

Integration of Internal-External Quality Assurance System as a Driver of Education Quality Improvement at MAN 14 Jakarta

¹**Nurul Qomariyah
Ahmad**

Universitas Negeri
Jakarta/ IAIN Takengon

²**Riyadi**

Universitas Negeri
Jakarta

³**Soeprijanto**

Universitas Negeri
Jakarta

⁴**Aip Badrujaman**

Universitas Negeri
Jakarta

⁵**Pipit Indrawati**

MAN 14 Jakarta

Korespondensi:

zrt30jr@gmail.com

ABSTRAK The importance of quality assurance in education in achieving the National Education Standards cannot be overstated. This study explores the potential of integrating the Internal Quality Assurance System (SPMI) and the External Quality Assurance System (SPME) as a strategy to enhance the quality of education in MAN 14 Jakarta. A qualitative research approach was adopted, with data collected through document review, observation, and in-depth interviews with relevant stakeholders. The findings indicate that the alignment between SPMI and SPME is evident in three primary domains: (1) the utilization of internal evaluation outcomes to bolster accreditation readiness, (2) the implementation of accreditation recommendations to catalyze continuous enhancement, and (3) the cultivation of a data-driven quality culture. This integrated approach has contributed to enhanced accreditation performance, fortified teacher capabilities, and cultivated an inclusive learning environment. Nevertheless, there are still some challenges to be addressed, such as the limited resources available for monitoring and a certain degree of resistance to change. In order to address these issues, this study proposes two solutions. Firstly, it suggests increasing human resource capacity. Secondly, it suggests integrating technology into the quality monitoring process. The findings of this study provide practical guidance for madrasahs that wish to strengthen their quality assurance systems in order to achieve excellence in education.

Keyword SPMI, SPME, accreditation, quality assurance

I. Introduction

In the context of globalization and rapid technological advancement, the quality of education has emerged as a significant factor influencing a country's competitive position (Filmer et al., 2018). Indonesia, a developing country with ambitious educational aspirations, faces significant challenges in ensuring equitable access to high-quality education across its extensive archipelago (The World Bank et al., 2021). The education sector is widely regarded as the cornerstone for developing competent human resources. In order to ensure an effective learning process, it is essential that educational institutions implement a comprehensive evaluation mechanism to monitor the quality of education. The 2018 PISA results indicated that Indonesian students scored below the OECD average in reading, mathematics, and science, thereby highlighting the persistent quality gap in the nation's educational framework (OECD, 2018). Ensuring quality in education is imperative for institutions to meet established benchmarks and drive continuous improvement.

At the institutional level, educational institutions are confronted with a range of complex challenges, including but not limited to uneven distribution of teacher competencies, inadequate learning infrastructure, and insufficient assessment methodologies (Chu Chang et al., 2014). The ongoing Coronavirus Disease 2019 (Covid-19) pandemic has served to compound this issue, with the extended closure of educational institutions giving rise to significant learning deficits, particularly among students from disadvantaged backgrounds (The World Bank et al., 2021). Contemporary education systems are considered the fundamental element in the development of skilled and ethical individuals who are able to thrive in today's interconnected world. Islamic educational institutions, particularly madrasahs in Indonesia, are distinguished by their dual mandate of fostering academic excellence and the development of Islamic ethics. Within this framework, a robust quality assurance mechanism emerges as an essential component to maintain and improve educational standards through a methodical and cyclical process. It is imperative that quality assurance be implemented within educational

institutions at all levels, encompassing primary, secondary, and tertiary sectors, both internally and externally.

The internal quality assurance system (SPMI) at the primary to secondary level is subject to governance by regulations from the Ministry of Education for schools and the Ministry of Religious Affairs for madrasahs. The external quality assurance system (SPME) is being conducted in a novel manner. In view of these pressing issues, the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) initiated the Education Report Card in 2022 as part of the Merdeka Belajar reform initiative for schools and madrasahs. The Indonesian Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) has initiated the implementation of the Education Report Card (Rapor Pendidikan) as a pivotal performance measurement instrument, which functions as one of its external quality assurance mechanisms. This data-driven platform enables educational institutions to identify their strengths and areas for development, thereby facilitating the creation of strategic quality improvement initiatives. The Education Report Card signifies a transformative shift from conventional input-oriented evaluation to a comprehensive outcome-centered assessment framework (Kemdikbud, 2023). The Education Report Card synthesizes data from multiple sources, including the National Assessment (Asesmen Nasional), the education census (Dapodik), and various performance indicators, thereby providing education institutions with a comprehensive perspective on their strengths and areas for improvement. This pioneering instrument aligns with global trends in education accountability while simultaneously addressing local contextual needs (Fullan, 2018).

