

INTERNAL QUALITY ASSURANCE SYSTEM (SPMI) OF AL IRSYAD TENGARAN ISLAMIC BOARDING SCHOOL

^{*1}Syukur Pambudi,²Sugiarto,³Teguh Trianung Djoko Susanto

^{1,2,3}Educational Management, Faculty of Education, Jakarta State University
Jakarta, Indonesia

Author's email:

¹syukur_1111822006@gmail.com; ²sugiarto@unj.ac.id; ³teguhtrianungdjokos@unj.ac.id

^{*}Corresponding author: syukur_1111822006@gmail.com

Abstract. *Islamic boarding schools compete with the formal education system and are required to become more modern through educational innovations in response to societal demands. Internally, these institutions play a role in organizing effective teaching and learning activities, while externally they are expected to equip students with the skills needed to compete in a global world while remaining based on Islamic values. Therefore, their management must be based on the principles of Total Quality Management (TQM) by prioritizing quality. The quality assurance system in Indonesia is regulated through Minister of Education and Culture Regulation Number 28 of 2016 concerning the Quality Assurance System for Primary and Secondary Education (Permendikbud). This study aims to analyze the results and impacts of the implementation of the Internal Quality Assurance System (SPMI) at Al-Irsyad Islamic Boarding School Tengarani on the quality of educational organization in Islamic boarding schools. This research employs a qualitative descriptive approach with reflective and evaluative methods. Data were collected through interviews with the Head of Al-Irsyad Islamic Boarding School (Mudir Pesantren), Deputy Mudir, Mudir Secretary, Head of Administration, administrative staff, and other stakeholders. The data sources were expanded using snowball sampling. The research results show that while improvements are still required in several aspects of the educational process, Al-Irsyad Islamic Boarding School Tengarani managed to successfully implement an internal quality assurance system using the ISO 21001:2018 standard for education management since 2022.*

Keywords: *Internal Quality Assurance System (SPMI); Islamic Boarding School.*

1. INTRODUCTION

Presence Islamic boarding school as institutions education capable give donation important and crucial in the transmission process Islamic sciences , reproduction of scholars, maintenance science , and Islamic traditions , even formation and expansion Muslim community . Islamic boarding school become part infrastructure society that is macro has play a role awaken public For own idealism, ability intellectual , and good behavior in order to organize and build character nation. Islamic boarding school in a way sustainable try form behavior its people . From time to time to time , Islamic boarding school the more grow and develop quantity and quality . Not a little the community that puts attention and hope to Islamic boarding school as education alternative . Moreover Again with various innovation system education developed in Islamic boarding schools with adopt pattern education general , making Islamic boarding school the more competitive For offer education to society. Although has do various innovation education , until moment This education Islamic boarding school No lost its unique characteristics that distinguish it himself with educational model general formulated in form school .

Currently , there are trend strong among Muslim families for send to school his son is in the Islamic boarding school , good Because reason religious or the environment social and cultural phenomena This show that institution education Islamic boarding school middle experience a kind of “ resurrection ” or at least found new “ popularity ” . This become indication about parents ' expectations Muslim For get good , competitive and quality Islamic education for his

children . Quality education can seen from side performance students , learning process , or ability graduate of in develop its potential in society as well as in matter solve problems and thinking critical . Therefore that , it is necessary study quality from aspects of process, product , and internal side and suitability . Quality is seen of the process is effectiveness and efficiency all over factor play a role in the educational process . Factors such as , for example , quality educators , facilities and infrastructure , atmosphere learning , curriculum implementation , and management management . Factors that will be differentiate quality education Islamic boarding schools and the quality of the educational process with by itself will influential to graduates . Graduates from Islamic boarding schools that have factors that support the learning process quality tall will have high levels of knowledge , skills , and abilities . Or in other words, quality education is basically will produce source Power quality human beings too .

