Quality Assurance of Education in Senior High School during Covid-19 Pandemic

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Article Info	Abstract
	During the Covid-19 pandemic, SMA Nurul Jadid, Probolinggo, East Java created a quality assurance system to survive and win the rivalry between educational institutions. This study aims to understand the meaning behind quality assurance activities at SMA Nurul Jadid, Probolinggo using a qualitative case study approach. Researchers conducted interviews with committees, principals, vice-principals, teachers, and observations and documentation were carried out in this research. Data gathering, data reduction, display, and conclusion are steps in the data analysis process. The findings revealed that SMA Nurul Jadid's quality assurance system was implemented and evaluated through systematic planning, including numerous school members and the community, quality assurance implementation, and evaluation. This study has implications for the significance of educational institutions maintaining excellence to sustain the public trust built up over the years.
	Abstrak Di masa pandemi Covid-19, SMA Nurul Jadid, melakukan sistem penjaminan mutu untuk *survive* dan memenangkan persaingan antar lembaga pendidikan. Penelitian ini bertujuan untuk memahami makna di balik aktivitas penjaminan mutu di SMA Nurul Jadid, Probolinggo dengan menggunakan pendekatan kualitatif jenis studi kasus. Peneliti melakukan wawancara dengan komite, kepala, wakil kepala sekolah, dan guru, serta observasi dan dokumentasi dilakukan dalam riset ini. Pengumpulan, reduksi, penyajian data, dan penarikan kesimpulan merupakan langkah-langkah dalam proses analisis data. Hasil riset menunjukkan bahwa sistem penjaminan mutu di SMA Nurul Jadid dilakukan melalui perencanaan yang sistematis dengan melibatkan beberapa warga sekolah dan masyarakat, pelaksanaan penjaminan mutu, dan evaluasi penjaminan mutu. Penelitian ini memberikan implikasi terhadap pentingnya lembaga pendidikan dalam menjaga mutu sebagai bentuk dari menjaga kepercayaan masyarakat yang telah terbangun dengan baik terhadap eksistensi sekolah.

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INTRODUCTION

The quality of education in Indonesia remains a primary concern, regardless of whether it is acknowledged or not. Many schools in Indonesia still have learning systems that do not fulfil National Education Standards (SNP) (Zahro, 2018; Sasmito et al., 2020; Liu, 2020; Dakir et al., 2020). To have superior human resources, schools need to improve both internally and externally. Quality education will produce quality output if schools implement quality assurance (Sameena, 2020; Kuswanto & Anderson, 2021). the importance of quality assurance for an institution to produce quality outputs in achieving the National Education Standards (Fransiska, 2018; Yuliyati, 2020; Suradnya, 2021).

Juran (1998) argues that a product or service should be by users' needs or expectations. The low quality of education can be caused by not fulfilling several conditions. Low curriculum design, buildings that do not fulfil criteria, a bad work atmosphere, ineffective processes and procedures, unpredictable work schedules, a lack of resources, and poor educational quality are only a few. a lack of personnel development (Hadi, 2020).

Low educational quality is one of the issues that schools face (Amir, 2019; Andriesgo et al., 2020; Singgih, 2020). This can be seen from the achievements achieved by each school that has not been encouraging. This is generally faced by private schools that do not get direct attention from the government (Purnomo, 2021). The low, competitive ability of school education graduates is mainly caused by the quality of graduate results that are not by the graduate target so that graduates are still challenging to work because the requirements to be accepted as employees in an institution or the business world are increasing day by day, this presents its challenges to schoolsto improve the quality of graduates (Fauzi, 2021; Musaddad, 2021).

Each academic unit must guarantee the quality of education to survive and win the competition between educational institutions. Given the importance of quality assurance (Ríos, 2015), Nurul Jadid High School, Paiton, Probolinggo, East Java, strives to implement a planned and systematic quality assurance system. Based on the results of initial observations in the field, quality assurance activities at Nurul Jadid High School are always executed in totality so that the quality of education in school is by the expectations of all parties. The school carries out ongoing evaluations to serve as the basis for further institutional development. In addition, leaders' attitude always makes quality a paradigm in all school activities, both in managerial, educational and learning. They are coupled with the support from external parties, namely PLTU Paiton Probolinggo, which always provides financial stimulants for improving the quality of school to have a competitive advantage and firm competitiveness.

However, during the Covid-19 pandemic, the previously programmed quality assurance activities did not go according to plan, considering that several situations and conditions required a re-planning of the quality assurance system. This is due to government policies that require studying from home, work from home, psychological distancing, so there needs to be a redesign in quality assurance activities at the institution.

