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Assistance in the Implementation of the Internal Quality Assurance System

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ABSTRACT	
Keywords: SPMI Mentoring, School Quality; assistance	This study aims to map one of the internal quality assurance programs in an effort to improve the quality of schools seen from the 8 National Education Standards (SNP), the ability of school residents to carry out 5 cycles of the Internal Quality Assurance System (SPMI) at SMP Islam Cikal Harapan 01 and SMP Islam Cikal Harapan 02. Data collection techniques in this study were through questionnaires, interviews, observations, and discussions. The results showed that there was an increase in the ability to understand and implement SPMI at SMP Islam Cikal Harapan 01 and SMP Islam Cikal Harapan 02, East Jakarta. In the percentage value of quality mapping, there was an increase from 2.51% in the Pre Cycle phase to 4.21% in the first cycle phase, and the second cycle, namely quality fulfillment planning, an increase from 2.76% in the Pre Cycle phase. The results of the second cycle are quality fulfillment planning with a value of 3.87%. From the percentage value of the third cycle of quality fulfillment implementation, there was an increase from 2.4% in the pre-cycle phase to 3.2%. From the percentage value of the fourth cycle of monitoring and evaluation of the implementation of quality there was an increase from 2.7% in the pre-cycle phase to 3.8%. From the percentage value of the fifth cycle of the new quality strategy, there was an increase from 2.42% in the pre-cycle phase to 3.52%. The implication of this research for the mentoring activities carried out by the abdimas team of Unindra PGRI Jakarta is that this mentoring activity can be carried out further by involving all school members. This is needed to be able to improve the quality of education in the two schools.

Introduction

Permata Sari Foundation, especially at SMP Islam Cikal Harapan 01 and SMP Islam 02 Cikal Harapan is a formal educational institution whose curriculum adds to Islam, namely how to quickly read and understand the Quran. Teachers at SMP Islam Cikal Harapan 01 and SMP Islam 02 Cikal Harapan are employees of Yayasan Permata

Sari. SMP Islam Cikal Harapan 01 is located in the Tanggerang area and SMP Islam 02 Cikal Harapan is located in the Jonggol area of Bogor Regency. The two junior high schools are still lacking in local guidance, especially about internal quality assurance of schools (Dasna, 2008).

This community service activity is in collaboration with the Permata Sari Jakarta Foundation as a partner, which is engaged in the management of education at the PAUD, KINDERGARTEN, ELEMENTARY, JUNIOR HIGH and Senior High School levels. Offices or places of activity in South Jakarta while schools are located in Tanggerang and Jonggol Bogor. The activities of the Foundation are in the form of school development and mentoring, school management while in junior high school it is like a formal school. The advantage is that it adds Islamic subjects (Arifudin, Trisnamansyah, & Sauri, 2022).

This activity aims to assist in improving the quality of school management with programs and cycles in the internal quality assurance system, namely mapping, planning, evaluation and new quality. Quality education is a necessity that must be carried out by schools, involving all stakeholders. The reference for the quality of Education in Indonesia is stated by the achievement of 8 National Education Standards, namely Satndar Content, Process, Assessment, Graduation Standards, Management, Financing, Infrastructure Facilities and Standards for Educators and Education Personnel (Sauri, Aryani, & Alhamidi, 2020). One of the efforts made by the government to facilitate the improvement of the quality of education in schools is through the mechanism of the Primary and Secondary Education Quality Assurance System. In SPMP, there are two things that are interrelated and complementary, namely the Internal Quality Assurance System (SPMI) and the External Quality Assurance System (SPME). SPMI is implemented by the school with all internal components of the school, while SPME is implemented by external parties outside the school. SPMI-Dikdasmen is a unit of elements consisting of policies and processes related to carrying out education quality assurance carried out by each primary and secondary education unit to ensure the realization of quality education that meets or exceeds SNP (Permendikbud No.28 of 2016, Chapter 1, Paragraph 1, point 4) (Cardoso, Rosa, Videira, & Amaral, 2017).

