

This book is a result of a research on the Education Quality assurance system based on Ministerial Regulation of Education and Culture number 28 year 2016 on the basic and secondary education quality assurance system. Each education unit is obliged to form an Internal Quality Assurance System (IQAS) as described in article 2 mentions that the functions and objectives of Education Quality Assurance System (EQAS) are: 1) controlling the implementation of education by a unit of education on primary and secondary education so that it materialize a quality education; (2) ensure the fulfillment of standards in the unit of education is systemic, holistic, and sustainable, thus growing and developing quality cultures in the unit of education independently.

The Contribution of Internal Assurance System



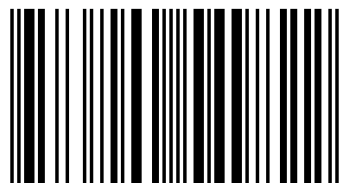
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The Contribution of Internal Assurance System

To Increase Learning Quality

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**The Contribution of Internal Assurance System:
To Increase Learning Quality**

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Acknowledgment

The quality assurance of primary and secondary education is a systematic, integrated and sustainable mechanism to ensure that the entire process of education organizing is in accordance with the quality standards and rules set forth. To be able to guarantee the quality of education properly required the Education Quality assurance system. Therefore, the policy of the Minister of Education and Culture Regulation No. 28

In 2016 about the basic and secondary education quality assurance system, it is aimed to provide quality assurance for education at the education unit level. Primary and secondary Education quality assurance system serves to control the education implementation by the Education Unit on primary education and secondary education so that the education is a quality. And in addition, aims to ensure the fulfillment of standards in the unit of education is systemic, holistic, and sustainable, thus growing and developing quality cultures in the unit of education independently.

However, the quality of education still needs to be improved so as to comply with the competency standards of the expected graduates. In this effort the government has made many breakthrough policies in providing quality education services. One of them establishes a quality assurance system

Internal (Internal Education Quality Assurance System (IEQAS).) at the education unit level. In giving input implementation of the policy is conducted review of education Quality assurance system. The results of the review recommendations are expected to strengthen the

implementation of education Quality assurance at education Unit level.

With the publication of the Education Quality assurance system, we thank the researchers who have completed this research. Similarly, to all stakeholders who received this study in case of any feedback we expect to be presented to us for further improvement of the study.

Jakarta, December 2019

Head of Research Center

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FOREWORD

The regulation of the Ministry of Education Number 28 year 2016 of the basic and secondary Education quality Assurance system mandated every unit of education required

To form Internal Education Quality Assurance System (IEQAS). with the aim of: (1) to control the education implementation by the Education Unit on basic education and secondary education so that the education is quality, and (2) to ensure compliance with the standards of Systemic, holistic, and sustainable education, thus growing and evolving the quality culture of the education unit independently. Therefore, the Education quality assurance system is essentially controlling the education unit in fulfilling the national education standards.

The quality of Indonesian education to date is still relatively low compared to the other countries. It is suspected not because the national standard of education is less qualified but the fulfillment and implementation of national standards of education has not run to the fullest. Results of accreditation from the National School of Accreditation and Madrasah (NSAM) that the development of school quality/Madrasah has not yet demonstrated encouraging development of education quality. The study of Education quality assurance system in principle is done to develop policy recommendation in strengthening Education quality assurance system. With the Education Quality assurance system, it will make an impact on the education services provided by the school to students. This is as mandated in Act No. 20 of year 2003 on the national education system that every citizen has equal rights to obtain a quality education.

*The Contribution of Internal Assurance System:
To Increase Learning Quality*

To all those who have assisted in the completion of this study, we thank you, and if any suggestion of improvement can be communicated to us.

Team

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Abbreviation Index

EQAS	:	Education Quality Assurance System
ES	:	Extraordinary School (SLB)
DST	:	Deliberation of Subject Teachers
GCS	:	Graduate Competency Standards
IEQAS	:	Internal Education Quality Assurance System
JSS/MT	:	Junior Secondary School or Madrasah Tsanawiyah
NSSE	:	National Standard School Examination
NSAM	:	National School of Accreditation and Madrasah
NES	:	National Education Standards
NE	:	National Exam
OECD	:	Organisation for Economic Cooperation and Development
PS/MI	:	Primary School (PS) or Madrasah Ibtidaiyah,
PISA	:	Programme for International Student Assessment
PWM	:	Principal's Working Meeting
SOA	:	School Operational Assistance
SSS/MA	:	Senior Secondary School or Madrasah Aliyah
TIU	:	Technical Implementation Unit
VS	:	Vocational School

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CHAPTER 1. INTRODUCTION

Section 1. Background

Every citizens has the same rights to obtain a quality education. It has been listed in article 5 of the Law (UU) number 20 years 2003 on national education system. The Government has an obligation in the implementation of quality education. Therefore, in realizing the government's quality education issued a Government Regulation (PP) Number 19 year 2005 about National Education Standards (NES) which is then established the National Standards of Education Agency (NESA) as a body that Determines 8 standards and criteria for the achievement of education. As for the standards that are the basis for the implementation of education as stipulated in article 2 is 1) standard of contents, 2) process standards, 3) Competency standards graduates, 4) standards of educators and education professionals, 5) standards of facilities and infrastructure, 6) Standards of management, 7) financing standards, and 8) education assessment standards. Then in the year 2013 with the prepared curriculum 2013 then the government issued the PP number 32 year 2013 about the change in PP number 19 year 2005 about the standard

National education in article 2A mentioned that the competency standard of graduates as intended in article 2 paragraph (1) is used as the main reference to the development of the standard of contents, process standards, education assessment standards, educators and energy standards Education, standards of facilities and infrastructure, standards of management, and financing standards. In the regulations of the change the government focuses on achieving the

competency standards of graduates. That is, that all standards must have contributions in achieving the competency standards of graduates. To know the competence of graduates, students before completing the learning have the right to take the National Exam (NE). As stated in section 69 that (1) each student is a formal education pathway of primary and secondary education and a informal education line of equality reserves the right to follow UN and entitled to repeat it as long as it has not been passed Education.

In the Second amendment of regulations issued by the government, PP No. 13 year 2015 on Second amendment of PP number 19 year 2005 on national education standards, that NE does not determine graduation but as the mapping of education quality As contained in article 68 that the result of NE is used as a basis for: a) mapping the quality of the program and/or education unit; b) Selection considerations in the next education level; and c) coaching and providing assistance to the unit of education in its efforts to improve the quality of education. It shows that in order to produce graduates who have the necessary competence NES that is a guideline for the executive or provider of education, especially at the level of education unit.

NES is required in order to improve the quality of education. With the standard, two teachers will not give a different interpretation of the depth of a basic competency in the curriculum. Likewise with the learning process, the teacher will focus on the output that must be achieved, not merely meeting the administrative targets in the implementation instructions and technical instructions. The existence of standards or results that must be achieved, can also improve the

input components and learning processes that are implemented will be more effective so that the results are more optimal because the learning is more focused. According to Mulyasa (2008:19) in the presence of NES is expected to occur various changes in education systems and services that lead to the following conditions: 1) To improve the performance of learners by clearly determining what to And what kind of performance is expected; 2) equating opportunities, both nationally, regionally, and locally; 3) Provide observable coordination function; 4) provide customer protection by supplying accurate information to students and parents; and 5) Provide an important role for students, parents, teachers, and other education professionals. Realizing the importance of NES then every unit of education in Indonesia refers to the standard because NES is a limit of minimal criteria about the education system in the entire jurisdiction of the unitary State of the Republic of Indonesia. NES aims to ensure the quality of national education in order to educate the life of the nation and form the character and civilization of the nation dignified.

However, based on the results of the accreditation conducted by National School of Accreditation and Madrasah (NSAM) in the year 2012-2017 for all levels Primary School (PS) or Madrasah Ibtidaiyah, Junior secondary school or Madrasah Tsanawiyah (MTs), Senior Secondary School or Madrasah Aliyah (MA), Vocational School and Extraordinary School (SLB) based on the ratings can be described as follows: a) The percentage of schools/Madrasah with A rating only reached 30.8%; b) The percentage of schools/madrasah with B ratings reached 53.5%; and c) The percentage of the school/Madrasah with a C rating of 14.3% (Abdul Mu'ti, 2017). In detail can be seen in table 1.1.

Table 1. Achievement of school Accreditation level/Madrasah until year 2017.

Jenjan	A	B	C	TT	Jumlah
PS/MI	40.	90.	22.	2.2	155.72
PS	36.	78.	19.	1.8	135.07
MI	4.7	12.	3.1	38	20.648
JSS/M	15.	22.	8.4	94	47.779
JSS	12.	14.	5.4	51	32.570
MTS	3.5	8.2	2.9	43	15.209
SSS/	7.2	7.9	3.0	42	18.680
SSS	5.5	4.3	1.4	15	11.478
MA	1.6	3.6	1.6	27	7.202
VS	11.	12.	3.2	30	27.064
SLB	42	74	15	25	1.345
Total	75.	13	37.	3.9	250.59
Percenta	30,	53,	14,	1,5	

Sumber: BAN S/M capaian Akreditasi 2012 s.d 2017

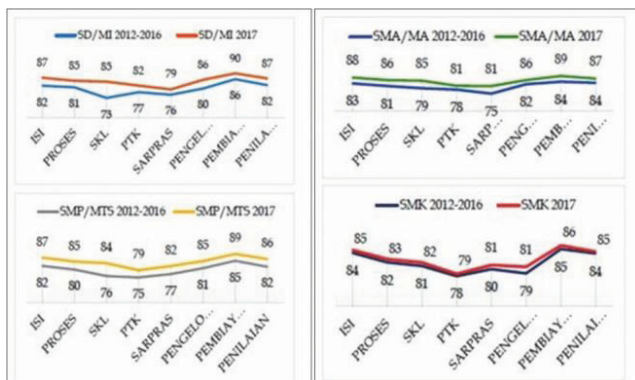
The 1.1 table shows that the average accreditation result of A is still low is 30.2% and for B accreditation of 53.5%. Accreditation A for Senior Secondary School or Madrasah Aliyah (MA), level is still low at 7.2%. That is, that the quality of education on average when viewed from the results of accreditation still needs to be improved again. As in PP number 19 year 2005 Article 1 that Standar Nasional Pendidikan (NES) is a minimal criterion about the education system in the entire jurisdiction of the unitary State of the Republic of Indonesia. An Education Unit accreditation achievement reaches minimal criteria. So, the unit of education even though already achieved

accreditation A still need to improve its standard again better in providing education services to the students.

Along with the development of education, NES has been running for approximately 15 years. However, the quality of Indonesian education is still relatively low compared to the other countries. For example, a test organized by the Organisation for Economic Cooperation and Development (OECD) through the Programme for International Student Assessment (PISA) in 2015 to measure the basic ability of a 15-year-old student in science/science, reading and mathematics. The average value of Indonesia is still below the average OECD value. Indonesian Science/Science field still get the value of 403, reading get the value of 397 and the math gets the value 386. Among the three areas, even the reading score decreased by 2 points when compared to the previous two years, while the value of natural science rose 3 points and the math rose 4 points. The score achieved by Indonesia is still under Thailand, where for the average value of science/ Science reaches 421, reads reach 409 and mathematics reaches 415 (OECD, 2016).

It is suspected not because NES is less qualified but the fulfillment and implementation of NES has not run the maximum. The results of the accreditation of National School of Accreditation and Madrasah (NSAM) that the quality development of the school has not demonstrated encouraging development of education quality. It can be seen from the re-accreditation result as in graph 1.1.

Graph 1. Reaccreditation Results



Graph 1 indicates that the average re-accrediting result increase for the accreditation number is still very small. That is, that for 5 years the school accreditation period has not made the eight NES repairs significantly. Standard whose achievement is the lowest of the eight NES there are two, namely the standard of educators and educational personnel and standards of facilities and infrastructure.

Many of the factors that make the NES implementation do not run according to the expected objectives. These factors can come from (internal) or outside (external). Suspected influence of internal factors that become a bottleneck in the fulfillment of NES is (1) Education personnel, (2) Leadership support, (3) infrastructure, (4) availability of funds, and (5) understanding of the school citizens to the implementation of NES. While the alleged external factors become a NES fulfillment inhibitor is (1) The geographical location of the school, (2) Community support capacity, and (3) the economic condition of the surrounding community.

In support of the achievement of NES many efforts undertaken by the Government to improve the quality of education in the level of elementary education and secondary education. One such effort has been published by Permendikbud No. 28

In 2016 about the basic and secondary Education Quality Assurance System (Kemendikbud, 2016), each education unit is obliged to form a Internal Education Quality Assurance System (IEQAS). Article 2 mentions that the functions and objectives of the Education Quality Assurance System (EQAS) namely (1) the basic and secondary education quality assurance system serves to control the education implementation by the Education Unit on primary education and Secondary education that materialize a quality education; and (2) the primary and secondary Education Quality assurance system aims to ensure the fulfillment of standards in the systemic, holistic, and sustainable education units, thus growing and evolving the quality culture of the education unit independently. The Permendikbud is essentially to support the government in accelerating NES fulfillment.