Public aliyah schools (MAN) seek to prioritize quality assurance in order to align with national education goals and global competitiveness. As one of the Islamic educational institutions in Jakarta, MAN 14 Jakarta is obliged to uphold elevated academic and administrative standards while responding to evolving educational requirements and implementing comprehensive quality control measures. Structurally, the SPMI model comprises three interconnected elements: inputs (including quality policy, human resources, and infrastructure), processes (covering learning activities, administration, and internal control), and outputs (reflected by student achievement and stakeholder satisfaction) (Juran, 1986). The system is underpinned by the principles of Total Quality Management (TQM), which emphasizes the participatory involvement of the entire school community, systemic integration into school management, and a data-driven approach through tools such as self-evaluation, surveys, and internal audits (Feigenbaum, 1991). In practice, educational institutions frequently adopt models such as the Plan-Do-Check-Act (PDCA) cycle, which was developed by Deming (2018), and the ISO 21001:2018 standard, which is adapted for educational organizations (Gilbert, 2020).

In contradistinction to internal quality assurance, which is predicated on self-evaluation, SPME functions as a mechanism for public accountability and external validation of education quality (OECD, 2015). The three primary objectives of SPME are as follows: The purpose of the present study is threefold: firstly, to verify an educational institution's compliance with the National Education Standards (SNP); secondly, to provide formal recognition through certification; and thirdly, to provide recommendations for continuous improvement (Kastaji et al., 2024). In practice, SPME serves as a tool for government-driven quality control (Sallis, 2014), a basis for allocating educational resources (Juran & Godfrey, 1999), and a key reference point for the public in selecting educational institutions. The implementation process of the SPME in Indonesia is comprised of several key stages, namely the submission of an accreditation application, the evaluation of documentation, site visits by BAN-PDM assessors, and the determination of final results. The evaluation instrument is contingent upon the level of education, as each level exhibits distinct characteristics. At the global level, a range of SPME models have been identified, including national accreditation

systems, government-led evaluations, international standards such as ISO 21001:2018 (Gilbert, 2020), and comparative studies such as PISA and TIMSS.

A well-structured SPMI-SPME integration enables the school to systematically evaluate its performance, identify areas of growth, and implement data-driven improvements. These efforts are aligned with the National Education Standards (SNP) and in accordance with the Ministry of Religious Affairs' directive on the Internal Quality Assurance System (SPMI), which demonstrates the institution's dedication to continuous improvement across pedagogical, administrative, and infrastructural domains to support SPME. The complementary functions of the Internal Quality Assurance System (SPMI) and External Quality Assurance (SPME) are fundamental in improving institutional quality (Supriatna et al., 2023). For MAN 14 Jakarta, optimal integration of these systems could involve comprehensive self-assessment protocols, targeted professional development initiatives, and systematic implementation of accreditation feedback (Suriyati et al., 2023). This viewpoint is corroborated by Juran's trilogy, which asserts that educational institutions that adopt a comprehensive quality framework demonstrate quantifiable enhancements in educational outcomes (Andriani, 2024).

The principles of Total Quality Management (TQM) further emphasize the importance of inclusive stakeholder involvement in the quality assurance process (Sallis, 2014). It is also important to involve students, parents, and community members in continuous improvement efforts (Hariesa et al., 2021). In support of this view, madrasahs in Indonesia show that educational institutions that combine the PDCA (Plan-Do-Check-Act) methodology with accreditation recommendations achieve significant improvements in both academic performance and stakeholder satisfaction (Kholid, 2024). Therefore, MAN 14 Jakarta's quality improvement strategy should include a robust data management system, transparent operational procedures, and a shared institutional commitment to excellence.

