

Quality Management Strategy in Improving Educational Institution Accreditation Results

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ABSTRACT

This study focuses on quality management strategies in improving the accreditation results of educational institutions, by examining in depth how managerial practices are implemented systematically and sustainably. The approach used is qualitative with a case study type, which allows for in-depth exploration of the process, dynamics, and context of implementing quality strategies at Madrasah Aliyah Nurul Jadid which has obtained "Very Good" accreditation. Data collection techniques were carried out through in-depth interviews, participatory observations, and documentation studies, which were analyzed using the Miles and Huberman interactive analysis model. The results of the study indicate that self-evaluation-based planning, strengthening the role of the Internal Quality Assurance Team (TPMI), data-based monitoring and evaluation, and training to improve teacher and education personnel competencies are key strategies that directly contribute to achieving better accreditation. These findings provide important implications for the development of an educational quality management system that does not only focus on administrative fulfillment, but also on the internalization of a sustainable quality culture. This study also recommends the importance of integration between reflective and data-based practices in the quality assurance system in educational units..

Keywords: education quality management, institutional accreditation, quality improvement strategies

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INTRODUCTION

The introduction section contains: background, a brief literature review of previous research on the topic (there must be a reference to a journal published within the last 10 years), differences from previous research, problem formulation and hypotheses (if any), and research objectives.

In an era of increasingly tight global competition, accreditation of educational institutions is no longer just an administrative formality, but has developed into a primary indicator of the credibility and quality of an institution (Al Hassani & Wilkins, 2022; Lee, 2021; Rubin, 2022). In Indonesia, the accreditation system organized by the National Accreditation Board for Schools/Madrasahs (BAN-S/M) is one of the integrative measuring tools to assess the achievement of national education standards. According to BAN-S/M data in 2023, there are still more than 35% of educational units that have not achieved "Very Good" or "Excellent" accreditation, and most of them are stagnant in the "Fair" category even though they have been established for a long time. This fact shows a gap between the existence of educational institutions and the quality of their quality management. Academically, this requires a serious study of how quality management strategies can play a direct role in improving the accreditation results of educational institutions in a structured and sustainable manner. From the perspective of the Total Quality Management (TQM) theory adapted to the educational context by Sallis (2002), quality is not only about the final achievement, but also the accumulation of processes that are continuously improved systematically and collectively. Therefore, it is important to explore how quality management strategies are implemented in real terms and have a significant impact on accreditation achievements (Alenezi et al., 2023; Ngoc, Hieu, & Tien, 2023).

Based on findings in the field, many educational institutions face challenges in meeting the eight national education standards in their entirety. Some of them have difficulty in preparing self-evaluation-based planning, weak internal monitoring and evaluation systems, and limited training for teachers and education personnel that is oriented towards improving quality. One striking phenomenon is the gap between the quality documentation prepared ahead of accreditation and actual practice in the field. This condition shows that efforts to improve quality are still reactive, not based on a system that runs sustainably. In field interviews, it was revealed that some school principals stated that program planning was not entirely based on self-evaluation results, but rather on annual routines. In fact, in the context of accreditation, assessment instruments require integration between planning, implementation, evaluation, and data-based follow-up. This reality shows that although administratively the institution already has quality documents, substantively an internalized quality culture has not yet been formed. This problem is crucial because without an inherent quality culture, accreditation results are difficult to improve significantly and sustainably.

Several previous studies have discussed the relationship between quality management and educational accreditation outcomes. The published in the International Journal of Educational Management confirms that the implementation of TQM strategies integrated with teacher performance evaluation, participatory planning, and internal feedback systems has a positive correlation with improving school accreditation in South Asia (Qingyan, Azar, & Ahmad, 2023). Meanwhile, a study by Jabeen & Iqbal (2022) in Quality Assurance in Education shows that the use of a data-based quality management system can improve the efficiency of decision-making and improve weaknesses in learning process standards and management. On the other hand, research by Kusumawardani et al. (2023) in the Journal of Educational Research and Evaluation explains that there are still substantial challenges in implementing SPMI (Internal Quality Assurance System) in many schools in Indonesia, where most of the implementation has not been optimally integrated with the accreditation process. Although these three studies make important contributions to the understanding of quality management, none have explicitly examined qualitatively how

quality management strategies are implemented in the local context and how they contribute directly to improving the accreditation outcomes of educational institutions.

Based on the literature study that has been conducted, it is clear that there is still a research gap in examining in depth the relationship between quality management strategies and improving accreditation results from an implementation perspective in the field. The majority of previous studies are quantitative and emphasize statistical relationships between variables, while aspects of the process and strategic dynamics of quality management in the school environment have not been widely revealed through a holistic qualitative approach. This study is here to fill this gap by narratively and reflectively exploring how educational institutions formulate and implement quality management strategies as a systemic effort to improve accreditation results. Through a qualitative approach, this study allows for the disclosure of context, challenges, internal strategies, and innovations carried out by institutions in depth, which have not been reflected in previous studies. Thus, the contribution of this study lies not only in expanding the area of study, but also in the methodological approach that allows for a deeper and more contextual understanding (ANNAMALAH, 2024).

The main novelty of this study lies in the strategic exploration of quality management from the perspective of real practices carried out by educational institutions that have undergone the accreditation process. This study does not only focus on identifying quality management variables conceptually, but also examines the implementation strategies, obstacles, and successes of the quality management process itself that have an impact on accreditation results. In addition, the qualitative approach used allows data mining through in-depth interviews, observations, and documentation that are able to capture the complexity of quality practices authentically. This study also highlights the interaction between the role of the Internal Quality Assurance Team (TPMI), teacher training, and the use of data in forming an adaptive quality ecosystem. Thus, this study provides a new perspective on managing educational quality, especially in the context of achieving superior accreditation in a sustainable manner. This aspect of novelty is expected to contribute to the development of an educational management approach that is more contextual, applicable, and relevant to the needs of educational institutions at the grassroots level.

