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SPMI SUPERVISION IN 2 ISLAMIC ELEMENTARY SCHOOLS IN JAKARTA

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ABSTRACT

The ultimate goal of education management is the quality of graduates as set out in the National Education Standards. Each Education Unit leads to quality improvement in indicators as set in 8 Education standards. The government requires every Education unit to carry out education quality assurance and applied it in the implementation of the Internal Quality Assurance System which includes 5 cycles of constantly and continuously activities that known as PDCA. Nevertheless, in general, the Education Unit does not implement the quality assurance system because it has not been thoroughly socialized by the Government or related institutions. Therefore, efforts are needed to provide assistance in the form of education and training in the Education Unit in implementing the Internal Quality Assurance System (known as SPMI in Indonesia). With SPMI Assistance to the Education Unit, the education unit will understand how to self- evaluate, aware of the shortcomings of each indicator in each education standard, schools will try to meet these lacking indicators constantly and continuously which in the future will form a Quality Culture in the Education Unit.

INTRODUCTION

The Law of National Education System Number 20 of 2003 states that the National Education System is a whole component of education that is interrelated in an integrated manner to achieve the goals of national education, namely to develop capabilities and improve the quality of life and dignity of Indonesian people. As mandated in the Government Regulation of the Republic of Indonesia Number 19 of 2005, every education unit on formal and non-formal channels is required to guarantee the quality of education. The systemic quality assurance of education aims to meet or exceed the National Education Standards (*Standar Nasional Pendidikan,* SNP).

The quality assurance system for primary and secondary education aims to ensure the fulfillment of standards in primary and secondary education units in a systemic, holistic, and sustainable manner, so that a quality culture in education units grows and develops independently (Samodro, 2017; Setiyo, 2021). Each element in the education unit is responsible for meeting and ensuring the quality of education (Saifulloh et al., 2012). Education quality assurance in education units cannot run well without a culture of quality in all components of the education unit (Dimmera & Purnasari, 2021; Ngabidin, 2020). Therefore, the education quality assurance system in education units is carried out with an approach to involving all elements of the education unit (Whole school approach) so that all components of the education unit together have a quality culture (Jamaluddin & Sopiah, 2017; Wahyudin, 2021).

In order to improve the quality of education in the Education Unit at the elementary, junior high, and high school levels in DKI Jakarta Province comprehensively, education observers have an obligation to pay attention to and organize the SPMI Technical Guidance Program in Schools in Jakarta. This technical guidance reference activity was held online related to the Covid-19 emergency situation with the aim of providing provisions to the TPMPS to become a driving force and ensure that quality improvement efforts in the education unit can run sustainably. This SPMI technical guidance reference activity for TPMPS provides a reference for activity facilitators in preparing, implementing and evaluating activities. This technical guidance activity will be refined yearly by, among others, paying attention to inputs from various parties, changes in regulations related to the implementation of education, and empirical experience in the implementation of SPMI in the field used in this technical guidance packaged in the form of units / topics, this contains material related to quality assurance in education units.

The National Education Standards (SNP) in unit 1 explains the legal basis of the SNP, the description of the indicators per standard of the SNP, the sub-indicators of each indicator and how the relationship between standards, indicators and sub-indicators with quality mapping instruments. The Quality Assurance System for Primary and Secondary Education Unit 2 describesthemeaning, objectives and functions of the Education Quality Assurance System (SPMP), spmp components (SPME, SPMI) and the division of SPMP duties. Preparation of SPMI Documents for Education Units In unit 3, it emphasizes more on the skills of compiling SPMI quality documents that are in accordance with demands before conducting quality mapping in the implementation of the Internal Quality Assurance System. Quality Mapping of Education Units This unit includes the concept of quality mapping, quality report card analysis and explanations forcompiling recommendations. The preparation of the Unit Quality Improvement Plan is a continuation of quality mapping, namely quality planning from the recommendations that have been prepared so as to produce RKS / RKAS.

Education quality assurance in education units cannot run well without a culture of quality in all components of the education unit (Pater et al., 2020). Therefore, the implementation of the education quality assurance system in the education unit (Whole school approach) is intended so that all components of the joint education unit have a quality culture.

