



**IMPLEMENTATION OF EDUCATION QUALITY ASSURANCE  
(Multi-Site Study at City Education and Culture Office  
Bitung and Tomohon City)**

<sup>1</sup> Prof. Joulanda. A, <sup>2</sup>M. Rawis

Faculty of Education, Manado State University  
[Joulanda\\_rawis@unima.ac.id](mailto:Joulanda_rawis@unima.ac.id)

**Abstract:** The role of external institutions in education quality assurance is very important in the External Quality Assurance System (SPME). This research is focused on the Implementation of Education Quality Assurance in Bitung City and Tomohon City. This research focuses on planning the quality of education, implementing the quality of education, and monitoring and evaluating the quality of education in the Department of Education and Culture of Bitung City and Tomohon City. The problems of this research are: 1) How is the quality planning of education in Bitung City and Tomohon City?; 2) How is the implementation of fulfilling the quality of education in Bitung City and Tomohon City?, and 3) How is the monitoring and evaluation of the quality of education in Bitung City and Tomohon City?. The results have not been encouraging because commitment and quality culture have not been fully implemented. Besides that, Evaluation of quality in Tomohon City is carried out by referring to the results of joint meetings regarding the indicators being evaluated. Quality evaluation indicators are input, process, impact. Evaluation is carried out to control the process of implementing quality compliance. In general, at the two research locations it was stated that according to the results of the quality evaluation, the improvement in the quality of education was still not optimal. This is evidenced by the achievement of regional quality report cards in 2020.

**Key words:** Quality Assurance, Planning, Quality Control, Quality Evaluation.

### INTRODUCTION

The Regional Government forms a Regional Education Quality Assurance Team (TPMPD) in carrying out education quality assurance in the regions. TPMPD has duties and functions including: 1) coaching, mentoring and supervision of educational units in the development of SPMI, 2) mapping the quality of education and implementation of SPMI in education units based on data and information in the education quality information system in the regions, 3) compiling recommendation reports strategy for improving the quality of education in the regions to local governments. The stages of External Quality Assurance begin with quality mapping, quality planning, implementation, monitoring and evaluation, and setting new standards and new strategies in accordance with Permendikbud Number 28 of 2016.

Given the importance of the education quality assurance system, the researchers intend to conduct an in-depth study of the External Quality Assurance System in North Sulawesi Province,

especially at 2 sites, namely Bitung City and Tomohon City. This research is considered important because there are still very few researchers who raise the role of local government, especially the Office of Education and Culture as part of the External Quality Assurance System (SPME) in an effort to improve the quality of education in each region.

Based on the conditions described earlier, the researcher feels the need to conduct research related to the implementation of quality assurance in North Sulawesi province, especially in Bitung City and Tomohon City.

Many experts have defined the definition of quality, including Sallis (2012: 51) who states that quality is something that is defined by the customer. Edward Deming, said that quality is: predictive degree of uniformity and dependability at a low cost, suited to the market. Meanwhile, Juran defines quality as "fitness for use, as judged by the user". Crosby (1979:58) states that quality is something that is in accordance with what is required or standardized (quality is conformance to customer requirements). Thus, quality is something that is in accordance with customer needs. Quality is generally defined as meeting or exceeding customer requirements. That means the product or service is right for use by the customer.

The concepts and definitions put forward earlier show that customer satisfaction is the main thing in fulfilling quality, so something is said to be of quality if it is able to fulfill satisfaction or exceed customer needs. This suitability is only decided according to the customer's perception (quality in perception)", so that everything can be said to be of good quality depending on the customer's perception. Quality is always customer oriented (customer oriented) because appropriate quality is determined by what the customer feels when using the product/service. So that the implementation of quality fulfillment must be adjusted to customer needs because quality is designed to achieve customer satisfaction.

According to the Regulation of the Minister of National Education of the Republic of Indonesia Number 63 of 2009 concerning the Education Quality Assurance System that: Education Quality Assurance is a systematic activity carried out in an integrated manner by educational units, education providers, regional governments and the government in mapping, supervising, and improving the quality of education based on standards national education.

*Quality Assurance*(quality assurance) also has 3 (three) Hierarchies of Standards, namely: Minimum Service Standards (SPM), National Education Standards (SPN), and National Education Plus Standards (SPN Plus) which are international based and regional excellence based.

