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Quality Assurance Strategy In An Effort To Maintain School Integrity At State Middle School 3 Sungai Rotan, Muara Enim District

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Abstract

This study aims to describe and analyze quality assurance strategies in maintaining school integrity at SMP Negeri 3 Sungai Rotan, Muara Enim Regency. School integrity is an essential aspect in creating quality education that is honest, fair, and trustworthy. Therefore, schools need to implement systematic and sustainable quality assurance strategies to ensure that integrity is maintained in all aspects of school management and learning processes. This research employed a qualitative approach using a descriptive method. Data were collected through in-depth interviews, observations, and documentation. The informants consisted of the principal, teachers, school supervisors, school committee members, and students. Data analysis was carried out through data reduction, data presentation, and conclusion drawing. The results of the study indicate that quality assurance strategies in maintaining school integrity at SMP Negeri 3 Sungai Rotan are implemented through three main stages: planning, implementation, and evaluation. During the planning stage, the school involves various stakeholders in policy formulation by emphasizing transparency and fairness. In the implementation stage, quality assurance is carried out through continuous teacher professional development, strict supervision of the learning process, objective and transparent assessment practices, and the cultivation of honesty values among students. In the evaluation stage, the school conducts regular evaluations of the learning process, teacher performance, and school policies by involving the principal, supervisors, and the school committee. The study also identified several obstacles, including limited time and budget, teachers' administrative workload, and evaluation processes that are not yet fully optimal. To

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address these challenges, the school seeks to strengthen stakeholder involvement, enhance supervision and guidance, and build a sustainable culture of integrity within the school environment.

Keywords: Strategy, Quality Assurance, School Integrity.

INTRODUCTION

Improving the quality of education is a top priority in education management in Indonesia, in line with the mandate of Law Number 20 of 2003 concerning the National Education System. This law emphasizes the importance of quality education to educate the nation and prepare the younger generation to face increasingly complex global challenges. One strategic policy implemented to support the improvement of education quality is the Internal Quality Assurance System (SPMI), which aims to ensure that each school can plan, implement, and evaluate the educational process independently, with reference to national education standards (Asih et al, 2025).

Therefore, the process of establishing and fulfilling management quality standards must be carried out consistently and continuously (Ridwan, 2019). Quality assurance is an absolute necessity as a consequence of stakeholder demands for quality education delivery that produces competent and skilled graduates.

Quality assurance of education in Indonesia has been regulated in the Government Regulation of the Republic of Indonesia Number 19 of 2005 concerning National Education Standards, which explicitly states that educational units, both formal and non-formal, are required to carry out quality assurance of education which is carried out in stages, systematically and planned in a quality assurance program that has clear targets and time frames. Furthermore, it is stated in the Regulation of the Ministry of National Education (Permendiknas) of the Republic of Indonesia Number 63 of 2009 Article 2 concerning the Education Quality Assurance System, it is stated that the ultimate goal of education quality assurance is to increase the intelligence of human life and the nation as stated in the Preamble to the 1945 Constitution of the Republic of Indonesia.

School Quality Assurance (SPMI) is conducted independently by each school, following the cycle outlined in the Education Quality Assurance System (SPMP) and is implemented by all school members. SPMI serves as an early warning system, meaning that its careful and appropriate implementation can be used to improve the education process and prevent further deterioration

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(Sarmono et al., 2020). SPMI implementation encompasses all aspects of education delivery and involves and utilizes various existing resources to achieve the eight national education standards (Zahrok, 2020).

The implementation of SPMI consists of five steps, namely: 1) Mapping the quality of education carried out by educational units based on national education standards; 2) Making a quality improvement plan outlined in the School Work Plan (RKS); 3) Implementing quality fulfillment both in the management of educational units and the learning process; 4) Monitoring and evaluating the implementation process of quality fulfillment that has been carried out; and 5) Setting new standards and preparing quality improvement strategies based on the results of monitoring and evaluation (Kemendikbud, 2016). Good implementation of SPMI produces several positive impacts including increased student achievement, increased school achievement, and most importantly, high graduate competitiveness (Darmaji et al, 2019).