METHOD

This skills development training is intended for all school residents, namely school supervisors, principals, teachers and administrative staff at SD Islam Cikal Harapan 01 and 02, with the following implementation methods:

1) Conducting a meeting, to convey the intention of the arrival of the community service to the location, and the target given was that the School TPMPS team was able to disseminate information to the school residents of SD Islam Cikal Harapan 01 and 02
2) The community service team analyzes the needs of partners, collects materials and materials that will be used in the development of mentoring;

3) Implementation of community services. The community service team provides material for the development of training assistance processed with the powerpoint application on How to Map Quality with the Dapodik application, how to make performance results from all indicators in the SNP provide how to identify the results of achievements, then provide follow-up on indicators that do not meet national standards, analyze and plan activities in the fulfillment of Quality Education, composed also monev instruments in auditing internally in the implementation of quality fulfillment;
4) Training assistance is provided within the period that has been agreed with the TPMPS Team of SD Islam Cikal Harapan 01 and SD Islam Cikal Harapan 02, the agreement on the implementation of community services has been known and approved by the assisted supervisor.

RESULT AND DISCUSSION

Pre Cycle

The results of the initial administration in understanding SPMI in the schools of SD Islam 01 Cikal Harapan and SD Islam 02 Cikal Harapan received various values as described below:

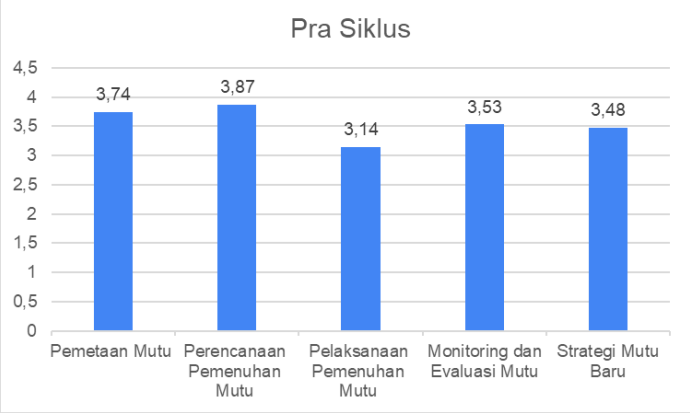


Figure 1. Pre Cycle Chart

From the results of the SPMI pre-cycle at SD Islam 01 Cikal Harapan and SD Islam 02 Cikal Harapan, the general conditions in the pre-cycle are as follows:

1) Quality mapping: The condition of pre-cycle quality mapping is that teachers have not understood The filling of quality map data reaches a score of 2.51, meaning that school residents have not yet learned where thedata source will be analyzed for quality mapping ,Data sources from quality performance results or school quality report cards from dapodik have never been and have not understood how to socialize and have not understood how to socialize and how to validate the Quality Report Card and School residents do not yet understand how to analyze the report card from the indicator in each standard of every 8 eight Standards

2) Quality fulfillment planning: Conditions for the Preparation of Program Plans and Quality Fulfillment Activities Based on Recommendations from the Pre-Cycle Quality Report Card Analysis results are that school residents have not used quality report cards to be inputs to school program plans and activities, school residents in distributing programs and activities are not based on the results of quality report card analysis.
3) Implementation of quality fulfillment: The implementation of quality fulfillment for the Pre-Cycle of the Indicators for the Implementation of Quality Fulfillment Activities Based on the Results of the Quality Report Card Analysis of school residents the results of getting an average score of 2.35 means that they have not understood what is the use of the quality report card in the dapodik, this is strengthened from the results of direct observation, while what needs to be understood in quality mapping is how to prepare the administration in the implementation of quality fulfillment, namely. Prepare SPMI Documents related to distance learning (POS, IK, learning device instruments, and monev instruments. School residents carry out quality fulfillment activities not based on the results of the school quality report card analysis and also carry out quality fulfillment activities not based on school plan documents (RKS / RKT / RKA).
4) Preparation of a new quality strategy in schools: Pre-cycle results can achieve a score of 2.3 this means that it examines the achievement of quality standards not based on the results of evaluation / audit of quality fulfillment, nor does it compile documents for the establishment of new quality standards / new fulfillment strategies The school prepares documents for setting quality standards / implementation of SNP for 8 new standards / fulfillment strategies at the stage of the cycle of preparing new strategies that must be carried out, namely carrying out the stages of the Cycle drafting a new quality strategy

Cycle 1 Analysis: Quality Mapping Stage

Based on the results of the quality report card analysis of SD Islam 01 Cikal Harapan and SD Islam 02 Cikal Harapan in general, the achievements on six standards (SKL, content, process, Assessment, Management and Financing) are in the category of "SNP" (five stars with a vulnerable value of 6.67-7.00). As for the sarpras standard in the category "Towards SNP 3" and the PTK standard in the category "Towards SNP 4. "

The focus of the mapping carried out is not only on low standards, but also accommodating standards that can be said to be good, especially in SKL and also process standards in PJJ conditions during the Covid-19 pandemic. So that not only the improvement program that is the focus of the school, but also the control and development/improvement program continues to be carried out on the eight SNPs, in order to realize a culture of quality in the school.