Apart from that, the purpose of holding quality assurance is to be able to satisfy the various parties involved in it, so that they can achieve their respective goals. Quality assurance is an integral part in shaping the quality of products and services of an organization. Quality assurance is closely related to the Implementation of Total Quality Management (TQM).

Quality or quality according to a number of meanings, shows that customer satisfaction is an important point in quality problems. Therefore, improving the quality of a product or service needs to be done continuously (continuous improvement). Continual improvement of overall organizational performance should be a permanent goal of the organization. Continuous improvement is defined as a process that focuses on continuous efforts to improve the effectiveness and/or efficiency of the organization to meet the policies and objectives of the organization.

## RESEARCH METHODS

This chapter contains a) research approach; b) research location; c) presence of researchers; d) types and sources of data; e) Data collection techniques; f) data analysis techniques; g) stages of research.

Based on the focus and research objectives, this research is an in-depth study in order to obtain complete and detailed data. This study aims to get an in-depth description of the implementation of Quality Assurance in North Sulawesi, especially in Bitung City and Tomohon City. Thus the researcher uses a qualitative approach that seeks to describe and interpret objects according to their circumstances. As Best opinion, as quoted by Sukardi (2005: 157) which states that qualitative research seeks to describe and interpret objects according to what they are, this research seeks to describe according to the conditions that exist in the research location.

### Data and Data sources

The data collected is data that is in accordance with the research focus, namely the implementation of education quality assurance in Bitung City and Tomohon City. The types of data in this study can be divided into two, namely: primary data and secondary data. Primary data were obtained in the form of verbal or verbal utterances and behavior from subjects (informants) related to external quality assurance activities at the Education and Culture Office of Bitung City and Tomohon City, especially the Regional Education Quality Assurance Team (TPMPD) at both sites.

### Data analysis technique

The process of data analysis in this study was carried out by researchers throughout the research. Complete data and information is reduced by data reduction by performing abstraction and core summary after which the summary is arranged in units, then categorized by coding. The final stage of data analysis is to check the validity of the data.

The data analysis technique used in this study consisted of three streams of activities that occurred simultaneously, namely data reduction, data presentation, and drawing conclusions (Sugiyono, 2006:276).

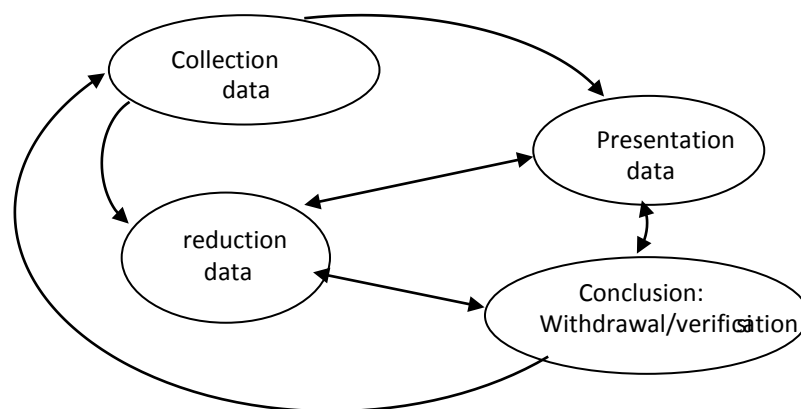


Figure 3.1 Components in Data Analysis (Miles and Huberman in Sugiyono, 2006:278)

Presentation of data is done in a narrative form. Miles and Huberman in Sugiyono (2006: 280) state that "the most frequent form of display data for qualitative research data in the past has been narrative text". So, usually qualitative research data is more often presented in narrative text. Presentation of data can also be done in the form of graphs, tables, and others. Through the presentation of data, it can make it easier for researchers to describe what happened and what was found at the research location, then they will be able to plan what can be done next.

## RESEARCH RESULTS AND DISCUSSION

In accordance with the results of research on the implementation of education quality assurance in the City of Bitung and Tomohon City, several research findings can be described as follows. 1. Implementation of Education Quality Assurance in Bitung City

Data on research findings related to the implementation of education quality assurance in Bitung City were obtained by researchers through interviews with several informants at the Bitung City Education Office. The results of interviews with the Head of the Education Office, Mr. Julius Ondang, S.Pd, M.Si, obtained information that efforts to implement education quality assurance were carried out through a process of quality mapping, planning, implementation of quality compliance, and quality evaluation.

