

# Implementation of Internal Quality Assurance System Policy and its Impact on School Performance: A Case Study at SDIT Aya Sophia Islamic School

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**Abstract** - Education quality assurance is a crucial element in building an adaptive and sustainable education system. This study aims to analyze the implementation of the Internal Quality Assurance System (SPMI) policy and its impact on school performance at Aya Sophia Islamic School. Using a qualitative approach and single case study method, data were collected through in-depth interviews, participatory observation, and documentation study. The findings show that the implementation of SPMI through the PPEPP cycle (Planning, Implementation, Evaluation, Control, and Improvement) is carried out in a participatory and contextual manner, with the active involvement of the principal, teachers, quality team, and parents. Positive impacts are seen in the improvement of students' academic achievement, parents' satisfaction and the effectiveness of school governance. However, challenges are still found in the aspects of documentation and integration of quality indicators. This study makes a theoretical contribution to the development of local context-based education policy implementation models and presents practical and managerial implications for improving the quality of education in integrated Islamic schools.

**Keywords:** Internal Quality Assurance System, PPEPP, school performance, policy implementation, integrated Islamic education

## I. INTRODUCTION

Education is an important foundation in nation building, and during the era of globalization, schools must function not only as teaching institutions, but also as learning organizations that are responsive to social and economic changes (Pramuniati et al., 2020). In the Indonesian context, the government has implemented the Internal Quality Assurance System (SPMI) to ensure sustainable education quality through regulations such as Law No. 20/2003 and Permendikbud No. 28/2016, which emphasize the importance of continuous improvement through the PPEPP cycle (Planning, Implementation, Evaluation, Control, and Improvement) (Nurani et al., 2024; Harahap et al., 2023).

The implementation of SPMI in school settings, including in Integrated Islamic Primary Schools (SDITs), presents its own challenges, as these schools are not only expected to meet national quality standards but also integrate Islamic values in their management (Maulana & Suwadi, 2024). The involvement of all school components (teachers, education personnel, students and parents) is crucial in running the quality cycle (Sridana et al., 2018). Without active participation, education quality assurance becomes difficult to realize, and the efficiency of the SPMI system can be threatened by various obstacles, such as resistance to change, limited knowledge, and resources (Kurniawan, 2025; Sholeh et al., 2024).

The case of SDIT Aya Sophia is a concrete example of the effectiveness of SPMI. Through this research, we can dig deeper into how the PPEPP cycle is implemented, who are the stakeholders involved, and its impact on school performance in academic and managerial aspects (Prasetya et al., 2022). Such research is relevant in a broader context, given the importance of context-based research that is able to address challenges in the field, so

that national policies can be effectively translated into operational practices at the school level (Warta et al., 2024).

The research questions that arise, such as how the quality policy is formulated, the implementation of the PPEPP cycle, and its impact, are relevant to understanding the complexity of managing education in SDITs that focus on quality improvement (Hodiyanto & Alimin, 2020). This research is also expected to provide practical insights into the management and quality improvement of education based on local values, as well as provide recommendations for the implementation of SPMI in integrated Islamic schools and improve accountability and transparency in education management (Pater et al., 2020).

Thus, the study of SPMI implementation at SDIT Aya Sophia will make a significant contribution to the development of educational theory and best practices in quality management in Indonesian schools, especially in facing this increasingly complex era (Hotimah, 2020).

## **II. RESEARCH METHODS**

This research applied a descriptive qualitative method with a single case study approach to explore the dynamics of the implementation of the Internal Quality Assurance System (SPMI) at SDIT Aya Sophia Islamic School, Tangerang Regency. This method was chosen for its ability to provide a contextual and in-depth understanding of complex educational social phenomena, especially those related to educational policies and their impact on school performance (Madjid et al., 2021). Case studies are particularly effective for answering "how" and "why" questions relating to policy implementation, where the boundaries between phenomenon and context are not clear (Yuliani, 2018).

Specifically, data sources were collected from the school principal, quality team, teachers, and student parent representatives, who were selected using a purposive sampling technique. This appropriate selection of subjects is important to ensure that the individuals involved have relevant knowledge and experience in the implementation of quality policy in schools (Munajah et al., 2021; , Sulistia & Rahman, 2024). The combination of data collection techniques, which include in-depth interviews, participatory observation, and documentation studies, provides a solid foundation for gathering rich and useful information (Radiyah, 2024).

