THE IMPLEMENTATION OF INTERNAL QUALITY ASSURANCE CYCLE IN PRIVATE SENIOR HIGH SCHOOL

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Abstract
Through quality assurance, there is an effort to ensure that the education process is implemented based on the standard. Quality assurance is very essential so that education is can create qualified output. The implementation of Internal Quality Assurance System (SPMI) requires many resources which becomes a challenge for education institution in Indonesia. On the other hand, ensuring the quality of education according to stakeholders' expectations is a form of responsibility to stakeholders. This study aimed to describe the implementation of the Internal Quality Assurance cycle in SMA Global Madani Bandar Lampung. The data were collected from interviews with several informants, and tested by using triangulation. SMA Global Madani Bandar Lampung implemented quality assurance cycle through the process of planning, implementation, monitoring and evaluation, and corrective action. The stages of the internal quality assurance cycle were carried out within the framework of PDCA cycle (Plan, Do, Check, and Act). The integration of the school's vision into the internal quality assurance process at SMA Global Madani Bandar Lampung was done through a quality development program that was aligned with the vision of the school with the basis of Islamic values, intelligence, and dignity, according to the vision of SMA Global Madani, that is Smart and Dignified Muslim.

Keywords: *Quality assurance; Quality of education; SPMI*

INTRODUCTION

To bring a learning process that are able to create quality graduates, it is necessary to have a management of education implementation through activities that aims to ensure the education quality. The process to ensure the quality of education will certainly affect the results or output of education process. A graduate will characterize the education goals only if the learning process is done in a supportive learning atmosphere that support the development of student's potential. The goal is that students are expected to be religious, have self-control abilities, have character, intelligent, have noble character, and skills that will be needed by themselves, society, and the nation (UU SISDIKNAS, 2003:2). The importance of quality assurance in education is in line with the need to improve the quality of education in Indonesia, because the result of Program for International Student Assessment (PISA), which was published on Tribun News on Monday, March 22, 2021, revealed that in ASEAN countries, Indonesia's PISA scores were only better than the Philippines. In addition, PISA also shows trends and problems in primary and secondary education learning outcomes over the past 10 years is stagnant, which is quite worrying, and Indonesia remains consistent as one of the countries with the lowest PISA ranking (Fahlevi 2021).

Internal quality assurance in higher education has been implemented in various universities in Indonesia, but it is different with the fact in the primary and secondary education levels. Many

primary and secondary schools in Indonesia have not implemented quality assurance in their institutions. Previous research that has been conducted at university level showed that the internal quality assurance carried out in university is designed, implemented, controlled, and evaluated independently by utilizing the autonomy of each institution, with the aim of accountability and transparency in management education to the stakeholders (Opan, 2019). Other previous studies also interpreted that internal quality assurance in higher education can also be interpreted as a continuous process as an effort to improve the quality of education through a cycle of activities consisting of determining the standard, implementation, monitoring, self-evaluation, internal quality audits, and benchmarking to determine new standards. All of the process are carried out by preparing SPMI operational design that is done within a year (Hendrawan dan Yulianeu 2017). Another study on the implementation of quality assurance in primary school showed that the Internal Quality Assurance System (SPMI) is carried out through several quality standards which are standard of content, competence of the graduate, teachers and staffs, facilities and infrastructure, management, finance, and assessment. Those standards are correlated to school management through the method of plan, do, check and act empirically. The school realizes the vision through an internal quality policy, namely the development of a dynamic syllabus, classification of minimum criteria (KKM), standards of graduates (SKL), supervision, and evaluation (Rahminawati 2021).

Based on the studies previously mentioned, all education leaders should be aware of the urgency of quality assurance in schools to know how far the education system can be applied, the evaluation and solution to the problems, as well as back-up plan to run the education system in schools. As we all know, fair distribution of education quality is done by ensuring the quality of education from the central to the regional levels. However, there are different perceptions in the quality assurance process carried out by education institutions and the government. Even with the institutional autonomy in ensuring the quality of education, government assistance is still needed. To make school properly organize the education process, school administration manual is needed which becomes a guide in managing the administration of education components in schools. It is applied for all units, types and levels of education, including managerial elements, such as human resources, finance, infrastructure, information, curriculum and public relations as well as service aspects including suppliers, inputs, processes, outputs, and customers (Amirudin 2017:126–45).

