Quality Assurance Management in Enhancing School Quality Using the PPEPP Method at SMK Darul Musthofa Assunniyyah Yosowilangun Lumajang

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Abstract

This study examines implementing Quality Assurance (QA) Management using the PPEPP method at SMK Darul Musthofa Assunniyyah Yosowilangun Lumajang to enhance school quality. The research employs a qualitative descriptive approach, utilizing interviews, observations, and documentation to gather data from 30 informants, including school principals, teachers, curriculum coordinators, and administrative staff. The study was conducted over three months (January-March 2025). The findings indicate that the PPEPP method has positively impacted the planning and implementation of academic programs, fostering structured management and improving teacher professionalism. However, challenges remain in the evaluation and control phases, particularly in integrating evaluation results into decision-making processes. The lack of digitalization and systematic monitoring mechanisms hinders the effectiveness of QA implementation. Teachers and school administrators recognize the importance of QA but highlight the need for further training and data-driven decision-making. To optimize QA management, the study recommends enhancing digitalization in documentation, strengthening professional development programs for teachers, and integrating technology in quality monitoring. These improvements will ensure that QA is not merely an administrative function but a continuous effort to enhance educational quality. The study contributes valuable insights for school administrators and policymakers in optimizing QA strategies and serves as a reference for future research in educational quality management.
Keywords: Quality Assurance; Educational Management; School Quality.

Introduction

Islamic education in Indonesia is essential in shaping a spiritually and intellectually superior generation. As of 2023, there are more than 80,000 Islamic education institutions spread across Indonesia, among which are pesantren-based vocational schools that combine the national curriculum with diniyah education.[1] However, the quality of these institutions remains a challenge. Data from the National Madrasah Self-Evaluation shows that only 37% are considered "good" quality, especially in management and graduates.[2] This condition emphasizes the need for a structured and sustainable quality assurance system, such as the PPEPP method (Determination, Implementation, Evaluation, Control, and Improvement), which has been regulated in Permendikbud No. 28/2016.

SMK Darul Musthofa Assunniyyah Yosowilangun, Lumajang, is a religious-based vocational education institution in a rural area that faces similar challenges in improving institutional quality. Various improvement strategies have been implemented, but have not entirely produced the expected outputs and outcomes.

One approach increasingly used in Indonesia's education quality assurance system is the PPEPP method (Determination, Implementation, Evaluation, Control, and Improvement). This method is a direct adaptation of the PDCA (Plan-Do-Check-Act) quality cycle that is widely recognized in international quality management.[3] PPEPP is used as a systematic framework in implementing the Internal Quality Assurance System (SPMI), which aims to encourage continuous improvement in all educational processes, both academic and non-academic.[4]

Various studies show that implementing PPEPP can strengthen institutional self-evaluation, increase the effectiveness of internal quality audits, and encourage a culture of continuous improvement. This is evident from the results of PPEPP implementation, which can improve the achievement of quality standards, managerial transparency,[5] and

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[1] https://pendis.kemenag.go.id/file/dokumen/StatistikPendis2023

[2] Direktorat Pendidikan Madrasah, "PedomanPeksnankreditasi11.Pdf" (Jakarta: Kementerian Agama RI, 2011), https://2017.kemenag.go.id/file/dokumen/PedomanPeksnankreditasi11.pdf.

[3] S Mulyani, Ariyanto Nugroho, and Maisarah Nurain, "SIMANTUL: Model of Internal Quality Audit Management System in Higher Education," *International Journal of Informatics and Computation*, 2022, https://doi.org/10.35842/ijicom.v4i2.52.

[4] Wiwiet Prihatmadji et al., "KORELASI ANTARA SISTEM MANAJEMEN MUTU ISO 9001:2015 DENGAN SISTEM MANAJEMEN PENDIDIKAN ISO 21001:2018," *JURNAL LENTERA BISNIS*, 2022, https://doi.org/10.34127/jrlab.v11i2.504.

[5] Hendra Suprianto, "Implementation of Internal Quality Audit at IKesT Muhammadiyah Palembang," *PPSDP International Journal of Education*, 2024, https://doi.org/10.59175/pijed.v3i2.279.

the involvement of all stakeholders in data-based decision making.[6] Thus, PPEPP is not just an administrative instrument but a strategic approach that supports the sustainable transformation of education quality as a whole.