There are 5 activities in the SPMI cycle consisting of: 1). Mapping the quality of education at the education unit level based on SNP, 2) Making quality improvement plans as outlined in school work plans, 3) Implementing quality fulfillment in the management of education units and learning processes, 4) Monitoring and evaluating the process of implementing quality fulfillment that has been carried out, 5) Developing quality improvement strategies based on the results of monitoring and evaluation. In the process of implementation, SPMI is developed by each primary and secondary education unit. This is then elaborated further, which states that the tasks of the Education unit include: 1) Planning, implementing, controlling and developing SPMI, 2) Preparing SPMI documents, 3) Making quality improvement plans as outlined in the RKS, 4) Implementing quality fulfillment, 5) Forming quality assurance teams at education units, and 5) Managing education quality data at the education unit level (Haris, 2013).

By considering these things, the implementation team considers it necessary to provide training on the Internal Quality Assurance System on school quality culture to the residents of SMP Islam 01 Cikal Harapan and SMP Islam 02 Cikal Harapan on research on Assistance in the Implementation of the Internal Quality Assurance System (SPMI) (Mulyono, Sahlan, Sholihah, Rusmingsih, & Atanjuani, 2021).

The purpose of this training is to provide assistance to all school residents, including teachers, principals, TU staff, and students. So that it can map the results of school report

cards, can plan school work according to weak indicators and can create new quality strategies that will eventually form the quality of performance that shapes the quality of sustainable education.

Research Methods

The implementation of this community service activity is carried out face-to-face (offline) and online. The approach taken in this activity was the presentation of material on the internal quality assurance system (SPMI) and a question and answer session and discussion between participants and the implementation team (Sari, 2015).

This training was held for 4 months and each meeting was in accordance with the implementation of SPMI assistance by the Abdimas Unindra PGRI Jakarta Team and how it contributed to school performance in improving the quality of education. In addition, because it is also necessary to examine the impact of these quality improvement activities, data on the quality of existing in schools is part of this study. The data obtained is then processed according to classroom action research / training. The PTD action research design used is 2 cycles, which are listed in figure 1. This design is a form of PTD for the implementation of the cycle in SPMI, namely the implementation of the first stage of mapping and quality planning is carried out in the first cycle while the implementation of the stages of quality fulfillment, audit implementation, and determining new strategies is carried out in the second cycle (Creswell, 2014).

The target of this study is schools that are in development as community service targets from SMP Islam Cikal Harapana number of 2 schools. The selection of research samples is the target schools for abdimas odd semester in 2021. In its application, the implementation of operational assistance carried out by the Abdimas Unindra PGRI Jakarta Team, is as follows:
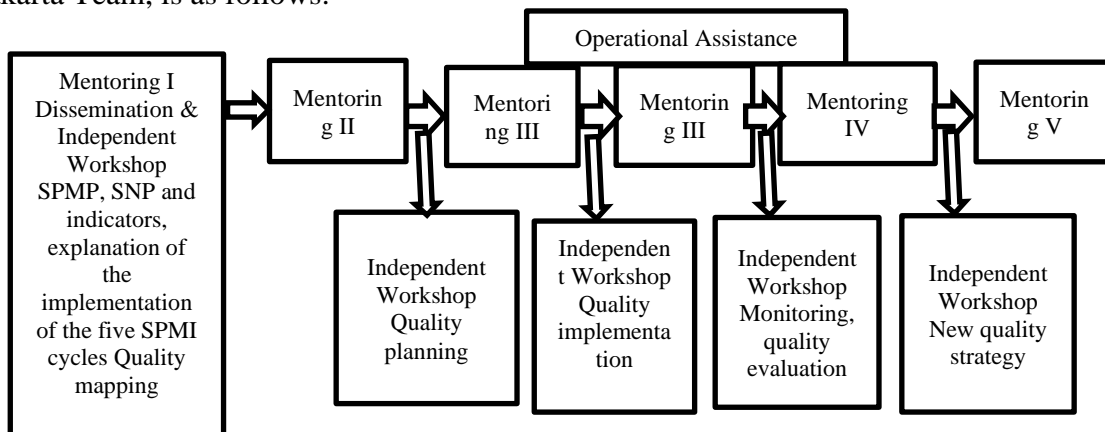
Figure 2 Diagram of Mentoring Implementation

From the diagram of the implementation of operational assistance carried out by the Unindra Abdimas Team above, it can be illustrated that the first assistance is an activity for understanding and steps for implementing SPMP, SNP, and an explanation of the implementation of the five SPMI cycles, quality mapping and steps. Quality planning and its steps. Quality implementation and steps. Monitoring, quality evaluation and steps. New quality strategies and measures.

