

QUALITY ASSURANCE MODEL FOR IMPROVING THE EFFECTIVENESS OF LITERACY PROGRAMS (CASE STUDY AT MADRASAH ALIYAH YPPA CIPULUS PURWAKARTA)

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Abstract

The purpose of this study was to obtain an overview of the quality assurance model for the literacy program at Madrasah Aliyah. This research uses a qualitative approach with a case study method. The location of the research is Madrasah Aliyah, Islamic Boarding School Yayasan Pondok Pesantren Al-Hikamussalafiyah Cipulus (YPPA Cipulus), Purwakarta. The research subject is the quality assurance system in MA with principals, vice principals, teachers, students, and the community as respondents represented by the school committee. The results show that the 'MA YPPAP' quality assurance model has created a quality culture in the field of literacy development. The results showed that the quality assurance system has been implemented in the implementation of literacy development programs in schools. The madrasah internal quality assurance system is implemented by the madrasah Quality Assurance Team (TPM). TPM implements a quality assurance system with the PPMRT model (Planning, Implementation, Monitoring and Evaluation, Reflection, and Follow-up). The existence of TPM has formed a quality culture in MA. Indicators of the success of the quality culture are in the form of creating a tradition of reading books, instilling the value of love for the homeland with the habit of singing the national anthem and **Yalal Wathon**. In addition, students actively take advantage of literacy activities organized by madrasahs and are able to excel at regional and national levels.

Keywords: Literacy, management, SPMI, TPM

Introduction

The School Literacy Movement (GLS) has been programmed by the government and implemented since March 2016. The policies related to the program are contained in the Regulation of the Minister of Education and Culture Number 23 of 2015 concerning the Growth of Character. However, citing the results of PIRLS, AKSI, and PISA which showed low results, the Literacy Movement Task Force (2019:ii) assessed that the results of the GLS program had not been fully successful.

A similar opinion was also expressed by Solihin et al. (2020:2), that since the reform era, the government has issued regulations and policies to improve the quality of education. Budget support of 20% from the APBN, 9 years of compulsory education, minimum academic qualifications and competence of teachers, and the provision of allowances for teachers are a form of reform that has been carried out. The reform has expanded access but in terms of the results, Solihin argues that the policy has indeed expanded access for students to 'go to school', but 'not learn'. This opinion is based on a World Bank Report citing the results of the Program for International Student Assessment (PISA). In fact,

more than 55 percent of junior high school graduates are still functionally illiterate (World Bank, 2018b). Specifically for reading, Solihin cites data from Puspendik that there are 70% of students whose abilities are below the minimum competence. The above conditions are a concern for Hamid Muhammad, Director General of Primary and Secondary Education. He said that, "What are the words that are often used in explanations about reading activities and reading competence of Indonesian students compared to other countries? Namely: apprehensive, bad, low, lagging, etc.," (Antoro, 2017: 10).

The description above indicates that the school/madrasah literacy movement (GLS/GLM) is not yet in ideal condition. The literacy movement must be carried out with a planned management system, controlled implementation, in order to produce quality student literacy competencies. In this context, schools need to implement the GLS program with a good quality assurance system.

In general, the quality assurance system in Indonesia consists of two approaches, namely internal and external. The internal quality control system (commonly abbreviated as SPMI) is a system in which there are organizations, policies, and processes carried out by the institution itself to ensure that the quality of education is guaranteed. The indicator is being able to exceed national education standards. Besides SPMI, it is also known as SPME (external quality assurance system). SPME is carried out by an institution (School/Madrasah Accreditation Board) in the form of an assessment whose results become a measure of accreditation for the institution.

In terms of quality assurance, both SPMI and SPME contain the meaning of protection (users) from possible unexpected losses due to unexpected processes or actions. If the benchmark is customer satisfaction, then the process for doing that is the way to ensure it. There are variations in the notion of quality. In the field of education, the quality of quality assurance results is measured by the interests of education customers. Education customers consist of internal and external customers (Sallis, 2007 in Mas, 2017: 11). Internal customers are educators and education personnel. While the main external customers are students, while the secondary external customers are parents. In addition, there are tertiary customers, namely graduates/business users, the government, and the community. The same opinion was also expressed by Mulyasa, et al. (2018:51) that quality assurance is a process of determining and fulfilling education quality standards consistently and continuously so that customer satisfaction is achieved. Quality assurance is also a process to ensure the quality of graduates to be as promised.

