

Strengthening Educational Quality through a PPEPP-Based Internal Quality Assurance System at MI Al Jihad

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Abstract

Educational quality assurance in Islamic elementary schools requires the PPEPP cycle to function not merely as an administrative procedure but as a sustainable mechanism for institutional improvement. This study aims to analyze the implementation of the PPEPP-based Internal Quality Assurance System at MI Al Jihad, focusing on internal quality audits, follow-up actions, and the strengthening of quality culture. A qualitative case study design was employed, with data collected through in-depth interviews, observations, and documentation involving the *madrasah* principal, quality assurance team, and teachers. The data were analyzed thematically through data condensation, data display, and conclusion drawing. The findings indicate that MI Al Jihad conducts internal quality audits through semester-based supervision and annual Teacher Performance Assessments. Audit findings are followed up through individual guidance, collective meetings, teacher coaching, workshops, continuous professional development, and online training. Nevertheless, the implementation remains suboptimal because follow-up actions require more rigorous monitoring, clearer performance indicators, and more systematic documentation. A quality culture has begun to develop through discipline, exemplary leadership, and professional responsibility; however, quality awareness has not been internalized consistently among all teachers. The study concludes that the effectiveness of the PPEPP cycle depends on the *madrasah*'s capacity to translate audit findings into measurable improvement actions and a collectively sustained quality culture. These findings contribute to educational quality management by proposing an integrative framework connecting

internal audit, systematic follow-up, and quality culture to support continuous quality improvement in Islamic elementary schools.

Keywords: Continuous Quality Improvement; Educational Quality Assurance; Internal Quality Audit; Quality Culture; PPEPP Cycle

INTRODUCTION

Educational quality is a strategic issue in the governance of educational institutions because schools and madrasahs are required not only to fulfill administrative standards, but also to develop a sustainable improvement system. Educational quality cannot be understood merely as a final outcome. It must be viewed as an institutional process controlled through standards, evaluation, follow-up, and the development of a quality culture. Studies on educational quality management show that effective quality practices are closely related to school leadership, evaluation systems, teacher involvement, and organizational culture that supports continuous improvement (Parveen et al., 2024; Rahminawati & Supriyadi, 2023).

In the Indonesian context, the Internal Quality Assurance System (SPMI) serves as an important mechanism to ensure that educational institutions are able to identify their quality conditions, formulate improvement strategies, and independently improve educational services. SPMI is implemented through the PPEPP cycle, namely Standard Setting, Implementation, Evaluation, Control, and Improvement. This cycle positions quality as a repetitive, measurable, and improvement-oriented process. Through PPEPP, madrasahs do not merely conduct learning activities. They also assess program effectiveness, control weaknesses, and determine improvement steps based on empirical evidence.

Recent studies indicate that an internal quality assurance system can strengthen educational quality when schools have clear standards, valid evaluation instruments, accurate quality data, and consistent follow-up. Rahminawati and Supriyadi (2023) emphasize that the implementation of an internal quality assurance system in elementary schools can improve educational quality and build a quality culture when schools carry out improvement steps systematically. This finding is consistent with Do et al. (2020), who show that internal quality assurance correlates with the formation of a quality culture. Mtitu

(2025) also states that the success of a quality assurance system is influenced by institutional readiness, leadership commitment, human resource capacity, and the sustainability of evaluation mechanisms.

In Islamic educational institutions, quality assurance has more complex characteristics. Madrasahs do not only pursue academic achievement. They also develop character, Islamic values, discipline, and public trust. Lathifah et al. (2025) show that quality assurance in Islamic educational institutions needs to consider modernization, adaptability, and integration with the national education system. Nursaid (2020) emphasizes that the leadership of madrasah principals has an important role in improving the quality of madrasah education. In the context of Islamic basic education, the principles of quality management also need to be supported by teacher involvement, value habituation, and the strengthening of a consistent work culture (Busahdiar et al., 2023; Thoyib, 2022).

Although SPMI has a strategic role, its implementation in educational institutions still faces various obstacles. Several studies show that quality assurance practices often stop at document fulfillment, accreditation needs, and administrative procedures. This condition prevents quality evaluation from fully functioning as a reflective tool for improving learning and educational services. Ismail (2023) emphasizes that quality management in Islamic educational institutions requires a system that is not merely procedural, but also capable of building institutional excellence. Tarigan and Zahara (2024) also show that the internal quality assurance system is closely related to accreditation achievement, but its effectiveness still depends on the consistency of implementation, documentation, and follow-up of evaluation results.