Several studies have highlighted the theme of Quality Assurance Management in Improving School Quality, including Fransistya's research that examined SMKN 2 and SMKN 3 Banjarbaru, emphasizing the importance of the involvement of all school elements, valid supporting documents, and gradual evaluation as the key to the success of internal quality management.[7] Another study conducted at SMK Ma'arif NU Bobotsari and Muhammadiyah 2 Purbalingga showed that applying the quality model based on ISO 9001: 2008 and Deming's principles was proven to improve the quality of graduates through internal and external audits.[8] Meanwhile, a study by Ulfiah et al. highlighted that although the PPEPP stage has been implemented, there are still obstacles to school principals' understanding of quality management.[9] Liu also emphasized the systematic application of the PDCA cycle as the basis for building a comprehensive internal quality assurance system in SMK.[10] Finally, Arifin et al. show that during the pandemic, quality assurance in SMKs was carried out through SSE (School Self-Evaluation) based on 8 National Education Standards, but the results still varied between schools.[11]

This research will specifically examine the application of the PPEPP method in pesantren-based vocational schools, which is still rarely studied. In addition, integrating the quality management approach with the distinctive character of faith-based schools in rural areas shows the innovative value of adapting national standards to local values. Unlike previous studies that focused more on general or ISO approaches, your research

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[6] E Elbadiansyah and M Masyni, "Evaluation Model of Internal Quality Assurance System in Universities," *AL-ISHLAH: Jurnal Pendidikan*, 2022, https://doi.org/10.35445/alishlah.v14i2.1968.

[7] Prima Yudha Fransistya and Sutarto Hadi, "Management of Quality Assurance (Quality Assurance) at State Vocational High Schools (SMKN)(Multi-Site Study at SMKN 2 and SMKN 3 Banjarbaru)," *Journal of K6 Education and Management* 4, no. 3 (2021): 352–63.

[8] Yuni Eko Budi Santoso, "The Quality Assurance Management of Graduates in Ma'€™ Arif NU Vocational High School Bobotsari and Muhammadiyah 2 Vocational High School Purbalingga," in *International Conference of Moslem Society*, 2016, 66–78.

[9] Ulfiah et al., "Internal Quality Assurance Management To Improve Graduate Absorption," *International Journal Of Humanities Education and Social Sciences (IJHESS)*, 2022, https://doi.org/10.55227/ijhess.v1i4.101.

[10] Modi Liu Xinyu Liu, "Constructing High Quality Secondary Vocational School Education: Exploration and Practice of Internal Quality Assurance System," *Vocational Education*, 2024, https://doi.org/10.12677/ve.2024.134153.

[11] Z Arifin et al., "Vocational Quality Assurance Performance in Preparation for School Self-Evaluation in the Covid-19 Pandemic Era," *Advances in Social Science, Education and Humanities Research*, 2022, https://doi.org/10.2991/assehr.k.220129.039.

contributes to developing a QA model that is adaptive to the context of schools with limited resources and unique cultures. This approach emphasizes the technical success of PPEPP implementation and explores the involvement of culture, spirituality, and community in holistically improving school quality.

The research provides a real picture of the development of educational quality management by showing that the PPEPP method can be effectively applied in pesantren-based vocational schools. From the novelty content, the research provides an integrative application and systematic approach of PPEPP with religious values and local school culture, which has not been much of a focus in quality management studies. This proves that the PPEPP method is relevant for general formal schools and can be adapted to the character of community-based educational institutions and high spirituality.

Practically, this research resulted in a model of PPEPP implementation that is applicable and participatory, covering all elements of the school from planning to evaluation. The findings show that school quality can be improved through technical procedures, shared commitment, and strong leadership. This contribution extends academic understanding and offers contextual solutions for similar schools in building a sustainable culture of quality.

Research Methodology

This research uses a qualitative approach with a case study method,[12] Because it is considered the most appropriate to explore in depth the implementation process of quality assurance management based on the PPEPP method (Determination, Implementation, Evaluation, Control, and Improvement) at SMK Darul Musthofa Assunniyyah Yosowilangun Lumajang, this location was chosen because it has actively implemented PPEPP in its management system, making it relevant as an object of study.

The research was conducted over three months, from January to March 2025, involving 30 informants consisting of principals, vice principals for curriculum, teachers, and administrative staff.[13] Informants were selected through purposive sampling, based on their relevance and involvement in the quality management process at the school.

