

Research Article

Evaluation of the implementation of quality management system to improve school accreditation in academic transformation

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ABSTRACT

This study aims to evaluate in depth the implementation of the quality management system in an effort to improve school accreditation while encouraging academic transformation. To what extent the implemented quality management system has been effective in optimizing the quality of education in the madrasah, especially in meeting higher national accreditation standards. This research used a qualitative approach with a case study method to evaluate the implementation of the quality management system in improving accreditation and academic transformation. Data were collected through in-depth interviews, participatory observation and documentation study. In-depth interviews provided insights into stakeholders' experiences, while observations enabled understanding of hands-on processes. Documentation helped analyze important documents, such as accreditation reports and strategic planning. Through a combination of these techniques, this study produced comprehensive findings for recommendations on improving the quality management system in schools. The results of this study show that the implementation of the Quality Management System at MA Al-Amiriyyah Banyuwangi still faces significant challenges. Firstly, although the policy is in place, its implementation has not been consistent, especially in assessment and evaluation. Secondly, stakeholder involvement is still limited, so more intense collaboration between internal and external parties is needed. Finally, the utilization of evaluation data to improve the quality of education is not yet optimal. To achieve higher accreditation and better academic transformation, it is necessary to improve the consistent implementation of the Quality Management System, wider stakeholder involvement, and more systematic utilization of evaluation data.

Keywords: Quality Management; School Accreditation; Academic Transformation; Education Quality

1. INTRODUCTION

The implementation of the Quality Management System has become the main focus in efforts to improve school accreditation and carry out academic transformation. In the social context, this fact shows that the quality of education in the school is not only seen in terms of the delivery of teaching materials, but also how the overall education management is systematically regulated to achieve higher quality standards (Ibidunni et al., 2023; Zhiqi et al., 2023; Siddiqui & Lento, 2023; Li et al., 2024). The quality management system implemented involves continuous planning, supervision, and evaluation, so that every component of the school, from teachers, students, to support staff, is involved in efforts to achieve better accreditation. The importance of accreditation as a marker of school quality encourages self-improvement. Socially, this school plays a role as one of the educational institutions that is expected to be able to produce quality graduates who are not only superior in academic aspects but also have soft skills that are relevant to the needs of the world of work and universities. In this academic transformation process, the implementation of a quality management system is one of the important instruments that helps schools adjust to changes in educational standards that are increasingly competitive in the era of digital disruption (Steele, 2020; Ocak, 2021; Sofia Yacher Perroni, 2024). The social environment also has an impact on the successful implementation of the quality management system. Support from the community, students' parents, and other stakeholders is crucial in driving significant change. The community around the school has high hopes for quality improvement, especially in producing graduates who are able to compete at the national and international levels (Turk & Pearl, 2021; Bourn et al., 2021).

Internally, changes in school management through the Quality Management System encourage an increase in teacher professionalism (Peng & Pei, 2022). Continuous training and development are an important part of this process, ensuring that educators are not only competent in delivering material, but also able to apply more modern learning technologies and methods (Asegid et al., 2023; Nature & Mohanty, 2023). This transformation emphasizes the importance of team collaboration and effective communication between all parties in the school, both between teachers, students, and

administrative staff. The quality management system implemented emphasizes the importance of data-driven performance evaluation, so that schools can identify which areas need improvement, as well as develop specific action plans to improve these qualities (Benantar et al., 2020; Shi & Zhao, 2024). In this regard, the role of the principal as a transformational leader is crucial in providing clear direction, motivation, and encouragement to all students of the school to contribute to the achievement of higher accreditation. On the other hand, the implementation of a quality management system also requires adjustments to government regulations related to education standards and accreditation. Socially, this means that schools must continue to monitor changes in national policies in the education sector, as well as ensure that all internal procedures and policies are in accordance with applicable regulations (Adynski et al., 2024; Faulkner et al., 2024). This shows that academic transformation is not only about internal improvement, but also openness to external changes that affect the way education must be run. Thus, the evaluation of the implementation of the quality management system is not only a technical effort in achieving higher accreditation, but also a social movement that involves various stakeholders in encouraging positive changes in the world of education. This change is expected to be able to raise its reputation as one of the superior and adaptive madrasahs to the demands of the times (Lochmiller & Mancinelli, 2019; Bayraktar & Jiménez, 2020).