The research gap in this study lies in the limited number of studies that analyze PPEPP implementation integratively in the context of Islamic elementary schools. Most previous studies tend to explain SPMI as a general system, while studies that connect internal quality audit, follow-up of audit results, and quality culture as one strategy for strengthening quality remain limited. These three aspects determine whether the PPEPP cycle truly operates as a mechanism for continuous improvement or only becomes an administrative procedure. Therefore, the study of MI Al Jihad is important because it can show how a madrasah manages quality through daily institutional practices.

The novelty of this study lies in its integrative analysis of three main dimensions in PPEPP implementation: internal quality audit as an evaluation mechanism, follow-up of

audit results as a form of control and improvement, and quality culture as the foundation for educational quality sustainability. This focus provides a conceptual contribution to the development of madrasah quality management and a practical contribution for madrasah principals, quality assurance teams, and teachers in building a more reflective, measurable, and sustainable quality system.

Based on the above explanation, this study aims to analyze the strategy for strengthening educational quality through the implementation of the PPEPP cycle at MI Al Jihad. Specifically, this study examines the implementation of internal quality audit, the effectiveness of follow-up on audit results, and the strengthening of quality culture as the basis for improving educational quality in Islamic elementary schools.

METHODS

This study used a qualitative approach with a case study design. The qualitative approach was selected because this study aims to understand in depth the processes, experiences, interactions, and meanings that emerge in the implementation of the Internal Quality Assurance System (SPMI) based on the PPEPP cycle at MI Al Jihad. The focus of the study was not directed toward measuring statistical relationships among variables, but toward explaining how internal quality audit, follow-up of audit results, and quality culture are practiced in the real context of a madrasah. The case study design was used because this research examines one educational institution intensively as an institutional system with specific contexts, actors, policies, and quality practices. This choice is in line with the character of case study research, which emphasizes in-depth exploration of a particular phenomenon in a real-life context (Rashid et al., 2019; Ridder, 2017).

This research was conducted in June 2026. The research site was selected purposively because MI Al Jihad has implemented quality assurance practices through supervision, Teacher Performance Assessment (PKG), follow-up of evaluation results, and teacher development programs. The selection of this site was also based on the relevance of the madrasah to the research focus, namely strengthening educational quality through the PPEPP cycle. Thus, MI Al Jihad was positioned as an intrinsic case that allowed the researcher to understand the dynamics of quality implementation from within daily institutional practice.

Research informants were determined using purposive sampling. This technique was used because the researcher needed informants who had knowledge, experience, and direct involvement in the implementation of PPEPP-based SPMI. The research informants consisted of five participants, including one madrasah principal, three quality assurance team member, and one teachers. The principal was selected because of their role in setting quality policies, controlling programs, and guiding teachers. The quality assurance team was selected because it was involved in instrument preparation, evaluation implementation, and quality documentation. Teachers were selected because they were the main implementers of learning and the parties who received supervision, coaching, and quality follow-up. The criteria for informants included: involvement in the implementation of SPMI or madrasah quality programs; understanding of supervision, PKG, or learning evaluation processes; experience in follow-up of audit results or quality coaching; and willingness to provide research data openly. Purposive sampling is appropriate for qualitative research because it enables researchers to obtain rich, relevant, and in-depth data from informants who understand the phenomenon being studied (Campbell et al., 2020; Moser & Korstjens, 2018).

The research data were collected through in-depth interviews, observation, and documentation studies. In-depth interviews were conducted using semi-structured interview guidelines so that the researcher could obtain information systematically while still allowing informants to explain their experiences and views broadly. The interviews focused on three main aspects: the implementation of internal quality audit, follow-up of audit results, and the strengthening of quality culture. Observation was conducted to examine quality practices in the madrasah, especially supervision activities, teacher coaching, discipline, coordination meetings, and interactions among madrasah members related to quality culture. Documentation studies were conducted by examining relevant documents, such as RKS or RKAM, supervision instruments, PKG instruments, meeting minutes, follow-up documents, learning tools, teaching materials, learning media, and evidence of teacher training.

