

## Implementation of Internal Quality Assurance Management in Meeting Educational Facility and Infrastructure Standards

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**ABSTRAK.** Penelitian ini bertujuan menganalisis implementasi Manajemen Penjaminan Mutu Internal (MPMI) dalam pemenuhan Standar Nasional Pendidikan (SNP), khususnya pada aspek sarana dan prasarana di SMP Negeri 5 Jombang. Pendekatan penelitian yang digunakan adalah kualitatif deskriptif dengan teknik pengumpulan data melalui wawancara, observasi, dan dokumentasi, serta analisis data interaktif melalui tahapan reduksi, penyajian, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa pelaksanaan MPMI di SMP Negeri 5 Jombang telah berjalan sistematis melalui siklus Plan–Do–Check–Act (PDCA) sebagaimana diatur dalam Permendikbud No. 28 Tahun 2016. Proses pemetaan mutu dilakukan melalui Evaluasi Diri Sekolah (EDS) secara partisipatif, yang hasilnya diintegrasikan ke dalam perencanaan program, pengembangan kompetensi guru, serta pengelolaan sarana dan prasarana berbasis data. Sekolah juga menerapkan monitoring dan evaluasi secara terbuka untuk menjamin keberlanjutan perbaikan mutu. Penelitian ini berkontribusi terhadap pengembangan teori manajemen pendidikan dengan memperkuat konsep Total Quality Management (TQM) berbasis partisipasi dan evidence-based planning. Hasil temuan ini diharapkan menjadi rujukan praktis bagi satuan pendidikan lain dalam membangun budaya mutu yang adaptif, transparan, dan berkelanjutan melalui penerapan sistem penjaminan mutu internal yang terintegrasi.

**Kata Kunci:** Manajemen Mutu Internal, Standar Sarana dan Prasarana

**ABSTRACT.** This study aims to analyse the implementation of Internal Quality Assurance Management (MPMI) in meeting National Education Standards (SNP), particularly in terms of facilities and infrastructure at SMP Negeri 5 Jombang. The research approach used is descriptive qualitative with data collection techniques through interviews, observation, and documentation, as well as interactive data analysis through the stages of reduction, presentation, and conclusion drawing. The results of the study indicate that the implementation of IQM at SMP Negeri 5 Jombang has been carried out systematically through the Plan–Do–Check–Act (PDCA) cycle as stipulated in Permendikbud No. 28 of 2016. The quality mapping process was carried out through participatory School Self-Evaluation (EDS), the results of which were integrated into programme planning, teacher competency development, and data-based facility and infrastructure management. The school also implemented open monitoring and evaluation to ensure the sustainability of quality improvement. This research contributes to the development of educational management theory by

strengthening the concept of participation-based Total Quality Management (TQM) and evidence-based planning. The findings are expected to serve as a practical reference for other educational units in building an adaptive, transparent, and sustainable quality culture through the implementation of an integrated internal quality assurance system.

**Keyword :** Internal Quality Management, Facilities and Infrastructure Standards

## **Introduction**

In an increasingly competitive and dynamic era of education, the quality of education has become a major concern both nationally and globally (Solechan dkk., 2024; Wahidah, 2024). One of the important components in realising quality education is the availability of adequate facilities and infrastructure so that the learning process can take place optimally, effectively, and efficiently (Wijono & Riyadi, 2023). Educational quality standards not only concern the quality of teachers and the learning process, but also include the physical environment and facilities that support the comfort and continuity of teaching and learning activities. Therefore, educational institutions are required to systematically implement internal quality assurance management (MPMI) so that the fulfilment of quality standards is not only administrative but is truly integrated into all aspects of school management, including the provision of educational facilities and infrastructure (Khotimah dkk., 2023). This study focuses on how IQM is implemented in efforts to meet the National Education Standards (SNP), particularly in the area of facilities and infrastructure.

In fact, the provision of facilities and infrastructure in various schools in Indonesia still faces significant challenges. Based on a report from the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek), there are still many educational units that do not meet the standards for educational facilities as stipulated in the eight National Education Standards. This condition is also reinforced by the enactment of Permendikbudristek Number 22 of 2023 concerning Standards for Facilities and Infrastructure at the Primary and Secondary Education Levels, which emphasises the importance of arranging and updating educational facilities in accordance with the developing needs of students (Arifah & Naqiyah, 2025; Jannah & Santosa, 2025). This regulation signifies the government's efforts to ensure comprehensive improvement in education quality, but on the other hand, it also shows the gap between policy and implementation in the field. Therefore, the provision of educational facilities and infrastructure requires effective, efficient, and quality-based management so that the established national standards can truly be achieved.