Based on the explanation above, Puslitjakdikbud conducted a review on the actual issue of education quality assurance system in its implementation in the Unit of education.

Section 2. Quality Education

The quality of the English language, namely quality, in the dictionary the standard of something when it is compared to other things like it (Oxford University Press, 2010:1198), giving the meaning that quality is a standard or size of something when compared to other similar things.

Based on these terms, in the context of education, the sense of quality refers to input, process, external, and impact. The quality of inputs can be seen from several sides, namely: (Sudarwan, 2008:53).

1. Have good condition or whether the input of human resources such as principals, teachers, laboran, administration staff, and students.
2. Fulfilling or not the criteria of material input in the form of props, books, curriculum, infrastructure, school facilities, and others.
3. Fulfill or absence of input criteria in the form of software, such as rules, organizational structure, and work description.
4. Have the quality of input that is of hope and need, such as vision, motivation, diligence, and ideals.
5. The results of education are considered quality if able to produce academic and extracurricular excellence in students who are declared to graduate for a level or complete a specific learning program.

In fact, quality in education includes the quality of inputs, processes, outputs, and outcomes. Education inputs are expressed by quality if ready to process. A quality education

process when able to create an atmosphere that is PAIKEMB (learning is active, innovative, creative, fun, and meaningful). Output, expressed in quality if the result of academic and nonacademic learning of high students. Outcome, expressed quality when fast graduates are absorbed in the workforce, fair salary, all parties acknowledge the greatness of graduates and feel satisfied (Usman, 2009:513). While the quality of education according to Permendiknas Number 63 year 2009 on Education Quality Assurance system is the level of life intelligence that can be achieved from the implementation of NES.

The definition of quality that includes input, process, and/or output of education, according to the Ministry of National Education (Depdiknas, 2001:24), is that the quality in the context of "educational results" refers to the achievement achieved by the school at any given time. Achievement achieved or student achievement can be the result of academic ability test. It can also be achievements in other fields, such as achievements in sports, arts, skills, and others. In fact, school performance can be a condition that cannot be held (intangible), such as atmosphere of discipline, familiarity, mutual respect, cleanliness, and so on (Sowiyah, 2010:24).

Based on this, the definition of quality in educational context refers to the education process and educational outcomes. A quality education process involves a variety of inputs such as teaching materials, learning methods, school facilities, administrative support, and other infrastructures and resources to create a conducive school atmosphere. Quality in education to ensure the quality of inputs, processes, products/outputs, and the outcomes of the school so as to

increase school accountability. Education inputs are expressed as quality if ready to be processed, quality issues should be a concern included in the field of education. Therefore, the problem of quality in the educational world must be a shared responsibility between the Government, school and community. Given the need for serious efforts to improve the quality of education as well as global competition in education that shows the tendency of increasing well. Output is expressed in quality if the outcome of academic and non-academic learners is high. The Outcome is expressed when graduates are rapidly absorbed in the workforce, fair or appropriate salary, and all parties acknowledge the greatness of the graduates and are satisfied with the competencies owned by the graduates (Usman, 2006:41).

Quality education is not something that happens by itself, it is the result of a process of education goes well, effectively and efficiently. According to Arcaro (2005, 85), quality is the complete description and characteristics of goods or services that demonstrate its ability to satisfy

The expected needs in the context of education, quality understanding includes inputs, processes and educational outputs. Suryadi and Tilaar (1995, 108) explained that the quality of education is the ability of education systems to be effectively directed to increase the value added by the input factor to produce a highest output.

A. Quality Characteristics

The quality characteristics in education, according to Usman (2011:79-82) mentions that the quality of education has 13 Characteristics are:

1. Performance, related to the functional aspects of the school. For example, the teacher's performance in teaching is good, giving a convincing, healthy and diligent explanation, and preparing a complete course of study. Both administrative and educative services are characterized by high learning outcomes, many graduates, dropouts a little, pass on time a lot.
2. Timeliness, completed with a reasonable time. For example, teachers start and end the lesson on time, the deadline for giving home work is reasonable, the time to rise is reasonable.
3. Reliable (reability), for example, prime services given by the school survive year after year, teachers work year after year.
4. Endurance (durability), for example, despite the monetary crisis, schools still persist, students and teachers are not discouraged and always healthy.
5. Beautiful (aesthetics), for example, the interior and exterior of the school is well laid out, the garden planted with attractive and well-preserved flowers, teachers make educational media interesting, school residents look neat.
6. Human relationships (personal interface), uphold moral values and professionalism.
7. Easy to use (easy of use), facility used. For example, rules

are easy to implement. Library books are easy to borrow and returned on time as well as explanation of teachers in class easy to understand students.

8. Special form (feature), certain advantages.

For example, there is a superior school with its extracurricent activities.

9. Certain standards (conformance to spesification), meet certain standards. For example, the school has been accredited and reached the value of accreditation A (very good), the school has fulfilled the minimum standard of national exam.

10. Consintency (consistency), Keajegan, constant, stable.

For example, the quality of school is now.

11. Uniform (uniform), without variation, not mixed.

For example, school clothes and clothes wear. The school carries out rules, indiscriminately or choose love.

12. Capable of serving (serviceability): able to provide excellent service.

For example, the school provides. Suggestions and suggestions are able to be fulfilled with the most. The school is able to provide excellent service so all customers are satisfied.

13. Determination (accuracy): provision in service.

For example, schools are able to provide services according to what the school customers want

B. Quality requirement

To obtain the good quality as defined above, the quality must have the conditions. According to Sudarwan (2008:53) that defines quality as the context, perception, customer, and needs and will of the customer must have the following conditions:

1. The highest rank leadership is not only obliged to determine the needs of customers in the present but also must anticipate the needs of future customers.
2. Quality determined by the customer
3. Need to be developed measures to have the effectiveness of efforts to meet customer needs through quality characteristics.
4. Customer needs and willingness should be taken into account in product design or services.
5. Customer satisfaction is a necessary condition for quality and always the purpose of the process to produce products or services.

Quality education is not something that happens by itself, is the result of a process of education that goes well, effectively and efficiently. According to Arcaro (2005, 85), quality is a thorough description and characteristic of goods or services that demonstrate its ability to satisfy the expected needs in the context of education, the definition of quality includes inputs, processes and outputs of education . Suryadi and Tilaar (1995, 108) explained that the quality of education is an educational system capability that is effectively directed to increase the value added by the input factor to produce high-height output.

C. Factors influencing the quality of education

The low quality of education according to Deming is generally caused by several sources that include weak curriculum design, unqualified buildings, poor working environment, inappropriate systems and procedures, work schedules Haphazard, lacking resources, and inadequate staff development. Specific causes of quality problems may include lack of motivation, communication failures, or equipment-related problems (Sallis, 2006:103).

The effort to improve the quality and expansion of education requires at least three main factors, namely (1) Adequacy of educational resources in the sense of quality of education, cost and learning facilities; (2) The quality of the teaching and learning process that encourages students to learn effectively; and (3) quality Output in the form of knowledge, skill attitudes, and values. So sufficiency of resources, quality of teaching and learning process, and quality of the output will be fulfilled if the support of the cost and education professionals can be provided in the school (Fattah, 2009:90).

A narrow or special view of the community, the dominant factor that influences and contributes greatly to the quality of education is a professional teacher and prosperous teacher. Therefore, teachers must professionally perform their duties in the process of learning, mentoring and training the learners to be competent. Education actors are aware of their obligation to achieve that quality and deliver it to students and students. In fact, there are many quality sources in education, such as good facilities, prominent teachers, high moral value, satisfactory exam results, specialization or vocational, encouragement of parents, business, and local communities, resources Abundant,

cutting-edge technology applications, good and effective leadership, attention to students and students, adequate curriculum, or also a combination of those factors (Sallis, 2006:30-31).

The quality of education is not only determined by the school as a teaching institution, but also adapted to what is the view and hope that the nudge community always develops along with the progress of the Times. According to Sagala (2010:35), schools that succeed in improving the quality of education are determined by the factors, among others: (1) Formulation of the vision, mission and objectives of the school, (2) school self-evaluation, (3) The role of the principal, and (4) quality improvement of the teacher.

Indicators of success in improving the quality of education will impact various aspects, namely (1) The effectiveness of the learning process is not merely transfer of knowledge (knowledge transfer), but rather emphasize on internalization develop Cognitive, affective, and psychomotor and self-reliance Aspects, (2) The leadership of the headmaster will encourage the realization of the vision, mission, objectives, goals, objectives through a plan implemented, gradually, creativity, innovation, effective, have a Managerial skills, (3) Effective education management, (4) The school has a quality culture, (5) The school has a team work that is compact, intelligent and dynamic because the educational output is a collective result of not individual results to obtain Quality, (6) The school has independence, which is the ability to work optimally with no dependent instructions from superiors and has potential human resources, (7) The participation of school citizens and communities. Relations and involvement in

schools must be high based on the sense of responsibility through loyalty and dedication as stakeholders, (8) The school has transparency, (9) The school has a willingness to change (management change). Change is a meaningful positive increase for better education quality Improvement, (10) The school performs ongoing evaluation of improvements and is a refinement process in improving overall quality, including organizations, Responsibilities, procedures and human resources, (11) The school has accountability as a responsibility to the success of the school program that has been conducted, and (12) the outputs of the emphasis school to independent and qualified graduates (Sagala, 2010:172). Quite various explanations related to the quality as described above, whether characteristic, terms and factors that affect it. From various explanations it can be withdrawn to define the quality in the implementation of education. Quality education is a process of education through learning that is organized according to the standards and able to meet the expectations of society and produce graduates who excel academically and non-academics, so as to compete in the Higher education or in the workforce. To achieve this quality education, it is necessary to set quality assurance standards of education organized by the Unit of education. Therefore, inputs, processes and outputs and outcomes will be assured of quality. To implement the assurance and quality development in order to answer the challenges of the era development, it needs to be applied through a system, so that the division of the role between the central government, local governments, schools and communities is more organized.

Section 3. Quality Assurance of Education

The government has rolled the NES as a benchmark of education quality. In order to measure the quality of an education unit, it can be seen conformity between NES and the condition of real Education unit. To ensure that the NES is done by an education unit to improve the quality of education, there needs to be quality assurance in the Education Quality assurance container.

Education Quality Assurance is a systematic, integrated and sustainable mechanism to ensure that the entire process of education organizing is in accordance with the quality standards, as stated in the Permendikbud number 28 Year 2016 on the primary and secondary education quality assurance system. To ensure the quality of education, there is also an oversight to make sure the education process is running as intended. As presented by Hoys, Bayne, Wood (2005:17) The control of education is and always has been of fundamental importance to both local and central government. Local Government is concerned because the schooling of the children of any community will have immediate implications for the health and wealth of that community. The Central Government likewise is concerned for the national interest to ensure a continuity of the developments in health, welfare, social and economic terms of the nation state. Therein lies the dichotomy. Who ought to have the overriding control, the ultimate power in terms of what is taught, how it is delivered and by whom, and what mechanisms should be involved in its monitoring, evaluation and review? In addition, how should the learners be managed?

Education control is important and fundamental to both the local government and the central government. Control in terms of what it teaches, how to deliver it, what it is, and what mechanisms should be involved in monitoring, evaluation, and review? In addition, how students should succeed.

As expressed by Sallis (2005:17), quality controllers or supervisors usually do quality control. Inspections and testing are the most common methods of quality control, and are widely used in education to determine whether standards are met. Quality assurance differs from quality control. During the process, quality assurance to prevent repeated errors. Quality assurance designs into the process to try to ensure that the products are manufactured in accordance with the specifications specified.

To ensure the quality of goods or services, there needs to be a system known as quality assurance system that ensures the process of running in accordance with the quality standards maintained by following the procedures that have been established quality assurance system.

CHAPTER 2. RESEARCH IN EDUCATION QUALITY ASSURANCE

Section 1. Related Research in Quality Education

Some of the results of the study below show that research on the Education Quality Assurance System (EQAS) was conducted to formulate policy recommendations in strengthening EQAS. Therefore, research related to EQAS is needed.

A. Results of a study conducted by the Center for Education and Culture in 2015 with the title "Achievement of the National Education Standards for Secondary Education"

This study concludes that the achievement of National Education Standards (NES) at the high school level based on secondary data from the 2014 National School of Accreditation and Madrasah (NSAM) accreditation results shows that the standard with the lowest achievement, is.

1. Facilities and Infrastructure Standards of 75.9%

In the Facilities and Infrastructure Standards, contributors to the low achievement are library and laboratory ownership (physics, chemistry, biology, language, counseling room, and school health room).

2. Educator and Educational Staff Standards (Educators And Educational Professionals) of 78.2%

The contributors to the low achievement in the standards of Educators and Education Personnel are the presence of teaching staff (administrative staff, library staff, laboratory

assistants, and special services) as well as the available teaching staff that are not in accordance with their qualifications.