One aspect that can be encouraged by implementing school quality assurance is school integrity. An effective school quality assurance process can maintain objectivity and transparency in the learning process. It ensures no manipulation of academic data (grades, attendance, evaluations). It ensures fairness and equality in educational services and can foster a work culture of honesty, responsibility, and discipline.

The Internal Quality Assurance System (IQAS) can play a crucial role in building and maintaining school integrity in every aspect of education delivery. Some aspects of integrity that IQAS can foster include a culture of openness and transparency. Throughout the planning, implementation, evaluation, and follow-up processes, IQAS requires the involvement of various parties, including principals, teachers, students, committees, and the community. Furthermore, all processes must be documented and openly auditable.

This encouragement will impact integrity by reducing the scope for manipulative practices (e.g., fixing grades or school funds) and fostering a culture of openness in the delivery of financial reports, learning evaluation results, and work plans. Furthermore, the Internal Quality Assurance System (SPMI) can prioritize honest and objective self-evaluation. The School Self-Evaluation (EDS) component within the SPMI requires schools to honestly evaluate their strengths and weaknesses based on data that can be used as a basis for tangible quality improvements. With honest and objective self-evaluation, schools are accustomed to not hiding shortcomings, but instead use them as material for reflection and can encourage all school members to take responsibility for their performance.

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Another impact of quality assurance efforts on school integrity is discipline and accountability. School quality assurance programs (SPMI) establish a systematic work cycle, with each component having targets, achievement indicators, and responsible parties. This can increase teacher and staff accountability because their work is consistently assessed and can reduce irresponsible practices such as truancy, disregarding teaching, or misuse of facilities. Furthermore, school quality assurance can encourage the participation of school committees, parents, and the community in quality planning and evaluation and provide space for external oversight.

This research was conducted at SMP Negeri 3 Sungai Rotan. Based on the results of initial observations conducted by researchers on May 9, 2025 to May 23, 2025, researchers found indicators stating that the implementation of the quality assurance system at SMP Negeri 3 Sungai Rotan has been running well based on indicators found by researchers through initial observation activities stating that SMP Negeri 3 Sungai Rotan has compiled quality standards based on SNP and contextual needs. These standards cover academic, managerial, and non-academic aspects and can be traced through documents. In addition, based on the results of initial observations, it can be stated that quality standards are socialized to all school residents and teachers, education staff, students, and parents are directed to understand the quality direction set by the school and school quality standards have been outlined in documents such as the School Work Plan (RKS), Quality Improvement Plan, and Learning Implementation Plan (RPP).

However, researchers found several indicators that SMP Negeri 3 Sungai Rotan still lacks high integrity. This is evident in several aspects, including academics, where some teachers have not implemented the teaching process according to the lesson plan and have not used assessment instruments relevant to the curriculum, giving the impression that the school's focus is solely on graduation. These findings indicate that the school lacks integrity in the academic field, where assessments have not been conducted transparently based on objective, open, and accountable criteria, allowing students to understand how they are being assessed. Furthermore, another indicator found by researchers is the lack of operational procedures that are adhered to by all school members without exception. This means the school lacks a set of rules and regulations for enforcing school rules.

RESEARCH METHODS

This study uses a descriptive qualitative method. In this study, the researcher will describe the findings of researchers related to quality assurance strategies in an effort to maintain school

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integrity at SMP Negeri 3 Sungai Rotan. In this study, the research informants consisted of: Key Informants, namely the principal of SMP Negeri 3 Sungai Rotan , Primary Informants, Supervisors of SMP Negeri 3 Sungai Rotan , Secondary Informants, School Committee and Teachers of SMP Negeri 3 Sungai Rotan, Confirmation Informants of SMP Negeri 3 Sungai Rotan students. Data collection techniques in this study used observation, interview and documentation techniques. The data that has been obtained will be processed using qualitative research, then conduct domain analysis to obtain a general and comprehensive picture of the research object through the process of data reduction, *display* and *verification* (Miles and Huberman, 2013).