Data analysis followed Miles and Huberman's interactive model, which includes data reduction, data presentation, and conclusion drawing (Madjid et al., 2021). This process involved filtering and classifying data according to the research focus, as well as organizing the results of the analysis in narratives and thematic matrices to make the relationships between findings clearer. Data triangulation, member check, and audit trail were applied to increase the validity and reliability of the research results (Casmudi & Sugianto, 2024).

Through this qualitative approach, this research is expected to provide an in-depth description of the implementation of SPMI at SDIT Aya Sophia Islamic School, as well as the challenges faced and strategies implemented in order to improve educational performance at the school. The findings are expected to be a reference for policy makers and education practitioners in the development and implementation of education quality policies in the future (Wijaya et al., 2023; Setiawan & Usman, 2022).

## **III. RESULTS AND DISCUSSION**

The implementation of the Internal Quality Assurance System (SPMI) policy at SDIT Aya Sophia Islamic School is a case study that highlights how this policy can be formulated and implemented effectively by involving all relevant actors. The quality policy formulation process is carried out in a participatory manner, involving the principal and the internal quality team in determining the quality organizational structure, PPEPP implementation principles, and standard operating procedures (POS) that become the reference for each individual in the school. By involving various stakeholders in the formulation stage, the school managed to internalize the quality culture in their practice, which shows the importance of involving key actors in the process (Najwa et al., 2023; Kholifah et al., 2022).

Through the implementation of the PPEPP cycle (Planning, Implementation, Evaluation, Control and Improvement), SDIT Aya Sophia demonstrates a structured approach to the implementation of its quality policy, although challenges remain in terms of consistency and documentation. At the planning stage, the school sets annual quality targets along with indicators of achievement agreed by the quality team. Implementation includes activities such as developing learning tools and training teachers, as well as monitoring the teaching-learning process. Evaluation conducted every semester and control through academic supervision are important parts of this quality cycle, although documentation of evaluation results needs further improvement (Sabdaningtyas, 2018; Ramadhan et al., 2020).

However, the participation of school members in SPMI implementation shows a positive trend, where the involvement of teachers and principals is very significant. Teachers are active in quality standards-based lesson planning and provide constructive feedback during evaluation meetings, while principals play a strategic role in providing direction and assistance in the supervision process (Coil et al., 2023; Nursifa, 2023). In addition, parents' participation has increased with the socialization of the quality policy and their involvement in the education satisfaction survey. This shows that strong participation of all actors at SDIT Aya Sophia is an important basis for effectively building collective awareness of quality culture (Jusman, 2023; Daga, 2022).

However, the implementation of PPEPP at SDIT Aya Sophia has not been fully supported by systematic performance indicators. Many of the evaluation reports produced do not use quantitative formats to properly measure the effectiveness of the program, and some teachers also feel the need for additional training in the preparation of quality indicators and reporting of PPEPP-based learning outcomes. These problems indicate the need for technical capacity building among implementers so that the quality approach can be implemented more systematically and measurably (Jamaluddin et al., 2022; Sofiani et al., 2024).

The positive impact of SPMI implementation on student academic achievement is also a significant finding. Data shows that there is an increase in the average student score, especially in subjects that are the focus of the quality program, although concrete evidence of this increase needs to be strengthened with more in-depth data (Hermawan et al., 2021; Yuliah, 2020). The effectiveness of the PPEPP cycle can be seen in how planning and evaluation are carried out continuously to improve learning outcomes.

Parent satisfaction has also increased, with survey results showing that most parents are satisfied with the quality of learning and communication with the school. Transparency in quality evaluation reports and parents' participation in providing feedback are important elements in increasing public trust in educational institutions, which shows that SPMI implementation can be successful when done in an open and collaborative manner (Halik et al., 2022; Kholifah et al., 2024; Yani et al., 2020).

In the managerial aspect, SPMI creates a structure that supports the PPEPP cycle, facilitates coordination between sections and provides a clear work agenda. The division of tasks as well as the reporting system that has begun to be organized allow principals to create a reflective culture in decision-making. Evaluation data serves as a strong basis in formulating school policies, making the evidence-based approach an important achievement of SPMI (Diani & Arumsari, 2023; Utami, 2019).

Overall, the implementation of SPMI at SDIT Aya Sophia shows that this process is not just about implementing policies, but also encouraging the transformation of values and behaviors within the school environment. Teachers become more open to evaluation and collaboration, and understand the importance of quality standards in the learning process (Rodhiyatussolichah, 2024; Guntoro, 2022). Workshops held to build a culture of quality increase the understanding and understanding of all school members about the vision and quality goals to be achieved (Hermawan et al., 2020; Masitoh et al., 2021).