This research is based on preliminary research from Hakim & Herlina (2018), Who said that quality education is characterized by several factors; first, the number of students studying at the school; second, the number of achievements; third, the competition of graduates by the goals of educational institutions. According to Sulaiman & Wibowo (2016), quality assurance is a process of planning, fulfilling, controlling, and developing higher education standards that institutions must consistently and continuously. Lailina & Zahrok (2020) said that the quality of education could be assessed through five aspects: process aspects, outputs, services, human resources (teaching and education staff), and environmental elements. Fadhli (2020) said that a quality assurance system needs to be implemented so that educational institutions can know the current position of the institution's quality and for further improvement.

According to Athiyah (2017), efforts to develop a quality culture in the academic unit are a non-negotiable requirement to achieve this excellent education. Education quality assurance must be implemented freely and sustainably by the education unit. Devi (2020) stated that quality assurance made all areas of teaching and learning available online in school during the epidemic. Human

resources, the key movers in managing life, must be more competent in their lives as the times progress. Furthermore, Salamah (2018) said that the assessment of learning outcomes carried out by academic units, as part of the quality assurance system, has two primary standards that must be considered: standards for determining grades and standards for graduation assessments.

Astuti et al. (2020) stated that the quality assurance model for online learning achievement during the Covid-19 pandemic was carried out through preparation, implementation, and quality control. Meanwhile, Muhajarah & Riskha Fabriar (2020) said that to maintain the quality of education amid the Covid-19 pandemic, educators use the internet and e-learning platforms that can streamline learning.

Referring to the preliminary research results, no research has examined the quality assurance system of educational institutions (institutional) carried out by researchers during the Covid-19 pandemic; there is only quality assurance of learning, not the institution. Therefore, this study is a new variant of existing research. To streamline organisational performance, researchers want to understand the quality assurance system carried out by SMA Nurul Jadid during the pandemic.

This is the novelty of this research, where quality assurance activities are carried out in abnormal situations and must prioritize health protocols, namely physical distancing, work from home and office, so that some rethinking and strategies are needed in carrying out quality assurance activities in order to survive, stable organizational performance, and maintain the quality of education. Therefore, the study seeks to answer how the implementation of education quality assurance at SMA Nurul Jadid, Paiton Probolinggo, East Java, during the Covid-19 pandemic
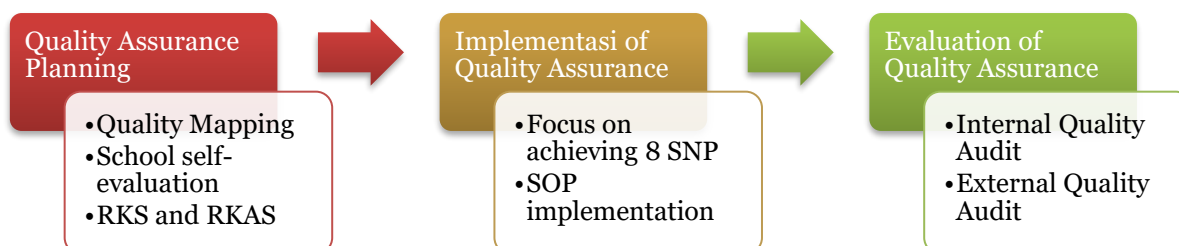
METHODS

During the Covid-19 pandemic, the researcher used a qualitative case study approach to investigate and comprehend the quality assurance system at Nurul Jadid High School, Paiton, Probolinggo, East Java, Indoensia. The researcher utilizes a purposive sampling strategy to determine informants in this case, depending on the informants' experience and competency in providing information relating to the theme being examined.

The data collection technique is done through interviews, observation, and documentation. Insights were carried out to school principals, deputy principals, teachers, guardians, and students at SMA Nurul Jadid related to the quality assurance system carried out by schools during the pandemic. Researchers also observed and documented various activities related to quality assurance activities carried out and several other supporting data.

As for the data analysis technique, the researcher used data analysis techniques from Milles & Huberman (2014), namely the collection of data from the research results as a whole, then continued with data reduction, where the researcher in this case sorts and selects the existing data to suit the research focus. Furthermore, the researcher presents the data from the reduction results into a conclusion which is the result of the findings of this study.