Like the first assistance, the second assistance also consists of the Plan Do Check Act (PDCA) cycle which in general we can translate as planning, action, reflection, and corrective action of reflection results. Then continued with the third assistance which is the second cycle activity consisting of the Plan Do Check Act (PDCA). The fourth

mentoring is the fourth cycle activity consisting of the Plan Do Check Act (PDCA). The fifth mentoring is the fifth cycle activity consisting of the Plan Do Check Act (PDCA).

Results and Discussion
Pre Cycle
The Implementation Team observes school administration or school work planning (RKS). The next pre-cycle value is used as an initial illustration and reference in determining the target score in mentoring abdimas (Wandersman, Chien, & Katz, 2012).

From the results of the pre-cycle questionnaire which is then summarized into tables and diagrams, it can be seen that the results of the initial administration in the understanding of SPMI in SMP Islam Cikal Harapan 01 and 02 schools get various values as illustrated below:
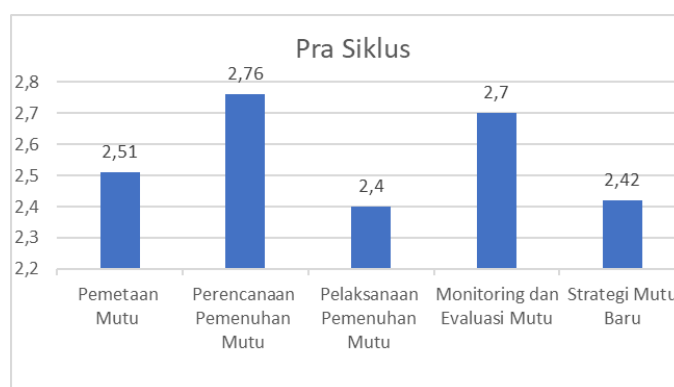
Figure 3 Pre Cycle

From the results of the SPMI pre-cycle at SMP Islam Cikal Harapan 01 and SMP Islam Cikal Harapan 02, the general conditions in the pre-cycle are as follows:(Rahmania, Budiono, Soenaryo, Syakur, & Tinus, 2020)

a. Quality mapping. The condition of Pre-Cycle quality mapping is that teachers do not understand the filling of quality map data to reach a score value of 3.2, berart school residents do not understand where the data source to be analyzed for quality mapping is , Data sources from quality performance results or school quality report cards from dapodik have never and do not understand how to socialize and how to validate the Quality Report Card and School residents do not understand how to analyze report cards from indicators in each standard from every 8 These eight standards are in the framework of material Analysis of which indicators whose values are still low are prioritized to be included in the annual school work plan School residents have not carried out an analysis of the results of quality report cards from 4 types of evaluation of the achievements of quality fulfillment activities (inputs, processes, outputs, and outcomes with the scope of skror 2this means that they have not understood these stages (Wartini & Indriayu, 2020).

b. Quality fulfillment planning. Conditions for Preparation of Program Plans and Activities for Quality Fulfillment Based on the Recommendations of the Results of the Pre-Cycle Quality Report Card Analysis are School residents have not used quality report cards as input to school program and activity plans, School residents in assessing programs and activities are not based on the results of quality report card analysis (Marlina, Harapan, & Kesumawati, 2021).