SPMI has an objective to ensure the implementation of education starting from the organization, policies, systems, and all processes according to national education standards by empowering all existing resources in the education units. Meanwhile, the ultimate goal of quality assurance in education in Article 2 of *Permendiknas* No. 63 of 2009 is the intelligence of the people and nation as stated in the Preamble of the 1945 Constitution of the Republic of Indonesia which can be achieved through the implementation of the Education Quality Assurance System (Permendiknas, 2009). The Education Quality Assurance System, or SPMI, itself consists of a series of interrelated processes and systems, namely collecting, analyzing, and reporting data on the performance and quality of teachers and staff, as well as the quality of education unit program services. There are three important aspects that need to be considered in the implementation of quality assurance for primary education, namely: (1) assessment of educational quality, (2) analysis and reporting of educational quality, and (3) quality improvement and the growth of a culture for sustainable quality (Sani, Pramuniati, dan Mucktiany 2015). Generally, long-term quality assurance in education units aims to improve the quality of learning process which has an impact on the quality of human resources in national scale, as Asrohah (2015) explained that the quality assurance system policy is expected to boost quality improvement and respond to future challenges. High competition in the market and the challenges of globalization need to be followed up by every education

institution to provide quality assurance to the related parties. It means that the implementation of education in schools or education institutions must be in line with the plan and expectation. The Internal Quality Assurance System has five stages. First, there is quality mapping that is carried out by the education unit based on the data from each educational component. Second stage is making a quality improvement plan as outlined in the School Operational Work Plan. Then, there will be fulfillment of educational quality through the management of educational units and the process of teaching and learning activities. The fourth stage is monitoring and evaluation of quality compliance, and fifth, setting strategies and standards for quality improvement based on monitoring and evaluation results (Hamid 2016:30).

INTERNAL QUALITY ASSURANCE SYSTEM
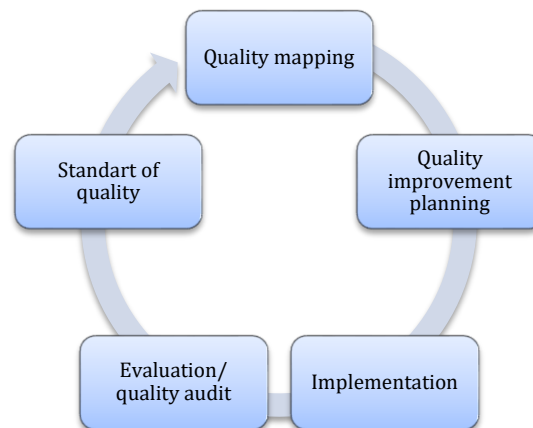
Source: General Guidelines for Primary and Secondary Education Quality Assurance Systems

Planning, implementing, controlling and developing internal quality assurance system is the task of primary and secondary education units referring to 8 Standards of National Education (SNP). Deden Makbuloh (2011:67) argued that there are five cycles in the Islamic education quality assurance system, that consists of Educational Quality Planning, Implementation of Planning-based Quality Standards, Quality Control, Quality Audit, and Continuous Corrective Action and Quality Improvement.

Quality planning is the mapping of school quality based on the result of evaluation and internal quality audits. Planning consists of determining the actions, the execution of the actions, and the actors. Planning aims to determine certain action framework to achieve the goals, and the activities may covers setting goals, selecting programs, and allocating resources (Makbuloh 2011:67). Implementation of plans based on quality standards is done by organizing existing resources to achieve the goals through an organizing process. The process covers the process of dividing tasks into smaller portions, assigning tasks according to their abilities, allocating resources, and coordinating them. Quality control is important to see whether the implementation is in line with the objectives. Supervision is carried out through control which includes aspects of planning, organizing, directing and the time allocation. In addition, control consists of a monitoring process, an evaluation process and a reporting process to find the relevance between the standards and the fact on the field (Makbuloh 2011:79). To ensure the achievement level of quality based on the quality standards, an audit is done periodically to find out any progress of quality in schools by using valid and reliable quality assurance instruments. Corrective actions and quality improvement are carried out by establishing new quality standards based on the results of the evaluation and monitoring.

Corrective action will be taken place if there are still gaps in the process of fulfilling the standards, so that corrective action is done by setting new better standards.