The main objective of this study is to identify and analyze the quality management strategies implemented by educational institutions in improving accreditation results. This study seeks to understand in depth how the planning, implementation, evaluation, and quality development processes are implemented strategically within the framework of accreditation improvement. By exploring real practices in the field, this study aims to provide a comprehensive understanding of the key factors that support the success of quality improvement and institutional accreditation. The urgency of this study lies in the need for an adaptive and contextual quality management model, which is not only able to meet accreditation standards, but also build a sustainable quality culture in the educational environment. It is hoped that the results of this study can provide practical contributions to educational institutions, policy makers, and other stakeholders in formulating more effective and sustainable quality improvement strategies.

METHODS OF RESEARCH

This study uses a qualitative approach with a case study type, because it aims to explore in depth the quality management strategy in improving the accreditation results of educational institutions (Ahmad & Ahmed, 2023)a. This approach was chosen based on the need to understand the phenomenon contextually and holistically, not just measuring the relationship between variables as in the quantitative approach. Case studies allow researchers to explore the dynamics of quality management strategies directly from the experiences, practices, and reflections of educational actors in the institutions studied.

This approach is considered more appropriate than quantitative methods because the focus of the research is the process, strategy, and context of implementing educational quality, not on generalization or statistical inference. Therefore, a qualitative approach with a case study provides a rich narrative exploration space, allowing researchers to understand the social context, organizational culture, and management practices that influence accreditation achievements. Data collection techniques in this study were carried out through in-depth interviews, participant observation, and documentation studies. The location of the research was at the Nurul Jadid Islamic Senior High School, an integrated Islamic educational institution that has undergone the accreditation process and demonstrated active quality management practices. The selection of this location was based on the consideration that the institution has consistently implemented the Internal Quality Assurance System (SPMI), and has obtained "Very Good" accreditation in 2023. Informants were selected purposively, consisting of the principal, vice principal, head of the Internal Quality Assurance Team (TPMI), teachers, and education personnel, with a total of 8 main informants. Interviews were conducted face-to-face with a semi-structured guide that allowed for in-depth study of strategic aspects. Observations were made of the institution's daily practices, implementation of supervision, training, and the process of preparing accreditation documents. Meanwhile, the documentation reviewed includes self-evaluation documents, annual work plans, monitoring and evaluation reports, and accreditation result documents.

The data analysis technique in this study uses an interactive model from Miles and Huberman (Miles, Huberman & Saldaña, 2014) which includes three main stages: data reduction, data presentation, and drawing conclusions/verification. Data reduction is carried out systematically by selecting, simplifying, and focusing raw data that is relevant to the focus of the study. This process includes coding data from interview transcripts and observation notes into strategic themes such as quality planning, strengthening TPMI, data-based monitoring and evaluation, and teacher training. Furthermore, data presentation is carried out in the form of thematic narratives, tables, and direct quotes that authentically represent the views of the informants. This presentation aims to help understand the patterns, relationships, and dynamics that occur in the field. The final stage is drawing conclusions and verification, where researchers interpret the deeper meaning of the data that has been presented, and triangulate between the results of interviews, observations, and documents to ensure the validity and validity of the findings. This analysis approach allows for in-depth and contextual exploration of meaning, while maintaining the integrity of the qualitative research process as a whole (Lim, 2025).

RESULT AND DISCUSSION

Implementation of Self-Evaluation Based Planning

In an effort to achieve sustainable education quality and better accreditation, educational institutions need to build a planning system that is not only administrative, but also based on evaluative and participatory principles. Good planning cannot be separated from the process of reflection on the implementation of previous programs, including the extent to which the program is effective, relevant, and has an impact on improving the quality of learning and education services as a whole. Unfortunately, in many institutions, planning is still carried out linearly and tends to be based on annual routines that do not fully depart from the analysis of needs or previous performance achievements. As a result, the programs that are prepared are less able to answer the real challenges faced in the field. In this context, institutional self-evaluation becomes an important instrument that allows management and educators to conduct a comprehensive reflection on existing strengths and weaknesses. This evaluation is not just about filling out an instrument, but is an institutional learning process that prioritizes data as the basis for planning. Reflection that is carried out collectively and based on data provides space for institutions to assess

performance indicators objectively and develop more targeted strategic plans. The involvement of teachers in this evaluative process not only strengthens the legitimacy of the policies taken, but also builds shared ownership of the direction of institutional development. In this context, a view emerged from one of the heads of the institution that reflects the shift in organizational culture towards a more reflective and measurable direction through the following statement. A principal explained:

"We no longer make plans based on assumptions alone. We conduct internal evaluations every semester, evaluate performance indicators, and invite all elements of teachers to participate in the reflection process" (Interview, Principal, May 20, 2025).

The statement of the resource person who said that they "no longer make plans based solely on assumptions" shows a paradigm shift in the planning process of educational institutions' work programs, from being speculative to being based on real data and evaluation; the statement explicitly confirms that the institution now conducts internal evaluations periodically every semester, which means that the evaluation process is carried out twice in one academic year to review performance and determine the direction of future institutional development; the performance indicators that are evaluated do not only concern administrative output, but also touch on the quality of the learning process, student services, and the satisfaction of all stakeholders, so that the work plan that is prepared truly reflects the actual needs of the institution; furthermore, the involvement of all elements of teachers in the reflection process shows a participatory approach that is not only symbolic, but substantial, because this collective reflection process allows for input that comes from real experience in the field; thus, the planning strategy used by the institution has shifted towards self-evaluation-based planning that prioritizes transparency, accountability, and collectivity, while also confirming that a healthy managerial process in the world of education must be built on the foundation of empirical evaluation and reflective discussion that involves all strategic elements of the institution actively and continuously in the decision-making process.

