

Internal Quality Assurance System in Elementary School

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Abstract— This study aims to: Describe the management of SPMI in SD Muhammadiyah Kadisoka. Facts that are still very vulnerable to occur in SPMI in schools are the weak commitment of school authorities, less than optimal leadership, limited competence of human resources towards SPMI, culture of resistance, indifference to stakeholders, lack of socialization, weak formulating the contents of standard policies and SPMI manuals, as well as facilities and minimal infrastructure. The type of research used is qualitative with descriptive research methods and data collection techniques using observation, interviews and documentation. The informants in this study were the principal, vice principal for curriculum and one of the homeroom teachers at SD Muhammadiyah Kadisoka. The results of this study indicate that the management of SPMI which takes place in SD. Muhammadiyah Kadioska goes through the stages of the planning process adjusted to the SNP, the strengths and weaknesses of the school, implementation of the program, then next is the implementation of monitoring/evaluation. SPMI management at SD Muhammadiyah Kadisoka is a continuous step carried out by SD Muhammadiyah Kadisoka in order to achieve the goal of quality education and benefits for the continuity of good education which is also felt by the wider community. Internal Quality Assurance can not only have a good impact on the programs run by the school but can make students excel in academic, religious, cultural aspects as well as improve students' psychomotor skills.

Keywords— total quality management; quality school; school principals.

I. INTRODUCTION

The world of education today is a very crucial need, so it is very necessary to have a quality education. because without the provision of quality education, the aspiration to become a developed and civilized nation is just a figment (Ananda et al., 2021). because it is the product of learning activities from schools which then produces competitive, competent and quality outputs, thereby improving the quality of schools as well. The benchmark for schools that have good quality can be identified using ISO (International Standard Organization). ISO is a standard that regulates an internationally recognized quality management system with reference to seven cornerstones of quality management: customer focus, leadership, people involvement, process approach, improvement, evidence-based decision making and relationship management (Muryadi et al., 2019). As a developing country in Indonesia, two standards are oriented in schools, namely ISO and the National Education Standard (SNP) which are the minimum criteria for the education system in all jurisdictions of the Unitary State of the Republic of Indonesia (Chusna & Tuti, 2020). The quality of a school describes how the learning situation that takes place in the school shows that the level of success achieved by a school depends on the quality of teaching that takes place in the school (Onanwa, 2020).

In order to know the ability of students in schools in certain countries, PISA (Program for International

Student Assessment) is carried out. PISA is a literacy study to examine the abilities of students aged 15 years covering the junior high school to high school / vocational grade 1 level which is carried out only once in 3 years (Himmi et al., 2022).

Tahun Studi	Materi	Skor Indon:esia	Skor Interna-sional	Peringkat Indonesia	Jumlah Negara Peserta Studi
2000	Membaca	371	500	39	41
	Matematika	367	500	39	
	Sains	393	500	38	
2003	Membaca	382	500	39	40
	Matematika	360	500	38	
	Sains	395	500	38	
2006	Membaca	393	500	48	56
	Matematika	396	500	50	
	Sains	393	500	50	
2009	Membaca	402	500	57	65
	Matematika	471	500	61	
	Sains	383	500	60	
2012	Membaca	396	500	62	65
	Matematika	375	500	64	
	Sains	382	500	64	
2015	Membaca	397	500	61	69
	Matematika	386	500	63	
	Sains	403	500	62	
2018	Membaca	371	500	74	79
	Matematika	379	500	73	
	Sains	396	500	71	

Figure 1: Indonesia PISA Rating 2018

The results of PISA for Indonesia from 2000 to 2018 show that the ranking achieved by Indonesia since the first PISA was carried out, namely in 2000 until now the PISA assessment in 2018 has always been in a low position, this illustrates how the quality of products from learning activities implemented in schools (Pratiwi, 2019). High quality can be achieved by schools by

implementing an educational management and utilizing it as an applied field of science from the field of management which is contextualized with the field of Education, a field associated with the management of various educational resources, has fundamental principles consisting of effectiveness and efficiency and focuses on achieving goals. education that has been determined (Gaol, 2020).

