

ABSTRACT

Muhammad Nor, NIM 220101050708. *Internal Quality Assurance System Management in Learning Services at MAN 3 Banjar*. Thesis Supervisor: Dr. Adi Ansari, M.Pd.I. Islamic Education Management Study Program, Faculty of Tarbiyah and Teacher Training, UIN Antasari Banjarmasin. 2026.

Kata Kunci : *Internal Quality Assurance System, PPEPP Cycle, Learning Services, Madrasah, Case Study*

This study is grounded in the gap between the ideal concept of Internal Quality Assurance System (SPMI) as a dynamic quality management system and its field implementation, which tends to remain formalistic. MAN 3 Banjar was selected as the research site due to its A accreditation status, ongoing leadership transition, and the inactive Madrasah Quality Assurance Team (TPMM) during the research period.

This study aims to describe and analyze the implementation of SPMI in learning services at MAN 3 Banjar through the five stages of the PPEPP cycle: Establishment, Implementation, Evaluation, Control, and Improvement.

This study employs a qualitative approach with a case study design. Data were collected through in-depth interviews with the head of madrasah, the vice head of curriculum, four teachers, and student representatives from three grade levels, supported by classroom observation and document analysis. Data were analyzed using the interactive model of Miles, Huberman, and Saldaña, with validity tested through source, method, and theory triangulation.

The findings show that the implementation of the PPEPP cycle proceeded unevenly. The Implementation stage (P2) was the most consistent, marked by consistent lesson plan preparation and varied teaching methods. The Establishment stage (P1) proceeded procedurally through participatory deliberation but remained weak in documentation. The Evaluation (E) and Control (P3) stages showed the most significant weaknesses, particularly the irregular self-evaluation of the madrasah and the suboptimal internal quality audit. The Improvement stage (P4) produced meaningful individual teacher innovations that had not yet been systematically disseminated due to the absence of an internal best-practice sharing forum. All identified weaknesses trace back to a single structural root: the inactive TPMM, compounded by the leadership transition. This condition reflects a decoupling phenomenon between the formal quality assurance structure and its actual practice, and indicates that the quality assurance system at MAN 3 Banjar remains person-dependent and vulnerable to discontinuity during leadership change.

This study recommends reactivating the TPMM, establishing a quality documentation system independent of individuals, and institutionalizing a best-practice sharing forum to strengthen the sustainability of SPMI implementation at MAN 3 Banjar.

ABSTRAK

Muhammad Nor, 220101050708. *Manajemen Sistem Penjaminan Mutu Internal pada Layanan Pembelajaran di MAN 3 Banjar*. Pembimbing Skripsi: Dr. Adi Ansari, M.Pd.I. Pada Program Studi Manajemen Pendidikan Islam, Fakultas Tarbiyah dan Keguruan, UIN Antasari Banjarmasin. 2026.

Kata Kunci : Sistem Penjaminan Mutu Internal, Siklus PPEPP, Layanan Pembelajaran, Madrasah, Studi Kasus.

Penelitian ini dilatarbelakangi oleh kesenjangan antara konsep ideal Sistem Penjaminan Mutu Internal (SPMI) sebagai sistem manajemen mutu yang dinamis dengan praktik implementasinya di lapangan yang cenderung formalistik. MAN 3 Banjar dipilih sebagai lokasi penelitian karena status akreditasi A, kondisi transisi kepemimpinan, dan ketidakaktifan Tim Penjaminan Mutu Madrasah (TPMM) yang berlangsung pada periode penelitian.

Penelitian ini bertujuan mendeskripsikan dan menganalisis implementasi SPMI pada layanan pembelajaran di MAN 3 Banjar melalui lima tahap siklus PPEPP: Penetapan, Pelaksanaan, Evaluasi, Pengendalian, dan Peningkatan.

Penelitian menggunakan pendekatan kualitatif dengan desain studi kasus. Data dikumpulkan melalui wawancara mendalam kepada kepala madrasah, wakil kepala kurikulum, empat guru, dan perwakilan siswa tiga jenjang kelas, disertai observasi pembelajaran dan analisis dokumen. Analisis data menggunakan model interaktif Miles, Huberman, dan Saldaña, dengan keabsahan diuji melalui triangulasi sumber, metode, dan teori.

Hasil penelitian menunjukkan implementasi siklus PPEPP berlangsung tidak merata. Tahap Pelaksanaan (P2) paling konsisten, ditandai konsistensi penyusunan RPP dan variasi metode pembelajaran. Tahap Penetapan (P1) berjalan prosedural melalui musyawarah partisipatif, namun lemah secara dokumentatif. Tahap Evaluasi (E) dan Pengendalian (P3) menunjukkan kelemahan paling signifikan, terutama pada Evaluasi Diri Madrasah yang tidak rutin dan audit mutu internal yang belum optimal. Tahap Peningkatan (P4) menghasilkan inovasi individual guru yang bermakna, namun belum terdiseminasi secara sistematis akibat ketiadaan forum berbagi praktik baik internal. Seluruh kelemahan bermuara pada satu akar struktural: tidak aktifnya TPMM, diperparah kondisi transisi kepemimpinan. Kondisi ini mencerminkan fenomena *decoupling* (kesenjangan antara struktur formal dan fungsi aktual) antara struktur formal penjaminan mutu dan praktik aktualnya, serta menunjukkan sistem penjaminan mutu di MAN 3 Banjar bersifat *person-dependent* dan rentan terhadap diskontinuitas saat pergantian kepemimpinan.

Penelitian ini merekomendasikan pengaktifan kembali TPMM, pembangunan sistem dokumentasi mutu independen dari individu, serta pelembagaan forum berbagi praktik baik untuk memperkuat keberlanjutan implementasi SPMI di MAN 3 Banjar.