Quality assurance is actually a necessity as well as a demand for educational institutions. SPMI is a necessity for schools because SPMI will always provide feedback about quality for schools. SPMI can also provide guarantees for parents and all stakeholders that schools always provide the best service for students (Mas, 2017: 3). Educational institutions such as schools or madrasahs are obliged to guarantee that the quality of planning, implementation, and results of education in their institutions has the quality as expected by the stakeholders. Therefore, schools need to develop a quality assurance

system that can provide certainty about the quality of graduates produced, including literacy development programs in madrasas.

If we focus our attention on literacy and the quality assurance system we direct to madrasas, the problem of the low quality of implementation and outcomes of literacy programs is also recorded. We can read this from several journals on literacy development in madrasas. Dian, Maulana, and Jahari (2019:89) argue that management factors are the main problem in madrasas. According to them, Madrasahs are in a state of interrelated problems. The problems are related to insufficient funds, lack of facilities, limited teacher competence, teachers teaching in more than one school, low innovation, and low interest. Madrasas also generally do not have internal quality assurance. A similar opinion regarding management factors was also expressed by Duriawati et al. (2020:252). In particular, he emphasized the need for the involvement of all parties, and literacy activities must be ensured by the school/madrasah principal so that the literacy program can be carried out properly. Therefore, it is necessary to implement a quality assurance system in madrasas.

Based on the above background, the authors are interested in conducting research on Quality Assurance of Literacy Improvement Programs in Madrasahs. Is it true that madrasas do not have internal quality assurance? How is the quality assurance management model implemented in madrasas? and what are the results for the development of literacy programs in madrasas. The research subject is the quality assurance management system and literacy program at Madrasah Aliyah YPPA Cipulus, Purwakarta. The quality assurance model in question is quality assurance which consists of quality assurance of planning, implementation, and evaluation of literacy programs at MA YPPA Cipulus.

Research methods

In accordance with the research objective, namely to formulate a quality assurance model, this study uses a qualitative approach. The method used is a case study at Madrasah Aliyah (MA) Yayasan Pondok Pesantren Al-Hikamussalafiyah Cipulus (YPPA Cipulus), Purwakarta.

The collection techniques used were interviews with principals, vice principals, teachers who are members of the madrasah TPM (quality assurance team), school committees, and students; observation of literacy activities in schools; Focus Group Discussion with school leaders (principals and their representatives), school committees, and TPM; and study documentation of school documents related to planning, implementation, monitoring and evaluation, and follow-up plans for school literacy programs.

Research Results and Discussion

Based on the results of interviews, observations, and studies of school documents, researchers found that the management patterns applied in the preparation of school programs were planning, implementation, monitoring and evaluation, then ended with reflection and preparation of follow-up actions. Thus, the management model carried out by MA YPPA Cipulus is using the PPMRT pattern. The internal quality assurance system is implemented by the team and is an integral part of the school program. The following is a description of the stages of the PPMRT model implemented at the MA YPPA Cipulus.

Preparation stage (Formation of TPM, EDM, Programming)

In the preparatory stage, there are two main activities. The two main activities are the formation of a quality assurance team (TPM) and the preparation of the madrasa literacy movement program. The formation of the TPM is carried out by the school principal. The TPM consists of the principal, vice principals, and teacher representatives. To avoid conflicts of interest, the principal positioned himself as the person in charge and recruitment team. The task of quality assurance is carried out by the deputy principal of the curriculum field. Supervision is carried out by TPM consisting of senior teachers.

The second preparatory step is the preparation of the Madrasah Literacy Movement Program. This program was prepared through a focus group discussion (FGD) organized by TPM madrasas involving school committees and administrators of the Al-Hikamussalafiyah Cipulus Islamic Boarding School foundation. The FGD discussed two things, namely the literacy movement program and the literacy movement quality assurance program. The program that is prepared refers to the vision and mission of the madrasa, the Madrasah Self Evaluation (EDM) report, and the results of the reflection and follow-up document of the previous year's literacy movement program. There are two documents produced from the planning process, namely the Madrasah Literacy Movement Program document and the School Literacy Movement Internal Quality Assurance Program. Related to literacy, the program aims to increase the talents and interests of students.