Previous studies have shown that the implementation of an internal quality assurance system (SPMI) has become an important instrument in improving school quality. Research

(Sammara & Hasbi, 2023) found that the implementation of SPMI includes five main cycles, namely standard setting, implementation, evaluation, control, and continuous improvement. However, (Darmaji dkk., 2020) in their research at SD Plus Al-Kautsar Malang revealed that even though SPMI has been running according to the cycle, its impact on improving facilities and infrastructure is still not optimal. There is a difference of opinion between researchers who assess that SPMI has a direct impact on the physical quality of education and others who assess that its implementation is still limited to the preparation of quality documents without touching on concrete facility improvements. This debate shows the need to examine more deeply the extent to which MPMI is truly capable of ensuring the fulfilment of facilities and infrastructure in accordance with SNP.

The gap between theory and practice forms an important basis for this study. Much of the literature discusses internal quality assurance management in general, but few studies specifically highlight how its implementation contributes to the fulfilment of educational facilities and infrastructure. In reality, many schools still have limited facilities even though they have formally implemented MPMI. This condition indicates that the implementation of MPMI has not been optimal in ensuring the sustainability and improvement of the quality of educational facilities and infrastructure. On the other hand, research with a local context in junior high schools, especially in areas such as Jombang Regency, is still very limited. Therefore, this study will fill this gap by examining the implementation of MPMI in meeting facility and infrastructure standards at SMP Negeri 5 Jombang.

SMP Negeri 5 Jombang was chosen as the research location because it is one of the public schools that is currently striving to strengthen its internal quality assurance system to meet the standards for facilities and infrastructure in accordance with national policy. Through this research, the researcher aims to analyse in depth the implementation of internal quality assurance management in meeting the National Education Standards in the field of facilities and infrastructure, as well as to identify the supporting and inhibiting factors. Academically, this research is expected to contribute to the development of educational quality management theory, especially in the aspect of school physical facilities. Meanwhile, in practical terms, the results of this research can serve as recommendations for school principals, supervisors, and the Education Office in strengthening the MPMI system so that it can realise the fulfilment of facilities and infrastructure that are in accordance with standards, sustainable, and have a direct impact on improving the quality of learning in schools.

## **Method**

This study utilises a qualitative approach with a descriptive research design. This approach was chosen because it allows researchers to gain an in-depth understanding of the implementation process of internal quality assurance management in meeting the National Education Standards (SNP) in the field of facilities and infrastructure in schools. Qualitative research emphasises meaning, context, and social interactions that occur in the school environment as the main source of data (Sugiyono, 2013). Through this approach, the researcher attempts to describe holistically how planning, implementation, evaluation, and internal quality control are carried out to ensure the conformity of facilities and infrastructure with national education standards.

This study was conducted at SMP Negeri 5 Jombang, which was purposively selected because the school has implemented an Internal Quality Assurance System (SPMI) and is currently striving to improve the quality of its facilities and infrastructure. The research subjects included the principal, the vice principal in charge of curriculum, and the vice principal in charge of facilities and infrastructure. Research data was collected through three main techniques, namely in-depth interviews, participatory observation, and documentation. Interviews were conducted in a semi-structured manner to explore the views and experiences of informants regarding the internal quality assurance process. Observations were conducted to directly observe the physical condition of facilities and infrastructure as well as the implementation of the quality cycle at the school. Meanwhile, documentation was used to obtain supporting data such as SPMI documents, quality evaluation reports, and infrastructure inventories.

To ensure data validity, researchers applied source and method triangulation techniques. Source triangulation was conducted by comparing interview results from various informants, while method triangulation was conducted by combining interview results, observations, and document analysis. Data analysis was conducted interactively through three stages, namely data reduction, data presentation, and conclusion drawing (Miles dkk., 2014). The reduced data was presented in the form of descriptive narratives that illustrated the relationship between the implementation of internal quality management and the fulfilment of educational facilities and infrastructure. The results of this analysis were then interpreted to identify patterns, constraints, and strategies relevant to the research objectives.