*"Mapping the quality of basic education in Bitung since 2016. This mapping of the quality of basic education refers to the National Education Standards. The initial quality mapping carried out by the education unit did not receive a good response from us. In 2018 the Bitung City Education Office received an audit from the Republic of Indonesia BPK related to the implementation of quality assurance starting from the quality mapping process to evaluating the fulfillment of education quality. (WDP1/KDP-B).*

The Head of the Bitung City Education Office further explained that the Bitung City Education and Culture Office conducted socialization on collecting education quality data based on the National Education Standards. The Ministry of Education and Culture makes a quality data collection application.

*"The results of the self-evaluation by the schools illustrate the state of the quality of education in the city of Bitung which produces regional quality report cards. Together with the basic education sector and supervisory functional staff, they provide assistance to education units for mapping the quality of education based on school self-evaluations through the application for mapping the quality of education by the ministry of education and culture. (WDP1/KDP-B)*

Quality mapping is carried out together to produce accurate quality data. Because so far schools have conducted quality mapping that has not described the correct conditions. Quality mapping by the education unit will produce regional quality reports. Analysis of quality data refers to the results of regional quality data and produces recommendations for activity programs.

The same was stated by the Head of Basic Education, Mr. Lespi Ganda, S.Pd. According to him, the quality mapping socialization continues to be carried out by the education office.

*"Based on the direction of the head of the service, we carry out socialization activities related to mapping the quality of education carried out by the education unit. Education units do not map the quality of education based on real conditions. We also provide input on the formation of an Education Quality Assurance Team whose function is to provide guidance and assistance to educational units related to the education quality assurance process" (WDP2/KBPD-B).*

The results of the researcher's interview with the Head of the Curriculum Section and Basic Education Assessment of the Bitung City Education Office, Mr. Yudie. M. Manope, M. PAK. Information was obtained that the quality assurance activities were initiated with the socialization of educational quality mapping activities.

*"The process of mapping the quality of education based on the National Education Standards which is carried out jointly is carried out based on stages, namely the socialization of the benefits of quality mapping which is carried out properly. The process of quality mapping in education units provides an overview of the general condition of education in Bitung City. The team provides assistance and guidance to carry out quality mapping through school self-evaluations on the PMP application developed by the Ministry of Education and Culture." (WDP3/KSKP-B).*

It was further explained that the EDS instrument contains indicators of National Education Standards. With the results of mapping the quality of education followed by analysis of quality data. Quality data analysis will provide an overview of program and activity recommendations.

A similar opinion was conveyed by the Head of the Student and Character Development Section for Basic Education. He stated that the School Self Evaluation (EDS) was filled with assistance from the agency.

*"We jointly provide assistance to education units in quality mapping by filling out a self-evaluation instrument. Provide an understanding of the benefits of mapping the quality of education for educational units and regions. The results of the mapping of education quality are then analyzed by the quality assurance team to provide recommendations for program activities" (WDP4/KSPDPK-B).*

The Head of the Institutional Section and basic education facilities and infrastructure also stated that specifically for facilities and infrastructure it is hoped that all education units will provide correct data. Therefore, together with the existing fields, the education office explains and provides assistance so that the data informed by the education unit is suitable.

To obtain comprehensive information, the researcher confirmed to the school supervisor about quality assurance activities, especially quality mapping.

One of the supervisors, namely Dra. Adeleheid Maniome, M.Pd, said that efforts to implement quality assurance of education in the city of Bitung were carried out optimally.

*"Mapping the quality of education by the education office is carried out maximally. As a supervisor, I was tasked by the head of service to provide initial assistance to all supervisors of elementary education schools together with the quality assurance team to understand national education standards which are a reference for quality mapping developed through a quality mapping application by the Ministry of Education and Culture" (WDP/P1 -B).*

He also added that all supervisors were equipped in the framework of quality mapping assistance in education units. Because the results of the quality mapping by the education unit produce a quality report card for the city of Bitung. The results of the quality data are then analyzed for strengths and weaknesses to produce recommendations for further improvement of the quality of education.