2. Methods

This research was conducted at MAN 14 Jakarta, employing descriptive qualitative methods with a focus on gaining insight into phenomena in their natural settings, while avoiding interference or manipulation. The objective of this method is to identify the meanings inherent in the experiences, viewpoints, and emotions of participants. Information is collected through the use of descriptive narratives and reports, rather than numerical data. This approach is typically employed to explore the underlying reasons and processes of an event, as opposed to merely measuring its frequency (Creswell & Creswell, 2023). The data collection technique employed in this study is a combination of interviews (deputy head of madrasah in the field of curriculum), observation (as primary data), and documentation (as secondary data). This approach enables triangulation of data validity using triangulation techniques (Merkerisce, 2020). The instruments employed in this study included interview guidelines, observation, and documentation. The data analysis technique employed is characterized by the reduction of data, its subsequent display, and the drawing of conclusions and subsequent verification (Miles & Huberman, 1994).

3. Result and Discussion

The internal quality control system (SPMI) at MAN 14 Jakarta seeks to adopt the PPEPP cycle (planning, implementation, evaluation, control, and improvement) as the basis of its quality assurance process. The formation of a madrasah quality assurance team (TPMM) is the initial step in this process. The TPMM is tasked with the creation of the school's operational curriculum (KOM), the establishment of a curriculum structure, the promotion of madrasah excellence, and the oversight of innovative madrasah programs. The headmaster bears the responsibility for the management of this team, with assistance rendered by the vice principals of curriculum, student affairs, and facilities and infrastructure. The team is comprised

of teachers, staff, and committees, thus ensuring the smooth running of activities. SPMI is of paramount importance in educational units, such as MAN 14, in ensuring the maintenance of quality from within. In the context of MAN 14 Jakarta, the SPMI is implemented through the organization of a working meeting at the conclusion of the learning year. This meeting serves as a form of madrasah self-evaluation (EDM), wherein the activities that have been undertaken during the preceding year are subjected to evaluation. It is imperative that data obtained from the TPMM be maintained in accordance with educational standards in order to meet the expectations of all stakeholders, both internal and external. The term 'internal stakeholders' is used to denote educators and staff members, including but not limited to principals, teachers, and administrators. By contrast, the term 'external stakeholders' is used to denote students, parents, the government, industry, and the community. This approach aligns with the 'fitness for use' principle, a concept that was popularized by Juran (Andriani, 2024).

The results of the EDS are intended to assess the effectiveness of the implementation of the quality assurance program and check its alignment with the strategic plan that has been set for quality improvement (Zahrok, 2020). The objective is to facilitate the ongoing enhancement of educational standards through a process of continuous improvement. It is evident from the evaluation results that the quality assurance system will be subject to enhancement in the future with the implementation of more advanced quality standards. This will be achieved through the creation of a quality map, in the form of a madrasah activity plan for the forthcoming year, during a working meeting in the learning year. In addition to TPMM, all components of the madrasah were in attendance at this meeting, with the objective of achieving the target of fulfilling the quality. In the 2024/2025 academic year, MAN 14 Jakarta has implemented numerous Madrasa Quality Improvement Programmes (PMM), of which the following five represent the most significant: (1) the Independent Adaptive Indonesian Language Proficiency Test (UKBI); (2) training in the creation of questions based on Higher Order Thinking Skills (HOTS); (3) involvement in the Programme for International Student Assessment (PISA); (4) OCOB OTOB (one class, one book, one teacher, and one book); and (5) development of a trilingual madrasah program.

The enhancement of the quality of madrasahs can be accomplished through the implementation of the principles of Total Quality Management (TQM) (Deming, 2018). This approach is predicated on three core aspects of the management of an educational institution. Firstly, the pursuit of continuous improvement is evident in the regular evaluation and refinement of the learning process, as evidenced by the teacher training program and the development of HOTS questions. Secondly, principles that are customer-focused encourage madrasahs to prioritize the satisfaction of all stakeholders, especially students, by ensuring curricula meet the needs of the world of work and promoting character development. Thirdly, the involvement of all stakeholders demands the involvement not only of teachers and students but also of parents and the community in decision-making, as seen in the trilingual madrasah program, which requires holistic support from the education system. The implementation of TQM engenders a dynamic and responsive quality assurance system, one that is capable of meeting the challenges of modern education.