In order to produce quality graduates , education at Islamic boarding schools must own criteria certain things that become characteristics Islamic boarding school quality . Arcaro (2005) put forward five characteristics education quality , which is identified as pillars of quality , namely : 1) Quality vision focused on fulfillment need customers , both internal (parents, students , ustaz , and administrators) Islamic boarding schools located in system education) and external (parties that utilize the output of the educational process). 2) Encourage total community involvement in the program. Everyone must participate in transformation quality . Quality is not only not quite enough school board answer or supervisor , but quality is not quite enough answer all parties . 3) Develop system measurement mark plus education . 4) Supporting systems required by staff and students For manage change with own commitment to quality . 5) Improvement sustainable with always make an effort hard make product education become more Good .

In general , Islamic boarding schools has two roles , namely internal and external roles . The internal role of Islamic boarding schools relate with activity learning students and their roles external equip students with various skills for students Ready compete with the global world, but still based on Islamic values . With thus management Islamic boarding school must also be based on the principles of TQM (*Total Quality Management*) with put forward quality . With thus existence System Quality Assurance in Islamic Boarding Schools is something necessity . One of them with do procedure guarantee quality Good both internally and externally external System guarantee quality something institution education can measured from a number of indicator among them power qualified teachers , relevant curriculum , graduates who have various knowledge and skills , means adequate infrastructure , many students and other factors others . For realize vision above , then need existence management designed quality in a way systematic implementation from management quality This is formation system guarantee quality institution both internal and external external .

Many parents want to enter child they to Islamic boarding schools that teach Islam with *manhaj the Salaf* , teach appropriate Islam with teachings Rasulullah *May Allah bless him and grant him peace wa Peace be upon you* . A number of famous Islamic boarding school with *manhaj* This for example is Imam Bukhori Islamic Boarding School in Solo, Bin Baz Islamic Center Islamic Boarding School in Yogyakarta, Islamic Boarding School Minhajus Sunnah in Bogor, Al- Isryad Islamic Boarding School in Tengeran , and still Lots again . Among Islamic boarding school this , choose Al- Irsyad Islamic Boarding School Landmark Because Islamic boarding school This own has own system management quality education when compared to with Islamic boarding school *manhaj the Salaf* other .

System management quality as A approach in implement a guarantee program quality is very important For placed as studies scientific in frame measurement and prediction about readiness institution education . Quality education or quality can demonstrated by ability in creating an educational process or management process effective and efficient schools , therefore That source existing power must true, true professional . In terms of This school as

something institutions that carry out the educational process in order micro occupy position important because in the institution here it is every member public can fill the educational process with objective prepare they with various knowledge and skills to be more capable play a role in life community . School quality is representation from performance all source the power that exists in schools in carry out task as effort realize objective school . School quality obtained from overall performance source Power mutually supportive schools related , namely : head schools , educators , staff education , participants educate , and committee school . School quality influenced by ability managerial from leadership functioning school operate all over source Power school For can operate task in a way professional . School is the institution given not quite enough answer by the government For give service quality education to community . Related with service education said , the government has set standard national education (SNP) as base references For measure quality school . Dimensions that become reject measuring in assessor quality school the poured out in PP Number 32 of 2013 concerning change on regulation government Number 19 of 2005 concerning National Education Standards . According to Fattah (2012: 2), the quality of is the ability possessed by a product or services that can fulfil need or hope and satisfaction customers , in the education in question with customer can grouped into two , namely *internal customers* (students) or student as learners as well as input) and *external customers* (society and the industrial world).

In the process of determination quality institution education need see factors improvement quality from Lots side , and not only satisfaction results from the recognition process accredited just but own motivation tall to improvement quality or exceedance quality from standard quality that has been determined by the government . The system Internal Quality Assurance (SPMI) makes school as perpetrator main or spearhead of guarantee quality SPMI education creates school as organization learners and creators importance culture quality . Therefore that , is necessary study more carry on regarding SPMI carried out by Islamic Boarding Schools as one of the Mandatory educational institutions operate guarantee quality education in increase quality something education at school.