However, some structural constraints still hinder the implementation of SPMI, such as teachers' limited time to document the PPEPP process and the unsynchronization between the school's quality assurance system and the management institution. This shows the importance of strengthening a more integrated and efficient quality management information system (Hajar et al., 2024; Setiawan & Usman, 2022; Radiyah, 2024).

In terms of policy, communication between organizational levels is crucial in formulating national policies with local realities. School principals have an important role in bridging formal instructions from the government with specific adaptations that fit the characteristics of the school. Here, transformational leadership plays a key role in effectively managing policy-based change (Ali, 2020; Novayanti et al., 2023).

From a theoretical perspective, this finding confirms that successful SPMI implementation is not only determined by clear regulations, but also by structural readiness, collaborative culture, and strong leadership capacity. Edward III's implementation model is a relevant analytical tool to understand the factors that influence the efficiency of SPMI policy at SDIT Aya Sophia, where the four elements-communication, resources, implementer disposition, and organizational structure-contribute synergistically in implementing PPEPP (Achmad, 2021; Mulyani et al., 2021).

Thus, this study further emphasizes the importance of integrating the PPEPP cycle-based quality management approach with contextualized policy implementation strategies. SDIT Aya Sophia as a learning organization needs to continue to stimulate reflection, collaboration, and innovation in every stage of the quality cycle and strengthen institutional capacity to adaptively manage change. This experience can be a reference for other schools, especially in the integrated Islamic school environment, in developing sustainable and effective quality assurance practices (Wahyudi & Wicaksono, 2023; Wahidah et al., 2022; Ghifari & Muljanto, 2024).

#### IV. CONCLUSION

The conclusion of this study shows that the implementation of the Internal Quality Assurance System (SPMI) at SDIT Aya Sophia Islamic School has been implemented with a participatory and contextual approach that synergizes with local understanding of national policies. The implementation process follows the PPEPP cycle (Planning, Implementation, Evaluation, Control, and Improvement) which serves as an important framework in ensuring the quality of education. These steps are integrated into strategic planning and implemented with the active involvement of the school principal, quality team, teachers and parents. The findings show that an adaptive and reflective quality culture is capable of being developed through the collaboration of all stakeholders in the school.

In addition, this study emphasizes the theoretical contribution to a deeper understanding of local context-based education policy implementation. The findings prove the relevance of Edward III's theory, which explains that the success of education policy implementation is strongly influenced by communication factors, organizational structure, available resources and the disposition of implementers. This study recommends the application of quality management theory in education and the CIPP (Context, Input, Process, Product) evaluation model, which strengthens the understanding of the relationship between policy processes and learning outcomes in schools. The implementation of this theory can improve the quality of education through continuous evaluation mechanisms.

On the practical side, the importance of improving the capacity of quality policy implementers at the school level cannot be overlooked. Schools need to strengthen the competence of teachers and quality teams in formulating quality indicators, analyzing data and documenting the results of PPEPP implementation. This also includes increasing parents' participation in the feedback system and their involvement in the evaluation of education services. The good practices implemented at SDIT Aya Sophia are expected to be replicated by other schools by making adaptations according to their respective contexts, in order to develop a quality system that is in line with institutional values and local needs. This shows that knowledge exchange across schools can be an important strategy in developing education quality.

From a managerial perspective, this research also provides strategic direction for school principals and education managers to build an effective and sustainable quality system. The implementation of the PPEPP cycle should be integrated into a comprehensive school management cycle rather than being a separate program. Principals as transformational leaders are expected to encourage collaboration, innovation and reflection in data-based decision-making. It is vital that the internal quality policy is closely integrated with the external evaluation system of the education management institution to achieve alignment of vision, efficient use of resources and continuous improvement of education quality.

Furthermore, this study confirms that as a consequence of the implementation of SPMI, efforts must be made to align the school's vision with the objectives of national education policy. Educational institutions must be able to create a transparent information delivery mechanism and evaluate continuously all aspects related to the teaching and learning process and education management. Further research is needed to explore in more depth the challenges faced in implementing quality assurance systems in other schools and effective ways to overcome these challenges.

In a broader context, this study underscores the importance of consistency in the implementation of internal quality assurance systems at all levels of education. Collaborative efforts with various stakeholders are needed to build a sustainable quality culture. Awareness and commitment from all parties, including students, parents and the community, will greatly support the smooth implementation of SPMI. In this case, policy support from the government and related institutions will also contribute to achieving the expected quality of education. This research is expected to be a reference for other educational institutions that want to develop an effective quality assurance system that suits local needs.

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