In order to achieve effective quality education, schools are required to implement an internal quality assurance system abbreviated as SPMI. SPMI is a unified element consisting of organizations, policies, and related processes to carry out education quality assurance carried out by education units to ensure the realization of quality education that meets or exceeds the National Education Standards (Permendikbud, n.d.). SPMI itself in its implementation, there are still a lot of schools that have obstacles, resulting in the ranking achieved by Indonesia in the PISA assessment is in a low position (Hewi & Saleh, 2020). the fact of the problems in the field, the quality of primary and secondary education in Indonesia has not been as expected. The results of mapping the quality of education nationally in 2014 showed that only about 16% of schools met the National Education Standards (Rohmayanti, 2020).

The basic problem faced by Indonesia in SPMI is that the implementation of a management system which is still limited to consistency, conformity of documents and administration of activities has not really raised the awareness of school residents and all stakeholders (Rahmawati, 2019). then the dominant obstacle that occurs in schools today is that they do not yet have management of educational programs that are in accordance with the needs of the business world and the industrial world as well as the demands of society (Zahrok, 2020). Other very vulnerable facts that still often occur are the weak commitment of school authorities, less than optimal leadership (Sholekah & Mahcepat, 2020), limited HR competencies for SPMI, culture of resistance, indifference to stakeholders, lack of socialization, weak formulating the content of standard policies and SPMI manuals, as well as minimal facilities and infrastructure. Furthermore, crucial obstacles in several schools in Tebuireng Jombang, for example, are: the lack of school human resources, lack of budget, low quality of infrastructure, the absence of a special mentoring team from the Education Quality Assistance Institute (LPMP) makes schools feel difficult, so a lot of data is entered. not appropriate, there is no definite schedule as well as internal and external coordination of the school (Aris, 2019).

One of the elementary schools in Indonesia that has implemented SPMI is Muhammadiyah Kadisoka Elementary School. This school is a private basic education institution located in the Kadisoka area, Kalasan, Sleman Regency, Yogyakarta Special Region Province. This school has been established since April 21, 2001 and is under the auspices of the Directorate General of Primary and Secondary Education of the Ministry of Education and Culture. Teaching and learning activities (KBM) at SD Muhammadiyah Kadisoka run from Monday to Friday, from 6.30 to 16.30. Teaching and learning time is different at the grade level of students. Afternoon time above 13.30 is generally used for extra-curricular activities and subject lessons (Setiaji & PD, 2020, p. 108).

SD Muhammadiyah Kadisoka, although relatively young and is a private educational institution, has shown some brilliant achievements. Among them are: has won Accreditation A from the National Accreditation Board (BAN) and won 1st Place in Religious Intelligence at the Kab. Sleman, which was held on September 17, 2013 in 2013. Thanks to this achievement, SD Muhammadiyah Kadisoka represented Sleman Regency to advance to the Yogyakarta Special Region provincial level to compete with other regencies/cities in the Special Region of Yogyakarta. Then in the same year, Ananda Anisa Lintang Setya Ningrum won 2nd place in the provincial level Ki Hajar competition in 2013. At the 2013 Ki Hajar Event, Ki Hajar is an annual event organized by the Ministry of Education and Culture and is always attended by tens of thousands of participants from all over Indonesia (SD Muh Kadisoka, 2013).

The highest score achievement was also proven by SD Muhammadiyah Kadisoka at graduation and at the end of the 2017 school year, achieving achievements simultaneously including students who received the highest Pure Ebtanas (NEM) scores in the entire year. Achievements were also achieved from the Pencak Silat sport in Sleman Regency in 2021 in the National Student Sports Competition (KOSN) and won 2nd place. Some of the achievements that have been achieved above are a form of the success of good SPMI management at SD Muhammadiyah Kadisoka, which then shows the implementation of education quality assurance for each education unit, in accordance with the Regulation of the Minister of Education and Culture Number 28 of 2016 concerning the Basic and Secondary Guarantee System, namely: in order to ensure the realization of quality education (Permendikbud, 2016). The above has also proven that schools must implement continuous improvement as has been implemented with the hope that the improvement process will be of higher quality

(Pratama & Aziz, 2020). The purpose of this research is to describe the condition of SPMI Management in SD Muhammadiyah Kadisoka.