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[12] Robert K. Yin, *Studi Kasus: Desain Dan Metode* (Jakarta: Rajawali Pers, 2015).
[13] Cheu Jey George Lee, "Reconsidering Constructivism in Qualitative Research," *Educational Philosophy and Theory* 44, no. 4 (2012): 403–12, https://doi.org/10.1111/j.1469-5812.2010.00720.x.

Data were collected through in-depth interviews, participatory observation, and document analysis. Interviews were conducted sequentially with guiding questions organized based on the five stages of PPEPP. Observations were made of quality management activities such as evaluation meetings and teacher training. Documents reviewed included school quality policies, PPEPP evaluation reports, and implementation notes.

Data analysis was conducted thematically through three stages: data reduction, presentation, and conclusion drawing. Initial coding was done manually using an Excel-based thematic matrix. Themes were developed from the field data and adapted to the PPEPP framework. Data validity was maintained through the triangulation of sources and methods, and members checked with key informants to confirm interpretation results.

In addition, this research uses ethical principles, such as obtaining official permission from the school, maintaining the confidentiality of informants' identities, and seeking informed consent before interviews or observations are conducted. With this design, the research is expected to provide a complete and credible understanding of implementing PPEPP-based quality management in the context of pesantren-based vocational Islamic schools.[14]

Initiating Sustainable Quality: Implementation of PPEPP Method at SMK Darul Musthofa

Based on interviews with principals, teachers, vice principals for curriculum, and administrative staff, most educators understand the importance of Quality Assurance (QA) in improving school quality. The principal stated that implementing the QA system based on the PPEPP method (Planning, Implementation, Evaluation, Control, and Improvement) has become the primary strategy in school management to meet education standards.

However, some teachers revealed challenges in implementing QA using the PPEPP method. Some teachers felt that the evaluation and control stages still needed further assistance to make the implementation more systematic and effective. Senior teachers tend to be more accepting of this method, while some younger teachers feel they need

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[14] Lexy J. Moleong, *Metodologi Penelitian Kualitatif* (Bandung: PT Remaja Rosdakarya, 2018).

additional guidance to understand each stage of QA. This shows a gap in the level of teacher readiness in implementing the PPEPP method in schools.

In addition, administrative staff responsible for school operations acknowledged that the PPEPP method's documentation system helps them manage academic and administrative data more efficiently. However, they also emphasized the need for further digitalization to streamline the recording and reporting process.

PPEPP Method in Improving School Quality

The observation at SMK Darul Musthofa Assunniyyah Yosowilangun Lumajang shows that the PPEPP method has been systematically applied in various aspects of school management. The planning stage is well implemented, where the school routinely prepares work programs based on needs analysis and evaluation from previous years. Regular coordination meetings between the principal, teachers, and administrative staff support structured planning.

At the implementation stage, the PPEPP method is applied in daily teaching and school management activities. Teachers apply more innovative learning strategies based on school quality standards. Observations show that teachers who actively use the PPEPP method tend to be more disciplined in preparing lesson plans and reflecting on the effectiveness of their learning.

However, challenges arise at the evaluation and control stage. Some teachers and staff mentioned that the evaluation system still relies heavily on documents, making it less effective in measuring the real impact on improving the quality of learning. Principals also acknowledge that the evaluation mechanism needs to be strengthened with a data-driven approach and digital technology to analyze school performance better.

At the improvement stage, the school has continuously made various efforts to improve education quality. One initiative is regular teacher training on implementing QA using the PPEPP method. The school also collaborates with external institutions such as the education office and training organizations to ensure continuous improvement in implementing this method.

Based on these findings, several key points form the basis for strengthening quality assurance management in schools:

1. High Awareness of QA. Most educators understand the importance of QA in improving school quality. However, there is still variation in the level of readiness to implement the PPEPP method effectively.

2. Strengths in Planning and Implementation The planning and implementation stages of the PPEPP method are well executed, supported by effective coordination between principals, teachers, and administrative staff.

3. Weaknesses in the Evaluation and Control Stage The evaluation and control stage still needs improvement, particularly through data-driven approaches and technology integration to ensure more accurate assessment of school performance.

4. Continuous Improvement through Training and Collaboration. The school has continuously improved teachers' competencies through periodic training and collaboration with external institutions.

Implementing the PPEPP method at SMK Darul Musthofa Assunniyyah shows great potential in building a sustainable quality culture, although it still requires improvement in several aspects to achieve optimal effectiveness.