Throughout the academic year, the SPMI is executed through a process of monitoring and evaluation. This process encompasses the supervision of learning preparation and the supervision of learning in accordance with the schedule established by TPMM. Furthermore, leadership meetings are convened on a biweekly basis, attended by the head and deputy head of the madrasa. The outcomes of the meeting have been incorporated into the activities, and a monthly meeting has been scheduled to ensure the effective and efficient continuation of the process. Moreover, the madrasah, the committee, and parents convene to deliberate on the activity program and its financing, with the objective of ensuring transparency. These activities constitute two components of the Juran Trilogy of TQM (Total Quality

Management): quality control, which involves the monitoring of processes to ensure consistency; and quality improvement, which encompasses continuous assessment and innovation to enhance services (Andriani, 2024). The application of these principles within educational institutions, such as madrasahs, has the potential to facilitate the customization of the curriculum, pedagogical approaches, and the governance of the institution to align with the requirements of various stakeholders. This, in turn, can contribute to the advancement of the institution as a whole.

As time elapsed, the PMM program also advanced, with two of the five activities having been completed, namely the Merdeka Adaptive UKBIA and HOTS question development training, while the other three programs PISA, OCOB OTOB, and Trilingual Madrasah improvement are still in progress. In the Merdeka Adaptive UKBI, a number of students were classified as 'excellent' on account of their attainment of a score in excess of 641 (Kemdikbud, 2016). All teaching staff participated in the HOTS-based question development training, which was overseen by the trainers. The implementation of this PMM main program and associated activities is inextricably linked to SPMI, which is subject to monitoring by TPMM. The results of this study are part of a larger body of research in the field of EDM, which is also likely to have an impact on SPME (Juran & Godfrey, 1999).

The External Quality Assurance System (SPME) at MAN 14 Jakarta is implemented through two main instruments: The Education Report, issued by the Ministry of Education, Culture, Research, and Technology (Kemdikbudristek), functions as a data-based evaluation based on the Education Unit Index (ISP). Accreditation by the National Accreditation Board for Primary and Secondary Education (BAN PDM) assesses the fulfillment of four aspects. It is evident that both assessments fulfil the function of serving as external verification tools. The purpose of this is to ensure that the learning process meets national quality standards. Furthermore, they provide a basis for planning madrasah quality improvement (Kemedikbudristek, 2024). The efforts that have been made thus far have been inadequate insofar as not all teachers are aware of the performance of TPMM, which is attempting to implement SPMI.

The government has issued the education report card for the year 2025. It is evident from the results obtained that MAN 14 Jakarta has demonstrated enhancement in a number of domains, including the following: Firstly, it is evident that numeracy skills can be enhanced in students when they are presented with HOTS-based questions, which have been meticulously designed by educators. Secondly, the promotion of multicultural activities in P5, fostering local wisdom, sustainable living, and democratic voices, can contribute to a school environment characterized by diversity. Thirdly, the enhancement of learning quality, improvements in structured classroom environments, and teacher engagement can be attributed to the implementation of training programs, interactive learning techniques, or the development of improved facilities. In the interim, the following areas require attention: 1) Student character development: despite the madrasah's endeavors to institute daily routines and supporting activities, such as Qur'an study, tafakur alam, and student camps, there remains a conspicuous absence of emphasis on cultivating values of ethics, teamwork, creativity, and independence. This may be attributable to an overall paucity of emphasis on character education or the concomitant challenge of balancing academic and moral development. 2) School safety conditions: while the presence of security cameras and school security guards is acknowledged, the madrasah is nevertheless obliged to enhance its supervision, fortify its anti-violence and anti-bullying programs, and disseminate information regarding drugs and smoking. The phenomenon of bullying has been shown to have a detrimental effect on the character values that have been instilled in young people (Wardhani & Alawiyah, 2024). There is a clear need for robust character education that can serve as a bulwark against bullying.

Character development exerts a significant influence on a person's moral growth and requires collaborative support from families, educators, and the wider community (Astuti et al., 2023).

The data pertaining to student literacy indicates a consistent 'good' classification, with no significant improvement observed since 2024. This finding indicates that, despite the implementation of literacy initiatives, such as the OCOB-OTOB program, substantial progress remains elusive. It is evident that students have a robust comprehension of a diverse array of literary works, encompassing both factual and fictional genres. These genres include non-fiction, such as letters and articles, and fiction, encompassing stories and novels. Nevertheless, the absence of advancement signifies a necessity to evaluate prevailing pedagogical techniques and to investigate more pioneering approaches, such as the integration of digital literacy (Dewi et al., 2021). The results of the 2025 education report card, as part of this SPME, were analyzed collectively by MAN 14 stakeholders, supervisors, and committees in order to obtain recommendations for the subsequent academic year, which will be monitored through SPMI.