c. Implementation of quality compliance. Pre-Cycle of the Quality Fulfillment Activities Implementation indicator Based on the Results of the Quality Report Card Analysis

of school residents, the results of getting an average score of 2.35 mean that they do not understand what the use of the quality report card is in the dapodic, 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 PJJ (POS, IK, learning tools, and monev instruments. School residents carry out quality fulfillment activities not based on the results of quality report card analysis The school also carries out quality fulfillment activities not based on school plan documents (RKS / RKT / RKA). Quality fulfillment monev activities are carried out to ensure whether the implementation of the procedures carried out is in accordance with the standard procedures that should be in an effort to improve quality, and ensure that there are corrective actions in its implementation. So quality fulfillment monev activities are efforts to complete the implementation (Mulyasa, Sauri, & Aryani, 2019).

d. The preparation of a new quality strategy in the School pre-cycle results can achieve a score value of 2.3 this means reviewing the achievement of quality standards not based on the results of quality compliance evaluations / audits, nor does it compile new quality standard setting documents / new fulfillment strategies The school prepares quality standard setting documents / SNP implementation for 8 new standards / fulfillment strategies. At the stage of the new strategy preparation cycle that must be carried out, namely carrying out the stages of the new quality strategy preparation cycle.

Cycle I Quality Mapping

Quality mapping is carried out by the School Education Quality Assurance Team (TPMPS), the analysis process can use the following format.

Based on the results of the quality report card analysis of SMP Islam Cikal Harapan 01 and SMP Islam Cikal Harapan 02 in 2020, the general way of achievement in six standards (SKL, Content, Process, Assessment, Management and Financing) is in the "SNP" category (five stars with a vulnerable value of 6.67-7.00). As for the sarpras standard in the "Towards SNP 3" category and the PTK standard in the "Towards SNP 4" category (Mukhlisin, Ulfatin, & Muyassaroh, 2024).

The focus of mapping is not only on low standards, but also accommodating standards that can be said to be good, especially on SKL. So that not only improvement programs are the focus of the school, but also control and development/improvement programs continue to be carried out on eight SNPs, in order to realize a quality culture in schools.

Here are some recommended standards for follow-up in the preparation of quality fulfillment plans, socialization and validation of quality report cards average score 4.06, Analysis of quality report card average score 4.39

In Cycle I The teachers followed the online SPMI briefing with general knowledge, namely SNP Education quality standards and indicators and from 8 standards and stages of each cycle from the stages of cycle 1 quality mapping, cycles. Those involved in the assistance were all school residents, namely school supervisors, principals and teachers, and TU students who were sampled, principals, all teachers from both schools, and assistants from the Unindra Jakarta abdimas team (Sunarni, 2017).

• The next stage of assistance is dissemination and independent workshop in procedures for implementing SPMI, namely the preparation of the TPMPS TEAM, SNP Discussion and Quality Indicators and Sub-Indicators. In Mentoring I school residents Processes related to collecting, processing, analyzing data and information about the

achievements of 8 SNP National Education Standards are several important things in a comprehensive and comprehensive quality report analysis by linking achievements in SKL with achievements in 7 other standards

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

a. Planning. Quality mapping carried out through school self-evaluation (EDS) activities based on National Education Standards. The School Self-Evaluation is carried out with steps as an improvement. The stages that need to be socialized and implemented are mapping the results of school performance contained in Dapodik 1) the achievement map of national standards of education in education units, analyzed and validated according to real school conditions, 2) the problems faced; 3) recommendations for improvement.

b. Action. There was an exposure assignment from both schools about the results of independent workshops on quality mapping. SPMI implementation. The outputs of this activity are as follows: 1) the achievement map of national standards of education in education units, as a baseline; 2) the problems at hand; 3) recommendations for improvement.