II. LITERATURE

At first it must be understood that education quality assurance actually refers to a concept put forward by a statistician from the United States named William Edward Deming with the aim of helping engineers and technicians use statistics and then improve production quality (Boko, 2021). after World War II when his theory was widely underestimated by American corporations. W. Edward Deming is very concerned about the failure of American management to plan for the future and the problems that have yet to arise (Djafri & Rahmat, 2017). then Deming went to Japan to teach management of the best business leaders to Statistical Quality Control, this is what later developed and became a big concept known as Total Quality Management (TQM), Deming taught them so that they can then develop their country if they follow his advice (Firmansyah M et al. , 2017). Another method that developed from the 1950s for the TQM process was Edwards Deming's teaching of statistical analysis and quality control to Japanese executives and engineers Petcharit et al. (2020, p. 132).

In the modern era, many new definitions and views have emerged about TQM including: TQM concerns client satisfaction and expectations through operating systems, process quality, service quality, and product quality, Zaid et al., (2020, p. 223). Then Total Quality Management (TQM) is also the application of quantitative methods and human resources that improve all processes in an organization and exceed current and future customer needs, Yu et al. (2020, p. 2). TQM is a globally recognized quality approach that leads to the development of high quality services and products and improves organizational performance, Lam et al. (in Khan et al., 2019, p. 439). TQM is also a management system that has the potential to boost individual and organizational performance (Abbas, 2020).

III. METHODS

This type of research uses a qualitative descriptive research method. Qualitative research is research that observes directly the object under study (Setiadi et al., 2020). then furthermore that qualitative descriptive is a method used by researchers to find knowledge or theory of research at a certain time, Arikunto (in Lubis, 2021). The reason the author uses this type of qualitative descriptive research in this study is because the description of the follow-up of SPMI cannot be separated from how quality control occurs at the

location using an attribute perspective in the discussion of quality. data collection techniques using the method of observation, interviews and documentation. The informants in this study were the principal, vice principal for curriculum and one of the homeroom teachers at SD Muhammadiyah Kadisoka. In order to determine, test the validity/validity of the data found from research activities, the source triangulation method is used, the source triangulation method is a method that encourages researchers to collect research data from various available sources to further strengthen researchers so that later obtain the truth if they obtain data from different sources from data already owned by the researcher, Nugrahani (in Rosyada et al., 2021), then further disclosed by Alfansyur and Mariyani (2020) Through the triangulation technique of sources, researchers try to compare data from interviews obtained from each research source or informant as a form of comparison to seek and explore the truth of the information that has been obtained.

Based on the explanation from the researcher above, the researcher formulated the stages of source triangulation used in this study through the following stages:

1. Comparing the data obtained from available references/documents, (the school's achievement in competitions, the achievement of the National Examination scores by students, data on the school's ability to maintain accreditation) with the results of the interview. This is very urgent to do, because the researcher really understands that the data obtained may no longer be relevant to the current situation and conditions because the situation in the field has changed.
2. Comparing the information obtained from informants (Principal of SD Muhammadiyah Kadisoka, Deputy Principal for curriculum, and senior teachers in schools). This stage is carried out to detect data that is relevant or different for any information provided by the informants.
3. Researchers held a comparison stage of the data/information found during the interview with the results of observations. This stage is carried out with the aim of knowing whether there is a match or discrepancy between the information provided by the informant and the situation at school.
4. The next step is to compare the observations carried out (the situation at school) with the data/information found from various sources.

Researchers use data analysis techniques in order to present the results of good research. The data analysis technique used in this study was adopted from Miles and Huberman that the data collection and data analysis

activities cannot be separated from each other. Both take place simultaneously, the process is cyclical and interactive. Analysis of the data that has been collected using atlas.ti version 8. Data analysis using this software aims to facilitate data management in reducing data and making research concept maps (Mahmudah, 2021).