The accreditation issued by BAN-PDM No. PA.00888/31/2024 stated that MAN 14 Jakarta obtained accreditation by fulfilling four main components. In Component 1 (Teacher Performance), teachers at MAN 14 demonstrate the ability to facilitate student-centered learning, including providing socio-emotional support, maintaining a conducive classroom environment, and providing meaningful learning that incorporates the values of faith, piety, and critical thinking (Items 1-4). Learning that makes the teacher a facilitator, based on students, can make students more valued so that learning outcomes are better (Widyanto & Vienlenta, 2022). Component 2 (Leadership of the Head of Madrasah) reveals that the head of the madrasah fosters a flexible, data-based culture, manages finances transparently, and develops a curriculum that is aligned with national education standards (Items 5-9). The type of leadership used is democratic, and using madrasah-based management has an impact on the quality of madrasahs (Susanti et al., 2023). Component 3 (Learning Environment) highlights MAN 14's success in developing an inclusive and psychologically safe educational environment that promotes the physical and mental well-being of the school community (Items 10-14). Finally, Component 4 (Learning Outcomes) is based on an analysis of national assessments, which show that MAN 14 graduates have competencies that meet the expected standards. Recent research has shown that creating a positive learning environment is strongly associated with improved student academic achievement, which is consistent with this achievement (Amrulloh et al., 2024). This accreditation result is a spur for MAN 14 to continue to improve.

Based on the results of these studies, SPMI and SPME were found, both of which underline the strong interdependence between accreditation and quality assurance, emphasizing that SPME assessment is underpinned by an effective internal quality system, SPMI, and that SPMI efforts gain legitimacy through external validation. Through this integration, the education system moves beyond meeting minimum standards towards continuous quality improvement (Shawyun, 2009).

4. Conclusion

The Internal Quality Assurance System (SPMI) at MAN 14 Jakarta has made significant progress in enhancing the quality of education by implementing the PPEP cycle and the TPMM. The PMM that is featured is the primary program that is subject to rigorous monitoring to ensure optimal quality. Two programs have been completed, and three are still ongoing. The advancement of this initiative is facilitated by the presence of dedicated leadership, effective stakeholder collaboration, and sufficient resources. Nevertheless, persistent challenges persist, including but not limited to pedagogues' deficient comprehension of SPMI procedures, which continues to impede progress. Despite the positive impact of SPMI on the quality assurance efforts at MAN 14 Jakarta, there is a necessity for continuous improvement in order to achieve optimal standards.

SPME at MAN 14 Jakarta through the 2025 education portal is expected to excel in literacy, numeracy, and diversity but must prioritize security and character development. The implementation of targeted strategies, encompassing collaboration between teachers, parents, and students, is a pivotal factor in the creation of a safer and more inclusive school environment that fosters students' overall growth. The attainment of A accreditation is indicative of MAN 14 Jakarta's establishment of a robust foundation within the education assurance system. This foundation is characterized by the cultivation of significant learning, transparent and accountable school management, and a conducive educational environment. The accreditation results also serve to demonstrate the school's commitment to implementing the national education standards set by the government in a consistent manner.

The integration of SPMI and SPME at MAN 14 Jakarta is implemented through several strategic approaches, including data-based planning, active involvement of all school members in a continuous quality improvement cycle, and structured follow-up based on external audit findings. The incorporation of SPME evaluation results into the SPMI framework has been demonstrated to facilitate enhanced identification of strengths and areas for improvement at MAN 14, thereby enabling the development of a more targeted and effective quality improvement program. This collaboration also supports the professional development of teachers and staff through training initiatives informed by evaluation results, while strengthening school-based management practices to ensure greater accountability and transparency.

The strong synergy between the internal quality assurance process and external evaluation has enabled MAN 14 to significantly improve the quality of its educational services. This is reflected in higher student academic achievement, greater involvement of the school community in quality initiatives, and improved accreditation ratings. Therefore, the collaboration between SPMI and SPME does not only serve as an administrative requirement but also as a catalyst to foster a culture of excellence at MAN 14, which positions the school as a leading educational institution at the national and international levels.

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