Table 1 Data Collection Techniques

Research Focus	Data Sources	Data Collection Techniques	Examples of Data Examined
Internal quality audit	Madrasah principal, quality team, teachers	Interviews, observation, documentation	Supervision instruments, PKG, lesson plans, teaching materials, learning media
Follow-up of audit results	Madrasah principal, teachers, program documents	Interviews, documentation	Meeting minutes, coaching schedules, PKB programs, online training
Quality culture	Madrasah principal, teachers, madrasah members	Interviews, observation	Discipline, exemplary behavior, teacher commitment, quality habituation

The research procedure was carried out in three stages. The first stage was preparation, which included determining the research focus, preparing interview guidelines, preparing observation sheets, determining the documents to be examined, and obtaining research permission. The second stage was data collection through interviews, observation, and documentation. At this stage, the researcher recorded key information, collected supporting documents, and clarified unclear data. The third stage was data analysis and verification. Analysis was conducted during the data collection process so that the researcher could adjust follow-up questions, deepen the information, and confirm initial findings with informants.

The data were analyzed using thematic analysis through the stages of data condensation, data display, and conclusion drawing. Data condensation was conducted by selecting, simplifying, and grouping data according to the research focus. The data were then coded based on the main themes, such as internal quality audit, follow-up of audit results, quality control, quality improvement, and quality culture. Data display was presented in the form of thematic narratives, interview excerpts, and findings tables. Conclusion drawing was conducted through interpretation of patterns, relationships, and meanings from the categorized data. This analysis is relevant to qualitative research because it helps researchers connect empirical findings with research objectives systematically (Johnson et al., 2020; Nowell et al., 2017).

Data validity was maintained through source triangulation, technique triangulation, member checking, and audit trail. Source triangulation was conducted by comparing information from the madrasah principal, quality assurance team, and teachers. Technique triangulation was conducted by comparing interview, observation, and documentation

results. Member checking was conducted by confirming interview summaries or important findings with informants so that the data used did not deviate from the informants' intended meanings. Audit trail was conducted by preserving records of the research process, interview transcripts, observation notes, supporting documents, and coding results. These efforts were important to improve the credibility, transferability, dependability, and confirmability of the research (Korstjens & Moser, 2018).

Ethically, this study was conducted by obtaining informants' consent before interviews and observations. Informants were given an explanation of the research objectives, the types of data collected, and the use of data for academic purposes. Informants' identities were anonymized using codes such as KS for the madrasah principal, TPM for the quality assurance team, and G for teachers. The use of these codes aimed to protect informant confidentiality and ensure that research data were used responsibly.

RESULTS

Implementation of Internal Quality Audit

Interview, observation, and document data showed that MI Al Jihad conducted internal quality audits through academic supervision once each semester and Teacher Performance Assessment (PKG) once each year. Academic supervision covered lesson planning, teaching materials, learning media, classroom implementation, attendance, and teacher punctuality. The madrasah used assessment instruments containing performance indicators and scores from 1 to 5. The documents examined included supervision sheets, PKG forms, lesson plans, teaching materials, learning media, attendance lists, and discipline records.

During document checking, the principal and quality assurance team compared the information recorded in the instruments with the available teaching documents and observed teacher performance. The supervision and PKG records showed that audit activities were scheduled and documented. The records were also used in madrasah reporting and accreditation preparation.

Document review found that several lesson plans, teaching materials, and learning media had not been updated and that some documents still used earlier formats. Attendance and punctuality records were included in the assessment. The same types of

administrative findings appeared in more than one supervision activity. These findings were recorded by the principal and quality assurance team as items for follow-up.

Table 2 Internal Quality Audit Practices and Recorded Conditions at MI Al Jihad

Audit Aspect	Implementation at MI Al Jihad	Documents or Observed Evidence	Condition Recorded During Audit	Use of Audit Record
Academic supervision	Conducted once each semester	Supervision instruments, observation notes, and teacher documents	Lesson planning, classroom implementation, and teacher discipline were reviewed	Results were recorded in supervision forms and discussed with teachers
Teacher Performance Assessment	Conducted once each year	PKG forms and teacher performance records	Teacher performance was assessed using the indicators in the PKG instrument	Results were stored in the madrasah PKG records
Learning administration	Reviewed through document checking	Lesson plans, teaching materials, and learning media	Some documents were incomplete, had not been updated, or still used earlier formats	The findings were listed for document revision
Teacher discipline	Reviewed through attendance and punctuality records	Attendance lists and discipline notes	Attendance and punctuality differed among teachers	The information was recorded in supervision and meeting notes
Audit use	Used in follow-up activities and institutional reporting	Meeting records, accreditation documents, and madrasah reports	Audit results were discussed in coordination activities and included in institutional documents	The documents were archived by the madrasah