## **Results and Discussion**

### **Results**

#### **Quality Mapping**

The results of the study indicate that quality mapping at SMP Negeri 5 Jombang is carried out through School Self-Evaluation (SSE) activities as the initial stage in the Internal Quality

Assurance System (IQAS) cycle. Based on interviews with the principal, it is known that SSE activities are used to assess the school's achievements against the eight National Education Standards (SNP) and to identify which programmes are not yet running optimally. The principal stated that:

“EDS is an evaluation, right? We look at the evaluation results to see which points or programmes have not been successful or have not gone according to plan. Then we identify and analyse why they have not been successful”.

Field observations show that the EDS process at SMPN 5 Jombang is carried out through evaluation meetings involving school leaders, deputy principals in charge of curriculum and facilities, teachers, and the school committee. These activities are participatory and open, with each element providing input based on the actual conditions of the school. Documentation shows that there are internal evaluation meetings that serve as a forum for assessing school performance and discussing the results of surveys conducted among school members.

The Deputy Headmaster for Curriculum emphasised that the EDS results would be used as a basis for improving the annual programme, saying:

“We used the EDS as a guideline to improve last year's curriculum. We developed it based on the EDS so that next year it can be even better.”

The headmaster also emphasised the importance of data accuracy in the EDS process:

“Saat ada pengawas dari Diknas, SMPN 5 Jombang ini menyampaikan dengan real sesuai dengan keadaan yang ada di lapangan. Kalau memang belum berhasil, kita katakan belum berhasil. Kita tidak merekayasa, karena itu demi perbaikan sekolah.”

The results of the observation show that the EDS instrument was developed in accordance with the National Education Standards and the latest regulations. The instrument includes a school community satisfaction survey, facility assessment, and learning process evaluation. The survey results are then compared with the education quality report card, which displays indicators in green, yellow, and red. Yellow indicates aspects that need improvement and are a priority for improvement.

### **Preparation of Quality Improvement Plans**

After the quality mapping was carried out, the next stage was to develop a quality improvement plan. Based on interviews with the school principal, the planning was carried out taking into account the results of the EDS and the school's needs analysis.

“Dengan adanya pengidentifikasian tadi, akhirnya bisa mengambil langkah-langkah atau strategi bagaimana memperbaiki program-program kegiatan yang belum berhasil.”

The quality improvement plan is developed by a school development team consisting of the head teacher, deputy head teachers, senior teachers, and the school committee. Each year, this plan is incorporated into the School Activity and Budget Plan (RKAS). Based on observations and

documentation, the RKAS is developed in an open and participatory manner, and is even posted on the notice board so that the entire school community is aware of the allocation and realisation of funds.

The Deputy Head of Curriculum added that the preparation of the quality plan also took into account the latest policies from the education office and changes to the curriculum:

“The curriculum development programme was formulated in line with the results of the EDS and the latest policies from the education department. As the curriculum changed, so too did the learning strategy, and this required training.”

Observations show that in the current fiscal year's RKAS, schools prioritise teacher capacity building, the procurement of learning resources, and the maintenance of physical facilities. The head teacher emphasises flexibility in budget management:

“If there are funds that are not absorbed, they will be transferred to other areas. For example, if this is not too urgent, it will be transferred to more important areas.”

This quality improvement plan also includes short-term and long-term targets in the form of a roadmap for school development over the next three years.

### **Implementation of Quality Improvement**

The results of the study indicate that quality improvement at SMPN 5 Jombang focuses on developing teacher competence, strengthening the learning system, and fostering student character. Based on interviews, the Deputy Head of Curriculum explained:

“We usually hold workshops twice a year, at the beginning and end of the academic year. We can organise these workshops ourselves or bring in external facilitators. We have also invited speakers from the Education Office.”

In addition, teachers are active in the Learning Community (KOMBEL) and Subject Teacher Working Group (MGMP) activities. These activities provide a forum for teachers to share experiences with each other.

“In that learning community, we formed several groups, including subject-specific groups and general groups. Teachers shared their practices and experiences with each other. It was very effective,” explained the Deputy Head of Curriculum.”