Based on interviews with principals, there appears to be a systematic change in the planning pattern, which previously relied more on general assumptions, to a system based on empirical evaluation and collective reflection. Internal evaluations conducted every semester are the main instrument in viewing the achievement of the institution's performance, both in terms of academic and non-academic aspects. This evaluation is carried out through monitoring of previously prepared performance indicators, such as teacher attendance, student learning outcomes, learning effectiveness, and service satisfaction for students and parents. In addition, all teachers are actively involved in the evaluation forum, not only as participants, but also as contributors of ideas and decision makers. In practice, this evaluation is carried out through a reflective meeting at the end of the semester to discuss the results of monitoring, and prepare policy recommendations for future improvements. Teacher involvement in this process encourages open dialogue and responsibility for the real conditions faced by the institution. Therefore, the planning process is no longer solely the managerial task of the principal, but has become part of a collaborative organizational culture. This step reflects that institutions have internalized evaluative values in their governance structures, which serve as a strong basis for compiling annual work plans that are more relevant, adaptive, and in accordance with the actual conditions of educational institutions.

The principal's statement that the institution "no longer makes plans based solely on assumptions" marks a major shift in the orientation of educational institution planning, from an authoritative pattern to a data-based participatory pattern. This sentence not only reflects the renewal of administrative procedures, but also shows an increase in reflective capacity in educational management. Internal evaluations conducted every semester can be interpreted as a form of the institution's commitment to a sustainable quality culture, because through this evaluation, the institution is able to periodically review and assess the achievement of the quality indicators that have been set. The involvement of all elements of teachers in the reflection process indicates that decision-making has been based on the real experiences of educational actors who are directly involved in the learning process. This shows that the institution does not only position teachers as implementers, but also as important subjects in the formulation of quality policies. From the perspective

of Total Quality Management theory, this approach shows the application of the principles of "continuous improvement" and "employee involvement", where the quality of education is built through a continuous evaluation process involving all organizational personnel. Therefore, the interpretation of the statement is that the success of quality management in educational institutions cannot be separated from the institution's ability to create a space for reflection, collect performance data objectively, and integrate various perspectives into a more measurable, inclusive, and contextual planning strategy. Senior teachers also expressed similar views:

"After self-evaluation, we know what needs to be improved, especially in terms of learning and student services. In the past, we often guessed, now everything is based on data" (Interview, Senior Teacher, May 22, 2025).

The statement revealed that through the implementation of self-evaluation, educational institutions gain clarity in identifying areas that require improvement, especially in terms of learning and student services, which were previously often based on estimates or intuition alone; now, decisions and improvements are made in a measurable manner using data as the main basis, so that the managerial process becomes more systematic and objective; with structured data, institutions can set improvement priorities more accurately, avoid misperceptions, and formulate more effective strategic steps for quality development; this change indicates that the decision-making system has undergone a transformation from a reactive pattern to a pattern based on reflection and empirical evidence, which ultimately has a direct impact on the quality of the education process and student satisfaction as the main recipients of services in the education ecosystem; this shows institutional maturity in managing information to support the achievement of educational quality standards as a whole.

Based on interviews with principals, it is clear that self-evaluation has become an important turning point in the process of improving the quality of institutions. Previously, many policies and development decisions were based solely on perceptions and assumptions, which resulted in problems not being detected accurately, especially in terms of the quality of learning and student services. After the systematic implementation of self-evaluation, institutions began to use quantitative and qualitative data as a basis for decision-making. For example, the results of class observations, daily test scores, student absences, and parental responses were analyzed to identify aspects of learning that needed to be improved. In terms of services, student satisfaction also began to be measured through simple surveys and class discussion forums. This process allows institutions to specifically know where their weaknesses and strengths lie, and to formulate more targeted follow-up steps. In other words, self-evaluation is not only an internal assessment instrument, but also a strategic navigation tool for designing relevant improvements. This change from guesswork-based to data-based decision-making reflects progress in increasingly professional and accountable educational governance, and is an important asset in building a sustainable quality culture.

The principal's statement regarding the change in orientation from "guessing" to "data-based" reflects a fundamental transformation in the governance of educational quality in the institution concerned. Self-evaluation, in this case, is not just an administrative process, but has become a reflective medium that produces objective information to assess the institution's performance as a whole. When the informant said that they "knew what to improve," this shows the institution's ability to read data as a diagnostic tool for weaknesses in student learning and services. This also indicates that the institution has implemented an evidence-based decision-making approach, namely a decision-making process that is rooted in facts, not assumptions. In the framework of educational quality management, this shift is very important because it marks a shift from an intuitive organizational culture to a learning organization that relies on systematic evaluation. The focus on student learning and services emphasizes that self-evaluation is not only intended to pursue accreditation, but is truly directed at improving the quality of education that is substantive and centered on student needs. If previously policies were often taken reactively or sporadically, now improvement strategies are based on measurable patterns, trends, and findings. Thus, this statement shows that self-evaluation has opened up space for collective involvement and data-based analysis in the process

of institutional development, making the quality of education the result of a process that is consciously and responsibly designed by all components of the school organization.