2. LITERATURE REVIEW

2.1 SPMI (System Internal Quality Assurance)

Quality assurance or quality assurance (*quality assurance*) is defined according to the international standard ISO 9000:2015, namely part of quality management that seeks to ensure that the desired quality will be achieved (Mahmud, 2012). In general, what is meant by assurance is the process of identifying and following regulatory standards that are continuously advancing for the satisfaction of customers, producers or service providers and other interested parties. The Indonesian National Standard (SNI) and ISO 21001:2018 provide a common management tool for providing educational products and services that are able to meet the requirements of students or pupils and other related parties. Quality Assurance System Orientation to quality need system guarantee quality so that quality can improved in a way sustainable . System guarantee quality (*Quality Assurance System*) in something institutions education is demands external and internal. In accordance Constitution Law Number 20 of 2003 states that the management of higher education units is carried out based on the principles of autonomy, accountability, quality assurance, and transparent evaluation. Sallis (2014) states that " in arrangement quality industry achieved through fulfillment specification product or services that have been set in a way consistent . Quality is demonstrated by producers who have system , which is known as system guarantee quality , which supports consistent products Good goods or service with specification or standard certain . From the statement the can concluded system guarantee quality used in frame guard consistency quality goods or services required by customers . Directorate General Higher Education Depdiknas (2004: 59) states "the output of system guarantee good quality is

produced graduates who have character and identity a nation that is creative , innovative and capable create field Work with knowledge knowledge and technology it possesses . Commercialization spin-off technology is also indicator success from education high quality . Impact from system guarantee good quality will make college tall capable conduct development spin-offs science , technology and art that are oriented towards the interests of the Indonesian nation, then industry national develop become reliable global industry ”. From the statement mentioned above can interpreted that system guarantee quality assurance system is A the system that will produce good , creative and capable output give satisfaction to its customers . From the various opinions presented above, it can be concluded that a quality assurance system is a system designed to improve quality in a programmed and sustainable manner through the following stages: standard setting, implementation, evaluation, control, and continuous improvement of standards. The correlation between a quality assurance system and customer satisfaction places the quality assurance system at the key. successful implementation of a program.

2.2 Islamic Boarding School

The word "pesantren" contains understanding as a place for students or Islamic boarding school pupils, while The word "santri" is thought to come from the Sanskrit term "sastri" which means "literate", or from Javanese "cantrik" which means a person who follow his teacher wherever he goes. From this we understand that Islamic boarding schools have at least four elements, namely; students, kyai , mosque and dormitory (Herman, 2013). A portrait of Islamic boarding schools in essence is a traditional Islamic educational boarding school where the students live together and study religious sciences under guidance teachers who are better known as kyai . The dormitory is at in the complex Islamic boarding school which is also a place where the kyai lives , equipped with a mosque as place worship , and surround wall For monitor entry and exit students . From the leadership aspect , in general traditional Kyai holding almost absolute power . Kyai is ask or reference source, a place to resolve all matters and a place to ask for advice and fatwas. Islamic boarding schools, mosques, students, kyai and teaching of the books Classical Islam is the five basic elements that can be explains simply what the true nature of Islamic boarding schools is. (Herman, 2013).

Mahdi (2013) explains that Islamic boarding school can interpreted as institution education simple that teaches at a time internalize Islamic teachings in life everyday so that children educate (students) to become good people in accordance religious standards and accepted public wide . While what is meant cottage Islamic boarding school is institution Islamic education that teaches and internalizes Islamic teachings to students in environment a simple hut so that they own religious and moral abilities noble that can accepted society. Although Islamic boarding schools in Indonesia have various styles , there are five aspects main define something Islamic boarding schools . The first , Kyai or Ulama, as figure central that provides teaching and most dominant in life in Islamic boarding schools . Kyai is expert in the field of Islamic religion and has or become leadership Islamic boarding school as well as teaching classical Islamic books to santri . Second , the mosque. The mosque is not limited to place prostrate only , but also as place education and formation values Islam . In Islamic boarding schools , the mosque is one of the element important and become place strategic For educate students in matters of worship and practice religious , as well as study of the Qur'an and the classical books of Islamic scholars . Third , students . Students is one of the component important in Islamic boarding school , because without existence students , then function education Islamic boarding school No will walk in a way perfect . Student generally shared into two, namely kalong and mukim. Santri kalong are students who do not settled but go home to their respective homes after finished follow lessons at Islamic boarding schools and usually originate from regions around Islamic boarding schools . Meanwhile resident santri are