3. Graduate Competency Standards (GCS) of 79.3%

Competency Standards Graduates cause low standards of achievement, because schools do not yet have a collection of student papers from assignments or competitions and there are even schools that do not have student papers.

Meanwhile, the standard with the highest achievement was the Financing Standard of 83.9%. In the path analysis, the following is the effect of NES on learning outcomes National exam (NE) (Puslitjakdibud, 2015).

1. At the high school level of Natural Sciences

The amount of influence (Content Standards, Educator and Education Staff Standards, Facilities and Infrastructure Standards, Management Standards, and Assessment Standards through Process Standards) on learning outcomes is 2.75 at the Natural Science level. This means that learning outcomes are influenced by (Standards of Content, Standards of Educators and Education Personnel, Standards for Facilities and Infrastructure, Management Standards, and Standards for Assessment through Process Standards). Therefore, it can be said that the Process Standards will affect student learning outcomes if they are fulfilled (Content Standards, Educators and Teaching Staff Standards, Facilities and Infrastructure Standards, Management Standards, and Assessment Standards).

2. At the Social Sciences high school level

Great influence on the level of Social Sciences at the Content Standards, Educators and Education Staff Standards, Facilities and Infrastructure Standards, Management Standards, and Assessment Standards through Process Standards on learning outcomes of 2.28. That is, learning outcomes are influenced by (Content Standards, Educators and Education Personnel Standards, Facilities and Infrastructure Standards, Management Standards, and Assessment Standards through Process Standards). This shows that the Process Standards will affect student learning outcomes if they are fulfilled (Content Standards, Educators and Education Personnel Standards, Facilities and Infrastructure Standards, Management Standards, and Assessment Standards).

B. The results of the 2016 Puslitjakdikbud study under the title "Fulfillment of National Education Standards as Predictors of School Quality"

The above research uses a quantitative approach and targets all high school level schools that are accredited by NSAM in 2015, as many as 1,306 schools NSAM, 2016). The conclusion of this study is the status of the school achievement of NES as measured through school accreditation shows that the State High School in 2015 has a higher value than the Private High School. The quality of schools measured by the UN also shows that the quality of state high schools in 2015 is higher when compared to private high schools.

In general, the achievement of NES in high school level in 2015 was categorized as high or very high, this is indicated from

the majority of schools that received an A and B accreditation ranking (with an average final grade of 80.46). This is not always followed by achieving high quality schools. In addition, it can be seen that the distribution of school quality reflected in the UN greatly varies.

In a number of provinces, there is a high NES achievement and the school quality is above the national average (high), but there are also schools with high NES achievement, but the school quality is below the national average (low). Conversely, there are schools that have low NES achievement, but the quality of schools is above the national average (high). In general there is an influence on the achievement of NES on school quality, but the contribution of achieving NES on school quality is relatively low (only 7.7%).

There are four standards that generally affect school quality. Standards that have a significant effect on school quality are Content Standards, Graduates' Competency Standards, Educators and Education Personnel, and Management. Graduates' and Teacher's Competency Standards and Education Personnel have a positive effect on school quality, while content and management standards have a negative effect on school quality (Puslitjakdibud, 2016).

The difference in the quality of schools according to the accreditation rank, only differs in schools with an A accreditation ranking compared to schools with accreditation B, C, or (Not Accredited) TT. Schools with accreditation B, C, and (Not Accredited) TT, the difference in school quality is not significant. There is a close relationship between the results of measuring achievement with the NES standard. This illustrates that the results of the inter-standard shaving are not mutually

independent, so that if one of the standards is measured high, then the other standards are also likely to get a high score as well. The closest relationship between standards is the Content Standards with Graduates' Competency Standards, as well as Educators and Education Personnel Standards with Facilities and Infrastructure Standards.

C. Results of a study conducted by the Center for Research and Education in 2017 with the title "Accreditation: Fulfillment of National Education Standards and Quality of Education Units"

The study conducted by Puslitjakdikbud in 2017 with the title "Accreditation: Fulfillment of National Education Standards and Quality of Education Units" is the result of a study on the existence of 8 National Education Standards whose quality can be seen from school accreditation ratings and National Examination (NE) results which are considered capable describe the quality of schools, especially the quality of NES. The purpose of this study is to obtain a picture of the fulfillment of NES and school quality according to the accreditation ranking and UN results, identify the implementation of NES in schools and understanding of school quality especially those in anomalous position, and identify which indicators are considered appropriate in measuring the fulfillment of NES, and standards which standards are considered important or in accordance with needs. The research method used is the study of documentation and surveys in the field. The documentation study uses secondary data from BAN-S / M and field surveys to obtain primary data using a purposive sample, in order to obtain four districts or cities, namely in

Gunung Kidul Regency, Buleleng Regency, Bandung City, and Surabaya City.

Based on the results of the analysis of NE secondary data and Accreditation, NE results from year to year continue to decline. In addition, it was found that there were quite a lot of accredited A schools that had a NE score below 60. Schools with Accreditation A were not yet fully compatible with the implementation of NES, there were still sample schools with accreditation A, but lacked classrooms. The results of the assessment of the learning process at the end of the level in the form of the NE have not been reflected in the school results of Accreditation A.

Fulfillment of NES nationally or by district or city as a sample from year to year is always the same trend. The lowest NES fulfillment from year to year is the standard of educators and education personnel, graduates' competency standards, facilities and infrastructure standards, and process standards. In addition, accreditation is still focused on the completeness of documents and facilities and infrastructure, not yet fully associated with the learning process.

Based on the implementation of each standard in the target area, the following results were found.

1. Content Standards relating to curriculum, it was found that the majority of schools (91.7%) already had curriculum documents and implemented K-13, only one school (8.3%) used scholl level curriculum 2006.
2. Process Standards, the majority of schools (72.2%) use adequate space and visual aids, amounting to 66.7% of schools using books that are in accordance with those provided by the government.

3. Competency Standards Graduates are implemented by all schools through extracurricular, enrichment, and tutoring programs through educators and students.
4. Educator and Education Staff Standards have not been implemented optimally, because there are teachers who are nearing retirement have difficulty following curriculum development and the low quality of teachers.
5. Facilities and Infrastructure Standards, most schools have incomplete infrastructure, because classrooms are lacking, natural science laboratories, social studies, computers, libraries, sports, computers, school health rooms.
6. Management Standards, most schools have implemented management standards, but they have not been maximized because there are still obstacles in their implementation, such as the shortage of PNS teachers.
7. Financing Standards, most schools have implemented funding from BOS and Bopda, but disbursement is often slow.
8. Assessment Standards, some schools state that teachers have not mastered assessments in accordance with established standards.

D. The results of a study conducted by the Center for Education and Training in 2018 with the title "Implementation of the National Standard School Examination for Secondary Education"

The implementation of the National Standard School Examination (NSSE) at the secondary education level was first held in 2017. In general, the implementation of NSSE secondary education runs smoothly, although there is still a

need to strengthen implementation in terms of preparation, implementation, post-implementation, and preparation for increasing teacher competency in NSSE problem compilation.

Preparations for the implementation of the NSSE, starting from the socialization to the distribution of question scripts in general, ran smoothly, there were only a few differences between regions in the implementation, among others.

1. The distribution of question scripts about 25% from the center is carried out through the provinces and forwarded to Principal's Working Meeting (PWM), Technical Implementation Unit (TIU) or Deliberation of Subject Teachers (DST)
2. Coordination of questioning is done by PWM, but some are coordinated by the provincial education office.
3. The preparation of the questions is carried out by Deliberation of Subject Teachers (DST), but there are also areas conducted by the Principal's Working Meeting (PWM).
4. The distribution of questions to the education unit is carried out by the PWM, but some are carried out by the education office through the provincial Technical Implementation Unit in the district or city.
5. Duplicating the question script is done by the school, but there is something coordinated by PWM.
6. The costs for compiling the questions are sourced from the education office or education unit (School Operational Assistance (SOA) budget and committee fees), while the cost of doubling the question scripts comes from the education unit.

The implementation of National Standard School Exams

(NSSE) in particular in the education unit ran smoothly and according to the specified schedule. The thing that stands out in its implementation is related to the uniformity of question scripts and question leakage. There is a uniformity of question scripts in all regencies or cities in one province, but there are also different problem scripts. The test was also marked by leaked question scripts, both 25% of questions originating from the center and the overall National Standard School Exams (NSSE) question script.

Correction of multiple choice questions is carried out by the education unit in general manually and some education units use a scanner, while the correction of description questions is done manually by two teachers. Most education units do not report corrections to the province, so anchor questions from the center cannot be analyzed. The person in charge of financing all stages of NSSE is not explicitly stated in the NSSE POS, the impact is that there are different interpretations among NSSE providers in the regions regarding the person in charge of financing at each stage of activities.

The teacher's competence in writing NSSE questions is still not in line with the government's expectations, especially in standard and quality questions. In addition, questions that have been tested on NSSE have not yet been tested. In order to improve teacher competency in writing questions, several DST have held regular meetings to discuss and practice writing quality questions and in accordance with the rules. The provincial education office has not provided assistance to DST, especially in the preparation of NSSE questions. This is because the authority in managing secondary education has just been delegated to the provincial level. Meanwhile, the Ministry of

Education and Culture through the Directorate General of teacher and education staff has provided government assistance to DST, one of which aims to improve the ability to write about NSSE, although it has not been sustainable.

E. The results of a study conducted by the Center for Education and Training in 2016 with the title "School Effectiveness Seen from the Eight National Education Standards in the Ex-Residency Area of Surakarta"

School effectiveness can be seen from the content standards, process standards, graduation competency standards, educators and staff standards, facilities and infrastructure standards, management standards, financing standards, and assessment standards are quite good, but there are still two standards that are still below 90 %, namely the standards of educators and education personnel and management standards.

Substandard items that still need to be fixed, as follows.

1. Content Standards, namely schools conduct face-to-face activities more than 40 minutes per credits and effective weeks of learning per semester of less than 34 weeks.
2. Process Standards, school leaders always visit the class regularly.
3. Graduation Competency Standards, every student who graduates from school shows the ability to think logically, critically, creatively, and innovatively.
4. Standards of Educators and Personnel Staff, teachers work independently in a professional manner.
5. Facilities and Infrastructure Standards, school buildings can meet the needs of clean water.

6. Management Standards, schools already have goals related to the learning process.
7. Financing Standards, schools already have management information systems that support the administration of education that are effective, efficient, and accountable.
8. Educational Assessment Standards, the determination of learning program criteria for education units that use the semester credit system through educator board meetings.

F. The results of a study conducted by Puslitjakdikbud in 2016 with the title "Achievement of National Education Standards Based on High School Accreditation Results in DKI Jakarta Province"

There was an increase in the value of accreditation from 2011 to 2013. The most visible trend of improvement from 2011 to 2012, namely the achievement of educators and education personnel standards rose by 7.09, infrastructure facilities showed an increase of 8.74, and graduate competency standards rose by 6,49. The increase in financing standards in 2011 to 2012 amounted to 5.14, content standards 4.24, management standards 3.9, and assessment standards 4.

Overall, the accreditation increase for the eight standards from 2011 to 2012 was quite large, namely at least an increase of 3.9% for management standards and the highest increase of 8.74% for infrastructure standards. It can be seen that the increase in accreditation from 2011 to 2012 shows that the school and local government are trying to improve the quality of the eight standards, so that they can increase in value the following year.

The value of accreditation in 2012 to 2013 also increased below 3.26%, except the graduation competency standard increased by 3.26%. The standard of educators and education staff decreased slightly in 2012, because there were still teaching staff, such as librarians and administrators who did not comply with the standards. The shortage that needs to be corrected for the standards of educators and education personnel is 13.27% of schools that do not have library staff, even though they have library staff, 12.32% of qualifications are below high school and do not have certificates. From this study, it can be concluded that the achievement of the eight education standards in DKI Jakarta still has a few deficiencies that need to be met in order to achieve maximum results.

G. The results of a study conducted by the Australian National University in 2011 under the title "The Quality of Education in Indonesia: Weighed, Measured, and Found Wanting"

In 2011, the Australian National University conducted a study entitled "The Quality of Education in Indonesia: Weighed, Measured, and Found Wanting", the results of the study included.

1. The average quality of education in education units in Indonesia is still low when compared to its neighbors (Malaysia and Singapore) and other comparable countries, especially in terms of skills gaps and most educational interventions do not have a large enough effect to bring Indonesia to the scene world.
2. Production of human resources in Indonesia is also still low. Increasing low-performing human resources is not

enough for Indonesia to be globally competitive.

3. The need for coaching for highly talented individuals.
4. It takes a lot of innovative ideas that are tailored to Indonesian culture, for example the freedom to test interesting ideas in the field as long as they are still in accordance with applicable ethical standards.