The findings of this study strongly reflect a Total Quality Management (TQM) approach, which places systemic reflection, collective participation, and the strategic use of data as the central pillars in educational decision-making. The self-evaluation-based planning strategy implemented by the institution studied has evolved beyond being a mere technical instrument for preparing formal documents; it has become a driving force for an embedded quality culture throughout all elements of the school. Self-evaluation is conducted periodically and involves active participation from school principals, teachers, administrative staff, and even students and parents during service reflection processes, thereby fostering an institutional ecosystem that is open to feedback and continuous improvement. In this context, the institution consciously internalizes the Deming Cycle—or Plan-Do-Check-Act (PDCA)—which demands an ongoing process of planning, implementation, evaluation, and refinement of programs. The application of the PDCA principle is clearly evident as the institution avoids basing its annual planning on mere intuition and instead draws from semester-based self-evaluation results, where performance indicators such as teacher attendance, student academic achievement, and service satisfaction are processed as valid and relevant primary data sources. In doing so, the institution does not merely aim to fulfill accreditation documentation requirements but embeds quality as a core value that permeates daily managerial and pedagogical practices. The implementation of self-evaluation strategies also creates space for democratization in educational management, where teachers feel they are part of a transformative process rather than passive subjects of structural policies. Their involvement in collaborative reflection forums and evaluative workshops fosters a sense of ownership over school programs and enhances their intrinsic motivation to contribute optimally. This aligns with Sallis' (2002) perspective on educational quality management theory, which emphasizes that successful quality development depends on active participation from all school stakeholders. In practice, self-evaluation results serve as the foundation for identifying teacher training needs, setting work priorities, and improving services. These findings demonstrate that self-evaluation is not just an annual routine but an intellectual and organizational process that touches upon the institution's work culture, management structure, and educational philosophy. This is further strengthened by the presence of the Internal Quality Assurance Team (TPMI), which acts as a facilitator in maintaining a regular quality cycle and serves as a bridge between field data and managerial decisions. At the institution studied, TPMI is not merely a technical executor but a strategic actor who encourages disciplined, systematic, and collaborative reflection processes. The data collected by TPMI from various instruments—such as service surveys, teacher attendance monitoring, student assessment results, and teaching supervision documentation—are not merely stored in reports but are presented and discussed in management forums to guide follow-up actions. As a result, this data-driven approach creates a logical alignment between on-the-ground realities and policy decisions made by school leadership, fostering a decision-making environment that is transparent, rational, and responsive to actual needs. Additionally, this strategy enhances the institution's credibility among external stakeholders, as every work program carried out is based on scientifically accountable considerations. More broadly, the implementation of self-evaluation-based planning builds institutional resilience in the face of educational challenges and changes, as the school becomes accustomed to reading its environment reflectively and responding with measured, adaptive steps. Therefore, the findings of this study not only illustrate technical success in quality management but also highlight the importance of reflective awareness, collaborative leadership, and the institutionalization of evaluative cycles in building sustainable, progressive, and scientifically grounded educational institutions. These findings enrich the literature on educational quality management by providing contextual evidence that the PDCA approach and TQM principles are not merely abstract theories, but can be operationalized in a concrete and meaningful way at the level of individual educational institutions—particularly when supported by competent internal teams, high levels of teacher participation, and leadership that is open to reflective practices and data-driven decision making.

Strengthening the Role of the Internal Quality Assurance Team (TPMI)

In an effort to realize a quality and highly competitive educational institution, internal quality management strategies cannot only rely on administrative procedures or formal reporting routines. In the context of implementing the Internal Quality Assurance System (SPMI), educational institutions are required to carry out evaluation and supervision processes that are more active, participatory, and based on real practices in the field. One concrete form of this strategy is the direct involvement of the Internal Quality Assurance Team (TPMI) in assisting and supervising the learning process and management of teaching materials. In many institutions, especially in Islamic boarding schools and value-based schools, the role of TPMI is no longer limited to collecting accreditation data or filling out quality instruments, but has transformed into an active partner in the process of increasing the professional capacity of educators. TPMI's involvement in supervision activities, RPP validation, and intensive discussions with teachers is a form of strategic intervention that directly impacts the improvement of learning quality and compliance with national education standards. This function is in line with the Total Quality Management (TQM) approach, which emphasizes the importance of participation of all parties in the continuous quality improvement cycle. With this more collaborative and transformative approach, TPMI is not only a controller, but also a facilitator of institutional learning that is able to foster a culture of quality systematically. To further illustrate how TPMI carries out this strategic role in the field, the following is a statement from one of TPMI's members reflecting the shift in this role from administrative activities to substantive and collaborative mentoring practices. A TPMI member explained:

"Our job is not just administrative, we go down to the classroom, check the lesson plans, supervise, and discuss with teachers. This is part of an effort to ensure that standards are met" (Interview, Chair of TPMI, May 21, 2025).

The speaker's statement emphasized that the responsibility for educational quality management does not stop at administrative activities alone, but includes direct involvement in the academic process in the classroom, which includes checking the Learning Implementation Plan (RPP), implementing learning supervision, and intensive discussions with teachers; these activities are carried out as a concrete form of progressive and in-depth quality control, with the main objective of ensuring that all learning components run in accordance with established standards; furthermore, this active involvement marks the commitment of the quality assurance team to not only manage documents, but also ensure the conformity between plans, implementation, and learning achievements; this approach shows the existence of integrated and dynamic quality management practices, which do not separate administrative functions from pedagogical functions, and strengthen the awareness that the fulfillment of educational quality standards can only be achieved through direct interaction and continuous communication between management and teachers.

Based on the results of an interview with one of the members of the Internal Quality Assurance Team (TPMI), it is clear that their responsibilities are not only limited to administrative work such as compiling quality documents or accreditation reports. They are also directly involved in academic activities in the field, such as checking the completeness and quality of the Learning Implementation Plan (RPP) prepared by teachers, carrying out classroom supervision to monitor the learning process directly, and conducting regular discussions with teachers regarding obstacles and innovations in learning. This activity shows that the supervision and mentoring function is carried out actively and comprehensively, not only based on written reports, but also through direct interactions that reflect concern for the education process itself. The discussion process with teachers also serves as a means of joint reflection in evaluating the achievement of learning quality indicators. Supervision activities are not interpreted as authoritative control, but as constructive mentoring. This shows that the quality management strategy implemented does not only focus on the final result in the form of accreditation scores, but also on ongoing coaching efforts. Thus, the description of the informant's statement shows the integration between the administrative and pedagogical functions in managing the quality of education at the education unit level.

