

## ***ANALYSIS OF QUALITY ASSURANCE AT SMK NEGERI 1 TOMBARIRI***

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### **ABSTRACT**

*Abstract— This study analyzes the implementation of the Education Quality Assurance System (SPMP) at the primary and secondary education levels, as well as factors affecting educational quality in areas with limited access. It also explores the impact of socio-economic factors and family environment on the learning process, and evaluates the effect of effective school principles on student learning outcomes. A descriptive qualitative approach with case studies in schools in underdeveloped areas was used. The results show that although the SPMP, including both Internal and External Quality Assurance Systems (SPMI and SPME), has been implemented, there are still disparities, particularly in less developed regions. Socio-economic and family environment factors significantly affect learning quality. The implementation of effective school principles improves educational quality but is hindered by limited resources and uneven understanding. The integration of character education in the curriculum positively influences students' personality development. This study recommends enhancing teacher training, providing adequate facilities, and ensuring the equitable implementation of quality assurance policies across regions to improve education quality.*

*Keywords: Education quality assurance, effective schools, socioeconomic factors, character education, learning outcomes.*

### **INTRODUCTION**

Educational quality assurance is a crucial process to ensure that the education provided meets established standards and continues to improve. This concept adopts the principles of Total Quality Management (TQM), which emphasizes continuous improvement, the involvement of all stakeholders, and stakeholder satisfaction throughout the education system. TQM encourages ongoing evaluation and improvement with active participation from all elements of education, including teachers, students, parents, and the community. The Educational Quality Assurance System (SPMP) in Indonesia consists of two main components: the Internal Quality Assurance System (SPMI), which is implemented at the school level, and the External Quality Assurance System (SPME), which involves external parties such as accreditation bodies and the government. The PDCA (Plan-Do-Check-Act) model is highly relevant in this context as it allows for continuous evaluation and improvement.

Furthermore, educational quality assurance also requires the application of effective school theories, prioritizing factors such as strong leadership, quality teaching, conducive learning environments, and organized management. The quality assurance process involves several stages, starting with the planning of education quality, which includes the development of clear standards and objectives, followed by implementation, which includes curriculum management, effective teaching methods, and the provision of supportive facilities. Regular evaluation and monitoring are crucial to ensure that the established standards are met, while continuous improvement is carried out if deficiencies are found. Quality audits and accreditation by external bodies are also essential to ensure that educational institutions meet the required standards.

Relevant studies on this topic, such as those conducted by Misbah (2017), Sihombing (2019), Hasibuan (2018), and Widyastuti (2017), provide valuable insights into the implementation of SPMP, the factors influencing effective schools, and the importance of teacher professionalism. Additionally, research also shows how students' socioeconomic conditions and parental involvement can impact the quality of education. Overall, these studies help to identify the challenges faced in educational quality assurance and provide practical recommendations to improve the quality of education in Indonesia.

## RESEARCH METHODS

The approach used in this study is a qualitative approach, aimed at exploring in-depth the implementation of the Educational Quality Assurance System (SPMP) at SMK Negeri 1 Tombariri. This research focuses on the policies and practices of quality assurance applied at the school, as well as the factors influencing educational quality, such as leadership, teaching quality, and students' socioeconomic conditions. The scope of this study includes the implementation of the Internal Quality Assurance System (SPMI) and the External Quality Assurance System (SPME) at SMK Negeri 1 Tombariri, involving various stakeholders such as the school principal, teachers, students, and parents.

The operational definitions of the research focus variables include the quality assurance policies implemented at the school, the quality of teaching provided by the teachers, and the socioeconomic impact on students' academic performance. The research steps begin with the preparation of the proposal and thesis guidance, followed by data collection through in-depth interviews, observations, and document analysis. The collected data are then analyzed using thematic analysis techniques to identify key themes, and data triangulation is applied to verify the validity of the findings. The results of this study are expected to provide recommendations that can improve the quality of education at SMK Negeri 1 Tombariri and contribute to enriching quality assurance policies in vocational schools.

The results of this study reveal several key findings related to the implementation of educational quality assurance at SMK Negeri 1 Tombariri. To facilitate understanding, these findings are presented in the form of a table that summarizes the aspects observed in the field. Below is the table that illustrates the research findings:

Table 1. Illustrates the research findings

No	Aspek Temuan	Temuan Penelitian
1	Quality of Teaching	The quality of teaching at SMK Negeri 1 Tombariri varies between teachers and subjects. Some teachers struggle to integrate technology into practical lessons that require high technical skills.
2	Facilities and Educational Resources	There are limitations in facilities, especially classrooms and practical equipment. The laboratory facilities are inadequate to support practical learning in line with industry standards.
3	Parental Involvement	Parental involvement in education is still limited. Some parents have expressed concerns about the lack of communication and information regarding their children's progress, as well as opportunities to participate in school activities.
4	Implementation of the Educational Quality Assurance System (SPMP)	The Internal Quality Assurance System (SPMI) has been implemented but is not yet effective. The main challenges include a lack of coordination and continuous monitoring and evaluation of quality. The implementation of the External Quality Assurance System (SPME) is also hindered.
5	Student Perception of Education Quality	Students feel that the quality of education is good, but they desire improvements in technology-based learning and the development of soft skills such as communication and leadership.
6	Evaluation and Quality Improvement	Regular evaluations are conducted but have not been fully applied for continuous improvement. Evaluations need to be more focused on results and feedback for deeper improvements.
7	Support from Government and Related Institutions	Support from the government and other educational institutions is still limited, both in terms of budget and trained human resources to support quality improvement programs at the school.