Table 1. Research Findings

Aspect	Findings	Implications
Awareness of Quality Assurance (QA)	Most educators understand the importance of QA, but there are differences in readiness to implement the PPEPP method.	Additional training and mentoring are needed for teachers less familiar with this method.
Planning	The planning phase is well-implemented, supported by coordination between the principal, teachers, and administrative staff.	The systematic and needs-based planning system should be maintained.
Implementation	Teachers apply more innovative teaching strategies and are more disciplined in lesson planning.	An evaluation is needed to assess the effectiveness of the teaching strategies used.
Evaluation	The evaluation system is still document-based, making it less effective in measuring the impact on learning quality improvement.	A data-driven and technology-based evaluation system is needed for more accurate analysis.
Control	There are still weaknesses in the quality control mechanism, especially in monitoring evaluation results.	The school needs to strengthen its quality control system with greater involvement from external stakeholders.

Improvement	The school conducts periodic training and collaborates with external institutions to improve quality.	Strengthening collaborations with more stakeholders is necessary to ensure the sustainability of quality improvement programs.
Use of Technology in QA	Administration and documentation have started to be digitized, but technology use is still limited to recording and reporting.	The use of technology in evaluation and quality control needs to be enhanced.

The findings show that although the PPEPP method has been systematically applied, there is still room for improvement, especially in the evaluation and control mechanisms. The study recommends that strengthening teacher capacity building programs and integrating technology-based evaluation systems are essential to ensure a more effective implementation of quality assurance at SMK Darul Musthofa Assunniyyah Yosowilangun Lumajang.

Quality Assurance (QA) Management

The results showed that educators at SMK Darul Musthofa Assunniyyah have a diverse understanding of implementing quality assurance management based on the PPEPP method. Most teachers realize the importance of QA in ensuring the quality of education. Still, differences occur in their level of readiness to carry out each stage of PPEPP consistently and effectively. This aligns with the principle of *Continuous Quality Improvement (CQI)* proposed by Deming, which requires the active involvement of all educational actors, not just procedural compliance.[15]

The failure of the evaluation and control phase in PPEPP practice reflects the lack of alignment with the "Check" and "Act" phases of the PDCA (Plan-Do-Check-Act) cycle. Evaluation that focuses too much on administrative documentation inhibits critical reflection on actual learning outcomes. In fact, according to Sallis, the evaluation phase in QA should be a space to assess achievements, identify gaps, and design evidence-based improvements.[16] In the context of the CIPP model (Context, Input, Process, Product),

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[15] W Edwards Deming, *Out of the Crisis, Reissue* (MIT press, 2018).
[16] Edward Sallis, *Total Quality Management in Education* (Routledge, 2014).

mistakes arise because evaluation has not touched the process and product dimensions holistically, but is still in a formalistic format.[17]

Furthermore, this study found that weaknesses in evaluation and control are not only technical but also influenced by organizational culture and social relations. For example, the level of *trust* between teachers and school management is still limited, so reporting achievements is often symbolic. The bureaucratic work culture also makes teachers feel that QA is an administrative burden rather than part of a reflective process. Although active in the planning and implementation stages, school leadership has not fully internalized QA as a shared culture. This reinforces Harvey and Green's view that a culture of quality cannot grow in an environment that lacks participation and horizontal communication.[18]

Administrative staff noted that the PPEPP method helped to bring order to the documentation and planning system, but did not sufficiently promote effective decision-making. As Ellis and Steadman emphasized, the reliance on documentary evidence without field validation shows a lack of integration with the data-driven decision-making principle.[19] Digitalization is also partial; recording is still manual and has not used an application-based quality reporting system. Schindler's research,[20] Shows that technology is essential in improving QA management efficiency, especially speed, accuracy, and analytic capabilities.

Effectiveness and Challenges of the PPEPP Method

The planning (*Determination*) and implementation stages of the PPEPP method in this school are considered quite successful. Teachers who followed the QA flow discipline improved lesson plan preparation and management. This supports Fullan's

[17] Loc Thi My Nguyen et al., "Factors Affecting Successful Quality Assurance Implementation in Vietnamese Higher Education: A Qualitative Study," *The Qualitative Report* 26, no. 2 (2021): 625–36.

[18] Lee Harvey and Diana Green, "Defining Quality," *Assessment & Evaluation in Higher Education* 18, no. 1 (1993): 9–34.