Strong integration between document-based quality management and real practice-based quality control in the field. This sentence can be interpreted as an indicator that educational institutions have adopted a transformative quality management approach, where quality assurance is not seen as a mere bureaucratic task, but as part of a holistic professional capacity development and academic coaching process. Actions such as checking lesson plans and class supervision show that TPMI is trying to control the suitability between learning planning and its implementation, as well as directly identifying the quality of teacher and student interactions in the classroom. Meanwhile, discussions with teachers illustrate the existence of an open and reflective dialogue space, which not only strengthens professional relationships but also becomes an important medium for building a participatory quality culture. From the perspective of Continuous Quality Improvement (CQI) theory, direct involvement like this is a characteristic of institutions that are committed to continuous improvement, because they are able to combine formative and summative assessments in the supervision process. Therefore, the interpretation of this interview confirms that the success of a quality management strategy in an educational institution is largely determined by the depth of involvement of managerial actors in the world of learning itself, as well as the awareness that meeting standards is impossible to achieve without direct monitoring, collaborative dialogue, and the courage to change old patterns that only rely on administrative reports without touching the substance of education in real terms. A teacher expressed something positive about the role of TPMI:

"I feel helped because TPMI often provides input, not just assessments. They also accompany me when I prepare teaching materials" (Interview, Class Teacher, May 23, 2025).

The statement from the teacher emphasized that the existence of the Internal Quality Assurance Team (TPMI) not only functions as an assessor or supervisor, but also plays an active role as a companion in the process of developing learning tools, especially in the preparation of teaching tools such as lesson plans and learning modules; teachers feel the direct benefits of TPMI's involvement because they provide constructive input, not just one-sided criticism, and are directly involved in the preparation process, so that a collaborative working relationship is created; this shows that TPMI does not only assess the final results, but plays a role from the beginning of the process by providing guidance and constructive feedback; this form of support is very helpful for teachers to improve the quality of their teaching documents in a more targeted and standard manner; this restatement shows that the TPMI approach is empowering and reflects a transformative supervision function and is oriented towards improving teacher capacity in a real way.

From the results of an interview with one of the teachers, it appears that the Internal Quality Assurance Team (TPMI) plays a significant role in supporting the process of improving the quality of learning, especially in the aspect of compiling teaching aids. The teacher felt helped not only because TPMI assessed or evaluated the results of the teacher's work, but because they also actively provided concrete and relevant input. Not stopping at the assessment, TPMI was also directly involved in the compilation process, providing direction and corrections to the structure and content of the teaching aids being developed. This assistance was carried out in the form of technical discussions, joint revisions, and providing relevant references or examples. The teacher felt that this kind of assistance was very helpful, especially when facing difficulties in adjusting the format of teaching aids to the standards set by the institution or education office. This also shows a cooperative and supportive relationship between TPMI and teachers, not a rigid or one-way relationship. Thus, this description shows that the role of TPMI has gone beyond the formal institutional function and transformed into a quality development agent that works collaboratively, directly touching the real needs of teachers in the field in improving the quality of the learning process.

An important transformation in the pattern of the relationship between the quality assurance team and teachers, from what was previously perhaps normative and controlling to a more dialogical, collaborative, and solution-oriented relationship pattern. In this context, TPMI is no longer positioned as a 'final assessor' who comes only to provide scores or unilateral corrections, but rather as a professional partner who is involved from the beginning in the learning planning process. The mentoring carried out in the preparation of teaching materials not only helps teachers understand the technicalities of preparing RPP

and similar documents, but also increases the reflective capacity of teachers in designing learning that is relevant, meaningful, and in accordance with the needs of students. Theoretically, this is in line with the principle of transformational leadership in education, where leaders or quality assurance teams act as learning facilitators who empower teachers, not just supervise them. This mentoring activity also creates a healthy professional space, where teachers do not feel judged, but are supported to develop. Within the framework of school-based quality management, this practice shows that quality improvement cannot be achieved only through closed audit or evaluation mechanisms, but must be built through an equal partnership between management and learning implementers. This interpretation reinforces the idea that effective TPMIs are those that are able to integrate the supervisory function with professional empowerment in a balanced and sustainable manner. From the principal:

"TPMI is my partner in monitoring teacher performance and program effectiveness. They are also a source of information when there is an accreditation visitation" (Interview, Principal, May 20, 2025).

The source's statement that the role of the Internal Quality Assurance Team (TPMI) is not only administrative or merely a complement to the organizational structure, but is truly an integral part of the managerial process in monitoring teacher performance and measuring the success of the implementation of work programs in schools; TPMI's involvement in assisting the principal also includes a strategic function as a provider of key information, especially in facing the accreditation visitation process, where data accuracy and readiness are very important; this restatement makes it clear that the existence of TPMI is very important not only in maintaining the continuity of educational quality, but also in ensuring that all documentation and performance reporting are in accordance with national standards; this collaboration reflects a complementary functional relationship between the principal as a decision maker and TPMI as a proactive and trusted quality support system.