There are several standards recommended for follow-up in the preparation of quality fulfillment plans, namely socialization and validation of the quality report card with an average value of 4.06 and analysis of the average value of 4.39. In cycle I, there have been a series of actions in the form of assistance carried out by community services or researchers on teachers from two schools, namely SD Islam 01 Cikal Harapan and SD Islam 02 Cikal Harapan, The teachers

followed the SPMI debriefing online with knowledge, namely general knowledge, namely SNP Education quality standards and indicators and from 8 standards and stages of each cycle from cycle stage 1 quality mapping, cycle. Those involved in the assistance were all school residents, namely the School Superintendent, the Principal and the teachers, and the TU stap who was sampled, the Principal, all teachers from both schools, and the Assistant from the Unindra Jakarta community service team.

The next stage of mentoring is dissemination and independent workshops in procedures for implementing SPMI, namely the preparation of the TPMPS TEAM, discussion of SNP and quality indicators and sub-indicators. In Mentoring I school residents process related to collection, processing, data analysis and information about the achievements of the 8 SNP National Education Standards, several important things in the comprehensive and comprehensive analysis of the quality report card by connecting the achievements in skl with achievements in 7 other standards

Involving stakeholders in setting priority solutions to quality achievement problems to the 8 standards needed at the Plan stage accompanied by a companion team. The assistance is in accordance with the stages in each research cycle, namely there are 4 stages.

1) Planning: At this stage of planning, the form of implementation is an independent workshop but still accompanied by a team of UNINDRA community services. The things that need to be done are some things that are prepared, namely the researcher makes an agreement with the School Residents about the preparation for implementation in implementing. Quality mapping is carried out through school self-evaluation activities (EDS) based on National Education Standards. Self-Evaluation of the School is carried out with steps, namely the preparation of instruments, data collection, data processing, quality report card analysis, and recommendations for improving the quality of school quality culture development guidelines through assistance in the implementation of SPMI. The output of this activity is a map of the achievement of national standards of education in education units as a baseline, the problems faced, and recommendations for improvement. The stage that needs to be socialized and implemented is to map the results of school performance contained in Dapodik, namely a map of the achievement of national standards of education in education units, analyzed, and validated in accordance with real school conditions, problems faced, and recommendations for improvement.
2) Action: At the action stage, the researcher made observations on the implementation during the online workshop which was attended by residents of SD Islam 01 Cikal Harapan and SD Islam 02 Cikal Harapan, with a schedule of activity stages including exposure assignments from both schools on the results of an independent workshop on quality mapping. The things that are carried out in the implementation of actions are steps , namely the preparation of instruments, data collection, and data processing. All these steps are carried out in an independent workshop while for the analysis of the quality report card, namely from the results of school performance in Dapodik and validated in accordance with the reality in the school. The next stage is a recommendation to improve the quality of school quality culture development guidelines through assistance in the implementation

of SPMI. The output of this activity is a map of the achievement of national standards of education in education units as a baseline, the problems faced, and recommendations for improvement. The achievement of the Quality Report Card at SD Islam 01 Cikal Harapan and SD Islam 02 Cikal Harapan is seen from the 8 lowest standards, which is the standard for infrastructure, which is still 5.19, which means it is in indicator 6.1. The capacity of the school's capacity is adequate with sub-indicator 6.1.1 Having an appropriate and adequate capacity of learning groups with a value of 1.17 means achievement towards SNP 1. Sub-indicator 6.1.6 Having a variety of infrastructure according to the provisions with a value of 1.43 means achievement towards SNP 1. There are sub-indicators whose scores are low, namely in the Process Standards, namely Sub-indicator 3.14 getting an Evaluation from the supervisor and principal with an achievement of 1.12 meaning towards SNP 1 and an Assessment Standard with the sub-indicator conducting an assessment according to the procedure with a value of 2.85 meaning achievement towards SNP 1. The standards of educators and education personnel with low achievements, namely in indicator 5.4, namely the availability and competence of the head of laboratoriuam in accordance with the provisions with Sub-indicator 5.4.4, namely the available head of laboratory according to experience with a value of 1.4 means achievement towards SNP 1 and in Sub indicator 5.5.4, namely having a head of the library who has experience according to indigo 1.4 means achievement towards SNP 1. Standards of infrastructure in 6.1.1, namely Having an appropriate and adequate learning group capacity with a value of 1.17 means achievement towards SNP 1. The management standard in 7.2.2, namely Organizing student service activities with a value of 5.6 means achievement towards SNP 4. The financing standards of all indicators and sub-indicators have met the SNP.