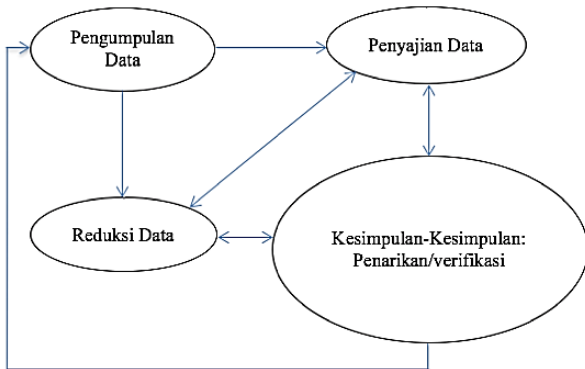


Figure 2: Flow of data analysis techniques Miles and Huberman (1992:20).

IV. RESULT AND DISCUSSION

SPMI management carried out by SD Muhammadiyah Kadisoka is an important effort for schools in implementing a quality assurance program with the aim of improving school quality as planned.

a. SPMI Planning

The most basic stage in the internal quality assurance system (SPMI) is standard planning. SD Muhammadiyah Kadisoka, which is also a basic education institution, then in implementing quality assurance, will first set standards that are in accordance with the National Education Standards (SNP) with the aim of achieving, maintaining and improving student achievement. according to the statement from the resource person, the SNP will be adjusted to the potential that is currently owned by the school and which will then be added to plan important things such as improving facilities and infrastructure, determining tahfidz standards and using tablets during PBM. for the effectiveness of the learning process. the above is also in accordance with the expression of Mayasari (2021, p. 4) that the plan is determined beforehand what will be done, how to do it, what must be done, and who will do it.

Planning is done by compiling quality standards by making adjustments to the SNP. and the school's vision and mission and school conditions. SD Muhammadiyah Kadisoka allows them to adapt to school conditions with SNP. This illustrates that schools are able to improve and implement SNP. which is the basic guide of SPMI related to participatory principles and independence

from quality assurance itself, which means then how is the ability of schools to implement also increase the participation power of all stakeholders owned by schools in order to create independence and potential in SPMI in setting standards Educational institutions are universally expected to be able to pay attention to the correlation between the vision, mission and goals of educational institutions as well as the conditions and capabilities possessed by these educational institutions.

So that in formulating a school work agenda which is regulated in the quality standard planning stage so that the management of these changes needs to start from a clear vision, which is then described in the mission, supported by skills, incentives, resources (physical and non-physical including human resources), to then realized in a clear work plan: Muhaimin (in Prasetyo, 2018, p. 97). where planning actually plays an important role in school progress efforts (Mahcepat & Putra, 2021), a plan is like a map. When the plan has been made, the education unit can see how far progress has been made, and how far its position is from the stated goals (Rosdiana, 2022). Therefore, real planning is part of the management process flow in determining the movement of human resources (teachers), from the current position to the desired position in the future. (Harliansyah, 2022).

Based on the data that has been found by the researcher, then in accordance with the theory described above, the planning stage of the education quality improvement program at SD Muhammadiyah Kadiska is considered important. Therefore, SPMI planning is also considered a very urgent matter and must be carried out in accordance with the correlation between the SNP and also the potential possessed by the school, both in terms of facilities and infrastructure, the abilities possessed by students, as well as the potential resources of educators and education staff. this step is considered to have a very good impact and relevant to the SPMI management step, because it is the basis of school performance activities that will be carried out in the future in maintaining and also improving the quality of schools which can later have a broad impact on trust in the community, which in terms of quality is referred to as the education customer alone (Hamidun & Mahmudah, 2021).

b. Program Implementation

The implementation phase of quality fulfillment is carried out jointly by all teachers and education staff at SD Muhammadiyah Kadisoka such as planning related to supporting facilities and infrastructure so that how they can be in accordance with school needs and relevant to the results of previous planning. After

planning a mature strategy, the next step the school takes is to implement it. in the process of implementing the fulfillment of quality improvement (Adhiim & Maheasy, 2021), SD Muhammadiyah Kadisoka performs the following stages: 1). Determine when the implementation schedule for quality compliance will begin to be implemented; 2). Establish physical evidence that determines the implementation of activities; 3). The program of activities is carried out in an integrated and integrated manner in order to obtain significant quality improvement achievements.