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Section 2. Education Quality Assurance from other Countries

The Education Quality Assurance System (EQAS) varies from country to country. The following are various EQAS applied by five continents in the world.

A. Education Quality Assurance System in America

The Department of Education in the United States has school quality assurance and accreditation standards (United States Department of Education, 2008). Education quality assurance and accreditation are processes used in education to ensure that primary schools, secondary education institutions, and other education providers meet and maintain minimum standards of quality and integrity regarding school administration, academics, and other services.

The program is a voluntary process based on the principles of academic self-management, but schools, institutions, and post secondary programs within institutions also participate in accreditation. The federal and state governments recognize accreditation as a mechanism of institutional and programmatic legitimacy. In international terms, accreditation by this accreditation authority has been recognized, accepted, and used in America which is then considered equivalent to recognition from other countries that quality assurance and accreditation institutions enter the national education system.

There are no specific federal laws or regulations governing the recognition of associations that guarantee the quality of

education or accredit primary and secondary schools. The United States Department of Education does not have a supervisory role related to school accreditation. Most states already have laws that require or encourage quality assurance and accreditation for public schools and private schools that are leased by the state.

Schools that have good accreditation and quality based on state approval and recognized authorities at the state level, are considered schools that are recognized in the United States education system. In addition, private schools that are accredited by other associations that have obtained permits by the Federal Department of Defense, Homeland and State Security are also deemed appropriate, equal and recognized quality.

B. Education Quality Assurance System in Australia

In Australia, "quality" and "quality assurance" are new vocabularies in the university world that originally came from industry (Anderson, Johnson, & Milligan, 2000). Academics are far more accustomed to talking about "standards". In general, there are institutions with different qualities and degrees of quality, so unidimensional standards are needed and can be measured for all specific institutions or study programs. In addition, these standards can be placed in broad categories on a large scale, from high to low. From this, it is hoped that not only prospective students and the public will accept this simple standard, but also academics themselves.

Quality assurance is a means for an institution to be able to confirm that the standards (teaching and learning) set by the

institution or other awarding body can be maintained and improved.

The standard definition is a statement that makes explicit what is implied in academic practice of intellectual quality in general, so that it is expected to create graduates that suit their needs, either in general or in certain disciplines. It is assumed that standards can be represented on a scale, at least to distinguish graduation, failure, and various other achievement classes. Standards can be stated comparatively with reference to norms or criteria.

All institutions in Australia must decide whether students at the institution will graduate or not from students who have reached the end of learning. In addition, there may be some candidate students who are asked to repeat the learning unit, but the basic final decision is "yes" or "no", "graduate" or "failed". Therefore, in a quality study it does not make sense to ask the institution what criteria it uses and the steps it applies to reaching that decision. This is due to the existence of institutions that have extended privileges in higher education.

Australia needs a quality assurance system and a strict accreditation system for a number of reasons, including for.

1. Protect the country's reputation internationally related to the standards and quality of the educational process they have.
2. The need for public accountability, especially to satisfy taxpayers that has received value from the money paid and that government subsidies support educational activities with appropriate standards.

3. Inform students' choices, especially given the diversity of offers and price variations in the administration of education.
4. Promote and improve the quality of processes and results in each institution and disseminate good practices and lead to overall system improvement.

Accreditation is defined as the process by which authority is recognized by institutions and governments and determines that institutions offering education in higher education can become independent accreditations that will be reviewed periodically. Standards and methods of an education must be in accordance with the objectives that have been prepared.

C. Education Quality Assurance System in Africa

The education quality assurance system in Africa is called the Harmonization of African Higher Education Quality Assurance and Accreditation (HAQAA Initiative). HAQAA Initiative mentions several challenges in education that take place in Africa, including (The Africa-EU Partnership, 2018).

1. Ensuring the relevance and quality of education provision.
2. Governance issues.
3. Inadequate funding or lack of wise use of resources.
4. Student or staff ratio.
5. Lack of qualified academic staff.
6. The need to increase research capacity and innovative mindset for socio-economic development.

Meanwhile, the HAQAA Initiative aims to contribute to and support the harmonization of higher education programs and the creation of a revitalized, differentiated, interesting and globally competitive space for higher education in Africa,

through enhanced intra-African collaboration. In addition, the HAQAA Initiative also has a duty to develop quality assurance and accreditation systems that are aligned at the institutional, national, regional and African continents.

The decision of the African Union Executive Board regarding the establishment of the Continental Accreditation Board for higher education, was implemented by the African Union Commission (AUC) by initiating the development of the Pan-African Quality Assurance and Accreditation Framework (PAQAF).

Following are the tasks of the Continental Accreditation Board.

1. Coordinate and facilitate higher education and quality assurance systems throughout Africa.
2. Establish and review education standards and guidelines.
3. Oversee the implementation of education standards.
4. Develop and operationalize the system in each continent.
5. Facilitating collaboration, consultation and networking between national quality assurance agencies and regional quality assurance agencies.

Some standards and guidelines that must be met in the education quality assurance system in Africa, both for internal and external quality assurance, are as follows.

1. Standards and Guidelines for Internal Quality Assurance
 - a. Standards of vision, mission, and strategic goals.
 - b. Governance and management standards.
 - c. Human resource standards.
 - d. Financial resource management standards.
 - e. Infrastructure and facility standards.
 - f. Student recruitment standards, admissions,

- certification, and support services for students.
- g. Design standards, approval, monitoring, and evaluation of study programs.
 - h. Standards of teaching, learning and assessment.
 - i. Research and innovation standards.
 - j. Standards of involvement in the community.
 - k. Information management system standards.
 - l. Public communication standards.
 - m. Standards of cooperation, staff, and student mobility.
2. Standards and Guidelines for External Quality Assurance
- a. Standard of purpose
 - b. Design standards for external quality assurance mechanisms are in accordance with the objectives.
 - c. Process standards for implementing external quality assurance.
 - d. Evaluation independence standards.
 - e. Decision standards and reporting on the results of external quality assurance.
 - f. Regular review standards for institutions and programs.
 - g. Standard complaints and appeals.

D. Education Quality Assurance System in Europe

The education quality assurance model in Europe includes evaluation and accreditation on subjects, subject areas, specific programs, and institutional levels. Education quality assurance in Europe can be well characterized in the Bologna Process. One of the goals of the Bologna Process is cooperation between European countries with the aim of developing comparable criteria and methodologies.

In 2005, cooperation between European countries led to the adoption of the European Minister of Education on Standards and Guidelines for Quality Assurance in the European Higher Education Region or "European Standards and Guidelines" (European Consortium for Accreditation, 2013).

The European Association for quality assurance in education is commonly called the ENQA (The European Association for Quality Assurance in Higher Education). ENQA members consist of several educational quality assurance agencies from countries that take sides and refer to the Bologna Process. The European Network for Quality Assurance in Education was established in 2000 to promote European cooperation in the field of quality assurance. In 2004, this network was later transformed into an association. ENQA is considered as the main policy-making body of the community that guarantees the quality of education in Europe. It is in this capacity that ENQA participates in the Bologna Process which is already cooperating with countries in Europe with the development of comparable methodologies.

Accreditation procedures in Europe are an important method for ensuring internal and external quality. Accreditation is defined as any decision formalized by an appropriately recognized authority, whether higher education institutions or programs conform to certain standards. The European Consortium for accreditation defines accreditation as a formal and independent decision that shows that an educational institution / or program meets established standards. This definition also includes some quality assessments which are described as "procedures such as accreditation".

Accreditation and quality assurance of education in Europe is achieved through several processes, among others.

1. A multi-step process.
2. Self-evaluation or documentation submitted by units that carry out accreditation.
3. External assessments by independent experts.
4. Accreditation decision process. Accreditation decisions are based on external assessments and are authoritative and produce "yes" (with or without conditions) or "no" assessments with limited validity.

E. Education Quality Assurance System in Asia

Based on the Limassol Conference, Cyprus on Wednesday, December 8, 2010 at 03.10 WIB, the quality assurance system of the Republic of Indonesia was recognized in the Asia-Europe Meeting (ASEM) countries. Quality assurance (quality assurance system) education in Indonesia is increasingly being recognized and is receiving positive attention from ASEM countries. This was stated in a discussion at the ASEM International Conference entitled Quality Assurance and Recognition in Higher Education: Challenges and Prospects in the city of Limassol, Cyprus. With a vision of smart and comprehensive intelligence, the Indonesian government, in this case the Ministry of National Education continues to encourage educational institutions to accredit their study programs to improve competitiveness.

As one of the efforts to increase the competitiveness of Indonesian educational institutions in the Southeast Asian region within the ASEAN framework, Indonesia also continues

to work to increase the number of educational institutions, both primary, secondary and high in Indonesia, which are members of the ASEAN University Network (AUN). In the viewpoint of the conference participants, quality assurance at the level of the study program, as conducted by Indonesia, is more able to reflect the quality of the country's education system, because it is carried out at a smaller scope.

At the end of the conference, there was a general view that the existing quality assurance system at educational institutions, both in Asia and Europe could be continuously improved through the exchange of information and experience. In addition, there is an understanding that quality assurance cooperation is not directed towards a rigid standardization, but rather looking for commonalities in the varied educational systems between educational institutions in Asia and in Europe.

In this regard, training, workshops or seminars need to be held under the ASEM framework to increase the capacity and cooperation of education between the two regions. The ASEM International Conference was attended by participants from 20 ASEM Partner countries plus participants from the ASEM Education Secretariat, representatives from the European Commission, and European University Associations.

ASEM has been an informal dialogue platform between Asia and Europe since 1996. The agenda was determined at a biennial summit when government leaders met and encouraged the ASEM dialogue process to lead to mutual cooperation oriented towards concrete activities that are mutually beneficial. This informal process was accompanied by a mechanism of ministerial and high-level meeting to discuss various technical matters which were of mutual concern (Detik News, 2010).

Section 3. Quality Map of National Education Standards

The education quality assurance system is all planned and systematic actions to provide assurance that an educational product, process or service can meet the quality requirements. The education quality assurance system is also a coordinated activity to direct and control educational organizations which are closely related to the achievement of education quality (Reichenbacher & Einax, 2011: 1).

Meanwhile, according to Chung (2002: 3), the education quality assurance system is that all qualities desired by educational organizations must be as clear as possible. From the two explanations above, it can be concluded that the education quality assurance system is a coordinated, planned, and systematic action to direct and control educational organizations regarding the fulfillment of quality requirements that have been determined.

The concept of implementing National Education Standards comes from the general proposition that all schools aim to assist students in achieving the same level of learning (Barton, 2009: 9). The follow up to the encouragement is that the content standards must be set and evaluated in periodic surveys. The implementation and quality of education standards in a country varies greatly. The state has a different mindset about what is meant and must be done to create a standard of content. One country might see standards as expressing high aspirations about student enthusiasm for getting the best learning. Other states might view standards as a way to make realistic assessments of what students might know.

Standards are set to ensure the success achieved by the state and ultimately can be used as an evaluation for the sustainability of education in the country. Before setting a standard, the state must understand how broad the distribution of achievement in schools is in one class.

Many perceptions about how important the National Education Standards for a country, for example, many countries that support the existence of national standards and want the implementation of examinations based on these standards. On the other hand, there is a view that the most important part is that the national exams are carried out well, regardless of the standards set. This is partly due to the state's reluctance to invest in high quality assessments in the world of education.

Another key question is whether the National Education Standards should be implemented independently, only considered as a useful model, or as a compulsory principle and enforced through the Basic and Secondary Education Law or other laws. This must be carried out before the State sets National Education Standards.

Based on Law Number 20 of 2003 concerning the National Education System, the National Education System is an integrated whole component of education to achieve the objectives of national education, namely to develop capabilities and improve the quality of life and human dignity of Indonesia (Republic of Indonesia, 2003). Then in the Government Regulation of the Republic of Indonesia Number 19 of 2005 concerning National Education Standards, it is stated that every education unit in the formal and non-formal channels is required to carry out education quality assurance. Education quality assurance aims to meet or even exceed National Education

Standards or NESs (Republic of Indonesia, 2005).

One of the quality assurance systems in Indonesia is regulated through the Minister of Education and Culture Regulation of the Republic of Indonesia Number 28 Year 2016 concerning the Quality Assurance System for Primary and Secondary Education (Kemendikbud, 2016). This Regulation of the Minister of Education and Culture (Permendikbud) explains that the quality assurance system for primary and secondary education is a unified element consisting of an integrated organization, policy, and process that regulates all activities to improve the quality of primary and secondary education which interact with each other systematically, planned, and sustainable.

The purpose of the quality assurance system is to ensure that the fulfillment of standards in primary and secondary education units is systemic, holistic, and sustainable, so that quality culture in the education unit grows and develops independently. The quality assurance system has a function as controlling the implementation of education by the education unit to realize quality education. The basic and secondary education quality assurance system consists of the Dikdasmen Internal Quality Assurance System IEQAS, and the Dikdasmen External Quality Assurance System (SPME).