The achievement of the Quality Report Card at SD Islam 01 Cikal Harapan and SD Islam 02 Cikal Harapan is seen from 8 standards, namely the Graduation Competency Standard Indicator 1.3 (Graduates have competence in the skills dimension with sub-indicators 1.3.5 Have the skills to think and act collaboratively with a value of 5.97. Means achievement towards SNP 4). Content standards in 2.3.3 (Organizing curriculum aspects on local content) with a value of 3.66 means achievement towards SNP 2. The standard process in 3.1.4 (Getting an evaluation from the principal and school superintendent) with a score of 1.55 means achievement towards SNP 1. The assessment standard in 4.4.1 (Using the attitude aspect assessment instrument) with a value of 4.77 means achievement towards the SNP. The standard of educators and education personnel in 5.5.4 (Having an experienced Head of Librarian) in accordance with the value of 1.4 means achievement towards SNP 1. The standard of facilities and infrastructure in 6.1.1, namely Having an appropriate and adequate learning group capacity with a value of 1.17 means achievement towards SNP 1. The management standard in 7.2.2 (Organizing student service activities with a value of 4.55) means achievement towards SNP. Financing standards in 8.3.1 (Regulating the allocation of funds derived from the APBD / APBN / Foundations / other sources) with a value of 5.43 means achievement towards SNP 4.

3) Observation: At the Obsevation stage in this first cycle, the researchers commissioned to fill out an instrument on a Google Form basis on understanding quality mapping by school residents whose results are those listed in the graph below:

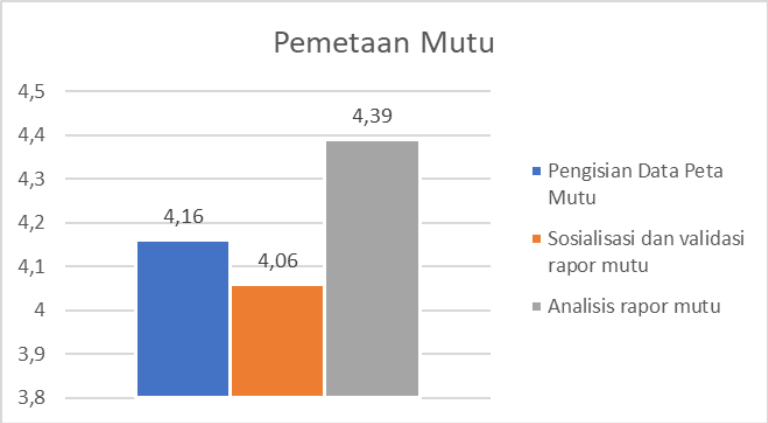


Figure 2. Average Percentage of Cycle 1 Quality Mapping

Filling in the Quality Map Data with an average score of 4.16. Socialization and validation of quality report cards with an average score of 4.06. Analysis of the quality report card with an average score of 4.39. That understanding of the steps in quality mapping has begun to be understood by the school residents of SDN 01 and 06 Batu Ampar East Jakarta.

4) Reflection: After completion of observations through observation of exposure from both schools and from the results of filling out the instrument, the school waga and community services' assistants held a reflection on strengthening, implementing cycle 1 of quality mapping and preparing for the implementation of the 2nd cycle, namely compiling a school work plan, in this case the source taken was from the analysis of the quality map and validation results as well as the results of recommendations from the quality map.

Cycle 2 Analysis: Quality Fulfillment Planning

Planning is one of the most important functions of management in which there is an activity of defining organizational goals, making strategies, and developing organizational work plans (Andriani et al., 2022). Planning is the initial stage in the activities of an organization related to the achievement of the goals of such an organization.