Likewise with the latest standards programmed by the school, namely the tahfizh and edutabmu flagship programs which are standards that together all teachers are required to assist students in the learning process and the achievement of these standards where quality standardization aims to create the desired quality of education, schools have an important task. . This is because activities in quality assurance are not just trying to make the products produced meet quality standards, but are more focused on how the process can be carried out properly, relevant to the stages that should be implemented so that it can also produce targeted achievements (Rabiah, 2019). Therefore, in improving the quality of the process and graduates, it can be understood that education management has implemented policies implemented in the context of quality development to improve school quality (Damayanti et al., 2022, p. 5). of which Improving the quality of education is the goal of improvement in the field of national education and is an integral part of efforts to improve the quality of Indonesian citizens in general (Triana et al., 2022, p. 215).

In accordance with the results of the study and supported by several theories that have been included by the author, the implementation of the programs that have been planned by the school is actually really considered and carried out properly so that then it can take place according to what was previously planned. so that the expected achievements can also be achieved both by the school and the students themselves which can have a good impact on the external conditions of the school as well as on education customers in this case the student's guardian. the implementation stage of the quality assurance program at SD Muhammadiyah Kadisoka implements the agreed provisions with various considerations on the potential and weaknesses relevant to the SNP as well as in accordance with the current state of affairs which has outpuya aimed at maintaining the conditions and achievements achieved by the school as well as improving the internal quality of the school. .

c. Evaluation of SPMI SD Muhammadiyah Kadisoka

The implementation of the evaluation is scheduled in a school work meeting held at the beginning of the semester including paying attention to what achievements have been achieved by the school, both in terms of programs related to student achievement in the learning process, learning support facilities and school facilities and infrastructure. then the next one is called the daily evaluation where the schedule is 1 time a week with the aim of evaluating the learning procedures that take place with the following stages: 1). advance delivery of information; 2). school internal coordination;

d. Evaluation of learning

Evaluation is always carried out by schools continuously with the aim of adjusting the process of implementing programs or activities carried out with plans that have been prepared during the quality planning process to then be used as guide material in the implementation of the evaluation later. The importance of carrying out regular evaluations is to ensure good service to all students so that they can produce quality graduates who are able to compete in the future. so as to support good academic services on an ongoing basis. Herlina et al. (2020, p. 356).

Therefore, SPMI management cannot be separated from the management steps proposed by Deming, namely P-D-C-A (Plan, DO, Check and Act) where this model will provide instructions that every work to be carried out in the quality assurance system must be planned, tested, evaluated. and applied seriously after the improvement of the results of the evaluation process (Paputungan et al., 2021, p. 89) in another case that impact evaluation also encourages teachers to further improve the quality of the learning process and encourages schools to further improve facilities and quality management school. (Enilawati et al., 2022, p. 2). so that the follow-up can be structured to be carried out due to the results of the evaluation. Therefore, the results found in the implementation of the evaluation can then be adjusted to the previously planned program and can be used as a reference in preparing school programs and activities in an effort to improve the quality of the SNP. (Irawati et al., 2022, p. 274). In accordance with the research data described above and then accompanied by several theories, it can be understood that the evaluation is carried out to ensure that the implementation of the quality assurance program goes according to the plan that has been prepared. This evaluation is carried out to ensure that the implementation of quality compliance can run according to the plan that has been prepared. the implementation of the quality assurance evaluation at

SD Muhammadiyah Kadisoka is carried out in 2 stages so that the suitability between the planned program and the program that has been implemented by the school can be found in conformity in the evaluation implementation where the school can find out what are the inhibiting, supporting factors and resolve the obstacles found in the Implementation of SPMI.

e. Inhibiting Factors for SPMI SD Muhammadiyah Kadisoka

A very basic problem for SD Muhammadiyah Kadisoka in implementing SPMI is the teacher's understanding of the programs that will be implemented, then what the researchers found was the level of students' thinking abilities which were very different so that it was possible for some program implementations to be constrained, this is possible based on the family environment, which vary according to what was expressed by Sukaryanti and Supriyoko (2020) that obstacles and constraints such as time constraints and dense school activities and heterogeneous students from different family backgrounds. it is very necessary to have an implementation stage to avoid conflicts between aspects of the problem (Cecep et al., 2022). based on these constraints, schools must be able to make a major contribution in the implementation of guaranteeing and improving the quality of education, while the community, education providers, and local governments provide facilities in the implementation of quality assurance (Ula & Bakar, 2021).