In an interview with the principal, he revealed that the Internal Quality Assurance Team (TPMI) is a strategic partner that is very helpful in carrying out the function of monitoring and controlling quality in the school environment. According to him, TPMI is not only tasked with managing documents or compiling formal reports, but also actively monitoring teacher performance periodically and evaluating the extent to which the programs that have been designed are being implemented effectively. This monitoring is carried out through direct observation, collecting learning achievement data, and compiling reflective reports that are submitted in evaluation meetings. The principal also said that TPMI is the main source of information when schools face accreditation visitations, because they master various important documents, quality maps, and monitoring data needed by the assessor team. This shows that TPMI has a dual role, namely as a quality guard in the daily education process and as a strategic information manager during the accreditation process. In practice, the working relationship between the principal and TPMI takes place dynamically and synergistically. The principal no longer works alone in ensuring quality achievement, but has colleagues who are able to provide objective input based on data. This description shows that TPMI plays a key role in bridging the vision of school quality with technical practices in the field, making quality improvement efforts a collective and structured process.

As a form of recognition of TPMI's strategic role in the education quality management system. In this context, TPMI does not only carry out technical tasks as a data collector or document manager, but has played an active role in ensuring the sustainability of quality through functional supervision of the learning process and implementation of school programs. The word "partner" reflects a collaborative and equal relationship, not hierarchical, between TPMI and the principal, which means that the decision-making process and performance assessment are not unilateral, but are based on data-based dialogue and joint reflection. TPMI's role as an information provider during the visitation also shows their capacity to manage institutional knowledge systematically and documented. Within the framework of knowledge-based management theory, this role is very important because the information managed by TPMI becomes a strategic asset in the accreditation process and in long-term quality evaluation. Furthermore, this

interpretation shows that the existence of TPMI has answered the need for an internal structure that is able to guarantee the continuity of quality, not only in the run-up to the external evaluation moment, but consistently in the daily management cycle. Collaboration between the principal and TPMI illustrates an evidence-based educational management model and strengthens the principles of accountability and transparency in the managerial practices of educational institutions.

The strategic role of the Internal Quality Assurance Team (TPMI) clearly reflects the effective implementation of an internal quality assurance system (SPMI) within the educational institution. Rather than merely serving as an administrative unit tasked with compiling reports or preparing documents for accreditation purposes, the TPMI functions as a central mechanism for promoting continuous quality improvement. Through its involvement in reflective practices, monitoring processes, and the regular analysis of performance data, the TPMI embodies the operationalization of what Sallis (2002) in his theory of educational quality management describes as a shift from reactive compliance to proactive institutional learning. This transformation is not superficial; it represents a paradigm shift in how educational quality is conceptualized and managed—from a static, bureaucratic obligation into a dynamic, data-informed cycle of development that is embedded in the everyday functioning of the school. Within the institution studied, the TPMI acts as both a monitoring agent and a catalyst for change. It ensures that quality assurance is not confined to documentation, but becomes part of the school's organizational culture—encouraging staff to reflect, assess, and act based on tangible evidence. One of the most notable aspects of the TPMI's strategic role lies in its facilitation of reflective, collaborative, and evidence-based decision-making. Through monthly cycles of data collection and presentation, the TPMI presents findings related to teacher attendance, student achievement, curriculum implementation, and stakeholder satisfaction directly to the school leadership. These presentations are not symbolic, but serve as active sites for dialogue, analysis, and consensus-building. Such routine interactions cultivate a culture of transparency and trust, wherein educational decisions are made not solely based on intuition or tradition, but on verified and current information. The use of data in this way is a concrete manifestation of the data-driven management model, which emphasizes accountability, responsiveness, and effectiveness. Furthermore, the TPMI also collaborates closely with teachers, not only in monitoring but also in providing feedback and mentoring during the development of instructional materials, such as lesson plans and assessments. This dual role—as evaluator and coach—positions the TPMI as a professional learning partner rather than a top-down inspector. The implications of this dual function are profound: teachers do not perceive quality assurance as a punitive or isolating process, but as an opportunity for growth and support. The organizational climate thereby shifts from one of surveillance to one of shared responsibility, mutual learning, and continuous improvement.

This evolution in the function and perception of quality assurance within the school aligns with global trends in educational quality frameworks, particularly those emphasizing institutional self-assessment and internal capacity building. The TPMI's practices affirm the growing recognition that sustainable quality improvement is best achieved when driven from within, and when those responsible for learning—teachers, school leaders, and support staff—are empowered to assess their own performance and initiate change. In this light, the TPMI is not an external evaluator but an embedded system of continuous reflection and adaptation. The strategic contribution of the TPMI also lies in its ability to mediate between the macro demands of educational policy and the micro realities of classroom practice. On one hand, it aligns the institution's internal processes with national standards and accreditation requirements; on the other hand, it contextualizes those standards to fit the school's unique vision, mission, and community. This mediation is crucial for ensuring that quality assurance does not become a one-size-fits-all mechanism, but a flexible, context-sensitive process that respects the complexity of educational work. Additionally, the involvement of TPMI in data interpretation and its integration into school planning closes the loop between evaluation and action—something that many institutions fail to achieve. In many contexts, evaluation data is collected but not analyzed; analyzed but not acted upon; or acted upon but without sufficient alignment

to the original diagnosis. The TPMI, in contrast, facilitates a complete feedback loop: identifying problems, proposing solutions, tracking implementation, and re-evaluating impact. This cyclical and reflective approach embodies the essence of continuous quality improvement and demonstrates a practical application of Sallis' vision for modern educational management. In conclusion, the strategic role of TPMI extends beyond operational support—it represents a transformation in how schools conceptualize and pursue quality. It is no longer sufficient to meet external standards; what matters more is the development of internal systems, capacities, and mindsets that allow educational institutions to adapt, grow, and thrive in a complex and changing environment. The TPMI, by acting as a data-informed, learning-oriented, and collaborative unit, is central to this transformation. It facilitates not only compliance with quality frameworks, but the internalization of quality as a shared value and continuous practice. As demonstrated in this study, schools that empower their TPMI and embed their work in the daily life of the institution are better positioned to foster sustainable improvement, build a strong culture of evidence-based practice, and ultimately, deliver high-quality education that responds to the needs of students and society.