The researcher also interviewed the supervisor, Mr. Drs Johnly H.Poli, M.Pd., he stated that the supervisor had the task of assisting mappers to all schools

*"All of us supervisors received an assignment from the head of the service to provide quality mapping assistance to all schools. This is because the quality mapping by each school shows a map of the quality of education in the city of Bitung. Schools are assisted to be able to provide accurate information about the condition of the quality of education. There are still many educational problems faced by the city of Bitung such as teacher competence is still low, the need for teachers is still lacking (WDP/P2-B).*

The results of interviews regarding the mapping of education quality by the Bitung City Education Office began with quality mapping activities and assistance by the education office and school supervisors to ensure quality assurance activities went well.

#### a. Quality Planning

Stages of Quality Mapping followed by quality planning activities. For the Bitung City Education Office, quality assurance planning activities are the result of recommendations in quality mapping, as stated by the Head of the Education Office, Mr. Julius Ondang, S.Pd, M.Sc.

*"Planning for quality fulfillment is adjusted to the results of quality data analysis recommendations. This illustrates that the quality compliance plan is based on process standards, educator standards, and infrastructure. Planning for quality compliance begins with a joint meeting*

with relevant stakeholders in the Department of Education and Culture, namely the field of basic education. The Regional Education Quality Assurance Team was formed based on the Mayor's Decree" (WDP1/KDP-B).

The data above shows that there is still a need to improve the quality of education at the elementary level for all indicators of national education standards. This can be seen from the decline in quality report card achievements from 2019 to 2020. Likewise at the junior high school level, although there were several indicators of SNP that had increased, other indicators showed a decrease.

## 2. Implementation of Education Quality Assurance in Tomohon City

The results of the researcher's interview with the Head of the Tomohon City Education and Culture Office, Dr. Juliana D Karwur, M. Kes. M.Sc. regarding the efforts made by the Education Office in mapping the quality of education, the following answers were obtained:

*"Quality assurance is something that must be implemented. This is a shared responsibility between the education office and the education unit. Based on the evaluation results from the schools, they will produce overall quality data through the PMP application by the Ministry of National Education. Efforts made by the education office related to the mapping of education quality held meetings with education office stakeholders who were directly related to the field of basic education and the supervisory functional group. The results of the meeting discussed quality mapping carried out by schools so that the results of school self-evaluations were based on the eight National Education Standards (SNP)" (WDP1/KDP-T).*

When asked about the concrete steps taken by the Tomohon City Education Office so that the quality mapping goes well, the Head of the Service answered:

*"The concrete step taken is to provide an understanding to schools of the importance of accurately mapping quality so that they can find out the real conditions in each school. This is done because the mapping of the quality of schools is a representation of the quality of education in the city of Tomohon as a whole" (WDP1/KDP-T).*

While the results of interviews with the Head of Basic Education Dra. Selvie Poluan, M.AP. state:

*"Based on the assignment given by the Head of Service regarding quality assurance which is a series of processes, of course, this is a joint matter. Therefore, through the field of basic education make breakthroughs by proposing to have a Quality Assurance Team. Together they made various breakthroughs related to quality assurance by analyzing quality data based on National Education Standards, namely quality report cards, then finding out the root of the problem by adjusting to current conditions, namely the pandemic period. After conducting an analysis of the quality map, it is continued with the planning process for meeting the quality of education so that it is appropriate and according to needs" (WDP2/KBPD-T).*

Furthermore, the researchers dug up the same information from the Head of the Section for Educators and Education Personnel, Deybie Kalele, S.Pd. about the efforts made by the Department of Education in mapping the quality of education.

*"Implementation of quality assurance within the education office related to educators and education staff is carried out in a comprehensive manner. mapping the quality of education related to the needs and development of teaching and educational staff is very important. Quality for teachers is an important program implemented by the Tomohon City Education Office, which is also about teacher mapping for the basic education level. Based on the results of the mapping of PTK standards for schools in Tomohon City, they are still lacking" (WDP3/KSPTK-T).*

Likewise from the curriculum aspect, quality mapping is carried out in accordance with the curriculum field reference. The results of interviews with the Head of the Curriculum and Student Section, Marlin Mamujaja, S.Pd., M.AP. States that:

"Regarding the curriculum, which is our field of study, the curriculum section refers to existing rules, especially from Ministry of Education and Culture. To map the quality of education the curriculum section collaborates with schools to understand the contents of the curriculum and adjust especially during the current pandemic. through zoom meeting activities planning activities have curriculum contents/materials for each level of SD and SMP (Basic education) in Tomohon City" (WDP4/KSKPD-T).