Based on the results of the research that has been described by the researchers above, then supported by several theories listed, the obstacles in implementing the program cannot be avoided by schools. The inhibiting factor, according to the understanding of the author, is not only a problem that hinders the sustainability of several quality assurance programs implemented by schools, the inhibiting factor is also a target that challenges schools so that school management can find alternatives and then improve school conditions. Thus, it is necessary to take steps that can minimize a problem so that it is possible for schools to implement SPMI effectively and efficiently.

f. Supporting Factors for SPMI SD Muhammadiyah Kadisoka

Factors that are important to the SPMI implementation apart from discussing the effectiveness of the SPMI implementation, they also evaluate how the supporting factors can then make an optimal contribution, such as financing factors, human resources, and supporting facilities and infrastructure (Sauri, 2019), apart from that

there are other things other urgent matters such as professional educators, the approach used by teachers, the interests of their students, existing facilities and support from the school and evaluation in various activities (Sulastri et al., 2020, p. 59). created from a qualified management method with superior management materials and techniques and presented by competent teachers and their supporting devices (Putra et al., 2021, p. 297).

Based on the research data that has been described above previously and included several expert opinions that are relevant to the research results, the supporting factors are elements that greatly support the improvement of the quality of education. so that it cannot be denied that these supporting factors should be pursued by schools so that they can then be considered and if possible the quality and quantity can be improved. so that it can have a good impact on SPMI's follow-up programs for schools in the future. in accordance with the findings of the researcher that with the supporting factors for the implementation of quality assurance in schools, the school's performance by itself can be realized properly. including:

1) Facilities and Infrastructure

The improvement of educational facilities and infrastructure is really needed by schools, from the planning, procurement, to maintenance stages. so greatly contributes to the effectiveness of the learning process especially for the implementation of other quality assurance programs. by improving the quality of facilities and infrastructure that are relevant to school needs. The facilities and infrastructure at SD Muhammadiyah Kadisoka are being improved in accordance with the needs that must be fulfilled in schools such as comfortable classrooms, laboratory sports fields and others. In order to achieve effective and efficient conditions in managing facilities and infrastructure, it is necessary to have someone who is an expert in managing management and understands various principles in order to operate educational facilities and infrastructure to realize good education (Kholiq et al., 2021, p. 2) Quality a school can also be seen from its complete infrastructure, because it will greatly support the academic and non-academic learning processes (Alwi et al., 2022, p. 246) so that if the quality of facilities and infrastructure is good, the impact will be good for students so that they will feel comfortable to learn (Kurniawan & Zainuri, 2022).

Based on the results of the research and theory listed above, the condition of facilities and infrastructure must always be considered by schools, both in terms of

maintenance, renovation and budgeting to plan or create new facilities and infrastructure. where these facilities and infrastructure are very critical to the sustainability of the implementation of school programs as well as their impact on the implementation of the learning process. because with the quality of a good educational institution, the facilities and infrastructure themselves can become an icon to be proud of.

2) School's Internal Joint Commitment

a shared commitment that is also passionate about improving the quality of schools owned by every educator as well as education staff accompanied by a sense of belonging to the school as well as all components that exist in the school have long been owned by the school as a potential that can be a supporting factor for SPMI, this is the case This is in accordance with the research findings that independent school management has long been a dream of schools since the separation of joint management with SD Muhammadiyah Sambisari and SD Muhammadiyah Condongcatu.

so that the most important thing for schools is to see the potential they have since SD Muhammadiyah Kadisoka is independent and then commit to seeking internal quality assurance that must run smoothly and smoothly in accordance with procedures and guidelines from the government, as for the obstacles that will be faced in the future, alternative alternatives will be sought together . Commitment is present as care, responsibility, and a sense of belonging as well as concern for the internal conditions of the school. Commitment also exists thanks to being active in a program or agenda that can be improved from the principal's leadership attitude.