School Work Plan (RKS) which is a detailed description of the Medium-Term Work Plan (RKJM) of the education unit which includes a period of four years in accordance with Government Regulation Number 32 of 2013 concerning National Education Standards. In essence, the School Work Plan is a medium-term work plan that describes the goals to be achieved within four years, which are related to the quality of graduates to be achieved and the improvement of components that support the improvement of the quality of graduates (Haq, 2017; Wibowo et al., 2021). The school work plan is a frame of reference in developing schools, a basis for monitoring and evaluating the implementation of school development, as well as reference materials for

submitting educational resources needed in school development (Jumrah, 2016; Megawati & Sutama, 2019).

In the context of SPMI, quality improvement planning is the second stage of activity, namely quality mapping, where in quality mapping various recommendations are produced about what programs or activities need to be carried out so that the goals of the predetermined education unit can be achieved (Puspitasari, 2018). Quality improvement planning in education units is prepared based on self-evaluation of education units (quality report card analysis), central and local government policies, as well as the vision, mission and policies of education units (Zahrok, 2020). The form of the quality improvement plan can be in the form of an annual work plan (CTR) which is a detailed elaboration of the medium-term work plan (RKJM) of the education unit which includes a period of 4 (four) years (Qarasyi et al., 2021).

After studying the unit 5 module and implemented in the activity, participants were able to: Compile a quality improvement program plan based on the results of quality mapping recommendations Compile a priority program for quality improvement Compiling a Framework of Reference (KAK) Compiling RKS / RKAS.

1) Planning: The planning process in Cycle II is to follow up on the findings obtained from the reflections in Cycle I. Follow-up is outlined in the administrative improvement of the preparation of stages in implementing the school quality fulfillment plan, namely Preparing a quality improvement program plan based on the results of quality mapping recommendations, compiling quality improvement priority programs, Compiling Frameworks of Reference (KAK), Compiling RKS / RKAS.
2) Action: At the action stage, researchers conducted an online workshop attended by residents of SD Islam 01 Cikal Harapan and SD Islam 02 Cikal Harapan, a team of Unindra community services. The composition of the independent workshop is an explanation from the community service team about the stages that must be presented by the two schools, next is the presentation from the two schools, namely Compiling a quality improvement program plan based on the results of quality mapping recommendations, Compiling a quality improvement priority program, compiling a Framework of Reference (KAK), Compiling RKS / RKAS. There is a strengthening of quality fulfillment planning by the community service team.
3) Observation: At the Obsevation stage in this first cycle, the researchers commissioned to fill out an instrument on a Google Form basis on understanding quality mapping by school residents whose results are those listed in the graph below:

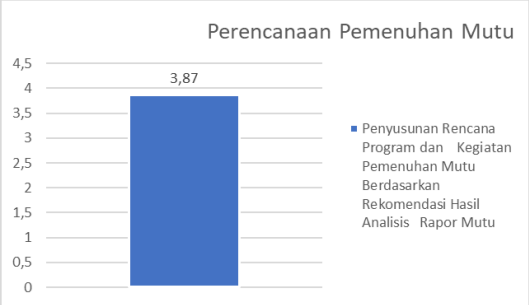


Figure 3. Average Percentage of the Second Cycle of Quality Fulfillment Planning

4) Preparation of program plans and quality fulfillment activities based on recommendations from the analysis of the quality report card average value of 3.87. That the understanding of the steps in quality mapping has begun to be understood by the residents of the schools of SD Islam 01 Cikal Harapan and SD Islam 02 Cikal Harapan.
5) Reflection: After completion of observations through observation of exposure from the two schools and from the results of filling in the instrument, the school waga and community services' assistants held a reflection on strengthening, implementing cycle 2 of quality fulfillment planning and preparing for the implementation of the third cycle, namely compiling the implementation of quality fulfillment.