Observations show that KOMBEL and MGMP activities are carried out regularly and documented in the form of reports and photographs of activities. The principal also conducts learning observations twice a year, involving senior teachers as observers.

“After the observation, we discussed what could be improved, from delivery methods and teaching aids to classroom management. Teachers were given time to make improvements before the next observation”.

However, the implementation of quality improvement still faces obstacles in terms of technological facilities.

“We want to maximise digital learning media, but not all classrooms have projectors yet”.

To overcome these limitations, the school allows students to bring mobile phones during digital-based learning under the strict supervision of teachers.

“We allow students to bring mobile phones, but only with the teacher's permission, and they may only be used during lessons”.

Quality improvement at SMPN 5 Jombang focuses on developing teacher competencies, strengthening learning, and fostering student character. Workshops, KOMBEL, and MGMP activities are running effectively with the support of the principal's supervision. The main obstacle is limited technological resources, but the school is trying to overcome this by making limited and targeted use of digital devices.

### **Monitoring and Evaluation**

The monitoring and evaluation (Money) stages are carried out periodically by the head teacher together with the development team. Based on interviews, the head teacher explained:

“We do not have to wait until the programme is completed to conduct monitoring. If there are activities or teacher training sessions, we monitor their implementation, attendance, and follow-up.”

Teachers who are observed twice a year are given the opportunity to improve their performance results.

“Penilaian pembelajaran itu kami observasi dua kali setahun. Setelah observasi pertama, guru diberi masukan. Lalu setelah memperbaiki, diobservasi lagi,” ujar Waka Kurikulum.

In addition to teacher performance appraisals, the school also requires written activity reports for each programme. Budget evaluations are conducted openly with the involvement of the entire school community. The headteacher emphasises the principle of data integrity:

“Kita tidak merekayasa data. Kalau memang belum berhasil, ya kita katakan belum berhasil. Kalau tidak real, nanti kita sendiri yang tidak tahu kekurangannya di mana.”

Monitoring and evaluation at SMPN 5 Jombang are conducted regularly and transparently to ensure continuous improvement. The principal and team emphasise data integrity so that evaluation results reflect the actual conditions of the school.

### **Fulfilment of National Education Standards in the Field of Facilities and Infrastructure**

The facilities and infrastructure at SMPN 5 Jombang are in good condition and functional. The school has 27 active classrooms, two computer laboratories, a science laboratory, a representative library, and supporting facilities such as a school clinic, skills room, sports field, and multipurpose hall. The Deputy Head of Facilities and Infrastructure explained:

“SMP 5 has a total of 27 classrooms, consisting of 9 classrooms each for grades 7, 8, and 9. All classrooms are used as needed. There are no empty rooms.”

The computer lab has around 60 computers and a stable internet connection, while the science lab still needs to upgrade its equipment.

“There is a science laboratory. However, it is not 100% perfect because the school is quite old. But it can be used and utilised for practical work”.

The school also has an active UKS, with the support of a youth doctor and regular monitoring from the community health centre. Documentation shows activities such as mosquito larvae inspections and maintenance of toilet and classroom hygiene. The main limitations of the school are its small land area and limited funds for developing new infrastructure. The head teacher explained:

“We cannot withdraw funds from parents either. So the only source of funding is from the government. If we want to make improvements, we have to wait for the BOS budget or assistance from the relevant agency.”

To address this issue, the school prioritises improvements based on the yellow indicators in the education report card.

“We prioritise items marked in yellow on the report card. For example, classroom comfort. So we make improvements, whether it's replacing the ceiling, repainting, or repairing the ventilation.”

The facilities and infrastructure are relatively good and functional, although there are still limitations in terms of land and laboratory equipment upgrades. The school optimises its existing facilities and prioritises improvements based on education report cards, with the main funding coming from the School Operational Assistance (BOS) and government assistance.

## **Discussion**

### **Quality Mapping as the Initial Stage of the Quality Assurance Cycle**

Quality mapping is a fundamental stage in the implementation of the Internal Quality Assurance System (SPMI), which serves to identify the actual conditions of educational units in relation to the eight National Education Standards (SNP). Based on the results of research at SMPN 5 Jombang, quality mapping activities were carried out through participatory School Self-Evaluation (EDS) involving the principal, teachers, school committee, and educational staff. This process not only serves to measure the achievement of standards, but also as a means of institutional reflection in determining the direction and priorities for school quality improvement.