RESULTS AND DISCUSSION

Quality Assurance Strategy in an Effort to Maintain School Integrity at SMP Negeri 3 Sungai Rotan

Based on the results of the data analysis conducted in the previous stage, it was found that the strategy implemented by the Principal of SMP Negeri 3 Sungai Rotan in maintaining the integrity of the school, principals, and teachers through quality assurance can be divided into three main stages: planning, implementation, and evaluation. Each of these stages plays a vital role in creating an educational environment that is not only high quality but also has integrity. In this section, we will further discuss how each of these stages contributes to maintaining the integrity of education at SMP Negeri 3 Sungai Rotan.

The planning carried out by Principal Drs. Saipullah prioritizes openness and transparency. In planning school policies, the principal involves not only teachers but also the school committee and supervisors. This multi-stakeholder involvement demonstrates an effort to reduce the potential for errors or irregularities in decision-making. Through deliberation and joint consultation, the principal ensures that every decision is accountable and prioritizes the principles of fairness and honesty.

Planning based on educational quality and student character focuses on developing teacher competencies and implementing teaching standards consistent with the applicable curriculum. This policy also emphasizes academic integrity, such as honesty in assessment and teaching. Therefore, the principal's planning aims not only to technically improve educational quality but also to ensure that all parties involved operate in accordance with high ethical and moral principles.

The implementation phase demonstrates how the planned strategies are effectively implemented. One key to success in this phase is regular supervision by school supervisors and

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ongoing guidance for teachers. Supervision by school supervisors is crucial for ensuring that teachers adhere to applicable teaching standards and preventing any misconduct in teaching or assessment. This process also strengthens teachers' professionalism in carrying out their duties.

Continuous teacher training, particularly on teaching ethics and assessment integrity, fosters a commitment to carrying out their duties honestly, fairly, and in accordance with established academic standards. In an interview, teacher Fahmi stated that the training they received extended beyond teaching materials to ensuring objective assessment and integrity in every aspect of teaching. In other words, policy implementation at SMP Negeri 3 Sungai Rotan was structured and supervised, ensuring that integrity in teaching was maintained.

Evaluation is a crucial step in assessing the effectiveness of implemented policies and ensuring that all processes are aligned with the initial objectives set in the planning process. Evaluation at SMP Negeri 3 Sungai Rotan is conducted comprehensively, not only on learning outcomes but also on administrative policies and student character. The school committee plays a crucial role in evaluating the success of each policy adopted by the principal, particularly those related to budget management and extracurricular activities.

The importance of this evaluation is to ensure that every policy or program implemented is transparent, accountable, and high-quality. Student character evaluation is also a key focus, involving students in an integrity assessment process that encompasses not only academic achievement but also their character and honesty during the learning process. This evaluation, which involves teachers, school committees, supervisors, and students, aims to ensure that policies implemented throughout the school year are in line with the expected principles of integrity and quality assurance.

One of the key findings of this discussion is the involvement of all stakeholders in quality assurance at SMP Negeri 3 Sungai Rotan. In addition to the principal, who is responsible for overall policy, teachers, school supervisors, and the school committee play a crucial role in maintaining and ensuring educational quality. Students are also involved in evaluations focused on character and integrity, demonstrating that SMP Negeri 3 Sungai Rotan treats education holistically.

This multi-stakeholder involvement strengthens the implementation of previously planned policies. This creates an inclusive environment where transparency and fairness are maintained, so that all school members feel a sense of responsibility for the quality and integrity of the education provided.

Although the strategies implemented at SMP Negeri 3 Sungai Rotan are highly systematic and structured, there are still challenges to maintaining the school's integrity. One challenge is

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consistent oversight of all school activities, particularly involving all stakeholders. Furthermore, despite ongoing coaching and supervision, there is still the potential for minor deviations in the implementation of academic assessments that require closer attention.