FINDINGS AND DISCUSSION

The quality assurance program in Nurul Jadid High School is designed with three stages: quality assurance planning, implementation of quality assurance, and quality assurance evaluation, which can be described as follows;

Quality Assurance Planning
- Quality Mapping
- School self-evaluation
- RKS and RKAS

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Implementasi of Quality Assurance
- Focus on achieving 8 SNP
- SOP implementation

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Evaluation of Quality Assurance
- Internal Quality Audit
- External Quality Audit

Quality Assurance Planning

During the Covid-19 epidemic, quality assurance planning attempts to coordinate and improve the quality of education at Nurul Jadid High School. To meet the stakeholder's expectations, quality assurance must be undertaken constantly. In this case, DPW, the principal of Nurul Jadid High School, stated; Quality assurance does not just happen but must be an essential part of the strategy. Success in the planning process will recommend a suitable method for Nurul Jadid High School educational institutions and during this pandemic.

NZ confirmed this as a school committee at the Nurul Jadid High School through his narrative; planning in quality assurance is essential because it affects the process, helps organizations become more productive, and has a clear direction for the running of an institution, especially during this pandemic. Thus the plan is the most crucial part of the implementation of quality-oriented management. Therefore, the head of the school makes a strategic plan that is coordinated with teachers and other stakeholders to carry out joint decisions to achieve the school's desired goals.

One of the plans at Nurul Jadid High School in the quality assurance system, especially during the pandemic period obtained from the results of observation and documentation, are: first, strengthening education and learning; second, support leadership; third, improving quality through innovative programs; fourth optimize development; fifth, have qualified graduates.

During the pandemic, the aspects in quality assurance planning at SMA Nurul Jadid include; quality policy, quality objectives and procedures for education quality, preparation of resources, personnel, educational facilities and infrastructure, leadership system, and quality of service provided by the institution to its customers. From several aspects of quality planning, it mandates a new strategy in its implementation during the COVID-19 pandemic

Improving the quality of education is the responsibility of each component in the education unit. To enhance the quality of school, a unique approach is needed so that all school components together have a quality culture. For quality assurance to work well in all aspects, education management must at least refer to the internal quality assurance system and the external quality assurance system.

Therefore, to make a quality plan, the school first conducts a school self-evaluation by involving all components of the school, consisting of the head of the foundation, school committee, principal, leaders, teachers, parents, and alumni. The results of the school self-evaluation are used as the basis for making school work plans and school activity plans, and budgets. This is as conveyed by TF, which says; that the implementation of the school self-evaluation is carried out to improve the quality as well as to increase the spirit of the school community by involving all components of the school, which is carried out in a planned, systematic and objective manner. From the results of the school self-evaluation, then a school work plan and a school activity plan and budget are made, which are used as the basis for the development of school-based on quality.

In quality assurance planning, there are several internal quality assurance approaches, including; first, the approach to components, namely an approach that focuses on the quality approach and several members of the education management structure, with the hope of being able to improve or guarantee quality in student learning outcomes, especially with online learning that requires redesign. Second, the relationship pattern approach between components focuses on enhancing the relationship quality between education management and institutional structure parts. It is assumed that the internal quality assurance of schools on a pattern of better relationships between members will have a better impact on the quality of student learning outcomes.

DPW said that the planning at Nurul Jadid High School was the initial program for quality assurance of education, in addition to that, particular aspects that need to be considered in quality assurance planning, namely: curriculum, in controlling the quality assurance of education in Nurul Jadid High School need to Pay attention to the organization of the curriculum and set clear goals and efforts to achieve them. Implementation of the curriculum in quality assurance at Nurul Jadid High School in the curriculum management process, quality learning supported by learning media, and an assessment system to measure educational success. Educational facilities, in controlling the quality

assurance of education in Nurul Jadid High School, it is necessary to pay attention to the availability of learning facilities, such as textbooks, educational tools, condition of the blackboard comfort of students' chairs and desks. In controlling quality assurance in Nurul Jadid High School schools, educational financing needs to pay attention to order management and education. Islamic boarding school/dormitory is exceptional service to students at Nurul Jadid High School.

Since covid-19, SMA Nurul Jadid has planned to return its quality assurance system based online without reducing the standards that have been determined. The quality assurance system planning that is carried out involves various components of the school, including the head of the foundation, school committee, education supervisor, leaders, teachers, and guardians of students. Through this involvement, it is hoped that the expectations of all parties will create school quality standards.

Implementation of Quality Assurance

The birth of SMA Nurul Jadid was solely to answer the community's need for a pesantren-based upper secondary education institution. This is by the statement of DPW as the principal who said that; Before implementing the quality assurance system, SMA Nurul Jadid first formed a quality assurance team. The school principal began the team by issuing the Principal's Decree regarding creating a quality assurance team and its job description. One of his duties is to make a strategy so that schools can achieve eight national education standards and make rules of the game in the system of school implementation activities through the preparation of Standard Operating Procedures (SOPs).