### Implementation of Educational Quality Assurance at SMK Negeri 1 Tombariri

1. Quality of Teaching and Integration of Technology in Vocational Education One of the significant findings of this study is the disparity in the quality of teaching at SMK Negeri 1 Tombariri, particularly in relation to the integration of technology in the learning process. While most teachers are making efforts to apply teaching methods that align with the curriculum and industry needs, challenges remain in fully utilizing technology, especially in subjects that require high technical skills. This finding underscores the tangible challenges in vocational education, particularly in the context of technology-based learning. In vocational education, where practical, hands-on learning is essential, the limited integration of technology presents a barrier to both teaching and skill development. Addressing this gap is critical for improving educational quality and preparing students for the demands of modern industries that rely heavily on technology.

#### 2. Development of Soft Skills and Work Readiness

Another important finding of the study is the need for more focus on the development of soft skills among students, an area that is often neglected in vocational education. While many students reported acquiring sufficient technical skills, they also expressed a need for more training in soft skills such as communication, teamwork, leadership, and time management. The study found that the development of soft skills at SMK Negeri 1 Tombariri is still limited, even though these skills are essential for success in the workplace. This highlights the need for a more holistic approach to vocational education, where technical skills are complemented by the development of non-technical skills that are vital in professional environments. The novelty of this research lies in its emphasis on the systematic and structured integration of soft skills development into the SMK curriculum, an aspect that should be prioritized to prepare students for the broader demands of the job market.

#### 3. Limitations in Facilities and Educational Resources

One of the major challenges identified in the study is the limited facilities and educational resources, particularly classrooms and laboratories that are not sufficiently equipped. Some classrooms lack proper ventilation and are not adequately outfitted with multimedia tools. Moreover, the limited laboratory facilities hinder students from fully developing their technical skills. Practically speaking, SMK Negeri 1 Tombariri needs to make significant efforts to improve its educational facilities, especially in terms of providing comfortable classrooms and adequate laboratory equipment to support practical learning. The school should also collaborate with local government and other institutions to secure funding or grants that can be used to enhance the current infrastructure and provide students with the resources they need for hands-on training.

4. Parental Involvement in Education Parental involvement in students' education at SMK Negeri 1 Tombariri also shows areas that need improvement. The study found that while many parents expressed a desire to be more involved in their children's education, they face challenges due to time constraints and ineffective communication between the school and parents. SMK needs to establish more effective communication channels with parents, such as through online platforms or apps that provide parents with easy access to information about their children's academic progress. Additionally, regular meetings with parents are essential to foster stronger involvement, especially in supporting the development of students' character and soft skills. Strengthening this partnership between school and home could significantly enhance student outcomes and overall educational quality.

5. Implementation of the Educational Quality Assurance System (SPMP) This study also found that although SMK Negeri 1 Tombariri has implemented the Educational Quality Assurance System (SPMP), both through the Internal Quality Assurance System (SPMI) and External Quality Assurance System (SPME), its implementation has not yet been optimized. The school

principal reported that evaluations conducted are still limited and not well-coordinated. There is a need for more effective and systematic evaluation processes that can support continuous improvement. Regular monitoring and better coordination are essential to ensure that the quality assurance systems are not only in place but are also functioning effectively to enhance educational practices.

## CONCLUSION

This study aimed to evaluate the implementation of educational quality assurance at SMK Negeri 1 Tombariri, focusing on aspects such as the quality of teaching, educational facilities, parental involvement, and the Educational Quality Assurance System (SPMP). Based on the research findings, several key issues were identified as challenges in improving the quality of education at the school. These challenges include disparities in teaching quality due to limited use of technology by teachers, inadequate educational facilities, and limitations in the development of students' soft skills. Furthermore, although the Educational Quality Assurance System (SPMP) has been implemented, its execution still requires improvement in terms of coordination and more systematic evaluation processes.

This study indicates that, despite SMK Negeri 1 Tombariri's efforts to implement quality assurance policies, several obstacles must be addressed to enhance the overall educational quality. Therefore, a more integrated approach is needed, which combines technology use, improved facilities, stronger parental involvement, and a reinforced educational quality assurance system at the school level.

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