Overall, SMP Negeri 3 Sungai Rotan has successfully implemented a comprehensive strategy to maintain school integrity through three main stages: planning, implementation, and evaluation. The principal plays a crucial role in ensuring that policies taken not only focus on improving the quality of education, but also on ensuring integrity across all levels, including teaching, assessment, and administrative management. The involvement of all parties involved in the school, from teachers, school committees, supervisors, to students, is one of the keys to success in ensuring transparent and equitable quality. With strategies that are continuously improved and implemented continuously, SMP Negeri 3 Sungai Rotan can continue to maintain integrity and improve the quality of education.

Obstacles to the Implementation of Quality Assurance in Efforts to Maintain School Integrity at SMP Negeri 3 Sungai Rotan

Based on the data analysis, it can be concluded that planning at SMP Negeri 3 Sungai Rotan is carried out systematically and based on the principles of transparency and fairness. The annual work plan (RKT) is prepared with the aim of ensuring that the implemented educational policies maintain teaching quality and academic integrity.

Good planning is a crucial first step in ensuring educational quality. This aligns with the strategic planning theory proposed by Kotler (2007), which states that thorough, data-driven planning and multi-stakeholder participation are crucial for achieving long-term goals. In this regard, the involvement of teachers, school committees, and school supervisors in planning demonstrates an effective participatory approach to improving educational quality.

However, the resource limitations mentioned by the principal, such as budget and facilities, can be a major obstacle to realizing the plans. During implementation, all planned programs are implemented with the involvement of all parties. Each teacher receives ongoing training focused on professionalism, teaching ethics, and objective assessment. Strict supervision is carried out to ensure that teachers do not deviate from the established curriculum and standards.

Good implementation is a key indicator in assessing planning effectiveness. Strict supervision and ongoing coaching demonstrate that the school strives to ensure the teaching process meets objective and professional standards. Regular evaluations are conducted to assess

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teacher performance, learning outcomes, and program implementation. The school committee is involved in evaluating budget management and extracurricular programs. Evaluations are conducted on student integrity in completing assignments and exams, encompassing both academic and character aspects.

The evaluation conducted at SMP Negeri 3 Sungai Rotan reflects a comprehensive approach to assessing educational quality. Holistic evaluation, which encompasses teacher performance, learning outcomes, and student behavior, is crucial to ensuring that the entire educational process meets established standards.

The follow-up actions taken at SMP Negeri 3 Sungai Rotan demonstrate a strong commitment to continuously improving the quality of education. These improvement measures, based on evaluation results, demonstrate a continuous, reflective effort that is crucial for ensuring education with integrity. Lestari (2015) states that evaluation-based follow-up is crucial for addressing weaknesses and improving the quality of education.

Findings from interviews with the principal indicate that the integrity of the principal of SMP Negeri 3 Sungai Rotan is reflected in policies consistently based on the principles of fairness and accountability. This has led to improved educational quality and public trust in the school. However, as expressed by the principal, limited resources and time are major obstacles to achieving optimal integrity.

The integrity of teachers at SMP Negeri 3 Sungai Rotan is strengthened through regular training and coaching. Teachers at the school focus not only on teaching materials but also on teaching ethics and objective assessment. This strongly aligns with the findings of Anderson et al.'s (2016) research, which emphasized that continuous teacher professional development is a crucial factor in maintaining teaching integrity.

In terms of the learning process, SMP Negeri 3 Sungai Rotan emphasizes honesty and student character in every evaluation process. Students are evaluated not only based on academic grades but also on their integrity in completing assignments and exams. This demonstrates the school's commitment to developing a holistic approach to assessment that focuses not only on learning outcomes but also on student character.

Solutions That Can Be Taken to Face Obstacles in Implementing Quality Assurance in an Effort to Maintain School Integrity at SMP Negeri 3 Sungai Rotan

Based on the analysis obtained from interviews with informants and observations at SMP Negeri 3 Sungai Rotan, it can be concluded that in maintaining school integrity and quality

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assurance, there are three important aspects that must be considered: strategic planning, strategy implementation, and evaluation and follow-up. Each aspect has its own obstacles, and proposed solutions need to be implemented comprehensively to achieve quality assurance objectives.