The data above shows that there is still a need to improve the quality of education at the junior high school level for all indicators of national education standards. This can be seen by the decline in quality report card achievements from 2019 to 2020, and only the standards have increased, namely the standards of educators and education staff.

## Discussion

The implementation of education quality assurance is the joint responsibility of all educational components, both educational institutions or units as well as the central, provincial and regional governments as well as support from the community and stakeholders. The involvement of all educational components can have a positive impact on improving the quality of education from time to time. Referring to the findings of this study relating to the implementation of quality assurance in the regions which in this study took place in the City of Bitung and the City of Tomohon, the researcher looked at three main processes that became the formulation of the research problem, namely education quality planning, implementation of quality education fulfillment and quality control of education. , which can be discussed as follows.

### Quality Planning

Sulistiyorini (2009:28) states that the management process is basically planning everything systematically which will then give birth to beliefs that have an impact on doing things that are in accordance with the rules and have benefits. Actions that are not worth the benefit are the same as actions that were never planned. If the act was never planned, it is certain that in its implementation it will encounter various obstacles and difficulties in the process of solving the problem.

In accordance with the research findings related to planning the quality of education in the City of Bitung, it appears that the Education and Culture Office through the Head of Service, the Head of the Basic Education Division and the Head of the relevant Sections carry out programmatic coordination and meetings to design a plan to fulfill the quality of education in the City of Bitung. The planning carried out refers to the root cause analysis and analysis of quality data.

Improving the quality of education and education delivery services requires the Bitung City Education Office to accelerate services towards creating good governance, especially in the education sector. In line with this, the Bitung City Education Office as the technical person in charge of education development in Bitung City plans and organizes strategies and concepts for implementing education. The strategy and concept of implementing education is prepared by referring to national policies with a global perspective without abandoning local wisdom.

Quality planning in the school context is of course the fulfillment of the quality policy regarding the 8 standards set by the central government. Thus, the target of the school program is the attainment of the 8 minimum standards set by the central government. This should be the focus of assistance from the District/City Education and Culture Office, namely the attainment of the 8 National Education Standards.

The results of the interviews indicated that the Education and Culture Offices of Bitung City and Tomohon City played a role in organizing the basic education component in the education quality assurance system, especially in the planning stage of education quality. The existence of the

Regional Education Quality Assurance Team which was approved by the Mayor shows the concern of the local government in improving the quality of education.

However, based on the results of the documentation on the 2020 regional education quality report cards, it shows that there is a need for improvement at the education unit level in quality assurance. The decline in the quality of education in educational units had an impact on the quality of regional education in the two research locations, namely the City of Bitung and the City of Tomohon.

### 1. Implementation of Quality Fulfillment

The implementation of education in Bitung City is based on a universal educational paradigm namely whole human empowerment, student-centered lifelong learning, education for all and education for development, development and/or sustainable development (PuP3B) which in its elaboration needs to be based on an analysis of the environment both internally and externally which is an important step by taking into account the strengths, weaknesses, opportunities and challenges that exist within the Bitung City Education Office.

Implementation of quality compliance during the Covid-19 pandemic is currently being carried out online and face-to-face for certain areas where it is difficult to have an internet connection with due observance of health protocols. For the fulfillment of infrastructure facilities, the focus is on the fulfillment of health facilities such as providing handwashing stations for each educational unit.

### Quality Monitoring and Evaluation

Quality Supervision and Evaluation at the Education and Culture Offices of Bitung and Tomohon City is carried out with the involvement of the Head of the Education and Culture Office, the Head of Basic Education, Section Heads and Superintendents at the school level. This involvement provides support for the process of monitoring and evaluating the education quality assurance process, especially during a pandemic. The implementation of fulfilling the quality of education must be monitored regularly so as to be able to guarantee that all educational activities at the education unit level can run well.

Supervision or Monitoring of Schools by District/City Governments (MSPK), which is a component of the Education Quality Assurance System, has been developed by the Ministry of Education and Culture. The Education Quality Assurance System places the District/City Education Office, school supervisors and school principals to play an important role in implementing three key quality assurance strategies: (1) School monitoring by the District Government (MSPK), School Self Evaluation (EDS), and (c) Study of Impact Schools (PSI). This can be seen in the picture of the Education Quality Assurance System at the district/city level.