students who live in cottage Islamic boarding school For temporary time and usually originate from far away areas from location Islamic boarding schools (Mahdi, 2013). Fourth , Islamic boarding schools or dormitory. Pondok is place simple to use as place The kyai lives with the students . Apart from being place stay students , boarding school is place exercise students For develop skills so that in the future after graduating can life independent . System cottage or student dormitory This is characteristics typical tradition Islamic boarding schools that differentiate system education Islamic boarding school with system other Islamic education . Fifth , Islamic books classic , or often called as yellow book . Books are work results written by previous scholars in Language Arabic containing about knowledge knowledge of the Islamic religion as it is taught Messenger of Allah May Allah bless him and grant him peace to his friends . In these books , it is taught knowledge main in Islam , such as tauhid , adab and ahlaq , fiqh , hadith , sirah , and others . Because these books written in Language Arabic , then books are needed in knowledge Language Arabic , such as nahw , sarf , and balaghah .

3. RESEARCH METHODS

Study will conducted at the Al- Irsyad Islamic Boarding School Landmarks with addresses Solo-Semarang Highway Km. 45, Butuh Village , Tenganan District , Semarang Regency , Central Java . Research time will held in the month February 2024 to May 2024. Designed using a qualitative research approach with a reflective evaluative method. More Far Again , Kantun (2017) argues that Study evaluative is activity research of a nature evaluate something activities /programs for measure and determine success the activity /program and whether has in accordance with what was expected . Thus it can be concluded that research using evaluative methods is purposeful research For describe existing phenomena, to determine the value or benefit as well as level the success of a program by collecting and systematically analyze data . The selection of evaluative methods is used to describe, record, analyze, and interpret conditions occurring in the field related to success. Implementation of SPMI at Al-Irsyad Islamic Boarding School Landmark . Validation to researchers as instrument covering validation to understanding qualitative research methods, mastery of insight into the field being researched, researcher's readiness to enter the research object in a way academic . Researchers qualitative as *human instrument*, Which functioning determine the focus of the research, select information as a data source, conduct data collection, data analysis, interpreting data and drawing conclusions all data (Sugiyono, 2017). The data source was selected in a way *purposive sampling* Good from side source person and other data . The resource person who will chosen is those who participated as well as in related activities with implementation of SPMI at the Al Irsyad Tenganan Islamic Boarding School . Among candidate source person the is : Head Islamic Boarding School (Mudir Pesantren), Deputy Mudir, Mudir Secretary , Head of Administration, Administrative Staff, and others . Source this will also increase with method *snowball sampling* , where researchers will begging For directed to sources information by sources beginning . For identify and use source information because Possible in something studies case . At least There is three method For obtain data, namely : participation direct , non- participant or observation live , and interviews .

4. RESULTS AND DISCUSSION

Based on results data analysis , Al- Irsyad Islamic Boarding School Tenganan (PIAT) was founded in 1988 by Ustadz Umar Abdat who was a businessman of Hadrami descent. After Al-Irsyad Islamic Boarding School Landmark official was founded , Ustad Umar appointed Mahmud Sulhan as mudir or manager Islamic boarding school . Mahmud Sulhan is an alumnus of the Darussalam Gontor Modern Islamic Boarding School who has finish his education at Ummul Qura University, Makkah. Along the way , Al- Irsyad Islamic Boarding School Landmark has open a number of level education . Containers education the in an integral manner