Previous research on the application of quality management systems in improving school accreditation has been raised by various researchers to assess the effectiveness of the system in the world of education. One of the relevant studies was conducted by Franchina et al., (2023) which examined the application of ISO 9001:2015 in quality management in high schools. The results of the study show that schools that implement an ISO-based quality management system can increase accreditation through improving management performance and more professional educational services. This is in line with previous research by Munawaroh, (2020) which examined the role of school principals in implementing quality management systems in junior high schools. In his research, he emphasized the importance of transformational leadership of school principals in encouraging the participation of all elements of the school to achieve better education quality targets. Another study conducted by Prasetya et al., (2020) highlighted the relationship between the quality management system and the improvement of accreditation results in vocational schools. He found that schools that integrate quality management systems with curricula and learning programs effectively, show significant improvements in accreditation outcomes, particularly in aspects of teaching quality, resource management, and educational infrastructure. Overall, previous studies agree that a well-implemented quality management system can directly affect school accreditation. However, the success of this implementation depends on various factors, including the school's leadership, the participation of all parties involved, and the suitability of the quality management system with the school's vision and mission. This research is an important foundation in understanding how the quality management system can be applied effectively to achieve higher accreditation in academic transformation efforts.

The latest of this research lies in the approach taken in the specific context of the madrasah, which integrates the implementation of the quality management system into the academic transformation process. Most previous studies focused more on public schools or vocational schools, while this study examines how quality management systems can be implemented in faith-based educational institutions, which have their own complexities in terms of curriculum, culture, and governance (Zien et al., 2024). Another recent feature lies in the emphasis on aspects of academic transformation in the context of digital disruption and changes in education policy in Indonesia. This research integrates a modern perspective on quality management with the need to improve the quality of education in the digital era. Here, the quality management system is not only seen as a tool to improve accreditation, but also as a key driver in building academic innovation and improving the competitiveness of schools in the face of global challenges. This provides a new approach to the use of data and technology as a supporting tool in evaluating the quality of education, something that is still rarely done in faith-based school environments. With a focus on holistic and contextual evaluation, this study makes an important contribution in offering relevant solutions for madrasahs to improve accreditation and strengthen the role of religious education institutions in the era of digital transformation (Weerasekara et al., 2023). The purpose of this study is to evaluate in depth the implementation of the quality management system in an effort to improve school accreditation while encouraging academic transformation. The extent to which the quality management system implemented has been effective in optimizing the quality of education in the madrasah, especially in meeting higher national accreditation standards. Quality management systems can be used as a tool to support academic transformation, especially in the context of the era of digital disruption, where educational demands are increasingly complex and diverse. Thus, the results of this study are expected to provide applicable recommendations for schools to improve and perfect the implementation of quality management systems in a sustainable manner, as well as prepare schools to face global challenges in the field of education.

2. RESEARCH METHOD

This research design uses a qualitative approach with a case study method (Iswadi et al., 2023). This approach was chosen because it is able to provide an in-depth description of the implementation of the quality management system in improving school accreditation and supporting academic transformation. This research is to evaluate in depth the implementation of the quality management system in an effort to improve school accreditation while encouraging academic transformation, which is a phenomenon that occurs in a specific context in the madrasah, taking into account various factors that affect the success of the implementation of the quality management system. This research was conducted at MA Al-Amiriyah Banyuwangi School as a case study location, with research subjects consisting of the principal, vice principal, teachers, administrative staff, as well as external parties such as the school committee and parents. The research subjects were selected based on their involvement in the implementation of the quality management system in the school (Sari et al., 2022).

Data collection was done through several techniques, namely in-depth interviews, participatory observation, and documentation studies (Jailani, 2023). In-depth interviews were conducted with stakeholders in the school to gain an understanding of their experiences regarding the implementation of the quality management system. Participatory observation was conducted by directly observing the management process in schools, such as evaluation meetings, administrative management, and interactions between teachers and students. In addition, documentation studies were conducted to analyze various documents related to school accreditation, such as previous accreditation assessment reports, strategic planning, and guidelines for the implemented quality management system. Through this method, the research is expected to provide a comprehensive and contextualized picture of the implementation of the quality management system, as well as produce findings that can be used as recommendations for system improvement in the school (Anggito & Setiawan, 2018).