Cycle 3 Analysis: Quality Fulfillment Implementation

1) Planning: The planning process in Cycle III is to follow up on the findings obtained from the reflections in Cycle II. The follow-up is stated in the administrative improvement of the preparation of stages in carrying out the fulfillment of school quality, namely Preparing a quality improvement program plan based on the results of quality planning recommendations, Compiling Terms of Reference (KAK), compiling POS, Document of record of the results of the Review of the final dratf of SPMI documents related to PJJ, minutes of mentoring activities III. Administrative completeness: invitation to assistance, attendance list of participants, documentation.
2) Action: At the action stage, researchers conducted an online workshop attended by residents of SD Islam 01 Cikal Harapan and SD Islam 02 Cikal Harapan, a team of Unindra community services. The composition of the independent workshop is an explanation from the community service team about the stages that must be presented by the two schools, the next is the presentation from the two schools, namely the implementation of quality improvement about lesson plan and the online or distance learning process with various methods that can motivate students in the learning process.
3) Observation: At the Obsevation stage in cycle III, the researchers assigned to fill out an instrument on a Google Form basis on understanding the implementation of quality assurance by school residents whose results are those listed in the graph below:

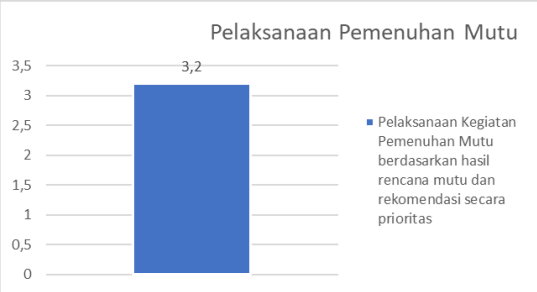


Figure 4. Average Percentage of Cycle 3 Implementation of Quality Fulfillment

Implementation of Quality Fulfillment Activities based on the results of quality plans and recommendations in priority average value of 3.2. In the monev instrument share about the implementation of quality fulfillment.

4) Reflection: After completion of observations through observation of exposure from both schools and from the results of the implementation of quality fulfillment, namely about a learning model based on increasing student interest and learning motivation in online learning or distance learning, how the learning plan is in accordance with the latest rules and whether the lesson plan is in accordance with the online learning process. The implementation of cycle 3 implementation of quality fulfillment and preparing for the implementation of the 4th cycle, namely discussing the results of monitoring and evaluation.

Cycle 4 Analysis: Quality Monitoring and Evaluation

1) Planning: The process of cycle 4 follows up on the findings obtained from the reflection in Cycle 3 of SPMI, namely the form is to analyze the monev results of 2 elementary schools from the implementation of quality fulfillment. The follow-up is outlined in the improvement of indicators that score less. That is as an improvement to determine new quality standards.
2) Action: The process of action stages, researchers conducted an online workshop which was attended by residents of SD Islam 01 Cikal Harapan and SD Islam 02 Cikal Harapan, a team of Unindra community services. The composition of the independent workshop is an explanation from the community service team about the stages that must be presented by the two schools, the next is the presentation from the two schools, namely Explaining the results of the monev analysis and explaining the findings of each monev indicator of quality fulfillment implementation, namely about the standard Process "Online learning model in increasing student interest and motivation to learn. And continued the debriefing of the discussion from the Community service team of the community about how to develop a new quality strategy program plan in improving quality based on the results of monev analysis and recommendations for finding which indicators are of concern in the new quality standards program, namely what is known as practical Besc from both schools.

3) Observation: At the Obsevation stage in cycle IV, the researchers commissioned to fill out an instrument on a Google Form basis on the understanding of new quality straties by school residents whose results are those listed in the graph below:

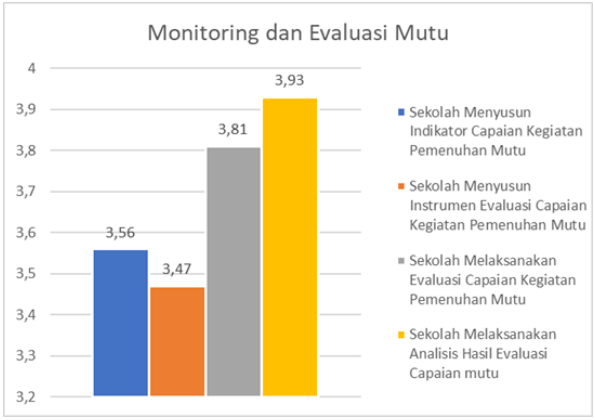


Figure 5. Average Percentage of Cycle 4 Quality Monitoring and Evaluation

The school compiles indicators of the achievement of quality fulfillment activities with an average score of 3.56. The school compiles an instrument for evaluating the achievement of quality fulfillment activities with an average score of 3.47. The school carried out an evaluation of the achievement of quality fulfillment activities with an average score of 3.81. The school carried out an analysis of the results of the evaluation of quality achievements with an average score of 3.93.