From some of the achievements that have been achieved today by schools depicting a clear link between school internal quality assurance and teacher commitment. so that it can be understood that increasing the quality of an educational institution automatically results in an increase in teacher commitment (James Billy & Taat, 2020). Giving authority, flexibility, and giving responsibility for solving problems faced by the school concerned, opportunities to participate in increasing commitment to schools (Setiawan et al., 2021, p. 12) so that they can develop well in any process and are able to create a conducive atmosphere for teachers and employees as well as create a comfortable atmosphere for teachers and students, Rosyada (in Akbar et al., 2021, p. 2).

Based on the results of the research and theory listed above, the equality of perspectives among educators and

education staff is very much needed with the consideration that the success of a school must be maintained and also improved so that the good impact can be felt by all teachers and employees in the school. the two things above which then cause SD Muhammadiyah Kadisoka to be successful in implementing SPMI, namely the existence of factors that support in implementing quality assurance programs.

g. Resolving Obstacles Found in SPMI

Decision making by schools is a determining factor in the success of a quality assurance implementation, therefore if the problem is left unchecked then it is possible that in the future schools will have difficulty in implementing further quality assurance programs. in accordance with the research findings that SD Muhammadiyah Kadisoka seeks an alternative to the solution found by coordinating training to increase the potential of teachers in schools whose output is very beneficial for the success of the quality assurance program. carry out socialization to parents by providing an understanding of how important and useful school programs are which will then have a huge impact on activities that will take place in the future. so that as much as possible they also help students and guide when they are at home because the increase in the carrying capacity of the guardians of students is very influential on the success of the quality assurance program itself.

SD Muhammadiyah Kadisoka in determining the best solution to the problems at hand is determined carefully so that it will produce a decision that is relevant to the problems and steps required by the school situation in line with what was expressed by Wahyudi (in Permadani et al., 2018, p. 321) that decision making is a stage of selecting a good solution from several solutions that are carried out in a structured manner so that it can be implemented as an alternative problem solving. problems and obstacles faced in its implementation, for that it requires high commitment and hard work through the collaboration of various good parties (Tanjung et al., 2022, p. 8) All obstacles that occur if resolved with good cooperation will definitely result in solving the problem well (Amiruddin et al., 2022, p. 5).

In accordance with the research data that has been described by the researchers above and supported by several theoretical explanations from experts related to matters relevant to the school's steps in solving the obstacles found in the implementation of SPMI, so that the step of solving the problem is an obligation that must be carried out by the school. school. especially when viewed from the perspective of the sustainability of the

learning process, facilities and infrastructure. then the problems that are found even the slightest should be sought by the school so that they do not have an impact anywhere or the problem can get worse later if no effort is made to find a solution as soon as possible.

V. CONCLUSION

Based on the results of the research findings that have been described in the previous chapter, then an analysis is carried out regarding matters relevant to the Follow-up of SPMI which includes SPMI Management and the causes of the success of SPMI which has taken place at SD Muhammadiyah Kadisoka, it can be concluded that the management of SPMI which took place at SD Muhammadiyah Kadisoka through the stages of the planning process adapted to the SNP, the strengths and weaknesses of the school, the implementation of the quality assurance program that has been planned and then the next step is the implementation of the quality assurance evaluation. SPMI management at SD Muhammadiyah Kadisoka is a continuous step carried out by SD Muhammadiyah Kadisoka in order to achieve the goal of quality education and benefits for the continuity of good education which is also felt by the wider community. Internal Quality Assurance can not only have a good impact on the programs run by the school but can make students excel in academic, religious, cultural aspects as well as improve students' psychomotor skills. Internal quality assurance is also a system that can make quality schools possible, so that it is possible for schools in their immediate environment to become partners in educational institutions in order to create educational institutions that are equally qualified as well. Factors that strongly support schools in the success of the quality assurance program include: adequate facilities and infrastructure and also being helped by the growth of shared commitment within the internal scope of the school between educators and education staff. The school also carries out decision making that is very relevant to the conditions needed by the school and also to the problems found during the implementation and evaluation of quality assurance. This success can run according to the potential planned by the school so that it can be implemented.

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