The improvement and quality assurance of education is the responsibility of every component in the education unit, according to the laws and regulations in force every education unit is required to carry out quality assurance in accordance with its authority. Quality improvement in education units cannot run well without a quality culture in all components of the school. In improving school quality as a whole, a special

approach is needed so that all school components together have a quality culture. Therefore, the Education Quality Assurance Implementation Implementation program is needed in all schools in Indonesia with an approach involving all school components or the whole school approach (Kemendikbud, 2016: 3).

Several stages in developing approaches to improving the quality of education units as a whole, namely (Brown, 2004: 28).

a. Control Quality

Controlling quality means determining what the education unit wants to achieve in relation to goals and objectives or can be called a standard. Standards are needed to measure more specific levels of achievement.

b. Guarantee Quality

Quality assurance is the establishment of systems and procedures to ensure that the objectives of the education unit are consistently met and regularly reviewed.

c. Improve Quality

Improving quality must be carried out by following quality control and correcting errors or in achieving the goals of the education unit.

As an initial step in the series of quality assurance activities carried out by the education unit, each education unit must be able to prepare a quality map. The preparation of this quality map is needed so that each education unit can identify the strengths and weaknesses of each related to the achievement of the National Education Standards, so that improvements can be made to achieve and even exceed the National Education Standards. Technical Guidelines for Developing Quality Maps

are made to facilitate the understanding of all elements related to education quality assurance. In addition, another objective of the Quality Map Development Technical Guidelines is to provide direction for LPMP in preparing quality maps and analyzing plans for improving the quality of education in accordance with the needs in their respective regions (Kemendikbud, 2016: 4).

Education quality maps are obtained from the results of education quality mapping based on School Self Evaluation. School Self Evaluation, namely reviewing the original study, updating it, and utilizing its use by schools and authorities to suggest practical ways that can be used and developed (MacBeath, 2005: 1).

The last national education quality mapping was carried out in 2013. This quality mapping was carried out using a census approach targeting all schools, all teachers, all school principals, and a number of students as a sample. The objectives of this quality mapping only concern six standards, namely graduate competency standards, content standards, process standards, assessment standards, CAR standards, and management standards. These six standards are considered to have the greatest contribution to the overall quality of education. The results of the quality mapping in 2013, obtained the following results (Ministry of Education and Culture, 2016: 34).

A. Elementary School

The number of schools included in the system is 145,715 elementary schools, 136,172 elementary school principals, 1,500,491 teachers, and 4,585,271 elementary school students. Complete data filled out by school principals, teachers, and students were 132,568 schools. From the complete school data, it was identified the number of school principals who filled out the questionnaire as many as 132,862 principals, 1,379,464 teachers, and 4,358,251 students. From this complete data, it is identified that there are more principals than schools. This condition occurs because there are several schools filled by more than one school principal.

Based on the results of calculations using standard weighting and indicator weighting, below is obtained the achievement of the national elementary school level NES value in 2013 amounted to 5.94

Table 2. Achievements of Elementary School NES Values

Standard	Value
Standard of graduates	5.05
Standard content	5.81
Standard process	5.49
Standard evaluation	6.65
Standards of educators and educational personnel	6.44
Management standards	6.67
National Standards of Education	5.94

B. Junior High School

The total school data included in the system is 33,385 junior high schools, 27,553 junior high school principals, 553,237 junior high school teachers, and 1,003,830 junior high school students. Complete data filled out by school principals, teachers, and students are 26,009 schools. From complete school data, the number of principals who filled out the questionnaire was 26,194 principals and 483,943 teachers and 890,325 students were identified. From this complete data, it is identified that there are more principals than schools. This condition occurs because there are several schools filled by more than one school principal.

Based on the results of calculations using standard weighting and indicator weighting, the junior high school level NES scores were 6.22 as follows.

Table 3. High School Level NES Achievement

Standard	Value
Standard of graduates	4.95
Standard content	7.21
Standard process	5.50
Standard evaluation	6.76
Standards of educators and educational personnel	6.49
Management standards	6.75
National Standards of Education	6.22

CHAPTER 3: QUALITY ACHIEVEMENT

There are 3 aspects of achieving quality: 1) Report achievement / NES quality maps for accreditation readiness, 2) Relationship of Graduates Competency Standards (CSG) achievements with learning process outcomes (content, process, learning assessment), and supporting the learning process

Section 1. Rapor Achievement/NES Quality Map for Accreditation Readiness

A. Reports / Quality Map Achievements on Each Standard

The achievement analysis of each of these standards is analyzed based on the year 2017 data from the National School of Accreditation and Madrasah (NSAM), Kemendikbud. Results of quality report data obtained from the results of instruments of education quality Assurance System (EQAS) and the results of elementary school accreditation of 33,664 Schools.

From a number of elementary schools, mapped the achievement of each NES based on the indicator value as stated in the form of category I – V, where:

Categ	Indicator	Average value
I	to NES 1	0 – 2,04
II	to NES 2	2,05 – 3,70
III	to NES 3	3,71 – 5,06
IV	to NES 4	5,07 – 6,66
V	meets NES	6,67 – 7,00

1. Standard Content

The content standard is the scope of material and level of competence that is outlined in the criteria about the competency of the Shield, competency of study material, subject competency and learning syllabus that must be fulfilled by learners at Primary education. For the achievement of quality reports and the standard accreditation level of contents are presented in Table 4.1. From 33,535 Schools there are schools accredited with A or B as many as 602 schools but in the assessment of quality reports are still in the category to NES 2 or to NES 1 as in Table 4.

Table 4. Achievement relationship of quality report and rating Standard Content Accreditation

Capaian Rapor Mutu	Peringkat Akreditasi				Total
	A	B	C	TT	
to NES	-	-	-	-	-
to NES 4	7.847	15.684	2.487	222	26.240
to NES 3	1.221	4.024	1.107	132	6.484
to NES 2	131	437	166	26	760
to NES 1	10	24	13	4	51
Total	9.209	20.169	3.773	384	33.535

In detail there are 568 schools accredited A or B are categorized into NES 2 and there are 34 schools accredited A or B are categorized into NES 1. It provides an indication of the inconsistency between the awarding of accreditation and the achievement assessment of quality reports for content standards.

2. Standard Process

Standard processes are defined as NES related to the implementation of learning in elementary education to achieve competency of graduates. Quality report achievement and process standard accreditation stage are presented in Table 4.2. From the amount of 33,278 schools, there are schools accredited A or B as many as 365 schools but in the analysis of quality reports are still the category to NES 2 or to NES 1 as in table 5.

Table 5. Achievement relationship of quality report and rating Standard Process Accreditation

Report Achievement Quality	Accreditation Rating				Total
	A	B	C	TT	
Meet NES	4.434	8.457	1.374	134	14.399
to NES 4	4.408	10.750	2.090	193	17.441
to NES 3	165	559	173	34	931
to NES 2	80	251	109	16	456
to NES 1	9	25	13	4	51
Total	9.096	20.042	3.759	381	33.278

In detail there are 331 schools accredited A or B are categorized into NES 2 and there are 34 schools accredited A or B are categorized into NES 1. It provides an indication of the inconsistency between the awarding of accreditation and the achievement assessment of quality reports for the standard of process.

3. Competency Standards Graduates (CSG)

CSG deals with qualifying graduate abilities that include knowledge, attitudes, and skills. Quality report achievements and CSG accreditation ratings are presented in table 4.3. Of the total of 33,429 schools, there are schools accredited with A or B as many as 501 schools but in the assessment of Quality Report still category to NES 2 or to NES 1 as in table 6.

Table 6. Standard for Graduates

Report Achievement Quality	Accreditation Rating				Total
	A	B	C	TT	
to NES 4	7.385	16.528	2.998	282	27.193
to NES 3	160	503	166	26	855
To NES 2	96	338	106	16	556
To NES 1	17	50	29	5	101
Total	9.154	20.123	3.770	382	33.429

In detail there are 434 schools accredited A or B are categorized into NES 2 and there are 67 schools accredited with A or B are categorized into NES 1. This gives an indication of the inconsistency between the awarding of accreditation and the achievement assessment of quality reports for CSG.

4. Educator and Education Staff Standards

Standar Educators And Educational Professionals ini berkaitan dengan kriteria pendidikan penjabatan dan kelayakan fisik maupun mental, serta pendidikan dalam jabatan. Capaian rapor mutu dan peringkat akreditasi standar Educators And Educational Professionals disajikan dalam Tabel 4.4. Dari jumlah 33.457 sekolah, terdapat sekolah yang terakreditasi A atau B sebanyak 23.780 sekolah tetapi dalam penilaian rapor mutu masih kategori menuju NES 2 atau menuju NES 1 seperti pada tabel 7.

Table 7. Educator and Education Staff Standards

Report Achievement Quality	Accreditation Rating				Total
	A	B	C	TT	
Meet NES	-	-	-	-	-
to NES 4	-	-	-	-	-
to NES 3	2.345	3.177	260	8	5.790
to NES 2	6.703	16.420	3.031	277	26.431
to NES 1	125	532	480	99	1.236
Total	9.173	20.129	3.771	384	33.457

In detail there are 23,123 schools accredited A or B are categorized into NES 2 and there are 657 schools accredited A or B are categorized into NES. 1. It provides an indication of the inconsistency between the awarding of accreditation and the achievement Assessment of quality report for Educators And Educational Professionals standards.

5. Standard Facilities and Infrastructure

Standard facilities include furniture, educational equipment, educational media, books and other learning resources, consumables, and other equipment needed to support a regular and sustainable learning process. Infrastructure standard includes land, classrooms, education unit leadership room, educator room, administration room, library room, laboratory room, workshop room, production unit room, canteen room, installation of power and services, sports venues, Places of worship, playgrounds, places to create, and other spaces/places needed to support a regular and sustainable learning process. Quality report achievement and the Sarpras standard accreditation stage are presented in table 4.5. Of the number of 33,597 schools, there are schools accredited with A or B as many as 3,597 schools but in the assessment of quality reports are still the category to NES 2 or to NES 1 as in table 8.

Table 8. Standard facilities and infrastructure

Report Achievement Quality	Accreditation Rating				Total
	A	B	C	TT	
meet NES	-	-	-	-	-
to NES 4	-	-	-	-	-
to NES 3	8.156	17.679	3.143	304	29.282
to NES 2	652	1.724	486	54	2.916
to NES 1	403	818	153	25	1.399
Total	9.211	20.221	3.782	383	33.597

In detail there are 2,376 schools accredited A or B are categorized into NES 2 and there are 1,221 schools accredited A or B are categorized into NES 1. It provides an indication of the inconsistency between the awarding of the accreditation and the achievement assessment of quality reports for the Sarpras standards.

6. Management Standards

Management standards are one of the NES related to the planning, implementation, and supervision of educational activities at the level of education, District/city, provincial, or national units to achieve efficiency and effectiveness Implementation of education. Quality report achievement and standard management accreditation ratings are presented in table 9. From the amount of 33,580 schools, there are schools accredited A or B as many as 1,070 schools but in the assessment of quality reports are still A category to NES 2 or to NES 1 as in

Table 9. Management standards

Report Achievement Quality	Accreditation Rating				Total
	A	B	C	TT	
meet NES	0	0	0	0	-
to NES 4	8.198	16.319	2.600	236	27.353
to NES 3	784	3.050	836	88	4.758
to NES 2	190	738	292	47	1.267
to NES 1	43	99	48	12	202
Total	9.215	20.206	3.776	383	33.580

In detail there are 928 schools accredited A or B are categorized into NES 2 and there are 142 schools accredited A or B are categorized into NES 1. It provides an indication of the inconsistency between the awarding of accreditation and the achievement assessment of quality reports for the management standards.

7. Financing Standards

This financing standard relates to the criteria regarding components and the amount of operating costs of education units that are valid for one year. For the achievement of quality report and standard financing accreditation rating is presented in table 4.7. From the amount of 33,596 schools, there are schools accredited A or B as many as 906 schools but in the assessment of quality reports are still A category to NES 2 or to NES 1 as in table 10.

Table 10. Standar Pembiayaan

Report Achievement Quality	Accreditation Rating				Total
	A	B	C	TT	
meet NES	145	308	39	6	498
to NES 4	7.630	17.512	3.073	276	28.491
to NES 3	1.119	1.802	496	74	3.491
to NES 2	309	572	176	27	1.084
to NES 1	6	19	7	-	32
Total	9.209	20.213	3.791	383	33.596

In detail, there are 881 schools accredited A or B which are categorized into NES 2 and there are 25 schools accredited with A or B in the category to NES 1. It provides an indication of the inconsistency between the awarding of the accreditation and the achievement assessment of quality reports for financing standards.

8. Standard Evaluation

These standards of assessment relate to the mechanisms, procedures, and instruments of assessment of student learning outcomes. The achievement of quality reports and the rating of accreditation standards are presented in table 4.8. From the amount of 33,417 schools, there are schools accredited A or B as many as 698 schools but in the assessment of quality reports are still A category to NES 2 or to NES 1 as in table 11.