In terms of planning, strategic planning is the initial step in maintaining integrity and quality assurance at SMP Negeri 3 Sungai Rotan. Based on the analysis, planning is carried out with a focus on transparency and the involvement of all school stakeholders, from the principal, teachers, school committee members, and supervisors. However, one of the main obstacles in planning is the lack of accurate data and the lack of parental involvement in educational planning, which results in a lack of shared understanding of educational goals.

During the implementation phase, the most common obstacle encountered was the high administrative burden faced by teachers. This prevented them from focusing on developing integrity-based learning. Several teachers also expressed difficulty participating in the training designed by school supervisors due to limited time and facilities.

Furthermore, supervision by school supervisors is key to maintaining teaching quality. However, a challenge that arises is that supervision remains sporadic and unscheduled. This results in some teachers being under-supervised and tending not to adhere to established teaching standards.

The evaluation conducted at SMP Negeri 3 Sungai Rotan focused more on academic aspects and paid less attention to the integrity of the teaching and learning process and teacher welfare. This resulted in assessments of educational quality tending to be limited to exam results and academic assessments alone, without considering ethical and honest aspects of learning.

In the context of SMP Negeri 3 Sungai Rotan, despite efforts to increase transparency in planning and oversight by school supervisors, the suboptimal implementation of policies and evaluations indicates that the integrity of the teaching and learning process still requires greater attention. Synergy between the principal, teachers, and other relevant parties is essential to maintaining the quality of sustainable education.

One of the major challenges facing SMP Negeri 3 Sungai Rotan is maintaining integrity in the learning process. One contributing factor is the lack of ongoing training for teachers on professional ethics and transparent classroom management. This has led to some teachers not fully implementing the standards established in the curriculum.

Based on the analysis and discussion, it can be concluded that maintaining the integrity and quality assurance of education at SMP Negeri 3 Sungai Rotan requires serious attention in the planning, implementation, and evaluation aspects. The main obstacles faced relate to the lack of

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accurate data in planning, the high administrative burden on teachers, and incomplete evaluations. Therefore, proposed solutions include improving the data-based planning system, reducing the administrative burden, and conducting more comprehensive evaluations involving all school stakeholders.

CONCLUSION

Based on the analysis and discussion above, it can be concluded that the quality assurance strategy implemented at SMP Negeri 3 Sungai Rotan to maintain school integrity has been successful. The quality assurance strategy implemented at SMP Negeri 3 Sungai Rotan focuses on three main aspects: planning, implementation, and evaluation. The principal involves all parties in the planning process to create transparent and accountable policies. The implementation of the strategy involves strict supervision of the learning process, with ongoing guidance for teachers and supervision by the school supervisor. Evaluations are conducted regularly to assess the effectiveness of the policy and maintain the quality of education.

Several obstacles have been encountered in the implementation of quality assurance in efforts to maintain school integrity at SMP Negeri 3 Sungai Rotan. These include a lack of accurate data in planning, a high administrative burden on teachers, and suboptimal supervision. Furthermore, evaluations are still limited to academic aspects and do not encompass a comprehensive evaluation of integrity in learning. The lack of ongoing training for teachers also poses a barrier to maintaining the integrity of the learning process.

Possible solutions to address the challenges of quality assurance implementation in maintaining school integrity at SMP Negeri 3 Sungai Rotan include improving the data-based planning system to be more accurate, reducing the administrative burden by involving non-teaching staff, and implementing more comprehensive evaluations involving all stakeholders, including students and parents. Furthermore, strengthening ongoing teacher training related to professionalism and teaching ethics will strengthen integrity in the learning process. With these solutions, SMP Negeri 3 Sungai Rotan can overcome existing challenges and improve the overall quality of education.

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