(interrelated and working together) striving to support the realization of the Islamic Boarding School Vision. At the level education foundation , Al- Irsyad Islamic Boarding School Landmark have SDITQ or Islamic Elementary School for Memorizing the Quran. Level education This have a target for print graduates who have memorized the Qur'an. In addition to using curriculum Islamic boarding schools , SDITQ also uses curriculum national . Graduates level This have a National Diploma and Islamic Boarding School . Level education at Al- Irsyad Islamic boarding school Landmark furthermore is MTW or Mutawasithoh of the same level with junior high school/Islamic junior high school level , which is divided into become sons and daughters . Level education This aim produce graduates who have ability optimal Arabic as well as knowledge Islam and knowledge adequate general knowledge . Graduates level this will also get a National Diploma and Islamic Boarding School . Level education high school/Islamic boarding school level at Al- Irsyad Islamic Boarding School Landmark is I'dad Muallimin or IM, also divided become sons and daughters . Level education This produce graduates who master sciences Islam in a way deep accompanied by with knowledge general as well as fields adequate skills . Just like level other education IM graduates will get a National Diploma and Islamic Boarding School that has get accreditation *mu'ilah* (equality) of the Kingdom of Saudi Arabia. Another level education at Al - Irsyad Islamic Boarding School Landmark is class I'dad Lughowi or IL. Level education This intended for for junior high school graduates or equivalent who want to focus on mastery Arabic for can enter level I'dad Muallimin Al- Irsyad Islamic Boarding School . Education at the elementary level This implemented for 1 year and received a Pesantren Certificate . Al- Irsyad Islamic Boarding School Landmark has do system guarantee quality internally through implementation Educational Quality Management System use standard ISO 21001:2018 since 2022 The ISO 21001:2018 standard is an international standard that specifies requirements for a quality management system for educational organizations in achieving their objectives and carrying out their primary function, namely providing quality education. This standard is a derivative of ISO 9001:2015. The ISO 21001 standard has principles that encourage educational institutions to be more socially responsible and able to provide educational services that are equitably accessible to students. The main objective of the ISO 21001:2018 standard is to evaluate whether educational institutions have met the needs of students and other beneficiaries of educational services.

Cottage Islamic boarding school has become an institution that provides religious education that is greatly needed by the community . Islamic boarding school expected capable give birth to students who will become dai-dai in teach Islam in society . They will become capable person guide public become obedient human being in religious and become citizens who love homeland and country . This is become initiation publication Law no. 18 of 2019 Concerning Islamic boarding school , or also known as as Constitution Islamic boarding school as hope big for Islamic boarding schools and units institution education below shade cottage Islamic boarding school . With existence Constitution Islamic boarding school , pondok Islamic boarding schools and institutions education below shade Islamic boarding school will get recognition , facilitation and affirmation from government .

Basically cottage Islamic boarding schools in Indonesia emphasize attitude conservative who relies on and is centered on the figure of the kyai and stands with treasure the wealth of the kyai himself , no There is mix hand government even a little bit (Fadjar, 2005). Pondok Islamic boarding school Finally can compete with system formal education and can more modern with related innovations with competition required products community . Pondok Islamic boarding school start open self with repair quality education (Sarnoto , 2013). Response cottage Islamic boarding school as A institution education religious from improvement quality and developments over time with change social public includes 4 things , namely ; content or curriculum cottage Islamic boarding school with enter education general . Second , renewal from method education like third level about system institutional , fourth

about function developing education more to function social . With development cottage Islamic boarding school like This make cottage Islamic boarding school as institutions that are starting Lots in demand from various circles . pondok Islamic boarding school still guard values and traditions to cottage Islamic boarding schools that prioritize morals and faith but also adapt with pattern new that can support still walking system cottage Islamic boarding school That himself (Siswanto, 2015).