4) Reflection: After completion of observations through observation of exposure from both schools and from the results of the monev analysis of the implementation of quality fulfillment, a new quality strategy was formulated. The steps for preparing a new quality strategy are as follows: Explaining the concept of a quality improvement strategy, Analyzing the achievements of the results of monitoring and evaluating quality fulfillment, Formulating recommendations for quality improvement strategies, Developing quality improvement strategies that will be included in the RKAS.

Cycle 5 Analysis of the New Quality Strategies

1) Planning: The process of planning stages in Cycle V is to follow up on the findings obtained from the reflections in Cycle IV. The follow-up is discussed in independent workshops in their respective schools, namely discussing deepening the concept of quality improvement strategies, analyzing the achievements of monitoring results and evaluating quality fulfillment, formulating recommendations for quality improvement strategies, compiling quality improvement strategies that will be included in the RKAS. It also discussed the preparation of the presentation of best practices from each school.
2) Action: At the action stage, researchers conducted an online workshop attended by residents of SD Islam 01 Cikal Harapan and SD Islam 02 Cikal Harapan, a team of Unindra community services. The composition of the activity is a strengthening of the community

service team about the discussion of the steps in the online activity, namely exposure from both schools. The results analyze the achievements of the results of monitoring and evaluating quality fulfillment, formulate recommendations for quality improvement strategies, develop quality improvement strategies that will be included in the RKAS. It also discussed the presentation of best practices from each school. Strengthening from the community service team about the best practices of the two schools and motivatingthe school to implement SPMI in a sustainable manner which eventually became a culture of quality in the school.

3) Observation: At the Obsevation stage in this V cycle, the researchers commissioned to fill out an instrument through a Google Form on understanding quality mapping by school residents whose results are those listed in the graph below:

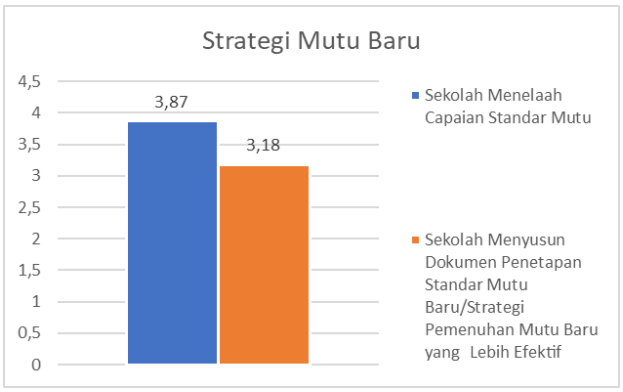


Figure 6. Average Percentage of the Fifth Cycle of the New Quality Strategy

The school examined the achievement of the quality standard with an average score of 3.87. The school drafted a document establishing new quality standards/new quality fulfillment that more effectively had an average score of 3.18.

4) Reflection: After completion of observations through observation of exposure from both schools and from the results of filling in the instrumen, school residents and community services held a reflection on strengthening the implementation of cycle 5. Strengthening from the community service team about the best practices of the two schools and motivating the school to implement SPMI in a sustainable manner which eventually became a culture of quality in the school.

CONCLUSION

In the virtual Community Service activities, it was concluded that SPMI mentoring activities in both schools were the object of a positive influence from the implementation of virtual Community Service and the global pandemic COVID-19. The internal quality assurance system of the results of the implementation seen from the presence and activeness of the implementation of the fifth activity of the SPMI cycle greatly provides enlightenment refreshment and provides motivation for schools to implement the implementation of SPMI in schools on an ongoing basis which eventually becomes a culture of quality.

From the two elementary schools as objects of community services , it can be seen that the achievements of the quality report card and the analysis of monev instruments still have sub-indicator values in each standard that are still lacking and must be made a priority for the school work plan, especially in process standards, graduation standards and standards for facilities and infrastructure. Which is carried out on an ongoing basis in which finally all standards / sub-indicators are met and exceed the achievements of the SNP. In the standard process during the pandemic that requires teachers to carry out distance learning from the experience of quality fulfillment, they will always try to improve the way distance learning is carried out continuously.

For schools, it is hoped that they can continue the implementation of SPMI because the SNP regulation requires all education units, both formal and non-formal, to carry out a quality assurance system. For principals and teachers, they can find out and utilize the school quality report card in order to carry out quality fulfillment in each sub-indicator / national standard of Education (SNP).

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