Implication of Internal Quality Assurance System of Schools Implementation Against the Accreditation rating of State Senior High Schools of Natuna, Riau Island Province

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Abstract : *This study aims to examine the implications of implementing the internal quality assurance system of schools to the accreditation rating of the State Senior High Schools in Natuna district by (1) describing the preparation of the internal school quality assurance system (2) describing the implementation of internal quality assurance in schools, describes the problems that occur in the implementation of internal quality assurance of schools. The approach used in this study qualitative approach with descriptive method, the research sample is determined by purposive sampling technique that determines all objects that are considered to have information about this research. Informants were taken from principals and teachers. Technique of taking data from observation, interview and document study. The research was conducted at three state high schools of Natuna Riau Island Province, Indonesia.. The three schools each have A, B and C accreditation ratings. Implications and no implications for the implementation of the internal quality assurance system for school accreditation are determined by comparing the value of school accreditation obtained from the National Accreditation Board of Schools / Secondary Schools (NABS) Results of data analysis. The results obtained 66.6% (2 schools) implementation of the internal quality assurance system of schools have implications for school accreditation. Implementing the school's internal quality assurance system has not been implicated in the three schools. Based on the results of the research so that the implementation of internal quality assurance in schools run continuously and planned the need for initiative from the principal in conducting training to improve teacher competence. Teachers must increase their competence independently in order to adapt to the development of technology. Provincial Education Office should prioritize facilities and infrastructure and educators to create an equal education.*

Keywords: *Internal Quality Assurance, School Accreditation Rating*

I.   Introduction

The quality assurance system is a systematic, programmed and continuous mechanism. A quality school will be seen from the accreditation of the school stated in the accreditation rank [1]. Quality is a fundamental issue that will ensure the development of schools in achieving status amidst increasingly violent world of education [2]. The status of the school is determined by the assessment of accreditation by providing an assessment of 8 (eight) national education standards (SNP). The eight SNPs are standard contents, processes, graduation, means of infrastructure, educators and education personnel, management, financing and assessment standards.

School self-evaluation (SSE) is one of the quality assurance tools. SSE is a school-based assessment of the strengths, weaknesses, threats and opportunities of schools over the next year. Ainun concluded there was a significant difference between the results of school self-evaluation and school accreditation results [3]. Agustina states the implementation of accreditation to improve the quality of education in Malang city [4]. The contradictions about the quality associated with school accreditation became the background in this study. Similarly with the Natuna district, there is a contradiction about the process of implementation of quality assurance in schools whether the school accredited A, accreditation B and accreditation C.

SMAN 1 Bunguran Timur (BT), SMAN 1 Bunguran Selatan (BS) and SMAN 1 Bunguran Northeast are the three state high schools located in Natuna District from 14 states schools that exist. These three schools have been accredited by national accreditation bodies with ratings A, B and C. This study would like to see how far the implementation of the internal quality assurance system has implications for each school's accreditation rating.

The Ministry of National Education defines accreditation as an assessment activity undertaken by the government or independent institution authorized to determine the feasibility of programs and / or educational

units on formal and non-formal education channels at each level and type of education [2]. Montagu said that accreditation is an external monitoring of written and publicized quality, its monitoring is done by peer experts, the implementer is an independent institution and its objective is to foster organizational development [3].

The National Accreditation Board of Madrasah School (BAN S / M) is a government appointed institution authorized to provide assessments to schools / madrasah. Assessment which includes 8 national standards of education (SNP) is expressed in the form of accreditation certificate with qualification of rank A, B and C. Each educational unit on formal and non-formal channels must perform quality assurance of education. Quality assurance of education aims to achieve the standards set by the government [1]. The internal assurance system is a systematic, integrated and sustainable mechanism to ensure that the entire educational process conforms to the SNP [5]. Implications are the impacts caused by the involvement of something. In this study the implications of the system of internal quality of school implementation on the accreditation rank means whether the implementation of the internal guarantee system is in accordance with the accreditation rating achieved by the school. Implications or no implications are determined by comparing the accreditation scores obtained from the BAN S-M with the values derived from the research data. The value obtained from the research data comes from the analysis of the implementation of 8 SNPs.

II. Method

This research was conducted for 3 months at SMAN Natuna. The research used qualitative approach with descriptive method. Sampling technique using purposive sampling. In this research, there are 3 formulation which is described to see how far implication of implementation of internal quality assurance system of school to accreditation grade of school. The formulation of the problem is, (1) preparation of arrangement of internal quality assurance system of school, (2) implementation of internal quality assurance in school, (3) problem in implementation of internal quality assurance of school. The results of this study are expected to provide suggestions for improvements to the implementation of internal quality assurance system of SMAN in Natuna.

Technique of collecting data in this research by using observation, interview and document study. Observation is used to view activities occurring in schools related to the internal quality assurance system. Interviews were conducted with principals and teachers to explore the extent to which quality assurance has been carried out and what problems school faced. Phase study document is done to see the credibility of internal quality assurance system implementation by taking into account documents owned by the school. Triangulation of data in this study by comparing interview data, observation and document studies (data saturated). In this research writer use data collection technique these are:

a. Observation: Techniques A data collection is done through observation and recording of everything that has something to do with the research
b. Interview: Technique This technique is used to get the materials or sources of the characters involved in this research orally or interviews which is the author's guidance to obtain information or data examined.
c. Document Study: finding out the documents is done to know the data - data directly and completely based on the things examined by the author.