Al Irsyad Islamic Boarding School has establish quality policies that should carried out as well as possible by all employees with the aim of achieving the vision and mission of the Islamic boarding school. With existence policy this , the party Islamic boarding school make an effort For maintain and develop quality from service Islamic boarding school . Policy quality the based on the provisions contained in the ISO 21001:2018 Educational Quality Management System as following : a) **Comply** with the rules legislation and requirements other is obligation Islamic boarding school as base foothold in the process of achieving his vision and mission , b) I follow monitor the development process world education and always uphold tall riches intellectual in its proper place , balanced with improvement program quality education in a way consistent and sustainable , c) **A** mandate in weave communication and interaction with interested parties to fulfill it satisfaction related with needs and expectations . And d) **Responsibility** answer social Islamic boarding school realized through programs that support the community small in reach level education .

The success of the SPMI Dikdasmen can be seen from three indicators. First, the output indicator, which includes the ability of educational units to carry out the entire quality assurance cycle and the existence of an educational quality assurance organization in the educational unit. Second, the outcome indicator, which is whether the learning process and management of the educational unit have been running according to standards. Third, the impact indicator, including the development of a quality culture in the educational unit and an increase in the quality of learning outcomes. There are several determining factors for the success of the SPMI Dikdasmen implementation, namely organizational culture, effective principal leadership, stakeholder participation, commitment and consistency of all stakeholders, accountability, transparency, and integrity. SPME Dikdasmen, is a unified element consisting of organizations, policies, and related processes to facilitate and assess through accreditation to determine the eligibility and level of quality achievement of elementary and secondary education units. SPME Dikdasmen is implemented by units outside the educational unit. SPME Dikdasmen is planned , implemented, controlled, and developed by the central government and local governments, BSNP, and BAN-S/M in accordance with their authorities. The SPME Dikdasmen cycle is implemented by the central, provincial and district/city governments according to their authority, which is divided into three groups (Raharjo *et al* , 2019).

CONCLUSION

System Internal Quality Assurance (SPMI) makes school as perpetrator main or spearhead of guarantee quality SPMI education creates school as organization learners and creators importance culture quality . Islamic boarding school can adapt Total Quality Management (TQM). For realize matter TQM emphasizes personal, ethics , culture , and systems . directed quality For ensure commitment from every residents of the Islamic boarding school can adapt Total Quality Management (TQM). TQM emphasizes personnel, ethics , culture , and systems . directed quality For ensure commitment from every inhabitant Islamic boarding school in business repair sustainable quality . Islamic boarding school need do efforts strategic develop design quality his education . For that , is necessary improvement various related matters with the educational process at Islamic boarding schools , namely leadership , curriculum , learning , orientation services and evaluation . Al- Irsyad Islamic Boarding School Landmark Because

Islamic boarding school This own has own system management quality education when compared to with Islamic boarding school *manhaj the Salaf* others . Al- Irsyad Islamic Boarding School Landmark has do system guarantee quality internally through implementation System Educational Quality Management use standard ISO 21001:2018 since In 2022, the ISO 21001:2018 standard is standard international standards that determine condition For system management quality for organization education in reach goals and running function mainly , namely give Quality education . This standard is a derivative of ISO 9001:2015. The ISO 21001 standard contains principles that encourage educational institutions to be more socially responsible and able to provide equitable, accessible educational services to students.