3. RESULTS AND DISCUSSION

This study aims to evaluate the implementation of the Quality Management System at MA Al-Amiriyyah Banyuwangi School, focusing on efforts to improve school accreditation and academic transformation. The Quality Management System is a very important approach in improving the quality of education, as it can ensure that educational standards are maintained and encourage continuous improvement. However, in practice, the implementation of a Quality Management System often faces challenges that affect its effectiveness and the achievement of these goals. In the context of MA Al-Amiriyyah Banyuwangi, this evaluation aims to identify the extent to which the Quality Management System has been implemented in academic and managerial activities, and how it has impacted on improving educational quality and accreditation. This study produced five important findings that will be explained in depth, covering various aspects ranging from leadership, stakeholder involvement, the quality of the Quality Management System, to data utilization for quality improvement. These findings are expected to be the foundation for a more effective improvement strategy.

3.1 Non-optimal Implementation of Quality Management System

The implementation of the Quality Management System at MA Al-Amiriyyah Banyuwangi has not been fully optimized. Although the school has attempted to implement the Quality Management System in several aspects, the system is still not fully integrated in all academic and operational activities of the school. One of the problems identified is the lack of alignment between existing quality policies and daily practices, especially in terms of assessment and evaluation. The assessments and evaluations conducted at the school are not standardized and do not fully follow the procedures set out in the Quality Management System policy. This shows a gap between the theory contained in the policy document and the reality that occurs in the field. In order for the Quality Management System to run effectively, it requires understanding and consistency in its application by all parties in the school, from the principal, teachers, to administrative staff. To dig deeper into this finding, an interview was conducted with one of the senior teachers at the school, Informant S, an Indonesian language teacher who is also involved in some academic evaluation activities. In the interview, Informant S explained:

"We have been given an understanding of the importance of the quality management system, but in practice, we often feel confused about how to implement these policies in our daily assessment activities. For example, on some occasions, the assessment procedures we receive are not always in line with what is written in the quality policy document. Sometimes, we still assess based on personal habits or preferences, which of course can vary."

This statement illustrates that despite efforts to implement the Quality Management System, inconsistent implementation leads to a mismatch between policy and practice by educators. This indicates the need for increased training as well as tighter monitoring in implementing the Quality Management System in all aspects of the school in order to better support the accreditation process and academic transformation. Indicators in the evaluation of quality management system implementation and consistency can be seen in **Figure 1**.



Figure 1. Evaluation of quality management system implementation and consistency

The indicators in Figure 1 identify that the implementation of the Quality Management System at MA Al-Amiriyyah Banyuwangi has not been optimal. Despite efforts to implement the Quality Management System, the written policies have not been fully integrated into the school's academic and operational activities, particularly in assessment and evaluation. This discrepancy arises because existing procedures are not always practiced consistently, with some teachers relying more on habit or personal preference in assessment. As a result, although policies exist, their implementation is ineffective. These findings suggest the need for increased training for all relevant parties as well as stricter monitoring so that the Quality Management System policy is implemented consistently. This is expected to support better accreditation and academic transformation in the future.

The findings show that the implementation of the Quality Management System at MA Al-Amiriyyah Banyuwangi has not been optimal, especially in the integration of policies with daily practices. Although the Quality Management System policy has been introduced, its implementation has not been fully consistent, especially in the aspect of academic assessment and evaluation. One of the main problems identified is the discrepancy between the procedures stated in the policy and those implemented by teachers in the field, who sometimes rely more on habit or personal preference. This leads to a gap between theory and practice, which can affect the quality of education and the accreditation process. To remedy this, there is a need for increased understanding and training for all parties in the school, as well as stricter monitoring so that the Quality Management System policy can be implemented thoroughly and effectively. Thus, the Quality Management System will better support the expected academic transformation.

From a theoretical perspective, the implementation of a Quality Management System in educational institutions can be seen through the Total Quality Management model approach, which emphasizes the importance of integrating quality policies in all operational and academic aspects of the school. According to the theory of Total Quality Management, the successful implementation of a Quality Management System depends not only on the written policy, but also on consistency in implementation and deep understanding from all parties involved (Zhang et al., 2023). Previous studies show that the gap between policy and practice often occurs when there is insufficient training or lack of monitoring (Chien & Lin, 2023). In the context of MA Al-Amiriyyah, the mismatch between policy documents and implementation on the ground reflects similar issues found in other studies, as described by Mohsen Alawag et al. who emphasized that the success of a Quality Management System is highly dependent on commitment and uniform understanding at all levels of the educational organization.