Table 11. Standard Evaluation

Report Achievement Quality	Accreditation Rating				Total
	A	B	C	TT	
meet NES	1,183	2,184	342	43	3,752
to NES 4	6,907	14,345	2,392	209	23,853
to NES 3	913	3,041	798	90	4,842
to NES 2	111	429	156	27	723
to NES 1	38	120	76	13	247
Total	9,152	20,119	3,764	382	33,417

In detail there are 540 schools accredited A or B are categorized into NES 2 and there are 158 schools accredited A or B are categorized into NES 1. It provides an indication of the inconsistency between the awarding of the accreditation and the Achievement Assessment of quality Report for the evaluation standard.

B. Recapitulation of EQAS elementary school level achievement

From all the standards that have been achieved in the previous section, it can be concluded that the education performance related to the quality of education, especially the basic education level still does not demonstrate good quality. Based on data from the achievement of EQAS standard then compiled the list of EQAS access to NES on the level of SD data year 2016-2017 as in table 12.

Table 12. Capaian EQAS menuju NES pada Jenjang Sekolah

Dasar data Year 2016-2017

Standard	Value	Category	M1	M2	M3	M4	NES	Jumlah
Content	5,54	****	51	761	6.491	26.361	-	33.664
Proces	6,40	****	51	457	934	17.449	14.773	33.664
Graduade Competensi	5,96	****	101	560	866	27.203	4.934	33.664
Educator	3,18	**	1.236	26.470	5.958	-	-	33.664
Facilities and Infrastructure	4,14	***	1.399	2.918	29.347	-	-	33.664
Management	5,62	****	202	1.270	4.781	27.411	-	33.664
Financing	5,70	****	32	1.085	3.525	28.515	507	33.664
Assesment	5,81	****	247	729	4.855	23.926	3.907	33.664

Description

- * M1 to **** M3 to NES - Reach
- ** M2 to **** M4 to NES

Data table 12 shows that the standard that has not fulfilled NES there are 4, namely standard content, standards of educators and education, standards of infrastructure, and standards of management. Some of elementary schools have also fulfilled 4 standards, namely process standards, standard competency standards, valuation standards, and financing standards. However, most have not fulfilled the standard when viewed from the assessment of quality report.

It is suspected that the assessment of quality reports is used to see the overall achievement of any standard of some respondents as diagnostic data. The instrument used for measuring consists of component 1) standard, 2) indicators, 3) subindicators, and 4) question items. The EQAS respondents consist of school supervisors, school principals, teachers, learners and parents representatives. While the standard measurements performed by the BAN-S/M for the achievement accreditation of each standard consist of components; 1) standard, 2) components, 3) aspects, 4) indicators, 5) question points, and 6) Technical instructions. Measurement of principal respondents, teachers, and more in the standard document-proof of ownership.

Thus, so that the results of Quality Report assessment can provide a prediction of lack of achievement on each standard, then the instrument or device needs to be done synchronization so that the quality report data can be used as the basis Accreditation of education units.

Section 2. CSG Achievement Relationship with Learning Process Achievement and Supporting Learning Process

The Model 1 is used to assume that the achievement of CSG is directly influenced by the access of the other 7 standards as illustrated in Figure 1.

Effect of Achievement of the 7 (Seven) Standards on the Achievement of Graduates' Standards

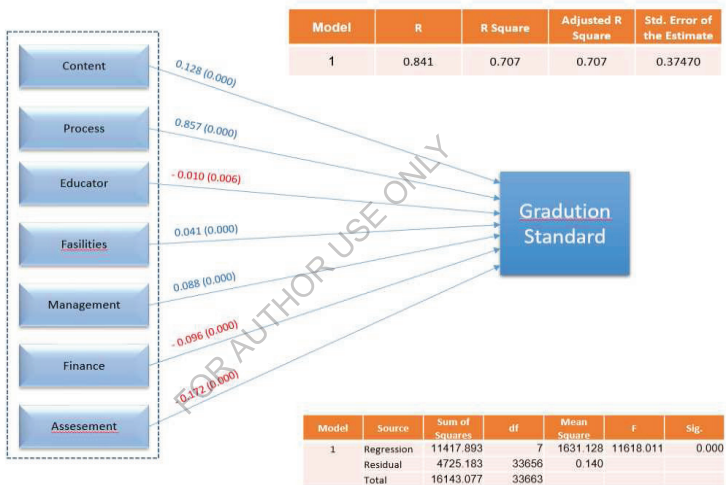


Figure 1. Model 1 Relationships Eight NES

This relationship Model is examined with multiple regression analysis. How well the variability in CSG's achievements is influenced by variability in the access to 7 other standards (content, processes, Educators And Educational Professionals, facilities and infrastructure, management, financing, and learning assessments) are presented in table 13.

Table 13. Regression Model I Summary

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.841 ^a	.707	.707	.37470

a. Predictors: (Constant), smp_Penilaian, smp_PendidikTendik, smp_Sarpras, smp_Pembiayaan, smp_Pengelolaan, smp_Isi, smp_Proses

From table 13 can be obtained information that the achievement of quality Report on 7 standard is able to predict the achievement of CSG 70.7%. The remaining 29.3% is explained by other factors, other than the 7th achievement of the standard.

Together, the achievement of quality reports on 7 standards contributes significantly to the achievement of CSG based on the analysis of variance presented in table 14.

Table 14. Anova

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	11417.893	7	1631.128	11618.011	.000 ^b
	Residual	4725.183	33656	.140		
	Total	16143.077	33663			

a. Dependent Variable: smp_KompetensiLulusan

b. Predictors: (Constant), smp_Penilaian, smp_PendidikTendik, smp_Sarpras, smp_Pembiayaan, smp_Pengelolaan, smp_Isi, smp_Proses

The influence of each of the achievement of quality reports on 7 standards of the achievement of CSG.

1. Standard content: Positive and significant effect (sig<0.05);

2. Standard process: Positive and significant effect (sig<0.05);
3. Standards of educators and education: influential Positive and significant (sig < 0.05);
4. Standard Sarpras: Positive and significant effect (SIG <0.05);
5. Standard management: Positive and significant effect (SIG <0.05);
6. Standard financing: Positive and significant effect (SIG <0.05);
7. Standard Assessment: Positive and significant effect (SIG <0.05).

Table 15. Coefficients

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.671	.024		27.735	.000
	spmp_Isi	.128	.006	.136	20.450	.000
	spmp_Proses	.857	.008	.849	110.773	.000
	spmp_PendidikTendik	-.010	.004	-.008	-2.731	.006
	spmp_Sarpras	.041	.004	.038	9.461	.000
	spmp_Pengelolaan	.088	.005	.110	17.125	.000
	spmp_Pembiayaan	-.096	.004	-.102	-25.001	.000
	spmp_Penilaian	-.172	.005	-.224	-32.172	.000

a. Dependent Variable: spmp_KompetensiLulusan

In 2017 the working team of Ditjen Dikdasmen has been collecting data on model and school schools as opposed to 52,976 school models. The data characteristics obtained consist of eight national standards of each standard consisting of indicators and subindicators. The Data is processed aggregate each NES.

Relationships between 8 NES is also analyzed using the

assumption that CSG access is directly affected only by the access of process standards, while the access of process standards is directly affected by the achievement of the other 6 standards. Model 2 connections between 8 standards are illustrated in Figure 2.

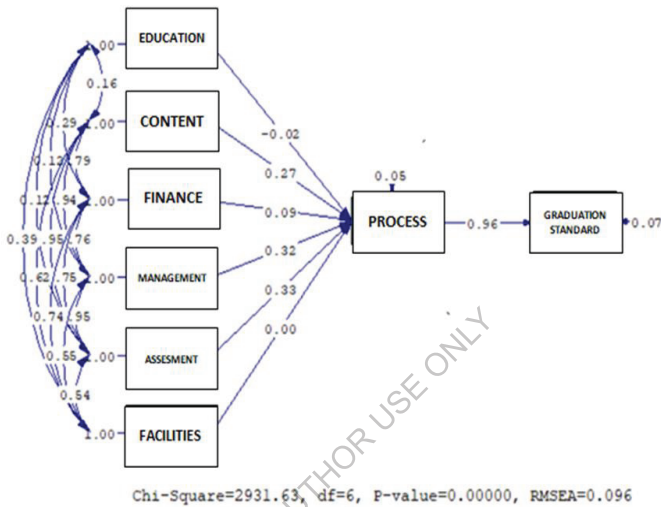


Figure 2. Model 2 Relationships Eight NES

Standardize Solution (Factor Loading) (N= 52.976)

1. From the 6th standard (Educators And Educational Professionals, contents, financing, management, appraisal and Sarpras), only the Sarpras are not significant to the process. The other 5 standards are statistically significant.
2. The Model shows only the achievement of the standard process has a significant and most meaningful influence on the achievement of the CSG standards.

The Model shows that educators and educational professionals standards, content, financing, management, appraisal and Sarpras, have a small influence on the standard of

process. The standard process significantly affects the CSG. This is thought to be due to the most major standards in influencing CSG at elementary school level, i.e. the standard of the process played by teachers. This is in accordance with the development of the child that the primary school level still needs a lot of guidance directly

Played by the teacher. Teachers in implementing the learning process become central figures to provide guidance to elementary school age children. The success of education at elementary school level can be suspected more influenced by professional teachers.

Although 6 standards (Educators And Educational Professionals, contents, financing, management, appraisal and Sarpras) have a low influence, but the standards still have a significant contribution to the progress of the learning process because the learning process can take place with Optimal when equipped with adequate means.

This idea was tested with a relationship model illustrated in Figure 4.3 where the moderator variable, which is a multiplication between the educator variables and the supporting variables, is assumed to give additional influence on the achievement of the standard process.

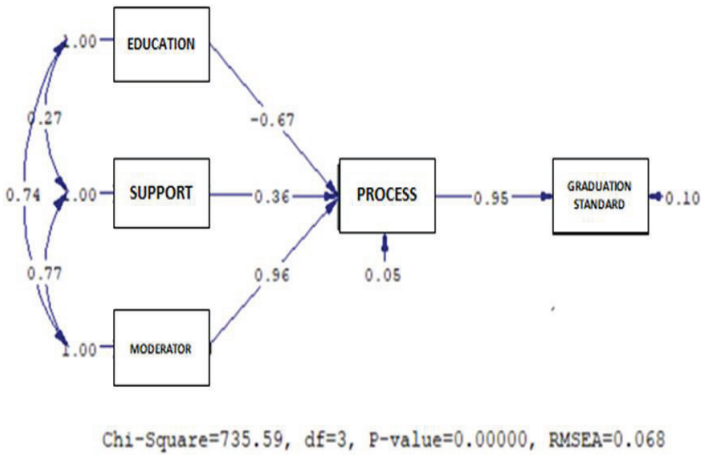
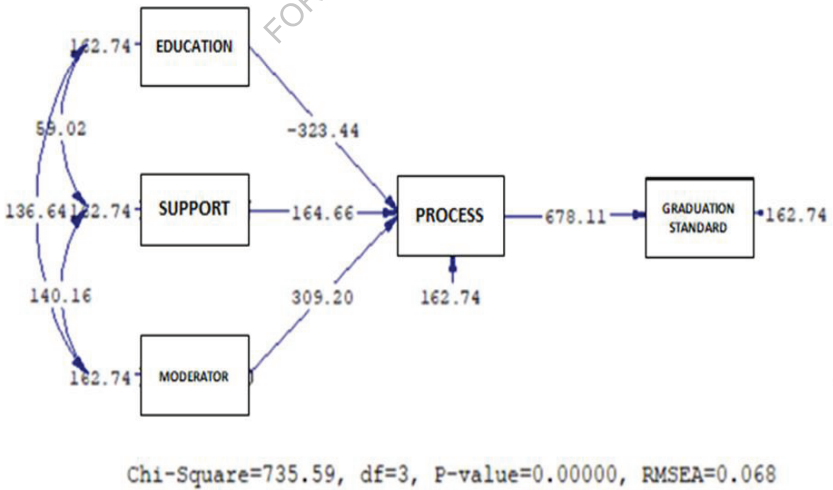


Figure 3. Model 3 relationships eight NES with Moderator variables.

Standardize Solution (Factor Loading)

From the statistical test results to this model obtained the following information.



T- values (Signifikansi)

1. Moderator variables (Educators And Educational Professionals x supporters) have positive and significant effect on achieving process standards. That is, the effect of achieving Educators And Educational Professionals standards on the learning process (content, process, assessment) proved to be strengthened by the achievement of supporting standards (Sarpras, management, financing).
2. The subsequent achievement of the standard process also has a significant and positive influence on the achievement of CSG. The higher the achievement of standard process, the higher the achievement of CSG.

Based on this model test the moderator variables which are the multiplication of the educator variables and the supporting variables (Sarpras, management, financing) jointly significantly affect the learning process (content, process, judgment). Similarly, the learning process variables are significant to the CSG. That is, CSG at the elementary school level is strongly influenced by the implementation of the learning process and teacher role in the implementation of learning activities.