The achievement of the Quality Report Card at SMP Islam Cikal Harapan 01 is seen from the 8 lowest standards are the infrastructure standards, which are still 5.19, meaning they are in the indicator 6.1. The capacity of the school is adequate with sub-indicator 6.1.1 Having an appropriate and adequate learning group capacity 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 with low values, namely in Process Standards, namely Sub-indicator 3.14 getting Evaluation from supervisors and principals with an achievement of 1.12 means towards SNP 1 and Assessment Standards with sub-indicators conducting assessments according to procedures with a value of 2.85 means achievement towards SNP 1. Standards of Educators and Education Personnel low achievement in indicator 5.4, namely the availability and competence of the head of the laboratory in accordance with the provisions with Sub indicator 5.4.4, namely the availability of the head of the 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 library who has experience according to value 1.4 means achievement towards SNP 1. The standard infrastructure facilities in 6.1.1 are: Having an appropriate and adequate study group capacity with a value of 1.17 means achievement towards SNP 1. The management standard in 7.2.2 is Organizing student service activities with a value of 5.6 means achievement towards SNP 4. Financing standards for all indicators and sub-indicators have met the SNP.

The achievement of the Quality Report Card at SMP Islam Cikal Harapan 02 is seen from 8 standards, namely: Graduation competency standards Indicator 1.3 Graduates have competence in the skill dimension with sub-indicator 1.3.5 Having collaborative thinking and acting skills with a value of 5.97 means achievement towards SNP 4. Content standards in 2.3.3 Organizing aspects of the curriculum on local content with a value of 3.66 means achievement towards SNP 2. Process standards in 3.1.4 Getting an evaluation from the principal and superintendent of schools with a score of 1.55 means achievement towards SNP 1. The assessment

standard in 4.4.1 Using an attitude aspect assessment instrument with a value of 4.77 means achievement towards SNP 3. The standard of educators and education personnel in 5.5.4 Having an experienced Head Librarian in accordance with a 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 study group capacity with a value of 1.17 means achievement towards SNP 1. The management standard in 7.2.2 is Organizing student service activities with a value of 4.55 means achievement towards SNP 3. The financing standard in 8.3.1 Regulates the allocation of funds derived from the APBD/APBN/Foundations/other sources with a value of 5.43 means achievement towards SNP 4.

c. Observation. In the Observation stage in this first cycle, researchers are assigned to fill out an instrument in google form about understanding quality mapping by school residents whose results are listed in the graph below,
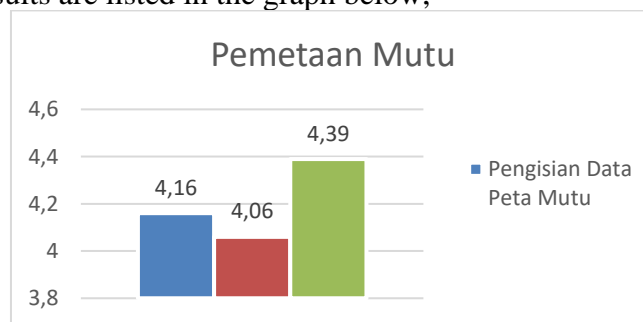
Figure 2 Average Percentage of Cycle 1 Quality Mapping

Filling in Quality Map Data with an average score of 4.16. Socialization and validation of quality report cards with an average score of 4.06. Quality report card analysis with an average score of 4.39. That understanding of the steps in quality mapping has begun to be understood by the residents of SMP Islam Cikal Harapan 01 and SMP Islam Cikal Harapan 02.

d. Reflection. After completing observations through exposure observations from both schools and from the results of filling in the instrument, the school waga and abdimas assistants held a strengthening reflection, the implementation of cycle 1 quality mapping and preparing for the implementation of cycle 2, namely preparing school work plans, in this case the sources taken were from the analysis of the quality map and the validation results and recommendations from the quality map.

Cycle 2 Quality Fulfillment Planning

Planning is one of the most important functions of management in which there are activities to define organizational goals, create strategies, and develop organizational work plans. Planning is the initial stage in the activities of an organization related to the achievement of the goals of that organization.

The four-year School Work Plan (RKS) is 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 is related to the quality of graduates to be achieved and the improvement of components that support the improvement of graduate quality

In the context of SPMI, quality improvement planning is the second stage of activity, namely quality mapping, quality improvement planning in education units is prepared based on self-evaluation of education units (quality report card analysis), central

and regional government policies, as well as vision, mission and policies of education units. The form of the quality improvement plan can be in the form of an annual work plan (RKT) which is a detailed description of the medium-term work plan (RKJM) of the education unit covering a period of 4 (four) years.