3.2 Stakeholder Involvement in the Evaluation and Improvement Process

Stakeholders in the process of evaluating and improving the Quality Management System at MA Al-Amiriyyah Banyuwangi are still limited. Although the school has attempted to involve various stakeholders, such as teachers, administrative staff and students, in the accreditation evaluation process, the level of their participation in this regard has not been maximized. Stakeholder involvement in the planning, implementation and monitoring of the Quality Management System is still limited to a small number of parties, especially at the internal school level, and does not include all elements that should be involved. In fact, to create a more inclusive and sustainable academic transformation, wider collaboration between relevant parties is needed. The active involvement of parents, for example, can provide valuable input on student development, while the role of students themselves in evaluation can provide a different perspective on the effectiveness of the education system implemented. Similarly, administrative staff play an important role in running the operational and managerial support system of the school. To dig deeper into this finding, an interview was conducted with one of the teachers, Informant A, who is also active in school quality evaluation activities. In the interview, Informant A explained:

"Although there have been several meetings involving parents and students, I think they are still ineffective. Sometimes they are only asked to attend to listen to the evaluation results, without any further discussion on how they can contribute to the improvement process. I believe if communication and collaboration with parents and students are improved, we can get more constructive feedback for the school's progress."

This statement shows that although there are efforts to involve stakeholders in the evaluation, more in-depth interaction and more open communication still need to be improved. If stakeholders can be more actively involved in the planning and implementation of the Quality Management System, the process of academic transformation in schools can become more inclusive and have a greater impact on improving the overall quality of education. The findings reveal that stakeholder involvement in the process of evaluating and improving the Quality Management System at MA Al-Amiriyyah Banyuwangi is still limited. Although there have been efforts to involve various parties, such as teachers, administrative staff and students, their participation has not been maximized. Stakeholder involvement tends to be limited to the internal school level, with little room for deeper discussion and collaboration. As Informant A revealed, although parents and students were invited to some meetings, their contribution to the improvement of the Quality Management System was minimal due to the lack of constructive interaction. This suggests that more intense communication and collaboration between all elements of the school is needed to create a more inclusive and sustainable academic transformation. More active involvement from parents and students can provide valuable inputs that enrich the evaluation process and support

the overall improvement of education quality.

From a theoretical perspective, the concept of stakeholder involvement in the Quality Management System can be explained through participation theory, which emphasizes the importance of collaboration between various parties in the planning and evaluation of educational policies (O'Daniel et al., 2022). According to Steyaert et al. (2023), effective participation should involve all parties, from internal to external parties, with the aim of achieving more inclusive and sustainable outcomes. Previous research shows that limited stakeholder involvement can hinder the successful implementation of a Quality Management System in educational institutions (Surmeier et al., 2024). In the context of MA Al-Amiriyyah, the lack of collaboration is profound and reflects a gap in the application of participation principles that should be further strengthened to improve the quality of education.

3.3 Performance Evaluation and Data Utilization for Quality Improvement

Less than optimal use of data for academic and managerial performance evaluation at MA Al-Amiriyyah Banyuwangi. Although the school already has an evaluation system in place, the data obtained from the evaluation process has not been fully utilized to formulate improvement policies based on the findings. The evaluation system, although providing important information, is often not translated into concrete policies or actions that can promote continuous improvement. This is a major obstacle in achieving the goal of improving the quality of education and achieving higher accreditation standards. Evaluations should provide a clearer picture of which areas need improvement, both academically and managerially, but the utilization of evaluation data is still not well integrated into school planning and decision-making. To dig deeper into this finding, an interview was conducted with Informant R, one of the managerial staff at the school who is involved in collecting and processing evaluation data. In the interview, Informant R stated:

"We already have an evaluation system to measure academic and managerial performance, but in practice, the evaluation results are not always used as the basis for improvement policies. Sometimes we only see the evaluation results as an annual report without formulating concrete steps to improve quality. In fact, this data should be a very useful tool for planning improvements in the following year."

Informant R's statement confirms that although evaluation data is readily available, the lack of systematic and structured utilization of evaluation results hinders the improvement process, which should be evidence-based. Therefore, more intensive efforts are needed to integrate evaluation results into more effective policies and strategies to support the achievement of accreditation standards and better education quality in the future. Indicators of this finding are known from the Decision Data: Improving Performance, can be seen in figure 2.