Section 3 Relationship of Learning Process with Professional Competence and Pedagogic Teachers

Hubungan antara capaian proses pembelajaran dengan kompetensi profesional dan pedagogik guru diperiksa dengan menghitung koefisien korelasinya dengan hasil seperti disajikan pada tabel 16.

Table 16. Correlations

		Proses	pedagogik	profesional
Proses	Pearson Correlation	1	.076**	.091**
	Sig. (2-tailed)		.000	.000
	N	52871	8954	8954
pedagogik	Pearson Correlation	.076**	1	.724**
	Sig. (2-tailed)	.000		.000
	N	8954	8970	8970
profesional	Pearson Correlation	.091**	.724**	1
	Sig. (2-tailed)	.000	.000	
	N	8954	8970	8970

** . Correlation is significant at the 0.01 level (2-tailed).

- a. The relationship between process access and competence

Professional value (0091) and significantly on the level of 0.05. That is to say, each teacher's professional competency improvement will be followed by improved learning process. Although the relationship of both variables belongs to a weak category

- b. The relationship between process access with pedagogic competence is also positive value (0076) and significant at the level of 0.05.

That is, every increase in the pedagogic competence of teachers, will be followed by improving the learning process.

Although the relationship of both variables belongs to a weak category.

Based on the measurement of the relationship between professional competence, pedagogic competence to the learning process that demonstrates a significant relationship. That is, the learning process can run effectively then the key role is in the teacher. Therefore, professional competence and pedagogic teachers can contribute to the improvement of the learning process quality.

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Section 4. Implementation EQAS

A. Teacher Analysis

1. Changes occurring in the learning process after the Internal Education Quality Assurance System (IEQAS).

- a. Tarakan Municipality

Based on the teacher's narrative (Hasnah, S. Ag, Master of Public Elementary School Utama 2 Tarakan) in the FGD held at the Tarakan City Education office, said that in Tarakan city there is a change in the implementation of the learning process after the Internal Education Quality Assurance System (IEQAS).. The change that happens is that students begin to understand about the material to be taught. The facility is because students are accustomed to obtaining information over the Internet. The teacher's opinion is strengthened by Sumarsih, S. Pd,

Teachers at Public Elementary School 049 Tarakan, stating that schools are better, better prepared, and more steady in the handling of problems in schools so that students ' learning outcomes are increasing although they still need some improvement. The same thing also presented by Bernardus Gao choline, Guru of Public Elementary School 024 Tarakan that with the presence of Internal Education Quality Assurance System (IEQAS). teachers and students interact better. So, with the school Internal Education Quality Assurance System (IEQAS). showed a change especially in the implementation of the learning process performed by the teacher. Thus, it will affect the achievement of more effective learning

outcomes.

b. Yogyakarta Municipality

There is a significant change in Public Elementary School Timuran in the student-oriented learning process as the subject of learning the character enhancement students. In addition, at Public Elementary School Bhayangkara with the Internal Education Quality Assurance System (IEQAS). learning process becomes more directional in accordance with RPP that has been created with the team of Teachers Working Group (TWG) class teachers in school with the construction of the school principal. Likewise, at Public Elementary School Tegalmulyo, there are changes in the students, they are increasingly uplifting with activities that have the ability to increase the quality of children in the field of morality and educational habits, this is influenced by programs in the school After the Internal Education Quality Assurance System (IEQAS).. Then Elementary school Muhammadiyah Nitikan make changes by doing a more conditioned learning process and

Better organized, learning devices are also better prepared so that teachers are ready in the process of learning to teach and will impact on achieving more maximum results in students when compared to before the existence of Internal Education Quality Assurance System (IEQAS).

2. Coaching that teachers receive in the learning process after the Internal Education Quality Assurance System (IEQAS).

Training received by teachers after Internal Education Quality Assurance System (IEQAS). at Public Elementary School 2 Tarakan has several coaching and training conducted by the Ministry of Religious Affairs such as K-13 training as well as workshops on learning preparation plan and assessments. Likewise, at public elementary school 049 Tarakan, the form of coaching by the headmaster regarding the completeness of the administration of teaching and handling discipline in school and the development of the Teaching And learning activities process conducted by Public Elementary School 012 and Public Elementary School 024, among others, construction Regarding RPP and assessment, the activation of Teacher Working Group (TWG) at school, and the introduction and flow of Internal Education Quality Assurance System (IEQAS)., then participate in education training, mental development and routine studies. Overall coaching done by the headmaster and other organizing agencies are great for the advancement and improvement of teacher skills. In the same way at public elementary school Timuran, there is a periodic supervision organized by the headmaster, about learning materials and workshops, school organizers with the material of the school learning materials. Then the coaching at public elementary school Bhayangkara, which is active by TWG class teachers conducted by the school with the material of drafting learning devices, as well as discussion of TWG class teachers discussing the material and

Learning and evaluation materials. As well as the happening of public elementary school Tegalmulyo, the socialization/workshop, the Educational Quality Assurance Agency (EQAA) implementation with the school program materials, the learning process of learning preparation plan, and the excellent program to be held. Form of coaching at elementary school Muhammadiyah Nitikan, a workshop on making learning devices. So, overall coaching done by the headmaster to the teacher has been very good in order to improve the learning process.

3. Supervision received by teachers in the implementation of the learning process

Supervision and coaching that teachers receive by the headmaster and supervisor at Public Elementary School Utama 2 Tarakan per year is a follow-up to improve the deficiencies that exist in the classroom, then supervisors do the training when entering the classroom. At Public Elementary School 049 Tarakan, the headmaster supervising the 2 times a year following the briefing and completeness of the class administration, then the supervisor carries out the follow-up of the program. In addition, supervision took place at public elementary school 012 Tarakan by the headmaster is doing construction 2 times a year and following up on the improvement of learning preparation plan, assessment and learning techniques, then supervisors follow up with the introduction of administration or learning in the classroom. Supervision received by the headmaster at Public Elementary School 024 Tarakan for 1 to 2 times a year is a follow-up in the learning process, then the supervisor

carries out the follow-up to the principal. From the information above, there has been an excellent effort by the Headmaster and supervisor in implementing supervision in the learning process.

Similarly, in Yogyakarta, the supervision received by the teachers in the implementation of the learning process at public elementary school Timuran, among others, supervision and coaching by the Headmaster conducted 4 times in 1 year. The follow-up is the improvement of the Teaching And Learning Activities, supervising supervision 2 times in 1 year and the follow-up is the improvement of the Teaching And Learning Activities. Furthermore, at Public Elementary School Bhayangkara, the school principal conducts supervision 2 times in 1 year by follow-up, namely the improvement of the learning process, then supervising supervision 2 times in 1 year with follow-up process Improvement Learning. Supervision at public elementary school Tegalmulyo is among the supervision officers who are the principals of supervision 6 times a year by doing follow-up discussions and improvements, then the supervisor conducts supervision 6 times a year and performs the follow-up program . Similarly, in Elementary school Muhammadiyah Nitikan, supervision was conducted by the principal of 1 month twice then followed up a revision of the learning device that has not been completed, and the supervisor is conducting a 1-month supervision and follow-up revision and coaching . Supervision is done regularly both by the principal and the supervisor by adjusting the programs and stages that exist.

4. Benefits gained with Internal Education Quality Assurance System (IEQAS).

The benefits gained by Internal Education Quality Assurance System (IEQAS). at public elementary school 2 Tarakan, which is a common perception in order to advance the school and the increasing discipline of teachers and students in the school. The benefits received by public elementary school 049 Tarakan are among other internal problems that occur at the school. The quality of education and openness between schools such as teachers, principals, and Business governance is getting better.

Then in Public Elementary School 012 Tarakan is seen that the education system is more directional and efficient, while the quality/output is better academic and non-academic, and cooperation between teachers-school-parents are intertwined harmoniously. With Internal Education Quality Assurance System (IEQAS). in Public Elementary School 024 Tarakan, there is a good change such as the synergy of components in the unit of education to be sturdy, then each stakeholder also understand 8 NES. The overall results per school have shown that with Internal Education Quality Assurance System (IEQAS)., improving the quality of education is progressing very rapidly.

The benefits gained by the existence of Internal Education Quality Assurance System (IEQAS). Yogyakarta, namely the increase in the competency of teachers, the increase in the character of students, and the improvement of non-academic achievement in the field of art. Then, in Bhayangkara's Public Elementary School was the creation of improvements in the preparation of learning

devices and the creation of improvements in the learning and evaluation process. The benefits gained by Public Elementary School Tegalmulyo is to become more understanding in making school programs and programs for students and more implications of the program. Then the benefits received by elementary school Muhammadiyah Nitikan is starting to increase teaching and learning process, the improvement of facilities and infrastructure supporting the learning process and the improvement of teacher skills and educators.

5. Tools needed to support Internal Education Quality Assurance System (IEQAS).

Support facility for Internal Education Quality Assurance System (IEQAS). in Public Elementary School 2 Tarakan, among others, a comfortable classrooms and teaching and learning process facilities. In a complete class. So does the Public Elementary School 049 Tarakan is the need for the addition of classrooms because this has not been sufficient because it is still used for 3 Shift, and the need to build school halls to support the activities of the school. The facilities needed by Public Elementary School 012 Tarakan include an insufficient study room and an educational workforce that is still lacking in quantity or quality. Then in Public Elementary School 024 Tarakan needed a hall/auditorium, books learning as well as the addition of budgets for technical guidance (the technology) to the stakeholders.

The facility in supporting Internal Education Quality Assurance System (IEQAS). in Yogyakarta, among other things in the Public Elementary School Timuran, is a

supporting tool of the school's superior art field that teaching and learning process, LCD, and computer reference books. The supporting facilities at Bhayangkara Public Elementary School are teachers' manuals, learning and laboratory support books. Facilities and infrastructures that support Internal Education Quality Assurance System (IEQAS). Public Elementary School Tegalmulyo, among others, for teaching and learning activities props for the class and props that are for teaching and learning activities outside school. Sarpras support in SD Muhammadiyah Nitikan, such as learning tools such as audio visual, computer/printer to make the completeness of administration and classrooms adequate for the learning activities.

6. The biggest obstacle related to Internal Education Quality Assurance System (IEQAS). implementation

The constraints faced by Public Elementary School 2 Tarakan related to the implementation of Internal Education Quality Assurance System (IEQAS). in elementary school, among others, and still have constraints on the affordability of Internet access in school, and in the classroom still feels hot once the curry Na no cooling tools. Furthermore, constraints at Public Elementary School 049 Tarakan is still an educator who has not had the awareness to promote school and lack of Sarana-prasarana in school, for example the lack of classrooms, there is no hall, there is no room to study Islam and Catholicism. Barriers to implementation of Internal Education Quality Assurance System (IEQAS). in Public Elementary School 012 Tarakan is the lack of awareness from the school in order

to fulfill the Sarpras and follow-up. Barriers at Public Elementary School 024 Tarakan is not yet a hard will to try to repair and meet the Sarpras standards.

Similarly, in Yogyakarta, the constraints related to Internal Education Quality Assurance System (IEQAS). at the Public Elementary School Timuran, among others, Sarpras owned by the school, then that in Public Elementary School Bhayangkara is the instrument is too complicated, sometimes not in accordance with the statement in the eight Gan. The next problem of Internal Education Quality Assurance System (IEQAS). implementation in Public Elementary School Tegalmulyo is less complete and less compacted facility for teaching and learning activities. Last is the obstacle in the implementation of Internal Education Quality Assurance System (IEQAS). in elementary school Muhammadiyah Nitikan, namely the activity of teaching and learning so that administration is often late.

B. Principal

According to Permendikbud number 28 year 2016 about Education Quality Assurance System, the principal of the Education Unit plays a role in the Education Quality Assurance team in the school. In the implementation of Internal Education Quality Assurance System (IEQAS). in the education unit level, it is necessary to compiled Internal Education Quality Assurance System (IEQAS). documents which include policy documents, standard documents and forms documents. The quality improvement plan at the education unit level is set in the school's work plan (RKS). To carry out the role, the level of

education has formed a quality assurance team.

Education Quality Assurance Team at education unit level has several main tasks, among which, namely (1) coordinate the implementation of quality assurance at education unit level; (2) Conducting coaching, guidance, mentoring, and supervision of educational practitioners in the unit of education in the development and quality assurance of education; (3) Implement the mapping of the quality of education based on education quality data in Education unit; (4) To monitor and evaluate the implementation of the quality fulfillment process that has been done; and (5) Provide recommendations on quality improvement strategies based on the results of monitoring and evaluation to the Head of education unit.