III. Results And Discussion

Result the preparation studying tools of school of three schools can be seen on Table 1 then explained on Figure 1. Where form the Table 1 show that the compilation of the internal school quality assurance system at SMAN 1 Bunguran Timur (BT) showed satisfactory results. This school has all five stages in the process of preparing the preparation of quality assurance system. The indication is that the school carries out all the activities of the meeting with documents in implementing internal quality assurance.

Furthermore, at SMAN 1 Bunguran Selatan (BS) showed less satisfactory results. This school only performs 2 stages in the process of arranging the device in the framework of internal quality assurance. SMAN 1 Bunguran Timur Laut (BTL) only carry out and has a document of two stages in the process of arranging the device of internal quality assurance system of school.

Furthermore, the implementation of the school's internal quality assurance system is seen from the implementation of the 8 National Education Standards (SNP) covering, (1) content standards, (2) process standards, (3) passing standards, (4) educator standards and education personnel, standard of infrastructure, (6) management standard, (7) financing standard, (8) assessment standard. And average of acreditation implementation score three schools can be seen on Figure 1.

Based on Figure 1 of BT implement 7 SNP (87.50%) of 8 SNPs. Standards that do not work well are the standards of assessment. BS implementation of internal quality assurance system implement 5 SNP (62.50%). There are 3 standards that are not well implemented, facilities infrastructure, educators and educational staff and assessment. Furthermore, the implementation of the internal quality assurance system at BTL is the same as with BS (62.50%).

Standards that do not work well are the standard of graduation, means of infrastructure and value standardization. The implications or implications of the implementation of the internal quality assurance system in the three schools were determined by comparing the value of school accreditation by the National Accreditation Board of Madrasah School (BAN S / M) with the value on the implementation of the analysis of research data. The result of the research shows that the implementation of internal quality assurance system 66,6% has an implication to the school accreditation rating. Of the 3 State Senior High Schools, 2 schools have implications (SMAN 1 BT and SMAN 1 BTL) while one school (SMAN 1 BS) implementation of the internal quality assurance system has no implications for its accreditation rating.

IV. Figures and Tables
Tabel 1: Preparation of quality assurance system.

No	Schools Code	Quality Assurance Preparation Tools				
		Planning	Organizing	Actuating	Controlling	Evaluating
1	BT	Yes	Yes	Yes	Yes	Yes
2	BS	Yes	No	Yes	No	Yes
3	BTL	Yes	No	Yes	No	Yes

Information (Table 1, Figure 1)
BT = SMA N 1 Bunguran Timur
BS = SMA N 1 Bunguran Selatan
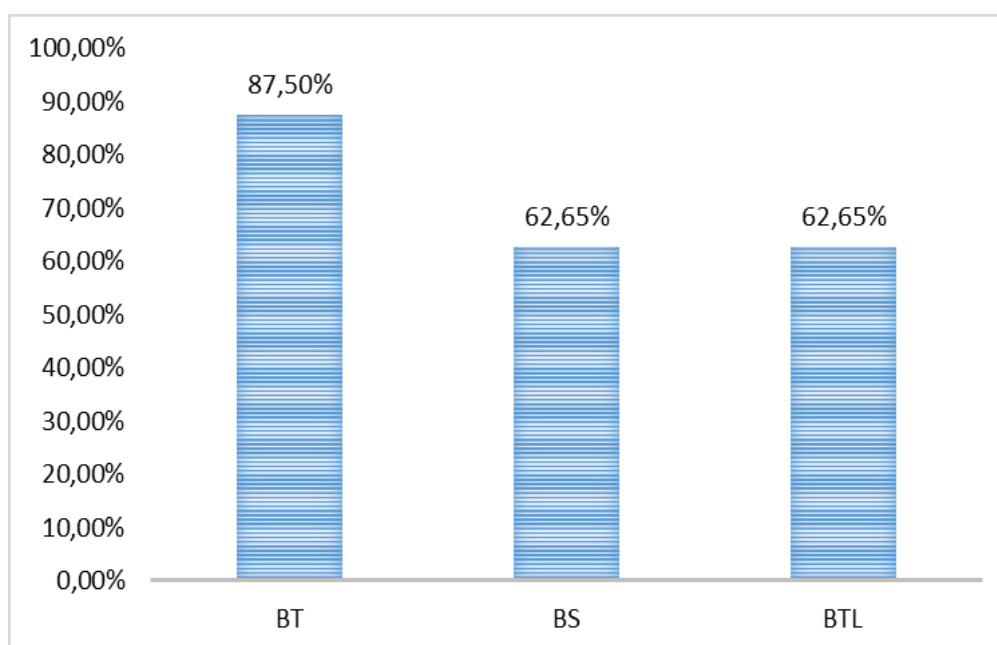BTL = SMA N 1 Bunguran Timur Laut

Figure 1: Result of Acreditation Value of three schools

V. Conclusion
Based on the research results can be concluded
a. Preparation of the preparation of the quality assurance system that took place in three schools, stated that the preparation of the device in SMAN 1 BT is very good. This school holds all meetings and has supporting documents. While in SMAN 1 BS and SMAN 1BTL preparation device in categorize enough. This is because these two schools only hold two meetings from five coordination meetings to be held.
b. The implementation of the internal quality assurance system of schools in SMAN BT runs well. This is seen from the value of 8 SNP. The average value of SNP 90 means the school has an internal quality assurance system that is executed very well.
c. In general, the problem faced lies in the assessment standard. In particular the problems that occur exist in the standards of educators and infrastructure facilities. Adequate facilities and equitable educators will have a significant impact on the implementation of the internal quality assurance system in schools.

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