In this study, the researchers used Plan, Do, Check, and Act (PDCA) theory by W. E. Deming as a reference in analyzing the implementation of Internal Quality Assurance System (SPMI) cycle in schools. The cycle started from planning to follow-up activities. Thus, it could provide a clear cycle of educational quality assurance process. This research was conducted at SMA Global Madani Bandar Lampung which is one of the leading schools in Lampung. Since its establishment in 2010, SMA Global Madani have been able to achieve "A" accreditation with a score of 94 in 2014 accreditation. In the second accreditation in 2019, SMA Global Madani received accreditation with a score of 96. This information was obtained from the principal of SMA Global Madani in an interview conducted by the author on June 15, 2021.

The achievement of outstanding score in accreditation by SMA Global Madani was also supported by numerous academic and non-academic achievements of the students. In academic achievement, for example, the school could graduate 100% of its students in the national exam, and 99% of the graduates continued their education in various public and private universities. In 2021, there were 37 students who were accepted in state universities and 24 students went to private universities. Meanwhile, the students' non-academic achievements were won from several national-level championships such as O2SN, FLS2N, SOC Championship in karate, taekwondo, martial arts, badminton and table tennis, as well as Tahfidz competition (Interview with the principal, 2021).

The results of preliminary research showed that internal quality assurance at SMA Global Madani was carried out based on an internal quality assurance cycle, that was supported by a special unit dealing with education quality and directly managed by the foundation. Then, at the school unit level, there was a team of supervisors for the implementation of education quality assurance known as the Education Quality Assurance team (PMP). Quality policy guidelines and quality manuals were used as SPMI tools for the foundation (interview with School Principal, 2021). Thus, it showed that: (1) there was an indication that the school implemented an internal education quality assurance process; (2) the school had education quality assurance unit; (3) quality assurance was carried out based on the internal quality assurance cycle; (4) there was certain unit that managed the internal quality of education at the foundation level to the school unit; (5) quality assurance was integrated with the school's vision. Based on the data, the researchers then focused this research on the implementation of the internal quality assurance cycle that was integrated with the school's vision in the process of quality assurance in SMA Global Madani.

RESEARCH METHODS

This research used inductive qualitative research that described the problems that in social situations through a case study approach. Creswell (2007:37) argued that qualitative research departs from an assumption, view, or possibility from a theory and research studies that investigate the meaning of a social problem either individually or in groups. Denzin and Lincoln (2018:43) argued that qualitative research consists of a set of material and interpretive practices that make social situations clearly visible. The researchers discussed the subject of this research through the main data obtained from the interviews with the leaders of SMA Global Madani Bandar Lampung, that consisted of the principal, vice principal for student affairs, and vice principal for curriculum. The other supporting data were obtained from observations and existing literature. In data analysis, the researchers used the model proposed by Miles and Huberman. Then, the researchers selected the data according to the research problem, presented the research data in the form of description, then used the triangulation method and member-checks to the informants.

RESULTS AND DISCUSSION

Cycle of Internal Quality Assurance in SMA Global Madani
SMA Global Madani implemented the cycle of quality assurance in terms of planning, implementation, audit, and continuous quality improvement. The data were obtained from the interview with the head of Education Quality Assurance team (PMP) in SMAL Global Madani.

Planning
Planning was executed by mapping the quality of the school, based on the result of the school leader's meeting. The stages in the planning of quality assurance starts from the coordination meeting from school leaders that was facilitated by the foundation. It was done annually in the beginning of the academic year. In the meeting, they determined any activities that would be done in a year; in which the activities were done annually, in a semester, every three months, weekly, and daily. The activities were than distributed to the teachers to prepare any requirement for the agenda.

As a consideration in the planning for developing school quality, first of all, SMA Global Madani conducted quality mapping based on the previous evaluations. The evaluation result would determine whether the program was feasible or not. In the planning for quality development, meeting was done to decide the programs to be carried out in a year. Then, the carefully planned programs by each unit were reported to the foundation, that would assess the proposed programs in academic, curriculum as well as student affairs. If the proposed programs were approved by the chief of the foundation, then they were included in the Global Madani's Budget Plan (RKAGM). In RKAGM, the budget would be divided into each program. The budget calculation was fixed and could not be changed over the time. Consequently, the programs would be well-prepared before they were legalized. After that, the programs that have been approved by the foundation would be given back to the units for the preparation of the program implementation. One of the preparations included the preparation of Education Quality Assurance Team (PMP), that would assist in the implementation and evaluation of the programs in school units.