The programs that are prepared cannot be separated from general goals (long term), medium term, and short term. The long-term goal of madrasas is to make MA YPPA an educational institution that can create intelligent, competitive and noble students. The objectives of MA YPPA's MA YPPA are: 1) to create a conducive educational environment; 2) Creating an educational atmosphere that is able to encourage students to have good personalities and have noble character; 3) Creating a clean, neat, healthy, and comfortable educational environment; and 4) Creating an educational atmosphere that can encourage students to have the skills to live independently. Meanwhile, the short-term goals are: 1) encouraging students to pursue further education; 2) have good achievements in the fields of science and technology, arts and creations at the district, provincial, and national levels; and 3) increase the motivation of teachers in carrying out their duties.

Program Implementation Phase.

The implementation of quality assurance at the stage of implementing the Madrasah Literacy Movement program is carried out by TPM by monitoring the implementation of activities. Monitoring activities are carried out by a combination of direct observation, interviews with program implementers, and compiling program implementation notes. TPM uses instruments consisting of observation and interview guidelines, field notes, monitoring resumes, and program-related recommendations.

The literacy movement program at MA YPPA consists of routine activities in the form of habituation for all students and a fraction of the literacy program designed as an optional program for students. The habituation program that must be followed by all students is singing national songs and the love song for the homeland typical of the pesantren (Yalal Wathon). This habituation aims to instill the values of nationalism, love for the homeland of the Republic of Indonesia (State Unity of the Republic of Indonesia). The Literacy Movement Programs that have been carried out are: 1) Managing reading corners, 2) Book reading movements (School Books, Literature, History, scientific studies, and other books), 3) Book Review Program for class XII, 4) Extracurricular In journalism, students are given the widest opportunity to write both articles and other writings to be published in the Mading and published in the School Bulletin (Ghiroh Magazine), and 5) Extracurricular writing drama scripts and film scripts

Program Evaluation Stage

The Program Evaluation Phase is carried out by TPM by analyzing, interpreting, and concluding the findings of the monitoring results of TPM members on every activity held in the Madrasah Literacy Movement. The results of the analysis, interpretation, and conclusions are compiled in a report on the results of monitoring and evaluation. The contents of the report consist of a list of programs that have been implemented, program implementation constraints, and recommendations from TPM as an alternative to overcome obstacles that occur in the program. This report is then submitted to the school principal for program reflection FGD materials and preparation of follow-up plans.

The results of the TPM evaluation show that in general all programs have been implemented. The obstacle found by TPM in implementing the Literacy Movement is that the reading movement has not yet become a culture for all students. There are still those who live it as a formal obligation, not yet a culture. The availability of reading books other than maple books in the library is also a finding that is an obstacle. Another factor is that there are still many students who are late for school because some dormitories are near and some are far from school. Activities in dormitories such as the morning recitation often end quite late, making it quite difficult for hundreds of students to be able to go to school at the same time.

Reflection Phase and Follow up Plan

The Reflection stage and the follow-up plan were carried out in the form of a FGD between the TPM (including the principal) and the Madrasah Literacy Movement Committee (GLM). This activity is carried out at the end of each semester. Reflection is carried out to obtain a comprehensive picture of the implementation of the program and efforts to improve the literacy movement program for the next semester. According to the results of TPM's reflection with the GLM committee, the implementation of the school/madrasa literacy movement, the literacy movement program seems to have been implemented well even though there are still obstacles that must be overcome. There are obstacles related to internal problems, but there are problems due to external factors.

The existence of TPM is considered very helpful to provide input to improve the quality of program implementation. The results obtained from the literacy movement activities are the instillation of love for the homeland and the creation of a quality culture of reading. The success indicator of this program is the impact in the form of increasing student achievement. The following are some of the achievements of students related to literacy. The data that the author obtained was only until 2019, because the literacy movement program in 2020-2021 was constrained by the COVID-19 pandemic.

The school literacy movement at MA YPPA Cipulus has produced three calligraphy champions (1st place in Men's Calligraphy and 2nd place in women's calligraphy in the Axioms (Madrasah Art and Competition Event) District Kindergarten in 2017 and 2019. Three KSM Champions in physics, biology, and geographies throughout Purwakarta Regency in 2017. 2nd place in speech competition at the Inter-Madrasah Aliyah language month activity in Purwakarta Regency in 2018. 3rd place in Arabic Men's speech at axiom activities at Madrasah Aliyah level throughout Purwakarta Regency in 2019. 3rd place in the competition photography between SMA and SMK equivalent at the Civic Fest activity at the West Java provincial level in 2019. 2nd place in the main national level Men's photography competition at the UIN Bandung national Wukuf activity in 2019. Winner of Most Creativity, at the national level story telling competition at the UIN SGD Bandung national Wukuf activity in 2019. 2nd Winner of the National Musabaqah Syarhil Quran branch at the national Wukuf activity at UIN SGD Bandung in 2019

