed in an effort to ease the burden on school principals, teachers, education staff and other school residents to have work standards to always be ready and work in accordance with national education standards in order to improve school external quality assurance. Thus, everything related to school management and management has been planned and does not create a sudden impression.

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