Implementation
The program implementation at SMA Global Madani was divided into two outlines, namely programs related to student affairs as well as curriculum and academic. The programs of facilities and infrastructure were managed directly by the foundation. When the implementation of programs was handed over to the school unit, a Standard Operating Procedure (SOP) was prepared in advance during the meeting between school leaders and the teachers. The program that already equipped with SOP, would be implemented based on the planning starting from the formation of team or committee, the person in charge, the supervisory team, and any other things needed for the implementation of the program.

During the implementation of programs that were related to maintain education quality, both for student and curriculum programs, the Education Quality Assurance Team (PMP) would assist the program according to procedures to ensure that the program is implemented properly. With the assistance of PMP team in each unit, the implementation of school programs became easier and more measurable. The committees of the programs would be directly supervised by the vice principal for student affairs and the vice principal for curriculum, assisted by the PMP team. The result of the assistance then would be reported periodically to the school principal.

Monitoring and Evaluation

SMA Global Madani did a regular program monitoring, either per semester or once every three months. The PMP team task was to assist the school leaders in monitoring and evaluating the implementation of school programs. The monitoring results were going to be reported by PMP team and the school principal to the Director of Education Quality Assurance and the Director of Academic and Student Affairs at the foundation. In this case, monitoring and evaluation activities were done in a form of supervision. There were two types of supervision for the school program implementation at SMA Global Madani Bandar Lampung, that were internal supervision by the principal and external supervision by a supervisor who was assigned by the Education Office.

In addition, the supervision and monitoring activities at Global Madani High School were done in two ways, structured and unstructured. One of the structured and planned supervision was applied to the teacher's teaching and learning process. Supervision aimed to ensure the readiness of teachers to meet the quality standards had been set; one of which was through the implementation learning programs, student programs and so on. Furthermore, SMA Global Madani provided supervision forms that consisted of points regarding the implementation of the school program and the level of program achievement. By the use of the supervision forms, any obstacles and improvement needed during the program implementation could be seen. The results of monitoring process were used as evaluation material after each program implementation. The evaluation process was usually carried out directly or on progress; meaning that the evaluation was done directly during the program.

Corrective Action

The final stage in the quality assurance cycle at SMA Global Madani Bandar Lampung was continuous quality improvement. Facts in the field showed that once the program has been evaluated, it must be followed up by correcting what needed to be fixed. At the end of each year, SMA Global Madani conducted a comprehensive evaluation to find out what needed to be improved, what needed to be maintained as best practice and what needed to be replaced. These evaluation results would become the basis for the program planning in the next cycle and will continue so that the quality improvement process is carried out in sustainably.

Integration of School Vision in the Process of Quality Assurance

Data in the fields showed that SMA Global Madani Bandar Lampung implemented Internal Quality Assurance System (SPMI) though the cycle of internal quality assurance. The cycle of internal quality assurance was integrated with the vision of the school. The vision of SMA Global Madani was "Smart and Dignified Muslim". The vision consisted of three aspects of competence that became the characteristic of the school, that were the religious competence, intelligence competence, and dignity competence. In the planning stage, SMA Global Madani internalized the vision into the quality development program to create excellent competence of the graduates. It was reflected on the school vision, such as planning of curriculum based on the religious vision. Here, SMA Global Madani had a curriculum that involved nine aspects of skills, including religious aspect. The nine aspects of curriculum were known as Nine Aspects of SGM Enriched Curriculum (NASEC).

In addition, the internalization of school vision was also implemented in the student affairs program by developing programs or the students such as praying Dhuha every morning, as well as using *Code of Conduct* Global Madani (CCGM) as the school rule and guidance for students' interaction at school. There was also Excel Appreciation (EA), that was a point given to control the academic activities at school. The monitoring and evaluation process were done in reliable and transparent manner to be in line with the school vision to create a

dignified generation. In sum, the internalization of school vision was realized through school programs to maintain the quality of the school continuously.