The three main strategies for quality assurance of Education Quality Assurance at the District/City level mentioned above are interrelated for two reasons, namely:

a. Information collected in the implementation of each quality assurance strategy can contribute to a total picture of the achievement and quality of education units and education personnel. This information is then used for quality improvement and reporting purposes.

b. Each activity can provide information that is used to guide other education quality assurance strategies. For example, the information obtained from District/City Level School Education Monitoring and School Self-Evaluation can make it easier for Districts/Cities to determine which educational units are performing below the set standard and need to carry out a School Assessment Assessment (PSI).

Meanwhile, in the process of evaluating the fulfillment of quality according to national education standards, it is carried out with a cycle of setting national education standards, and formulating quality improvement strategies.



Based on the discussion on the implementation of education quality assurance at the research locations, namely Bitung City and Tomohon City by focusing on the role of the Office of Education and Culture, it appears that there are efforts from each relevant agency, especially in the performance of External Quality Assurance to provide the best support for improving the quality of education. However, it is also necessary to pay attention to management concepts so that they can be implemented in a more concrete way in education quality management.

An understanding of the concept of management as a process of planning, organizing, directing and supervising the efforts of organizational components and the use of other organizational resources in order to achieve predetermined organizational goals (Stoner, 1982), needs to be realized in educational management activities so that all processes of managing and implementing guarantees The quality of education always refers to the concepts and strategies of education quality management.

### CONCLUSION

Based on the problems in the research on the Implementation of Education Quality Assurance in Bitung City and Tomohon City and the research results obtained, several conclusions can be drawn as follows:

1. Quality planning as part of quality assurance implementation

education in the City of Bitung quality compliance planning by holding joint meetings to focus more on the program of activities to be implemented. This is to further strengthen the program of activities that are appropriate and on target. Planning for quality fulfillment in Bitung City is the result of recommendations for improvements from quality mapping activities, namely quality data analysis, namely standards, recommendations for improvement, volume, funding requirements. Meanwhile, quality planning in Tomohon City is carried out by implementing steps to prepare a quality fulfillment plan within the Tomohon City Education and Culture Office by forming a regional education quality assurance team (TPMPD). The quality assurance team holds a meeting to formulate an activity plan based on recommendations from the results of quality data. Recommendations on the results of the quality data as a reference for program planning activities. During the pandemic, the main activity plan was to increase teacher competence in using IT.

### REFERENCE

1. Ali, M. 2000. Quality Assurance Systems in Educational Quality Management. Journal of Educational Pulpit, No.1 Year XIX, p. 28-30.
2. Ali, M. 2007, Education Quality Assurance, in Science and Educational Applications Part 2 Practical Education, Bandung: PT. Main Imperial Bhakti.
3. Angarawati, WS 2017. Implementation of High School and Academy Quality Improvement Policies in the Health Sector Through the Internal Quality Assurance System (SPMI) in the Province of the Special Region of Yogyakarta, Faculty of Social and Political Sciences (Fisip) University of 17 August 1945 Surabaya. Dissertation. Not published.
4. Anggawati, WS 2019. Implementation of Quality Improvement Policies for Colleges and Academies in the Health Sector Through the Internal Quality Assurance System (SPMI) in the Province of the Special Region of Yogyakarta, Journal of Public Administration, Vol 17, No 2.