[19] Marilyn Cochran-Smith, Elizabeth Stringer Keefe, and Molly Cummings Carney, "Teacher Educators as Reformers: Competing Agendas," *European Journal of Teacher Education* 41, no. 5 (2018): 572–90.

[20] L Schindler et al., "Definitions of Quality in Higher Education: A Synthesis of the Literature. High Learn Res Commun 5 (3)," 2015.

argument[21] and Díez's[22] that systematic planning is the foundation of sustainable educational change.

However, a glaring weakness emerges at the evaluation and control stage. Schools rely on archive-based evaluation and internal reports, without external stakeholder involvement or data triangulation methods. In fact, according to Stufflebeam & Zhang, QA evaluation should combine quantitative and qualitative approaches, and open up space for participation and *feedback loops*.[23] This is important so the evaluation results can serve as a collective reflection, not just an administrative formality.

The absence of a direct link between evaluation results and decision-making shows the weak utilization of data in the PPEPP cycle. In other words, the *Act phase of* PDCA is not optimized. This condition results in the absence of a complete improvement cycle, so that the QA process is linear, rather than circular and adaptive.

To make the PPEPP method more effective and sustainable, some concrete improvement steps need to be taken:

1. Functional role-based training: Teachers must be trained in *strategic formative assessment*, *data interpretation*, and *lesson study*. This training is facilitated by the Education Quality Assurance Agency (LPMP) or QA consultants from State Islamic Religious Universities (PTKIN).

2. Digitalization of the QA system: Schools must adopt *cloud-based* quality monitoring applications, such as SIM-PM (Quality Assurance Management Information System), or use open source platforms such as Moodle QA Plugin for quality indicator tracking and automated reports.

3. External QA facilitator: It is recommended to partner with the LPM (Quality Assurance Agency) from the partner university as an independent party that conducts audits, reflective evaluations, and supervision of QA achievements every semester.

4. Strengthening organizational culture: Principals must build a *shared vision of quality* through regular deliberation forums, mentoring junior teachers, and QA

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[21] Michael Fullan, *Change Leader: Learning to Do What Matters Most* (John Wiley & Sons, 2011).
[22] Alma Harris, "Teacher Leadership and School Improvement," *Effective Leadership for School Improvement*, 2003, 72–83.
[23] Daniel L Stufflebeam and Guili Zhang, *The CIPP Evaluation Model: How to Evaluate for Improvement and Accountability* (Guilford Publications, 2017).

performance-based reward schemes. This strategy aims to foster a sense of ownership and collaboration across actors in implementing PPEPP.

5. Integration of QA in school decision-making: Evaluation results should be directly used in the preparation of the RKAS, determination of the annual work program, and teacher development. This aligns with the principle of *evidence-based management* in education quality systems.

Conclusion

This study aims to analyze the implementation of Education Quality Assurance Management (PMP) through the PPEPP method (Planning, Implementation, Evaluation, Control, and Improvement) at SMK Darul Musthofa Assunniyyah Yosowilangun, a vocational school integrated with the pesantren education system. The findings indicate that the planning and implementation stages have been quite effective, supported by strong leadership and a conducive school culture. However, the evaluation and control stages are still not optimal, mainly due to limitations in digital infrastructure and the underutilization of evaluation data in policy-making and quality improvement strategies.

This study contributes to developing the Quality Assurance (QA) theory by placing it within the unique context of pesantren-based vocational education. The research demonstrates that Islamic values, pesantren culture, and collective stakeholder involvement are crucial in building an effective QA model. These findings enrich the Continuous Quality Improvement (CQI) approach, which has been more widely applied in general or secular educational institutions. Additionally, this study identifies several significant cause-and-effect relationships. For example, low levels of digitalization are not only related to technical aspects but are also influenced by human resources and budget limitations. Similarly, the lack of involvement of external stakeholders, such as alumni, parents, and local industry partners, has weakened the effectiveness of the feedback process in QA, thereby reducing the responsiveness and effectiveness of the overall quality control system.

For school principals and education policymakers, the findings of this study highlight three key priorities: (1) enhancing digital capacity and data literacy among educators and education staff, (2) providing ongoing professional training for teachers and staff, and (3) strengthening collaborative mechanisms with stakeholders to support participatory and sustainable improvements in education quality. This study also

acknowledges its limitations, particularly regarding its qualitative approach and single research location, which may limit the generalizability of the results. Therefore, further research using quantitative approaches or comparative studies across similar institutions is highly recommended to test and expand the findings obtained in this study.

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