Internal Quality Assurance Cycle in SMA Global Madani
One of the indicators of internal quality assurance in an education institution is the implementation of quality assurance cycle in an education unit. The school is able to implement every stage of quality assurance started from planning, implementation, audit, evaluation, and making new standards to improve the existed programs that have not been well-managed optimally, by using the well-implemented programs as the new standard. The cycle of internal quality assurance cycle covers the activities divided into circular and continuous stages, to ensure that the quality of education in an institution has fulfilled or exceeded the standard. It is all done as an effort to maintain the quality of education so that it is in line with the expectation of the stakeholders (Makbuloh 2011:67).
SMA Global Madani implemented the cycle of quality assurance in terms of planning, implementation, audit, evaluation, and corrective action which were done continuously. According to the data in this research, the cycle of quality assurance in SMA Global Madani Bandar Lampung consisted of planning, implementation, monitoring, and corrective action. These four components of quality assurance cycle are mentioned by W. Edward Deming in his theory that is known as Deming cycle or Stewhart cycle. The cycle consists of Plan, Do, Check, dan Act (PDCA). Plan means to prepare an action, Do means to implement the action, Check means to monitor the action, and Act means to do follow-up to the action (P. Tuala 2020:39). The cycle of internal quality assurance in SMA Global Madani is discussed below.

1. Plan
Quality planning of SMA Global Madani High School was inseparable from school programs that became the spearhead to develop the quality of edcuation. At the beginning of academic year, SMA Global Madani decided the activities that would be carried out in a year. Planning began with careful consideration of the things that need to be prepared by analyzing the evaluation result of the previous period. Thus, the process to plan the programs took place in a certain time so that the implementation of the education system could run effectively and efficiently. In the planning process, accurate data and information were needed to see the prediction of the upcoming situation in the future. The quality mapping carried out by SMA Global Madani aimed to look for data and information in the previous evaluations in the previous year. The school would consider the results of evaluations that have been carried out, as well as the best practice and records of poor programs. These two things became the basis of the planning process.
During the planning process, it is often found that the planning of the goals is different from the program implementation, even though the two should be integrated. The mistake that often takes place during planning is that the meeting usually only discusses what the program is about and its budget. In the planning process, it should not only about programs and budgets, but also about what the goals are, what the program is like, what are the procedures, what are the standards, and only then it will discuss how much budget is needed. In SMA Global Madani, the planning has been carried out ideally. The planning process was done through coordination and careful consideration about how the program would run, starting from designing the committee as the executor, designing the standards or SOP which became a reference for how the process of the program or activity would be carried out.
The planning of school program at SMA Global Madani was supported by Standard Operating Procedures (SOP) as a reference and standard in the process of implementing activities and budget allocation. With the SOP, each program had certain standard of implementation and standard of achievement until the program evaluation stage. In the final

stage of planning, the validation was done by the foundation. The planning process carried out by SMA Global Madani led to a planning concept that combined with views, or is also known as system planning, rational system approach, or rational comprehensive planning (Makbuloh 2011:72). The planning approach which this model is characterized by the object that is planned as a unified whole, which is in line with the goals, mission and vision. Then the planned program has a systemic structure and becomes a part of the system in an organization, in this case is the school organization. In addition, the planning process of SMA Global Madani represented the school's vision as a goal, for example the Dhuha prayer program every morning as part of the religious vision, the prohibition of cheating during exams as part of the dignity vision and others.

Moreover, SMA Global Madani applied Global Madani Budget or known as RKAGM, as a guideline for program financial planning. The school unit would plan in advance about the programs to be implemented in accordance to the school's goals as reflected in the vision of Dignified Smart Islamic People. Thus, the planned program was in line with the school's vision. Determining the program and its budget, in this case by RAKGM, is an action based on the principle of planning of continuous improvement, because planning process takes into account the available resources first, then implements the program according to what has been implemented.

2. Do

After the planning stage was accomplished, the next stage would be the implementation of the programs. Based on the theory of Management, there is organization process of how a program is implemented and the allocation of the resources both human resources and other related resources. This organization was reflected in the program implementation at SMA Global Madani. Before the implementation, a committee was formed through a meeting attended by the school leaders and the teachers. The meeting discussed the time allocation, the person in charge, and the committee, as well as the procedure of the program.