5. Asmuni, 2013. "The Concept of Quality and Total Quality Management (TQM) in the World of Education", *Journal of Ta'dib*, Vol. XVIII. No. 01, p. 16-42.
6. Banghart, FW, and Trull, A. 2009. *Educational Planning*. New York: Hungry Minds. Inc.
7. Barnawi and Arifin, M. 2017. *Education Quality Assurance System*, Yogyakarta, Ar Ruzz Media.
8. Bogdan, RC and Biklen, SK 1998. *Qualitative Research for Education: An Introduction to Theory and Methods*, Boston: Aliyn and Bacon, Inc.
9. Cheung, PPT, & Tsui, CBS (2010). *Quality Assurance for All. Quality in Higher Education*, 16(2), 169–171. <https://doi.org/10.1080/13538322.2010.485723>.
10. Crosby, Philip B. 1979. *Quality is free : The Art of Making Quality Certain*, New York : New American Library
11. Dali, Z. 2017. *Madrasah Quality Management*, Yogyakarta: Student Libraries.
12. Deming, WE 1982. *Out of The Crisis Quality, Productivity, and Competitive Position*, Cambridge University Press.
13. Dill, D. (2010). *Quality Assurance in Higher Education - Practices and Issues*.
14. *International Encyclopedia of education*, 377–383.
15. <https://doi.org/10.1016/B978-0-08-044894-7.00833-2>
16. Fadhli, M. 2020. *Internal and External Quality Assurance Systems in Higher Education Institutions*, *Al-Tanzim: Journal of Islamic Education Management*, Vol. 04 No. 02 (2020) : 171-183.
17. Faisal, S. 1990. *Qualitative Research: Fundamentals and Applications*, Malang: YES3.
18. Feigenbaum, AV 1986. *Total Quality Service*. Singapore: McGraw Hill Book. Co.
19. Juran, JM 1993. *Quality Planning and Analysis*, 3th edition. Mc. Graw Hill. Book. Inc. New York.
20. Ministry of Education and Culture, 2016. *General Guidelines for Primary and Secondary Education Quality Assurance Systems*. Jakarta: Directorate General of Primary and Secondary Education.
21. Panungkelan, FST 2020. *The Role of Education Quality Assurance in the Quality Assurance System during the Covid-19 Pandemic (Multi Site Study at 3 Assisted Junior High Schools in Manado City)*, Manado State University, Dissertation, not published.
22. Regulation of the Minister of National Education of the Republic of Indonesia Number 63 of 2009 concerning the Education Quality Assurance System.
23. Government Regulation of the Republic of Indonesia Number 19 of 2005 concerning National Education Standards.
24. Rosa, MJ (2014). *The Academic Constituency*. In MJ Rosa & A. Amaral (Eds.), *Quality Assurance in Higher Education: Contemporary Debates* (pp. 181–206). Basingstoke: Palgrave Macmillan.
25. Sallis, E. 2012. *Total Quality Management in Education*, IRCiSoD.
26. Cover, D. 2020. *Internal Quality Assurance System (Multi-Site Study at SMA Negeri 1 Tomohon, SMA Negeri 2 Tomohon, and SMA Kristen 2*
27. *Tomohon)*, Manado State University, Dissertation, not published.
28. Sedarmayanti, M.Pd., APU. 2009, *Human Resources and Work Productivity*. Bandung: Mandar Maju Publisher.
29. Stoner, James AF 1982. *Management*, New York, Prentice Hall International
30. Inc.,
31. Sugiyono, 2006. *Quantitative Qualitative Research Methods and R&D*, Bandung: Alfabeta.

32. Sukardi, 2005. Educational Research Methods: Competence and Practice, Jakarta: Bumi Aksara.
33. Sulistyorini, 2009. Management of Islamic Education: Concepts, Strategies and Applications, Yogyakarta: TERAS Publisher.
34. Suryana, S. 2017. Educational Quality Problems in the Perspective of Educational Development, Journal of Education, Vol. 2. Number. 1.
35. Susilo, W. 2003. Internal Quality Audit: Practical Guide to Quality Management and Internal Quality Auditors. PT Vorqi Statama Binamega.
36. Tjiptono, F. and Diana, A. 2000. Total Quality Management. Yogyakarta: Publisher Andi.
37. Umar, Y. 2016. Quality Madrasa Education Management, Bandung: PT. Aditama Refika.
38. Usman, H. 2006. Management Theory, Practice and Education Research, Jakarta: Bumi Aksara.
39. Usman, H. 2011. Management Theory, Practice and Educational Research, Jakarta: Bumi Aksara. Mulyasa, E. 2001. Madrasah-Based Management: Concepts, Strategies, and Implementation. Bandung: Rosdakarya Youth.
40. \_\_\_\_\_. 2013. Character Education Management. Jakarta: Earth Script.
41. Mulyasana, Dedy. 2011. Quality and Competitive Education. Bandung: Rosdakarya Youth.
42. Munro, Lesley and Malcolm. 2002. Implement Integrated Quality Management. Jakarta: PT. Gramedia.
43. Muslich, Mansur. 2011. Character Education Responding to Multidimensional Crisis Challenges. Jakarta: Earth Script.