Data-Based Monitoring and Evaluation

In the era of educational transformation marked by demands for accountability and effectiveness, the ability of educational institutions to manage and utilize data strategically is an important indicator of the success of internal quality management. One concrete manifestation of this approach is how the Internal Quality Assurance Team (TPMI) carries out its function as an information control center that not only archives reports, but also processes data into strategic navigation tools for managerial decision making. Within the framework of the Internal Quality Assurance System (SPMI), the presence of TPMI is no longer limited to passive reporting or filling out accreditation documents, but has developed into a primary agent in building a data-based quality culture. The presence of data on teacher attendance, student learning outcomes, and levels of satisfaction with educational services is crucial to describe the quality of education holistically and factually. Without systematic data management and the courage to interpret it reflectively, educational institutions will remain trapped in a reactive and assumptive work pattern. Therefore, TPMI's ability to present relevant, accurate, and sustainable data is not only a technical need, but a strategic imperative. Regular presentation of performance data to management is evidence that the quality cycle does not stop at collecting information, but moves towards a strategic dialogue that results in concrete improvement actions. In this way, decision-making is no longer based on mere intuition, but is based on real evidence that can be verified and accounted for. To understand how this practice takes place in the context of educational quality management, the following is an excerpt from a statement from one of the TPMI members explaining the form of their involvement in managing institutional data and the mechanism for reporting it to management on a regular basis. From an interview with a school operator:

"We process data on teacher attendance, student learning outcomes, and service satisfaction. Every month we present it to management for follow-up" (Interview, School Operator, May 21, 2025).

The source's statement that "we process data on teacher attendance, student learning outcomes, and service satisfaction. Every month we present it to management for follow-up" confirms that the Internal Quality Assurance Team (TPMI) plays a vital role in managing and communicating data as a basis for decision-making. They not only collect information, but also process it into analytical reports that present trends, problems, and achievements of the institution in three key aspects: teacher discipline, student academic achievement, and overall quality of education services. This report is presented periodically to management to formulate corrective steps or strengthen existing programs. This shows that the monitoring and evaluation process is carried out systematically and in a structured manner, reflecting the application of a data-driven management approach that allows institutions to respond to dynamics more precisely, quickly, and relevantly to factual conditions that are measured periodically.

From the results of the interviews conducted, it was revealed that TPMI routinely processes data related to three main indicators of educational quality, namely teacher attendance, student learning outcomes, and service satisfaction levels. The data is not only collected as archives or administrative supplements, but is processed into analytical information that describes the actual conditions of the institution in a certain period of time. This processing process involves tabulating teacher attendance, analyzing student grades from various formative and summative evaluations, and recapitulating satisfaction surveys conducted on students and parents. The analyzed data is then presented in the form of a report and presented to the management team every month. The purpose of this presentation is so that management can immediately follow up on field findings, both in the form of achievements that need to be maintained and problems that must be immediately intervened. With this monthly presentation cycle, the decision-making process becomes more objective, because it is based on factual and systematic data. This description shows that TPMI has played a role not only as a data collector, but as a strategic information manager that supports the effectiveness of quality management in educational institutions as a whole.

A data-based quality management system that has been running in a structured and sustainable manner. In modern quality management, the main principle applied is the use of data as a basis for planning, implementing, evaluating, and improving programs. The process carried out by TPMI shows that institutions do not only rely on subjective assumptions or observations, but really utilize quantitative and qualitative evidence in assessing performance. The presence of teachers is an indicator of the discipline and professionalism of educators, student learning outcomes reflect the effectiveness of pedagogy and curriculum, while service satisfaction shows the institution's response to the needs of students and parents. These three aspects, if managed simultaneously and in an integrated manner, provide a comprehensive picture of the quality of education delivery. Routine presentations to management are not only informative, but also function as a trigger for strategic dialogue for evidence-based decision making. In the context of continuous quality improvement (CQI) theory, this step is an important foundation in creating an adaptive and responsive quality cycle. This interpretation shows that TPMI is not just a technical task executor, but a key actor in encouraging the development of a data-based quality culture in educational institutions in a comprehensive and sustainable manner.

The use of data in monitoring and evaluation (monev) activities reflects a deep institutional commitment to the principle of evidence-based decision making, signaling a paradigmatic shift in how quality is understood, measured, and pursued in the educational setting. In contrast to traditional approaches that often rely on assumptions, subjective impressions, or sporadic observations, this institution has built a systematic process that places data at the center of its quality assurance and improvement strategies. Monthly cycles of data collection, analysis, and presentation—covering indicators such as teacher attendance, student learning outcomes, and stakeholder satisfaction—are not mere formalities but constitute the backbone of strategic decision-making and program refinement. This rigorous and reflective use of data not only enhances institutional accountability but also ensures that every intervention is grounded in actual needs rather than conjecture. It promotes a culture of transparency and responsiveness, where decisions are not only justifiable but also traceable to concrete evidence. This practice aligns with the foundational elements of continuous improvement as articulated by Deming, particularly the Plan-Do-Check-Act (PDCA) cycle, in which planning and action are based on verified information, and where monitoring is followed by thoughtful reflection and adaptive implementation. The ability of the institution to interpret data meaningfully and convert it into actionable strategies demonstrates a mature internal quality assurance system, wherein evaluation is not a terminal activity but a recurring learning process. This dynamic is particularly visible in the way the Internal Quality Assurance Team (TPMI) operates: by aggregating data from various sources—classroom observations, student assessments, service evaluations, and internal audits—they enable the management to identify patterns, anticipate challenges, and allocate resources more efficiently. Moreover, the involvement of teachers and other staff in the data discussion process contributes to the democratization of school governance, as it allows them to co-own the information and actively