Discussion

A case study of the management of the school/madrasah literacy movement quality assurance system at MA YPPA Cipulus shows that there is an influence of the role of the internal quality assurance system on improving the quality of implementation and results of the literacy movement. The existence of a Quality Assurance Team (TPM) that implements a quality assurance system ensures that every activity in the literacy movement program is well planned, implemented using guidelines, and an evaluation process is carried out to improve the quality of subsequent programs. The PPEPP kaizen process for the internal quality assurance system has become entrenched.

The quality assurance management model implemented at MA YPPA, namely the PPMRT pattern, has similarities to the concept of an internal quality assurance system (IQAS) proposed by Mulyasa et al. (2020:677). The IQAS concept is a cycle in the form of a continuous process of improving quality. The cycle consists of seven stages, namely: setting instructional standards, instructional implementation, monitoring, self-evaluation, internal quality audit, correction formula, and quality improvement for stakeholder satisfaction. The PPMRT model implemented by MA YPPA appears to be in line with the IQAS cycle model which has been adapted to the local school program management pattern.

The existence of TMP in MA YPPA is expected to guarantee the implementation of a quality culture in all school components, be it principals as school level managers, teachers as managers at the program committee level, education staff, and students. This quality culture is actually what must be fostered in schools. In the implementation of SPMI, of course there are obstacles. In general, the problem of implementing SPMI. Although the implementation of SPMI has been running, in general there are still five common obstacles (Sauri et al., 2019: 135). These constraints include: (a) SPMI's personal awareness is not optimal, (b) the understanding of the SPMI concept by internal stakeholders is still not evenly distributed; (c) the commitment of SPMI personnel, both leading and relatively lacking; (d) The availability of auditors is still not fulfilled; and (e) The implementation of SPMI is only used as a routine which makes it difficult to measure achievement.

The impact of the existence of TMP in MA YPPA has proven to have an impact on the organization of the literacy movement in MA YPPA. The habituation program has become a tradition, as well as literacy activities such as the reading corner program, book reviews for class XII, journalism extracurriculars and the writing of drama scripts and film scripts can be held continuously. Programs can also cycle in a better direction from time to time. No research has been conducted on the impact of the literacy movement on students' academic competence, but if we look at the achievements of MA YPPA students who have won competitions/competitions at the district and even national levels, it can be concluded that the existence of a quality assurance system has an impact on increasing student achievement.

Conclusions and suggestions

Based on the results of the study, it can be concluded that:

- 1) In MA YPPA has implemented an internal quality assurance system (SPMI) whose implementation is carried out by the madrasah quality assurance team (TPM). The SPMI model implemented by TPM is aligned with the management pattern of school program development, namely Planning, Implementation, Monitoring and Evaluation, reflection and preparation of follow-up plans (PPMRT). The PPMRT model is

implemented on the principle of togetherness and collaboration between the leadership elements (school principals and vice principals), teachers, school committees and foundations.

- 2) The existence of TPM as a representation of SPMI has an impact on the certainty that school programs, in this case the madrasa literacy movement, can be carried out regularly. Literacy activities are part of the tradition of school quality culture. The sustainability of literacy activities that have become a tradition have an impact on increasing student achievement in terms of developing interests and talents.

Based on the conclusions above, the researcher proposes several recommendations as follows:

- 1) The existence of TMP needs to be institutionalized so that SPMI at the madrasah level is ensured to be implemented. The recruitment process for TMP personnel must be carried out by taking into account the regeneration process that involves all parties so that traditions are well maintained and the competence of TMP needs to be enhanced. So the rule of 'Al Muhafadhah' ala al-qadimi ash-shalih wa al-akhduh bi al-jadidi al-ashlah ' which means maintaining good old values and innovating new and better values as a characteristic of MA YPPA becomes school quality culture.
- 2) The school/madrasah literacy movement program should not only be implemented as compliance with government policies, but must be recognized as a need to improve the quality of madrasahs and their graduates.
- 3) More measurable achievement targets need to be made in the long-term literacy movement program. Both include the type of program (quantity), the quality of program implementation, and indicators of student and school achievement as a measure of the success of the madrasah quality assurance model

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