Standard of Operating Procedure (SOP) was used as a guideline for the implementation of the program, so that there were clear actions to be done for the program. One of the examples was on the midterm assessment, where it had its SOP that was then disseminated to the teachers as the actors in the learning process. Certainly, a good management could not be done without the commitment of all the parties to the regulations had been set.

The delegation of authority is very necessary during program implementation. Therefore, in the implementation, the committee is selected based on their competence or ability so that the program can be carried out optimally. In addition, the delegation of authority is important for decision making, because a person will be more confident in making the best decisions during program implementation. Without the delegation of authority, the committee in charge will certainly be unsure when they are about to make decision. Thus, the responsibility of each individual in the committee is more meaningful, because basically in every organization every individual must understand the organization of performance, who is the person in charge and responsible for what task, what must be done also when and where to do it, how the process will be and how much is the budget (Makbuloh 2011:75). The implementation in SMA Global Madani, for example, the vice principal for students' affairs as responsible for every program related to the students, and was a team or committee under the vice principal. Then, each committee and other teams had clearly described job descriptions, so that in implementation, the team or committee could do their responsibilities.

In addition to the procedures and organization of the resources at implementation stage, direction is also needed. At SMA Global Madani, beside the guidance from the school principal, the Education Quality Assurance team (PMP) was also involved. The team assisted the vice principal for curriculum to implement the program. The researcher referred the PMP

team as a companion team during the process of program implementation. The PMP team consisted of four people where two people were in charge of assisting the vice principal for curriculum, and the other two assisting the vice principal for student affairs. While the program was implemented, the committee of the program would be directly supervised by the person in charge, who were vice principal for curriculum and vice principal for student affair, and assisted by the PMP Team. The briefing was carried out to ensure that there would be no shortcomings during the program implementation. It was all done to make the program successful, because basically something that starts well will end well. Hence, during the program implementation, it was necessary to give direction so that mistakes would be minimized, which could become obstacles in achieving the goal.

3. Monitoring and Evaluation (Check)

This stage was divided into monitoring, evaluation, and report of the evaluation. SMA Global Madani monitored and evaluated the program during its implementation, or also called as on-progress monitoring. The people in charge were the school principal the vice principals, and assisted by PMP team. The management of the program consisted of monitoring, evaluation, and report that were finished in a wide range of time allocation. These activities were under the responsibilities of the vice principals supported by PMP team. The PMP team assisted the task under vice principals for curriculum and vice principals for student affairs.

During the implementation of the program, PMP team monitored the performance of the committee to ensure that the program was done based on the planning. During the program implementation, the PMP team and the school principal gave questionnaire to the teachers. Evaluation would be directly held when there was a problem found in the implementation. After the program was finished, the result of monitoring and evaluation in the PMP team were reported to the vice principals or school principal, which was then would be given to the foundation.

Control process is very important for the implementation of the program because the control aims to avoid errors, irregularities, fraud and waste. Furthermore, control also aims to prevent errors, to obtain appropriate procedures and best practices, and finally to improve performance of the organization. The supervision and monitoring activities at SMA Global Madani High School were done in two ways, structured and unstructured. Structured monitoring was a monitoring process that was done based on the schedule had been set, where the teachers would be notified in advance before the monitoring and evaluation were taken place. Meanwhile, unstructured monitoring and evaluation spontaneously, for example during the learning process.

4. Corrective Action (Act)

Corrective action (*act*), or follow up activities, is a process within the Deming cycle that takes place after the previous three process. In this follow up or corrective action, the result of monitoring and evaluation are reported as the consideration in decision making. The evaluation will be resulted in the decision whether a program has been implemented ideally or not. It is an essential step to ensure the quality of an institution, to be done continuously. The corrective action in SMA Global Madani was taken place in a meeting in the end of each academic year, after finishing all the agenda.

In this step, all the programs were evaluated according to the result of evaluation. Based on the evaluation, the programs would be divided into the programs that needed to be revised for its various problems or obstacles, and the programs that has run well and could be improved more. This step would be the basis of the upcoming planning. The cycle that was successfully implemented from the beginning to the end would become the standard of the next cycle.