The implementation of EDS at SMPN 5 Jombang reflects the application of the initial stages of the PDCA (Plan–Do–Check–Act) cycle, which is the core of Total Quality Management (TQM) theory in the context of education (Kusumawati, 2022). This is in line with the provisions of Ministry of Education and Culture Regulation No. 28 of 2016, which stipulates that educational institutions are required to conduct periodic quality mapping to ensure measurable and sustainable quality improvement (Istikomah dkk., 2022). Therefore, the practice of EDS at SMPN 5 Jombang

has demonstrated the application of modern quality management oriented towards empirical data and institutional reflection.

Furthermore, field data shows that school principals emphasise the importance of data integrity in the implementation of quality mapping so that the evaluation results reflect the actual conditions of the school. Commitment to data integrity reflects the value of integrity in the culture of educational quality, which according to (Asyari, 2019) is a basic principle in quality assurance systems. This finding is in line with the results of research (Shalahuddin dkk., 2025a) which confirms that data transparency and the involvement of the entire school community are key factors in the successful implementation of MPMI. With this approach, decision-making at SMPN 5 Jombang can be carried out based on evidence (evidence-based decision making), so that quality improvement strategies can be formulated more effectively and accurately.

In addition, the implementation of quality mapping at SMPN 5 Jombang also emphasised participatory and collaborative aspects. Based on the results of observations, teachers, staff, and the school committee contributed to providing input on the EDS results. This approach is in line with the view (Azzahra dkk., 2025) which emphasises that the effectiveness of educational organisations is determined by the ability of leaders to establish two-way communication and constructive cooperation. Through this collaboration, the school community feels a shared responsibility for the evaluation results and is encouraged to commit to making changes towards better quality.

Quality mapping activities at SMPN 5 Jombang are no longer merely an administrative routine, but have developed into a strategic mechanism for building a culture of quality in schools. Through participatory, transparent, and data-driven EDS, schools are able to systematically identify their internal strengths and weaknesses. The results of this evaluation serve as the main basis for the formulation of a sustainable quality improvement plan that is in line with National Education Standards and reflects the practical implementation of integrated quality management principles in the educational environment.

### **Preparation of Quality Improvement Plans as Implementation of Strategic Planning**

The development of a quality improvement plan at SMPN 5 Jombang is a crucial stage in the implementation of the Internal Quality Assurance System (SPMI), because at this stage the results of quality mapping (School Self-Evaluation/EDS) are translated into concrete policies and programmes. Based on the results of the study, the planning process was carried out collaboratively between the principal, the school development team, the vice principal, teachers, and the committee. This mechanism reflects the application of strategic planning in education management, which emphasises the importance of participation by all elements of the organisation.

Strategic planning in education is a rational process for determining direction, priorities, and resource allocation so that quality objectives can be achieved effectively and efficiently (Hasanah dkk., 2022).

In the context of SPMI, the preparation of the School Quality Improvement Plan (RPS) and the School Activity and Budget Plan (RKAS) represents the Plan stage in the Plan–Do–Check–Act cycle (PDCA). Permendikbud No. 28 of 2016 explains that the stage of setting standards and quality planning must be based on the results of quality mapping and the factual conditions of the education unit (Habibi & Sudirman, 2025). This principle has been implemented by SMPN 5 Jombang through the utilisation of EDS results and education reports as the basis for the preparation of priority programmes, such as increasing teacher capacity, maintaining facilities and infrastructure, and strengthening the curriculum. The planning stage at this school shows a direct link between the results of quality evaluation and the direction of quality improvement policies.

The evidence-based planning principle applied by SMPN 5 Jombang demonstrates an orientation towards data-driven management, where every decision is formulated based on empirical findings, not merely assumptions or annual routines. According to (Suriono, 2021) effective quality planning must be based on accurate data regarding the strengths, weaknesses, opportunities, and challenges of the school. Research (Puspita, 2023) reinforces this finding, that schools that integrate EDS results into their RKAS show higher quality consistency than schools that only develop programmes routinely without in-depth analysis. This shows that a data-driven approach can improve the effectiveness and relevance of quality planning at the school level.