REFERENCES

- Abdurrohman, MA, & Fahmi, IR (2021). Building Sustainability (Continuous Improvement) in Education. *AL-MIKRAJ: Journal of Islamic Studies and Humanities* , 2 (1), 25-33.
- Abdul Qadir, Y. (2009). *Syarah 'Aqidah Ahlus Sunnah wal congregation* . Imam Asy-Shafi'i Library .
- Achyar, A. (2017). Concept Integrated Quality Management and Its Implementation in Islamic Education: A Case Study at Darul Muttaqien Islamic Boarding School, Bogor. *Tawazun : Journal of Islamic Education* , 10 (2), 193-218.
- Alkin, M. C. (1970). Evaluation theory development. *Evaluation of short-term training in rehabilitation* , 9-16.
- Arcaro, JS (2005). *Character-based education quality : Principles formulation and steps implementation* (Y. Iriantara , Trans.). Yogyakarta: Pustaka Pelajar .
- Arikunto , S. & Abdul Jabar, CS (2008). *Educational Program Evaluation ; Guidelines Theoretical Practical for Students and Education Practitioners* (2nd edition) second). Earth of Letters.
- Denzin, N. (2010). The fundamentals. *An Introduction to Triangulation*, D. Rugg, editor. *UNAIDS Monitoring and Evaluation Fundamentals*, Geneva, Switzerland , 12.
- Divayana, DGH, Sappaile, BI, Pujawan, I., Dibia, IK, Artaningsih, L., Sundayana, I., & Sugiharni, GAD (2017). An Evaluation of Instructional Process of Expert System Course Program by Using Mobile Technology-based CSE-UCLA Model. *International Journal of Interactive Mobile Technologies* , 11 (6).
- Directorate General of Higher Education, Ministry of National Education. (2004: 59). *Strategy long-term higher education (HELTS) 2003-2010 towards synergy national policy* . Jakarta: Directorate General Directorate General of Higher Education, Ministry of National Education.
- Fadillah, MK (2015). Quality Management of Islamic Education in Islamic Boarding Schools (Study at Darussalam Gontor Modern Islamic Boarding School). *At- Ta'dib Journal* 10 (1).
- Fadjar, AM (2005). *Holistic educational thinking* . Jakarta: Raja Grafindo Persada
- Fattah, N. (2012). *Educational quality assurance system in the context of MBS implementation* . Rosdakarya Youth.
- Fitzpatrick, J.L., Sanders, J.R., & Worthen, B.R. (20 04). *Program evaluation: Alternative approaches and practical guidelines* .
- Fuchino , T., Miyazawa, M., & Naka, Y. (2007). Business model of plant maintenance for lifecycle safety. In *Computer Aided Chemical Engineering* (Vol. 24, pp. 1175-1180). Elsevier.
- Gaspersz, V. (2001). *Total Quality Management* . Jakarta: PT. Gramedia Pustaka Utama .
- Gaspersz, V. (2003). *ISO 9001: 2000 and continuous Quality improvement* . Jakarta: PT Gramedia Main Library.
- Gagnon, Y. C. (2010). *The case study as research method: A practical handbook* . PUQ.
- Gunawan, I. (2011). Evaluation of learning programs. *Journal of Education* , 17 (1).
- Gupta, P. (2006). Beyond PDCA-A new process management model. *Quality progress*, 39 (7), 45.
- Gustini, N., & Mauliy , Y. (2019). Implementation System Internal Quality Assurance in Improving the Quality of Basic Education. *Journal Isema : Islamic Educational Management*, 4 (2), 229–244. <https://doi.org/10.15575/isema.v4i2.5695>
- Helmold, M. (2020). *Lean Management and Kaizen: Fundamentals from Cases and Examples in Operations and Supply Chain Management*. Cham: Springer
- Herman, H. (2013). History of Islamic Boarding Schools in Indonesia. *Al-TA'DIB: Journal of Educational Studies* , 6 (2), 145-158.