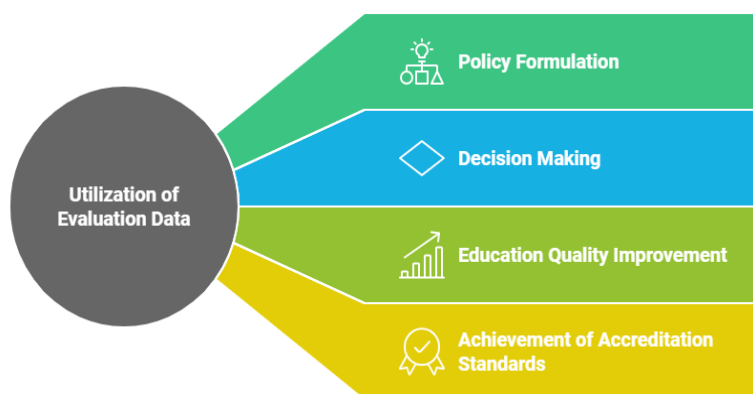


Figure 2. Decision Data: Improving Performance

The findings of Figure 2, begin with the acknowledgement that MA Al-Amiriyyah Banyuwangi has an evaluation system to measure academic and managerial performance, but the results of the evaluation have not been fully utilized. The data collected is often only seen as an annual report, without being used as a basis for formulating concrete improvement policies. This indicates a lack of integration of evaluation data in planning and decision-making, so that the evidence-based improvement process does not run optimally. Although evaluation data has great potential for planning continuous improvement, its use remains limited, which hampers efforts to improve education quality and achieve accreditation standards. The findings suggest that more intensive efforts are needed to integrate evaluation results into school policies and strategies to support more effective improvement.

This finding shows that although MA Al-Amiriyyah Banyuwangi has an evaluation system to assess academic and managerial performance, the utilization of data obtained from the evaluation process is still less than optimal. The data, which should be the basis for improving the quality of education and decision-making, is often only viewed as an annual report without being processed into concrete policies or actions. This indicates that although evaluations have been

conducted, the results have not been well integrated into planning and continuous improvement. As stated by Informant R, the lack of utilization of evaluation data as a tool to formulate improvement measures is a major obstacle in achieving higher accreditation standards. To make the process of improving the quality of education more effective, there needs to be a systematic effort to use evaluation results as a basis for policy-making and strategic planning that is more evidence-based.

From a theoretical perspective, the use of evaluation data to improve the quality of education is in line with the concept of "data-driven decision making" (DDDM), which emphasizes the importance of using data to formulate policies and strategic decisions in educational institutions (Bousdekis et al., 2021). According to (McDavid et al., 2018), an effective evaluation system should be able to generate data that not only describes performance, but also provides insights for continuous improvement. Previous research has shown that the lack of integration of evaluation data in planning is often due to a mismatch between evaluation results and implemented policies (Deguine et al., 2021). In the context of MA Al-Amiriyyah, this finding indicates that although evaluation data is available, the absence of a structured mechanism to transform the findings into concrete policies hinders the evidence-based improvement process. Therefore, it is important to integrate the existing evaluation system with more data-driven decision-making so that the quality of education can be continuously improved.

4. CONCLUSION

The conclusion from the results and discussion of these findings shows that the implementation of the Quality Management System at MA Al-Amiriyyah Banyuwangi still faces various challenges that hinder the achievement of optimal education quality. The first finding reveals that although the Quality Management System policy has been introduced, its implementation has not been fully consistent and integrated with academic activities and school operations. The discrepancy between the theory contained in the policy document and the practice in the field, especially in assessment and evaluation, indicates the need for improved training and understanding for all parties in the school. The second finding highlights the limited involvement of stakeholders in the process of evaluating and improving the Quality Management System. Despite efforts to involve teachers, administrative staff, parents and students, their participation in the planning and implementation of the evaluation is still not maximized. More intense collaboration between internal and external parties is needed to create a more inclusive and sustainable academic transformation. Finally, the third finding shows the less than optimal utilization of evaluation data to improve the quality of education. Although evaluation data is available, the results have not been fully utilized in planning and decision-making for evidence-based improvement. Therefore, better integration between evaluation results and more systematic improvement policies is needed. Overall, in order for MA Al-Amiriyyah Banyuwangi to achieve higher accreditation and better academic transformation, it is necessary to increase the consistency of the Quality Management System implementation, wider stakeholder involvement, and more optimal utilization of evaluation data in formulating improvement policies.

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