The purpose of preparing RKS is so that the education unit knows in detail the actions that must be taken so that the goals, obligations, and fulfillment targets can be achieved. RKS also guarantees that all programs and activities carried out to develop educational units have taken into account the fulfillment of standards with real conditions.

Terms of Reference or abbreviated as KAK. TOR / KAK is a document that contains an overview of an activity. Contains an overview (background) of an activity, achievement strategy (goals), beneficiaries (participants), activity time and costs required. For more details, an example of TOR/KAK is presented in the appendix to this module. Furthermore, to ensure that activities can be carried out, activities must be included in the RKS/RKAS. With the inclusion of activities into RKAS, activity funding can be allocated as needed and according to applicable regulations, so that the next SPMI cycle, the implementation of quality fulfillment, can run well. Although not all quality fulfillment activities must be directly costly.

After studying the unit 5 module and implemented in the activity, participants are able to:

1) Develop a quality improvement program plan based on the results of quality mapping recommendations
2) Develop priority quality improvement programs
3) Develop Terms of Reference (KAK)
4) Compiling RKS/RKAS
   a. Planning. The planning process in Cycle II is to follow up on the findings obtained from reflection in Cycle I. The follow-up is outlined in administrative improvements, the preparation of stages in implementing school quality fulfillment plans, namely Preparing quality improvement program plans based on the results of quality mapping recommendations, Preparing priority quality improvement programs, Compiling Terms of Reference (KAK), Compiling RKS / RKAS.
   b. Action. In the action stage, researchers conducted an online workshop attended by residents of SMP Islam Cikal Harapan 01 and SMP Islam Cikal Harapan 02, Unindra abdimas team. The composition of the independent workshop is an explanation from the abdimas team about the stages that must be presented by the two schools, the next is the presentation from the two schools, namely Preparing a quality improvement program plan based on the results of quality mapping recommendations, Preparing priority quality improvement programs, Compiling Terms of Reference (KAK), Compiling RKS / RKAS. There is a strengthening of quality fulfillment planning by the community service team.
   c. Observation. In the Observation stage in this first cycle, researchers are assigned to fill out an instrument in google form about understanding quality mapping by school residents whose results are listed in the graph below,
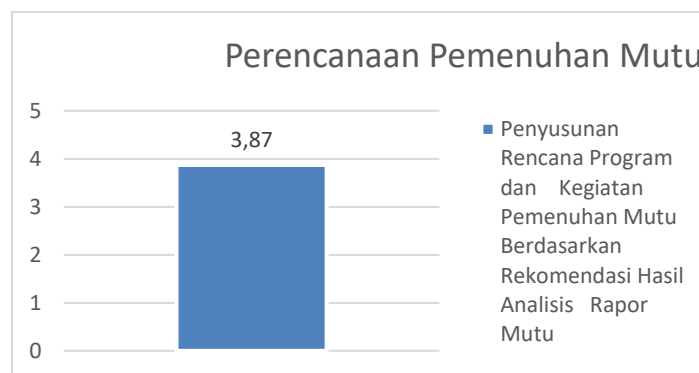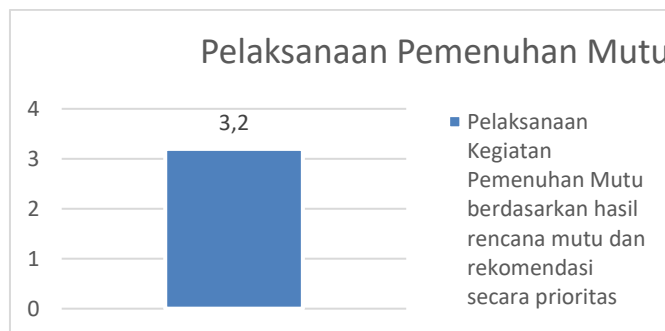
Figure 3 Average Percentage of Cycle 2 Quality Fulfillment Planning

Preparation of program plans and quality fulfillment activities based on recommendations from the quality report card analysis average value of 3.87. That understanding of the steps in quality mapping has begun to be understood by the residents of SMP Islam Cikal Harapan 01 and SMP Islam Cikal Harapan 02.

d. Reflection. After completing observations through observations of exposure from both schools and from the results of filling in the instructions, the school staff and abdimas assistants held reinforcement reflections, the implementation of cycle 2 quality fulfillment planning and preparing for the implementation of cycle 3, namely compiling the implementation of quality fulfillment.