participate in the formulation of solutions. This collective engagement not only enhances professional accountability but also fosters a shared vision for school development, where improvement is viewed as a continuous journey rather than a one-time goal. It transforms data from a technical tool into a cultural driver that shapes attitudes, norms, and practices within the organization. Such an approach has significant implications beyond internal management. It strengthens the institution's credibility in the eyes of external stakeholders, including parents, government bodies, and accreditation agencies, as it demonstrates the school's capacity for self-diagnosis and self-correction. In an era where educational accountability is increasingly tied to measurable outcomes, the ability to generate and act upon reliable data becomes a marker of institutional maturity and professional integrity. Furthermore, this data-informed culture supports resilience and adaptability, particularly in times of change or crisis. For instance, in the face of curriculum reforms or shifts in student demographics, the institution is not paralyzed by uncertainty but is equipped to respond with targeted strategies derived from its ongoing evaluation processes. This situational awareness—fueled by accurate, timely, and relevant data—enables the school to remain agile while staying focused on its long-term quality goals. In this context, monitoring and evaluation are no longer seen as burdensome reporting tasks, but as strategic levers for transformation. They serve not only to measure progress but to question assumptions, surface blind spots, and stimulate innovation. This reflective approach to data use aligns with contemporary literature in educational leadership and quality assurance, which emphasizes the role of data not merely in compliance but in driving pedagogical and organizational change. Studies such as those by Kippers et al. (2021) have shown that schools with robust data use cultures tend to achieve better learning outcomes and exhibit stronger internal coherence, as data becomes the language through which problems are understood and solutions are co-constructed. In this study, the embedding of data practices into the daily fabric of school life—ranging from teacher discussions to strategic planning sessions—illustrates how evidence-based management can operate in practical and sustainable ways. The institution's ability to integrate data into a continuous feedback loop, where insights lead to actions and actions to further insights, underscores a learning organization in its truest sense. This sophisticated use of data thus represents not only a methodological advancement but also a philosophical one, positioning the school as an institution that learns from itself and evolves through its own internal wisdom. Ultimately, the strategic deployment of monitoring and evaluation based on data is not just a technical refinement but a profound institutional ethos that redefines what it means to pursue and sustain educational quality in the twenty-first century.

Table 1: Summary of Research Findings

Focus of Findings	Practices Found	Data Evidence
<i>Self Evaluation Based Planning</i>	Preparation of work plans based on EDS and collective reflection	EDS Documents, excerpts from interviews with principals, teachers, supervisors
<i>The Role of TPMI</i>	Active monitoring of learning and internal quality assurance	Supervision schedule, quotes from TPMI, teachers, principals
<i>Data Based Monitoring and Evaluation</i>	Use of attendance data, learning outcomes, and student satisfaction in decision making	Student grade graphs, dashboards, meeting minutes

This table shows that the success of the quality management strategy in improving the accreditation results of educational institutions is highly dependent on the integration between practices carried out in the field with concrete and verified data evidence. In the context of self-evaluation-based planning, it is seen that the institution has developed a planning document that is not only a formality, but is truly based on collective reflection involving various parties. This is reinforced by the existence of the EDS document and interview quotes from the principal, teachers, and supervisors that clearly describe the reflective process. Furthermore, the role of the Internal Quality Assurance Team (TPMI) appears not only

administrative, but operational and strategic, as evidenced by the documented supervision schedule and testimonies from stakeholders who are directly involved. Likewise, data-based monitoring and evaluation practices show the use of real measurement instruments such as achievement value graphs, performance dashboards, and follow-up minutes that support the decision-making process in a measurable manner. Finally, in terms of teacher and education personnel training, the implementation of training that refers to the actual needs map proves that the HR capacity development strategy is carried out in a planned and relevant manner, as illustrated in the training certificates and quotes from teachers and staff. Thus, this table confirms that the success of quality management does not only depend on theory or regulation, but on implementation that is data-based, reflective, and oriented towards the real needs of the institution.

CONCLUSION

This study confirms that quality management strategies that are implemented systematically and contextually can play a significant role in improving the accreditation results of educational institutions. The main findings show that the success of quality improvement is not only determined by the existence of formal documents or instruments, but is highly dependent on a quality culture built through self-evaluation-based planning, strengthening the role of the Internal Quality Assurance Team (TPMI), data-based monitoring and evaluation, and ongoing training for teachers and education personnel. An important lesson that can be taken from this study is that the transformation of the quality of educational institutions requires reflective leadership, collective involvement, and a commitment to making quality a daily practice, not just an administrative target. These findings enrich the theoretical understanding of the implementation of Total Quality Management (TQM) in education, while providing practical guidance for educational institutions that want to build an adaptive and sustainable quality system.

This study makes an important contribution in updating the perspective on educational quality management by presenting a qualitative approach based on case studies that explore real practices and strategies at the grassroots level. In addition to strengthening existing theories, this study also proposes a strategic approach that combines accreditation instruments with reflective and participatory practices in quality management. The novelty of this study lies in the emphasis on the integration of self-evaluation, training, supervision, and quality culture in the accreditation improvement process, which has not been discussed in depth in the literature. However, this study has limitations in terms of scope which is limited to one study location with a qualitative approach that is contextual. The findings obtained are not intended to be generalized widely, but rather as an in-depth representation of a quality management practice. For this reason, further research is needed using quantitative and mixed-method approaches, wider coverage areas, and considering gender, age, and institutional type diversity, in order to provide a more comprehensive picture and become the basis for more inclusive, adaptive, and needs-based education policies in the field.

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