In addition to being data-driven, the process of developing quality plans at SMPN 5 Jombang also upholds the values of transparency and public accountability. Based on the results of observations, the RKAS document is published openly so that school members can monitor the use of funds and programme achievements. This practice reflects the application of the principle of good school governance, which emphasises accountability, participation, and openness in education management (Hasmiati dkk., 2025). These findings are in line with research (Mustofa & Salito, 2025), which shows that the active involvement of stakeholders in quality planning strengthens the legitimacy of school policies while fostering collective responsibility for achieving quality standards.

The development of a quality improvement plan at SMPN 5 Jombang is not merely an administrative obligation, but a practical application of data-driven strategic planning, collaboration, and accountability. The school has implemented the principle of continuous improvement through an annual planning cycle based on the results of the EDS and education reports. With this pattern, planning serves as an important bridge between the quality analysis stage

(mapping) and the programme implementation stage (execution), thereby supporting the sustainable achievement of National Education Standards.

### **Implementation of Quality Improvement as a Manifestation of Commitment to Competency and Facility Development**

The stages of quality improvement implementation are at the core of the internal quality assurance management process at SMPN 5 Jombang, because it is at this stage that all strategic plans and quality policies are translated into concrete actions. Based on the results of the study, the school implements various teacher competency improvement programmes such as training and workshops, Learning Community (KOMBEL) activities, Subject Teacher Working Groups (MGMP), and classroom observations conducted by the principal twice a year. These activities demonstrate the school's strong commitment to developing teacher competency and improving learning effectiveness as part of its continuous quality improvement strategy.

Theoretically, this implementation stage represents the Do phase in the Plan–Do–Check–Act (PDCA) cycle, which is the main pillar of the Total Quality Management (TQM) concept. According to (Hartati dkk., 2024) the Do stage emphasises consistent implementation of plans by optimising human resource involvement and systematic improvement of work processes. In the context of education, quality improvement implementation is not only oriented towards programme implementation, but also towards the formation of a learning organisation, namely an institution that continues to learn and adapt to improve its performance over time.

The results of this study are in line with the findings (Solechan dkk., 2023) which state that collaboration- and reflection-based teacher training can significantly improve teachers' pedagogical and professional competencies, especially when accompanied by continuous academic supervision. A similar practice can be seen at SMPN 5 Jombang, where internal training and learning community activities are consistently implemented as a form of continuous improvement. Thus, the implementation of the programme at this school reflects the practical application of continuous quality management in education.

However, the results of the study also show that there are obstacles in terms of digital facilities. Some classrooms are not yet fully equipped with technology-based learning facilities, so the implementation of digital learning is not yet optimal. This condition is in line with the findings (Shalahuddin dkk., 2025) which reveal that limitations in ICT facilities are a major obstacle in the implementation of internal quality assurance systems. This confirms that the success of quality implementation does not only depend on individual commitment, but also requires adequate support in terms of facilities and infrastructure.

From a policy perspective, quality improvement practices at SMPN 5 Jombang are in line with the provisions of Permendikbudristek No. 22 of 2023 concerning Facilities and Infrastructure Standards and Permendikbud No. 13 of 2007 concerning Principal Standards. Both regulations emphasise the importance of the principal's role in teacher professional development and learning quality supervision. This shows that the implementation of quality improvement at SMPN 5 Jombang not only follows national policy principles but also integrates quality management theory and best practices in education in the context of human resource development and learning facilities.

Conceptually, the implementation stage at SMPN 5 Jombang shows that the success of quality management is not solely determined by the completeness of systems and documents, but rather by visionary leadership and the participation of the entire school community in creating real change. The headmaster acts as a quality leader who is able to mobilise all elements of the school to innovate and adapt to the challenges of modern learning. With a spirit of collaboration and a strong learning culture, this school has succeeded in making quality improvement activities not just an administrative programme, but a continuous transformation process towards a high-performing school.

### **Monitoring and Evaluation as a Quality Control Mechanism**

The monitoring and evaluation (Monev) stage is an important part of the Plan–Do–Check–Act (PDCA) cycle, which serves to control the quality of education. At SMPN 5 Jombang, Monev activities are carried out periodically through twice-yearly learning observations, programme evaluation meetings, and reporting of activity results by each implementation team. These activities involve the principal, teachers, and development team in a participatory manner, demonstrating systematic and continuous quality control.