Cycle 3 Quality Fulfillment Implementation

a. Planning. The planning process in Cycle III is to follow up on the findings obtained from reflection in Cycle II. The follow-up is outlined in administrative improvements, preparation of stages in implementing school quality fulfillment, namely Preparing quality improvement program plans based on the results of quality planning recommendations, Preparing Terms of Reference (KAK), compiling POS, Document notes on the results of the Review of the final dratf SPMI documents related to PJJ, documents minutes of mentoring activities III. Completeness of administration: invitation for mentoring, attendance list of participants, documentation.

b. Action. In the action stage, researchers conducted an online workshop attended by residents of SMP Islam Cikal Harapan 01 and SMP Islam Cikal Harapan 02, Unindra abdimas team. The composition of the independent workshop is an explanation from the abdimas team about the stages that must be presented by the two schools, the next is the presentation from both schools, namely the implementation of quality improvement on RPP and the online or distance learning process with various methods that can motivate students in the learning process.

c. Observation. In the Observation stage in cycle III, researchers are assigned to fill out an instrument in google form about understanding the implementation of quality improvement by school residents whose results are listed in the graph below,
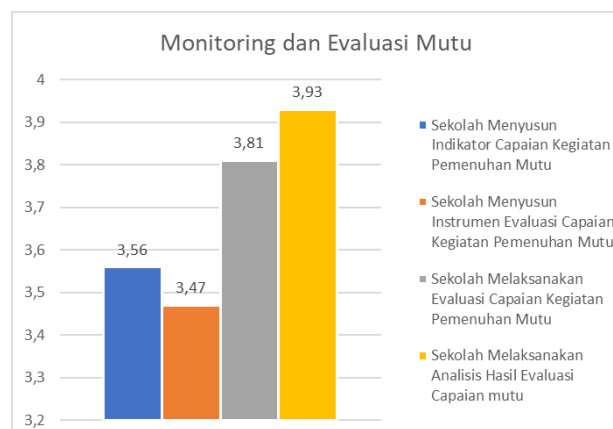
Figure 4 Average Percentage of Cycle 3 Quality Fulfillment Implementation

Implementation of Quality Fulfillment Activities based on the results of quality plans and recommendations on a priority basis average value of 3.2. Distributed monev instruments about the implementation of quality fulfillment implementation.

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

Cycle 4 Quality Monitoring and Evaluation

a. Planning**.**The planning process in Cycle IV is to follow up on the findings obtained from reflection in Cycle III. The form is to analyze the monev results from the implementation of quality compliance. The follow-up is outlined in the improvement of indicators that get less scored. That is as an improvement to determine new quality standards

b. Action. In the action stage, researchers conducted an online workshop attended by residents of SMP Islam Cikal Harapan 01 and SMP Islam Cikal Harapan 02, Unindra abdimas team. The composition of the independent workshop is an explanation from the abdimas team about the stages that must be presented by the two schools, the next is a presentation from the two schools, namely Presenting the results of the monev analysis and presenting the findings of each monev indicator of the implementation of quality fulfillment, namely about the standards of the Process "Online learning model in increasing student interest and motivation. And continued the briefing of discussion from the Abdimas Team on how to develop a new quality strategy program plan in quality improvement based on the results of the monev analysis and recommendations for finding which indicators are of concern in the new quality standard program, known as practical Besc from both schools.