SMA Nurul Jadid has fulfilled the quality to achieve the school's vision and mission, meeting accreditation needs and community demands. Therefore, SMA Nurul Jadid is always guided by applying national education standards in managing school organizations in a comprehensive and integrated manner to improve school quality. SMA Nurul Jadid is committed to making quality a paradigm in carrying out all school activities to meet national education standards. This can be seen in the behaviour of all school components who continually support the activities organized by the school. In addition, the support and commitment from all parties in realizing the school's vision are very high.

Implementation of quality assurance at SMA Nurul Jadid, which includes the implementation of quality policies, quality objectives, and procedures for quality education, preparation of resources, personnel, educational facilities and infrastructure, leadership systems, and quality of services provided by the institution to its customers is carried out through the fulfillment of 8 national education standards.

In implementing standard 8 National Education Standards, schools refer to the instructions of the National Education Standards Board. DH conveyed this as the Deputy Head of the curriculum. By the dynamics of school development, the quality assurance team asked us to compile and develop our curriculum according to educational needs and synergize with pesantren even though it refers to national education standards.

The achievement targets for content standards include the achievement of graduate competencies and curriculum development at SMA Nurul Jadid. In implementing curriculum development, the school conducts analysis and diagnosis of the various needs of all components of the school by studying the multiple needs of students, the community, and the government's expectations.

Curriculum development is carried out by the school curriculum development team aimed at meeting the needs of school residents and the community. This was conveyed by MS, who said that the implementation of curriculum development involved school committees and school supervisors. In curriculum development, it produced a curriculum that was up to date and by the dynamics of the times and the complexity of community demands.

The established curriculum was then used in school learning activities, where schools modified various government regulations, such as psychological distance, during the COVID-19 pandemic. MS as a teacher at SMA Nurul Jadid noted that the learning system was limited to online and face-to-face

instruction during the epidemic. This is intended so that learning continues to run while complying with the health protocol and not reducing the quality of education.

ALW said that the learning system at SMA Nurul Jadid was implemented through a zoom meeting or google meet. Because we are in a boarding school, the zoom meeting is not like an educational institution in general but is held together. The teacher conveys the material virtually, then the students listen together and participate in learning activities. This is because high school students in Islamic boarding schools are not allowed to interact for a while with people outside, including their teachers, so online learning is carried out.

DH confirmed this statement as the Deputy Principal of the Curriculum Section, who said that the use of google meetings/zoom meetings at SMA Nurul Jadid was used as a medium of information, as well as a communication medium that made it easier for teachers and students to communicate during the pandemic through chat, webmail, and other media, etc. So, the use of google meetings/zoom meetings during a pandemic is data that has been processed so that it is more meaningful. Information is also usually something new and unknown to the user. The use of management information systems at SMA Nurul Jadid supports the principal and staff in providing periodic reports. Therefore, the use of information systems at SMA Nurul Jadid is balanced with human resources.

By referring to appropriate government and foundation rules, it can be demonstrated that the implementation of the quality assurance system leads to the fulfilment of eight national education criteria that must be enforced, even during a pandemic. Content standards, methods, graduation competencies, educators and education staff, buildings and infrastructure, management, financing, and evaluation have been optimized to produce the level of education and learning that all parties anticipate.

Evaluation of Quality Assurance

Evaluation of the quality assurance system at SMA Nurul Jadid is carried out in two ways, namely self-evaluation / internal quality audit and external audit. An internal quality audit is a school self-evaluation conducted by the Principal and the School Quality Assurance Team. They provide an assessment of the results that have been carried out by adjusting to predetermined standards. Meanwhile, the external audit was carried out by the Board of Supervisors of the Islamic Boarding School, the Education Bureau, and the BAN S/M.
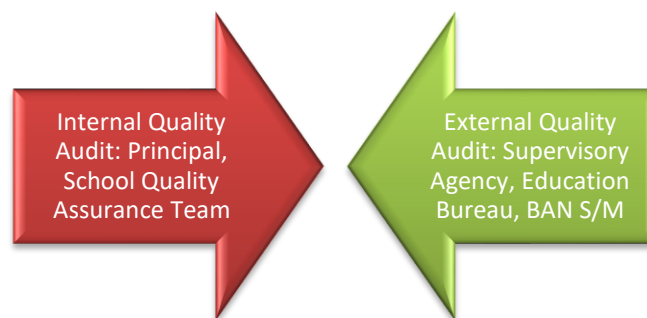
According to DPW, the internal and external quality audits carried out are an effort to identify any non-conformities that have been and or are currently occurring, as well as things that later tend to cause problems, so that corrective actions can be taken soon as possible. DH said that the internal audit process is a school self-evaluation exercise that identifies strengths and shortcomings as a foundation for constructing strengths from deficiencies and developing future development plans. Schools can identify opportunities and threats to increasing educational quality, assess the efficacy of improvement activities, and make program changes as needed. Schools can determine the type of improvement required by identifying the obstacles they encounter.