The implementation of monitoring and evaluation reflects the principles of accountability and transparency. The head teacher conducts academic supervision by providing feedback and guidance for improvement to teachers, in line with the view (Wiyono dkk., 2025) that effective supervision is oriented towards professional development, not merely administrative assessment. This finding is reinforced by (Aini & Citriadin, 2025), who state that reflective supervision improves teacher performance and motivation.

The monitoring and evaluation results form the basis for program improvements in the following year, in accordance with the principle of continuous improvement. Despite time constraints and the heavy workload of teachers, monitoring and evaluation at SMPN 5 Jombang continues to be carried out consistently and transparently. This activity not only serves as a form

of supervision, but also as a means of institutional learning to maintain the sustainability of education quality.

### **Fulfilment of National Education Standards in the Field of Facilities and Infrastructure**

Compliance with National Education Standards (SNP) in the area of facilities and infrastructure is a crucial element in the implementation of Internal Quality Assurance Management (MPMI), as adequate facilities are a prerequisite for effective and quality learning processes (Amalia dkk., 2025). Based on the results of the study, the condition of facilities and infrastructure at SMPN 5 Jombang is classified as good, with the availability of representative classrooms, science and computer laboratories, a library, a school health unit, and other supporting facilities. However, some facilities, such as the science laboratory and guidance counselling room, still need to be updated to meet the learning needs of the 21st century.

Maintenance and procurement of facilities are carried out based on the results of the School Self-Evaluation (SSE) and education reports, reflecting the application of data-driven improvement principles in quality management. Decisions on improvements and procurement are directed towards the priority needs identified in the evaluation, in line with the findings (Wijono & Riyadi, 2023) that schools with data-based quality assurance systems are more effective in meeting infrastructure standards. This approach also demonstrates the integration of quality planning and quality control within the framework of Total Quality Management (TQM), where the use of BOS funds is focused on improving the quality of learning effectively and efficiently.

However, schools still face limitations in terms of land and external funding for physical development. This is common in public schools, as stated (Senang dkk., 2024), that most schools face obstacles in meeting SNP due to budget constraints, not because of a weak quality system. To overcome this, SMPN 5 Jombang implemented a strategy of prioritising needs and actively involving the school committee. This participatory approach is in line with the principles of good school governance and Permendikbud No. 75 of 2016, which emphasises the role of the committee as a strategic partner in the supervision and management of educational resources.

Overall, the fulfilment of the SNP in the field of infrastructure at SMPN 5 Jombang reflects the effectiveness of the implementation of MPMI, which is oriented towards continuous improvement. Through planned maintenance, data-based decision-making, and collaboration with the school committee, this institution has succeeded in building an adaptive, efficient, and quality-oriented culture focused on improving the quality of educational services.

## **Conclusion**

The implementation of Internal Quality Assurance Management (MPMI) at SMPN 5 Jombang has been carried out systematically and in accordance with the Plan–Do–Check–Act (PDCA) cycle as mandated in Permendikbud No. 28 of 2016 concerning SPMI. The processes of mapping, planning, implementation, and quality evaluation are carried out in an integrated manner through the School Self-Evaluation (SSE) mechanism and education reports. The active participation of the principal, teachers, and school development team has made IQM not merely an administrative instrument, but an institutional culture that encourages continuous improvement.

Scientifically, this research contributes to the development of educational management theory by strengthening the concept of participation-based Total Quality Management (TQM) and evidence-based decision making. The findings of this study broaden the understanding that compliance with National Education Standards (SNP), particularly in the area of facilities and infrastructure, is not only measured by physical availability, but also by the effectiveness of its use in supporting quality learning. Thus, the results of this study can be used as a conceptual and practical reference for the development of quality management models in other educational units.

This study has limitations in that its scope only covers one school, without cross-level or cross-regional comparisons. In addition, the research analysis is qualitative in nature, so it does not describe the quantitative relationship between the implementation of MPMI and improved learning outcomes. Therefore, further research using a comparative or quantitative approach is recommended to measure the effectiveness of MPMI on educational quality outcomes. Subsequent studies could also develop a digitalisation model for quality assurance based on a school dashboard to make the monitoring and evaluation process more efficient, transparent, and adaptive to developments in modern educational technology.

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