c. Observation. In the Observation stage in cycle IV, researchers are assigned to fill out an instrument in *a google form* about understanding the new quality strategy by school residents whose results are listed in the graph below.
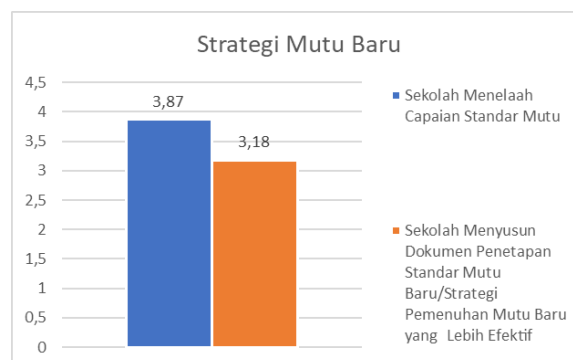
Figure 5 Average Percentage of Cycle 4 Quality Monitoring and Evaluation

The school compiles indicators of achievement of quality fulfillment activities with an average value of 3.56. The school compiles an evaluation instrument for the achievement of quality fulfillment activities with an average score of 3.47. The school evaluates 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.

d. Reflection. After completion of observations through observations of exposure from both schools and from the results of 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 results of monitoring and evaluating quality compliance, Formulating recommendations for quality improvement strategies, Developing quality improvement strategies that will be included in the RKAS.

Cycle 5: New Quality Strategy

a. Planning. The planning process in Cycle V is to follow up on the findings obtained from reflection in Cycle IV. The follow-up was discussed in independent workshops in each school, namely discussing deepening the concept of quality improvement strategies, analyzing the results of monitoring and evaluating quality compliance, formulating recommendations for quality improvement strategies, developing quality improvement strategies that will be included in the RKAS. It also discussed the preparation of *best practice* presentations from each school.

b. Action. In the action stage, researchers conducted an online workshop attended by residents of SMP Islam Cikal Harapan 01 and SMP Islam Cikal Harapan 02, Unindra abdimas team. The composition of the activity is a reinforcement of the abdimas team about discussing the steps in online activities, namely exposure from both schools. The results analyze the achievements 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.

c. Observation. In the Observation stage in cycle V, researchers are assigned to fill out an instrument in google form about understanding quality mapping by school residents whose results are listed in the graph below,

Figure 6 Cycle 5 Average Percentage of New Quality Strategy

The school reviewed the achievement of the quality standard with an average score of 3.87. The school drafted a document establishing new quality standards/meeting new quality that was more effective, an average score of 3.18.

a. Reflection. After completing the observation through observations of exposure from both schools and from the results of filling in the instrument, the school residents and abdimas assistants held a reflection on strengthening the implementation of cycle 5. Strengthening the abdimas team about *best practices* from both schools and motivating so that schools can implement SPMI in a sustainable manner which eventually becomes a quality culture in schools.

Conclusion

The conclusions of SPMI assistance at SMP Islam 01 Cikal Harapan and SMP Islam 02 Cikal Harapan are to: measure the extent of the effectiveness of mentoring conducted by the Abdimas Unindra PGRI Jakarta Team, it is clear that the benefits for schools are: SMP Islam Cikal Harapan 01 and SMP Islam Cikal Harapan 02. However, there are still indicators that have not reached the target audience that require further attention.

Through this operational assistance, residents of SMP Islam Cikal Harapan 01 and SMP Islam Cikal Harapan 02, can implement various knowledge and skills that have been obtained during technical assistance carried out by the Assistance Team consisting of the Unindra PGRI Jakarta abdimas team. However, there are several aspects that require further assistance. So that the culture of quality in schools is implemented continuously and sustainably. Among the aspects of quality culture are the application of the five cycles of SPMI implementation, quality mapping, quality planning, implementation of quality compliance, quality monitoring and evaluation and developing new quality fulfillment strategies.

From the results of SPMI mentoring activities carried out by the Abdimas Unindra PGRI Jakarta Team, it provides suggestions so that this mentoring activity can be carried out further by involving all school residents. This is needed to be able to improve the quality of school quality which will later become a quality culture in schools.

Mentoring activities for the next stage should be carried out by schools every year so that they know the lacking aspects that need to be achieved SNP, as school residents the implementation of the quality assurance system needs to be implemented in all schools from the primary, secondary levels so that the quality culture desired by the government can be implemented in all schools.

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