- Hermawan, A., Ekawati, R., & Ferdinant, PF (2017). Proposed Implementation of Focus Improvement Pillar to Reduce Loss of Potential Value of Pygas Product by Applying PDCA Cycle. *Untirta Industrial Engineering Journal* .
- Isniah, S., Purba, HH, & Debora, F. (2020). Plan, do, check, act (PDCA) method: literature review and research issues. *Journal of Industrial Systems and Management*, 4 (1), 72-81.
- Istikomah, & Romadlon, DA (2023). *Islamic Boarding School Quality Assurance System* . CV. Smart Creator Indonesia.
- Kantun, S. (2017). Evaluative Research as a Research Model in the Field of Education (A Conceptual Study). *Journal of Economic Education: Scientific Journal of Educational Sciences, Economics and Social Sciences*, 10 (2).
- Karno, E. (2016). *Evaluation of the Smart Sultraku Program Southeast Sulawesi Province* (Dissertation: Jakarta State University).
- Ministry of Education and Culture . (2016). *Regulation of the Minister of Education and Culture Number 28 of 2016 concerning System Quality Assurance in Primary and Secondary Education* . Jakarta: Ministry of Education and Culture .
- Khaerudin , D., & Rahmatullah, A. (2020). Implementation PDCA method in Reducing defects in campus-type shoes at PT. Prima Intereksa Industri (PIN). *Journal of Science and Technology: Journal Science and Application of Industrial Technology* , 20 (1), 34.
- Madaus, G.F., Scriven, M., & Stufflebeam, D.L. (Eds.). (2012). *Evaluation models: Viewpoints on educational and human services evaluation* (Vol. 6). Springer Science & Business Media.
- Mahdi, A. (2013). History and Role of Islamic Boarding Schools in Education in Indonesia. *Islamic Review: Journal of Islamic Research and Studies* , 2 (1), 1-20.
- Mahmud, M. (2012). *Management quality college high* . Jakarta: RajaGrafindo Persada ,
- Maruta, R. (2012). Maximizing knowledge work productivity: a time constrained and activity visualized PDCA cycle. *Knowledge and process Management*, 19 (4), 203-214.
- Mathison, S. (2004). *Encyclopedia of evaluation* . Sage publications.
- Moleong, L. (2015). *Qualitative Research Methodology*. Bandung: PT Remaja Rosdakarya.
- Nasution, MN (2001). *Total Quality Management (TQM)* . Jakarta.
- Nieveen, N., & Folmer, E. (2013). Formative evaluation in educational design research. *Design Research*, 153 (1), 152-169.
- Oxford University Press (nd). *Evaluation*. In *Oxford Learner's Dictionary* . Accessed October 17, 2023
- Prasojo , M., Giyanto , G., & Rahayu, M. (2020). Implementation of the PDCA Method and Seven Tools for Control Quality of Sheet Products at PT. Kati Kartika Murni. *Journal Faculty of Engineering Science* , 1 (3), 195-210.
- Puspa, EM, Sutanto, A., & Aminin , S. (2021). Evaluation System Internal Quality Assurance (SPMI) at East Lampung Model School . POACE: *Journal of Educational Administration Study Program* , 1 (1), 20-32.
- Irsyad Islamic Boarding School Landmarks . (nd). *Quality Policy* . Al- Irsyad Islamic Boarding School Landmark . Accessed November 10, 2023. <https://pesantrenalirsyad.org/kebijakan-mutu/>
- Irsyad Islamic Boarding School Landmarks . (nd). *Profile Al- Irsyad Islamic Boarding School Landmark* . Al- Irsyad Islamic Boarding School Landmark . Accessed November 10, 2023. <https://pesantrenalirsyad.org/profile-Islamic-boarding-school-Al-Irsyad-Landmark/>
- Raharjo, SB, Handayani , M., Jauhari, Muh. R., & Juanita M., F. (2019). *EDUCATION QUALITY ASSURANCE SYSTEM* . Research Center Education and Cultural Policy , Research and Development Agency , Ministry of Education and Culture . <https://litbang.kemdikbud.go.id>
- Realyvásquez -Vargas, A., Arredondo-Soto, K.C., Carrillo-Gutiérrez, T., & Ravelo, G. (2018). Applying the Plan-Do-Check-Act (PDCA) cycle to reduce the defects in the manufacturing industry. A case study. *Applied Sciences*, 8 (11), 2181.
- Roofi , M. (2022). Kaizen Approach in Improving the Quality of Education. *Al Ulya: Journal of Islamic Education*, 7 (2), 112-127.
- Sallis, E. (2014). *Total quality management in education* . Routledge.
- Sani, RA, Arifin, RS, Rif'an , M., & Triatna , C. (2018). *System Internal Quality Assurance* . Tangerang: Tiara Smart.