Evaluation of quality assurance at SMA Nurul Jadid, which includes the implementation of quality policies, quality objectives, and procedures for education quality, preparation of resources, personnel, educational facilities and infrastructure, leadership systems, and quality of services provided by the institution to its customers is carried out through the fulfilment of 8 national education standards. Through this, SMA Nurul Jadid can determine the level of performance achievement based on 8 SNPs. In the end, schools can provide official reports to stakeholders on progress and results achieved.

SMA Nurul Jadid's self-evaluation has consequences for increasing educational quality. School Development Plans and School Income and Expenditure Budget Plans can be based on a systematic and independent evaluation to get information on school management that meets the National Education Standards. According to DPW, the school's self-evaluation process, which was completed through internal and external audits, was linked to aspects of change and improvement. Change and improvement efforts are only helpful if recognized in educational quality assurance and student outcomes planning.

Through internal and external audit activities, it is hoped that data and information on the implementation of education and learning will be used for future school development. Schools can appropriately formulate development plans, but accurate and trustworthy data will also make predictions and assessments of future success easier. This makes it easier for schools to demonstrate the outcomes of their quality improvement activities.

Quality assurance planning is collecting and information processing to measure the achievement of results (Salamah, 2018). This planning is manifested in making a school work plan prepared by a core team formed by the head of the school consisting of the foundation's director, school committee, leaders, teachers, finance and administrative staff, and community representatives (Khamila, 2021).

Quality assurance efforts in school are realized by empowering all school units to improve quality on an ongoing basis, based on predetermined plans (Jabbar & Hussin, 2019; Ilyas, 2019). At the academic unit level in schools, the quality improvement planning process is based on the school's vision as a future situation (Asim & Kumar, 2018; Goumairi et al., 2020), which is to be realized by analyzing the environmental case for the next 10-year horizon.

Quality assurance is a planned and systematic action that is implemented and demonstrated to provide sufficient confidence that the service product will satisfy certain quality needs to produce quality graduates and have strong competitiveness (Rosidin et al., 2017; Osman et al., 2020). The implementation of education quality assurance is directed at improving the quality of Indonesian people as a whole through heart, thought, taste, and sports to be competitive in the face of global competition (Sugilar, 2020; Hadi, 2020).

One of the efforts to implement quality assurance is to apply various theories and concepts of quality management so that the quality of education can be maintained and recognized as an educational institution that carries out the process well and produces sound output (Umar et al., 2018). The implementation of graduate quality is related to the characteristics determined by the school. It shows the readiness of graduates to enter and work directly in the community and the world of work as expected by customers and stakeholders (Fitrah, 2018). The internal quality assurance procedure highly impacts internal quality assurance, and schools make every effort to carry it out (Supriyanto et al., 2019). A quality assurance system's characteristic is developing and adopting standards and a minimum level of work against which quality may be measured (Sulaiman & Wibowo, 2016).

In implementing the quality assurance system, several quality assurance approaches including; an approach that focuses on improving the quality and several components of the education management structure, with the hope of ensuring the quality of school (Ketut, 2019). Without government intervention, the implementation of quality assurance in the education unit is wholly carried out and is the responsibility of the education unit itself.

CONCLUSION

According to the above description, it can be concluded that SMA Nurul Jadid's quality assurance system was implemented and evaluated through systematic planning, including numerous school members and the community, quality assurance implementation, and evaluation. SMA Nurul Jadid's quality assurance system is working well, as indicated by the achievement of eight national education standards in implementing education and learning in schools.

These research findings can be used to establish quality assurance-oriented educational institutions that will help them survive and thrive in the face of academic competition. Of course, the results of this study cannot be applied to all educational institutions; instead, they can only be used to SMA Nurul Jadid, allowing future researchers to research with various sites and backgrounds, enriching the scientific resources of Islamic education management.

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