Integration of School Vision to Internal Quality Assurance Process

Implementation of the school vision to the internal quality assurance process is significant for vision is a big goal that is wanted to be reached by all individuals in an organization. The vision of the school is crucial and must be applied in every in the school. In the school program planning process, the most important thing is to look back at what the objective of the school. The vision of "Smart and Dignified Muslim" became the basis for every internal quality assurance process at SMA Global Madani. The programs at SMA Global Madani should refer to the school vision, namely religious, intelligent and dignified. These three components were goals to be achieved from the process of developing the quality of education at SMA Global Madani, starting from planning to the evaluation stage. The planning process (Quality Planning) is done by identifying customers and their needs, decoding these needs to technical efforts, developing products and services to meet these needs, and optimizing results through a continuously improved process that is continuous improvement (Yarmen 2015).

Planning, as step in school vision implementation, was carried out thoroughly at SMA Global Madani. Both the programs of student affairs and curriculum were fully integrated to the school vision. One of the examples was in one of three SMA Global Madani' vision, namely be religious. The programs were designed based on Islamic competence including the congregational prayer, tahfidz Quran, Lailan Bil Wahah, 'Cheerful Friday', Hajj rituals and so on. And for the intelligence aspect of student programs such as student learning in class from the start of entering to going home from school, and for dignity being integrated into the learning process, the examples used are the prohibition on bullying then always being honest and so on.

In curriculum, the implementation of school vision in SMA Global Madani consisted of the components of religious, intelligent, and dignified. All the three were integrated in the curriculum of SMA Global Madani in its nine excellent curriculum aspects, among others Islamic education, character building, life skill education, soft skill education, and others. Besides the planning of quality development program based on the school vision, it is also important to do quality control. Quality control means to monitor the process so that it follows the planning, and able to identify the obstacles. (P. Tuala 2020:54–55).

During the internal quality assurance in SMA Global Madani, the implementation of school vision was ruled under CCGM (Code of Conduct Global Madani) that became the school culture. Every activity must follow that rule. In addition, the attitude of every people at school must be controlled by points, that was called Excel Appreciation (EA). EA was used as a measurement tool for teachers and students, and used and indicator of students' performance. Both tools were carried out to control the program implementation and ensure the suitability between the programs and school vision. The evaluation process aimed to assess the achievement of performance based on planning. Evaluation could not be separated from school vision, because evaluation made sure the conformity between the planning and implementation.

The findings showed that the quality assurance cycle in SMA Global Madani Bandar Lampung started from the process of planning, implementation, monitoring and evaluation, to corrective action. The results of the analysis on the internal quality assurance cycle in SMA Global Madani Bandar Lampung were in line with the PDCA (Plan, Do, Check, and Act) cycle framework, which was carried out continuously. Meanwhile, the integration of the school vision into the quality assurance process at SMA Global Madani Bandar Lampung were done into all internal quality assurance cycles, from planning to corrective action. All of them contain religious, intelligence, and dignity competence which were done holistically.

CONCLUSION

The internal quality assurance cycle in SMA Global Madani Bandar Lampung consists of planning, implementation, monitoring and evaluation, as well as corrective actions. Planning is carried out through a system planning approach, in which the program is considered as part of the system. The program is implemented according to the established procedures, and during implementation, it is assisted by the education quality assurance team. Supervision is carried out through monitoring and evaluation of each activity, or called as on-progress supervision. Follow-up activity will take place after considering any factors that need to be revised or be used again as the basis for future planning. All processes of the SPMI cycle are integrated with the school vision to realize the aims of the school to be religious, intelligent, and dignified. It is according to the vision of SMA Global Madani, that is Smart and Dignified Muslim. The stages of the internal quality assurance cycle at SMA Global Madani Bandar Lampung are concluded in PDCA cycles (Plan, Do, Check, and Act), based on the theory of W. E. Deming. It also in line with (Hendrawan dan Yulianeu 2017) that SPMI is a sustainable process as effort to improve the quality of education, through activities cycle which starts from setting the standard, implementation, monitoring, self-evaluation, internal quality audits, up to setting new standards.

Suggestion

It is suggested that the implementation if internal quality assurance cycle, or SPMI, is done is not only dine once or twice, but continuously. It needs the commitment and support from all the parties so that the cycle can be implemented optimally and continuously in a long term. Moreover, future researches are needed, especially to study each component in SPMI cycle in primary and secondary education, since SPMI cycle must be managed with appropriate strategy.

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