In carrying out these duties and authority each unit of education has a variation of the problems faced. Internal Education Quality Assurance System (IEQAS). is expected to provide benefits to improve the quality of schools through the improvement of fulfillment 8 NES. The involvement of the headmaster in the process of drafting and validation of Internal Education Quality Assurance System (IEQAS). over in the school can be considered the technical and managerial capabilities of the principal.. The managerial ability of the headmaster in deploying all potential schools determines the level of success in resolving the problems faced. Likewise, the potential resources available can affect the realization of internal quality assurance.

1. Filling EQAS Instruments Preparing documents completeness of eight NES

For the implementation of Internal Education Quality Assurance System (IEQAS). to run smoothly socialization and mentoring to the principal and school Internal Education Quality Assurance System (IEQAS). team has been conducted in Yogyakarta, although the direction of the supervisor is not yet detailed. However, there are already manuals given to schools that can be independently studied in relation to the mechanism for how to replenishing EQAS instruments. From the results of FGD it is shown that the eight NES completeness document has been used as a reference in filling Internal Education Quality Assurance System (IEQAS). instruments. It is done to facilitate the filling and obtain valid data in accordance with the actual circumstances.

2. Role of Principal in Education Quality Assurance System (EQAS) instrument replenishment. Direct involvement of the principal in the filling of EQAS instruments is not the same among schools. Most of the charging is done by the assigned team. The team consisted of teachers and officers of TU, especially those who handled the fulfilment of eight NES

3. Benefits of EQAS Quality mapping improvements Fulfilment of eight NES

a. Standard content

Measurement results can be used as a guide for teachers to improve the material that will be presented to students. With the measurement result, the image of what has been

and has not been fulfilled, so it can be used as an evaluation material to make repairs through the arrangement the following year. In addition, it is also easy to look at which items should be prioritized, and later can be included in the preparation of the school activity plan and budget.

b. Process standards

The standard process of measurement results can improve the understanding of teachers in carrying out the learning process, which also affects the improvement in the preparation of learning devices. Through the measurement of EQAS can be used as an evaluation of teaching learning process, so it can be a reference for improvement by the teacher because EQAS instruments closely associated with inputs and outcomes in the process standard.

c. Competency Standards Graduates

The result of EQAS measurement is used as a guide for schools in determining graduation standards. The results of this measurement also spur teachers to better understand the needs of learners and to pay attention to things that are able to develop the students ' potential. With the known results of this measurement can be a material to analyse deficiencies to strategize to reach CSG.

d. Standards of educators and education

Educators And Educational Professionals performance and qualification can be identified from the results of the measurement of EQAS, so that it can be a reference in the efforts to improve the quality of HR through fulfillment and performance improvement and qualifications.

e. Standards of facilities and infrastructure

From the results of EQAS measurements can show the Sarpras that must be completed for the fulfillment of minimum service standards. Thus, it can determine the priorities of the facilities and infrastructures that must be equipped through the planning follows that are poured in the RKAS.

f. Standards of management

The Data of EQAS measurements can be used as a reference in school development planning to make improvements in the fulfillment of management standards. With this measurement the headmaster better understand the flow of school management to be more effective, so that management of school managerial can be better.

g. Financing Standards

EQAS Data can be used as a reference in budget planning through the preparation of school activity plan and budget, and can be made a reference in improving the fulfillment of financing standards. From the results of EQAS measurements can also be used as reference scale determination of priority financing needs for improvement of student performance.

h. Standard Rating

Can be used as a guide in drafting strategies and evaluation standards to students. With EQAS measurements, teachers also understand the assessment measures and strive to implement appropriate standards.

4. Validation of EQAS Instruments

Validation of EQAS instruments before being sent by the operator online to the center is done by the staff administration with the principal. In conducting validation coordinate with the team that compose the instrument. In Yogyakarta, validation is carried out under the guidance of the supervisor.

5. The biggest obstacle faced with the implementation of Internal Education Quality Assurance System (IEQAS).

Constraints that felt the school principal in implementation Internal Education Quality Assurance System (IEQAS). in school is less willingness and cooperation. Internal Education Quality Assurance System (IEQAS). team has been formed less in the maximum because the teacher's task has been too much. The school is burdened with the many programs that must be implemented such as school, school model, school model, literacy school, environmental education, traffic education, character, cluster activities and Teacher Working Group (TWG). The school programs are the most time consuming, while the ability of HR at school (Educators And Educational Professionals) is also limited.

6. The construction necessary to develop Internal Education Quality Assurance System (IEQAS). the headmaster wants to do some Development so that schools can implement Internal Education Quality Assurance System (IEQAS).

Well. Besides coaching against the fulfillment of eight NES coaching related to internal audits and how to make self-evaluation of schools is also necessary, because the

mastery of material by Internal Education Quality Assurance System (IEQAS). team at school is still lacking. Construction can be done by EQAB and supervisors through workshops followed by ongoing mentoring. To support the implementation of Internal Education Quality Assurance System (IEQAS). at school, almost all the principals who follow the FGD say the need for adequate sarpras support in their schools, such as computer equipment, printers and internet networks.

C. School Supervisor

Quality mapping in EQAS was initiated by Ditjen Dikdasmen, Kemendikbud since the enactment of Permendikbud number 28 year 2016 on Education Quality Assurance System (MOEC, 2016). The quality mapping is done by spreading quality assurance instruments containing hundreds of questions. The instrument is aimed at principal respondents, teachers, students, supervisors and school committees. The school's answers to EQAS instruments are rules validated by supervisors and sent to the center online.

The role of watchdog as the coach, supervision and the perpetrator of validation is very important in the process of quality assurance education in schools in addition to the role of LPMP in the area. Some of the things discussed in the quality assurance system relate to the benefits of Internal Education Quality Assurance System (IEQAS). on improving the fulfillment of 8 NES and the validation process by the supervisor on the stuffing of Internal Education Quality Assurance System (IEQAS). instruments in the school and the constraints faced.

1. Benefits of EQAS Quality mapping improvements Fulfilment of eight NES

a. Standard content

Knowing the extent of the access to the standards of content, what indicators have been achieved and what has not been achieved is made a priority of the upcoming program (the next year). In addition, to see the lack of curriculum that is made in school, evaluated and upgraded.

b. Standar Proses

Knowing the learning activities, invites to walk according to the standards specified from the signs that have been made. Through the EQAS in the instrument that is tightly filled with the standard process of both input and outcome. In addition, to measure the quality of the school

c. Competency Standards Graduates

Graduates ' Standard competency At CSG standard through measurement of EQAS can be analyzed to the extent of the success of education units in managing graduation whether it is maximal or not. Able to know the achievement of graduates in terms of competency, knowledge, and skills, and which competencies have not reached the NES to be the program of the year to come.

d. Educators and education standards

There is still a Educators And Educational Professionals background that is less relevant to the basic task of its function. Need improvement, through Education and training and other forms. Be able to know whether or not the Educators And Educational Professionals standard has

been fulfilled, if it has been cultivated to exceed national standards.

e. Standard facilities and infrastructure

The Sarpras in the education unit is already in accordance with the minimum standard or not yet so that it can know the Sarpras in the education unit when compared to the standard is at which position.

Generally in the city of Tarakan on Sarpras standards there are still schools that have not fulfilled the Minimum Standards of Service (MSS) Circumstances that are still poorly made notes, such as classrooms, and teacher rooms.

f. Management standards

Through the measurement of EQAS school can do planning and management according to conditions. Schools/Principals better understand the flow of management and strive to actually implement school management. Ensure management in the unit of education is running, according to the steps that have been made and run according to program activities that have been created and compared with NES.

g. Financing standards

The school provides cross-subsidised services and can conduct good fund management in accordance with the provisions of standard financing.

School funding sources such as School Operational Assistance (SOA) and Regional School Operational Assistance (RSOA) each have different rules in their use.

h. Standard Rating

Through the results of EQAS measurements on the assessment standards can be seen aspects of assessment domain conducted by following the procedure. What assessment teachers do can be detected in quality reports. In addition, the assessment process carried out in the education unit is in accordance with the guidelines for implementation of the assessment of learning outcomes or not and the extent of its achievement.

2. EQAS Instrument Validation

The instrument validation is performed by the supervisor before being sent online to the center by operator. In the city of Yogyakarta one supervisor validates as many schools as built. One supervisor is about to build 21-25 schools. Different from the city of Tarakan, one supervisor performs validation at the MBE target school as one supervisor for 9 schools.

3. How the controller's EQAS instrument is validated.

The steps performed by the supervisor in validating the instrument stuffing

- a. The supervisor checks the instrument that has been filled by the respondent;
- b. Ensure all respondents fill the instrument;
- c. The number of respondents has been compliant;
- d. Whether each instrument is filled in all;
- e. Date of how the entry data is conducted;

4. Constraints in performing validation
 - a. Many schools have an impact on the number of instruments to be validated;
 - b. Many items of instrument/question in each respondent;
 - c. Many instruments of students who have not been understood by the concerned.
5. Constraints related to Internal Education Quality Assurance System (IEQAS). implementation
 - a. Teacher and Headmaster's understanding of each cycle in Internal Education Quality Assurance System (IEQAS). 's system because Internal Education Quality Assurance System (IEQAS). 's school has not been so long implemented so that its understanding is not maximized;
 - b. The number of instruments and terms that are not all understood by students and school committees that are respondents;
 - c. Sometimes a statement that is less appropriate is conveyed to the respondent.

The question on the instrument for the principal and the employee is relatively the same, so it can be confusing when entering data. To improve the implementation of Internal Education Quality Assurance System (IEQAS). in school, there needs to be coaching and strengthening human resources competency in school. There must be ongoing mentoring for schools both from LPMP and from related education services and routine monitoring. In addition, KKG schools and KKG clusters were intensified and carried out special coaching for the school's

development team.

6. Education Quality Assurance Board (EQAB)

EQAB is an educational quality assurance institution located in the area and is a representative of the Ministry of Education and Culture. According to the Permendikbud number 28 years 2016 on basic and secondary Education Quality Assurance System Article 8, point 3 mentioned that EQAB has duties and authorities, one of them conducting coaching, mentoring, coaching, supervision, and evaluation of the education Unit In the development Of Internal Education Quality Assurance System (IEQAS). Dikdasmen in the area. As in FGD in Yogyakarta one representative from LPMP suggested that EQAB has evaluated the implementation of Internal Education Quality Assurance System (IEQAS). program by-looking at inputs, processes, and outputs to the achievement of learning process. So also EQAB evaluate the process of mentoring conducted by District Facilitators (FASDA)/Widyaiswara on the implementation of Internal Education Quality Assurance System (IEQAS). in Education unit.

According to EQAB representatives that the Internal Education Quality Assurance System (IEQAS). conducted in the school when executed in order will be able to give an impact in the readiness of the school in NES fulfillment. This is because every education quality assurance instrument to measure quality reports, the school will prepare eight NES completeness documents. This causes the school to automatically know the shortcomings in the NES that are in the school to be an evaluation of NES's achievement.

In the implementation of Internal Education Quality Assurance System (IEQAS). according to representatives from EQAB Yogyakarta There are three obstacles, namely 1) readability of EQAS instruments at the elementary school level, because there are still items that are not yet understood by the principal of elementary school, making it difficult to fill; 2) School difficulties in drafting quality planning in RKS/RKAS. According to the principal when the problem is found in the quality report, the school estimate in the RKS/RKAS is not in accordance with the provisions of the use of the Fund in the BOS and there is difficulty in realizing the quality Improvement Program; and 3) to set the time for all schools to be gathered, because of the many activities at school level or LPMP become an issue of EQAB in coaching with the school..

D. Provincial/District Educational Office

In the implementation of EQAS at the district/city level, in accordance with Permendikbud number 28 year 2016 about the basic and secondary Education Quality Assurance system article 10 paragraph (1) the District government/city has the duties and authority of one of them harmonize the planning, implementation, control, and development of Internal Education Quality Assurance System (IEQAS). Dikdasmen in the unit of education in primary education. In the implementation of the task, the local government established a quality assurance team whose members are at least consist of: a) fields on the education office; b) school supervisors; and c) the Board of Education.

As the result of FGD in Yogyakarta, representatives from the Education Office suggested that Yogyakarta has issued the Yogyakarta Education Quality Assurance team. The activities that have been done by the regional Education Quality Assurance Team Yogyakarta, which is carrying out workshop writing local content syllabus, development of religious education instruments

Based on SCIENCE, mathematics, and Indonesian language matriculation activities. Very positive activities can contribute directly to the teacher in improving professionalism in the implementation of teaching and learning.

According to the City Education Department, Yogyakarta that with the Internal Education Quality Assurance System (IEQAS). was set up in preparing the school in NES fulfillment. Internal Education Quality Assurance System (IEQAS). teams at the school level identify each standard and will provide information on the quality of each standard. As such, the principal and Quality assurance team can identify deficiencies in any standards in the schools in question.

The perceived obstacles according to Yogyakarta City Education Office is still not all stakeholders at the school level understand the importance of together in fulfilling the needs of the school in support of the availability and adequacy of sarpras, human resources, and Financing. It is the duty of all components of education in moving all elements to support the realization of education quality so that students can be served a quality education.

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