Table 2 presents the schedule, evidence, and conditions recorded during the internal quality audit. Academic supervision was conducted each semester, while PKG was conducted annually. The documents show that the audit covered learning administration, classroom practice, and teacher discipline. The records also contain notes on incomplete or outdated learning documents and were used for follow-up meetings and institutional reporting.

Follow-up Actions on Internal Quality Audit Results

After the audit, MI Al Jihad carried out follow-up through individual meetings, monthly coordination meetings, teacher coaching, workshops, Continuous Professional Development (PKB), and online training. The principal coordinated these activities, while

teachers revised documents or joined development activities according to the findings recorded in the audit.

When an audit record concerned lesson plans or teaching documents, the principal met with the teacher and requested document revision. Issues shared by several teachers were discussed in monthly meetings or teacher forums. The documentation examined included revised lesson plans, teaching materials, meeting minutes, coaching notes, training reports, and certificates.

Teacher development activities were conducted at the madrasah and through external programs. The activities recorded in the documents included school-level coaching, sub-district workshops, PKB activities, and MOOC Pintar training organized by the Ministry of Religious Affairs. Participation was evidenced by attendance lists, reports, certificates, and revised teaching documents.

The follow-up documents did not consistently contain the same level of detail. Some records identified the audit finding and follow-up activity, while other records did not state the completion date, person responsible, indicator used to assess the result, or subsequent review. Monthly meetings and coaching activities were documented, but records of progress after each activity were not available for all findings.

Table 3 Documented Follow-up Actions on Audit Results at MI Al Jihad

Audit Finding	Follow-up Activity	Responsible Actor	Evidence Available	Documentation Status
Incomplete learning administration	Individual guidance and document revision	Principal and teacher	Revised lesson plans and teaching materials	Revision evidence was available, but the completion date was not stated in every record
Findings related to classroom learning	Coaching and discussion in the teacher forum	Principal and teacher forum	Coaching notes and training certificates	Participation was recorded, while classroom follow-up was not documented for every activity
Teacher discipline findings	Individual meeting and monthly coordination meeting	Principal	Attendance records and meeting minutes	Reminders and discussion results were recorded in meeting documents
Professional development findings	Workshops, PKB, and online training	Principal, teacher, and external trainer	Workshop reports, attendance lists, and MOOC certificates	Participation records were available for the documented activities
Findings	Follow-up review	Principal and	Follow-up	The amount of detail

Audit Finding	Follow-up Activity	Responsible Actor	Evidence Available	Documentation Status
appearing in more than one audit	by the principal and quality assurance team	quality assurance team	checklists and meeting notes	differed among the available follow-up records

Table 3 summarizes the relationship between audit findings and follow-up activities. The records show that the madrasah used personal guidance for individual findings and meetings or development programs for findings involving several teachers. Evidence of participation and document revision was available, although the level of detail in the follow-up records varied.

Quality-Related Practices in the Madrasah

Interview and observation data showed that MI Al Jihad associated quality practices with punctuality, responsibility, exemplary behavior (*uswatun hasanah*), completion of learning administration, and participation in professional development. The principal communicated these expectations during supervision, meetings, and routine school activities. Attendance records and observation notes documented teacher punctuality and participation in school routines.

Teachers showed different patterns in carrying out quality-related activities. Some teachers prepared and updated documents, attended coaching, and completed assigned revisions without repeated reminders. Other teachers completed the same activities after direct instruction or follow-up from the principal. This variation was mentioned by the principal, quality assurance team, and teacher during interviews.

Informants described several conditions that affected teacher participation. These included motivation, awareness of administrative responsibilities, family circumstances, economic conditions, community expectations, and government reporting requirements. The influence of these conditions differed among teachers and appeared in attendance, document completion, and participation in coaching activities.

Observation and interview data also recorded the principal's involvement in monitoring attendance, checking teaching documents, giving individual directions, leading meetings, and participating in routine school activities. Teachers referred to the principal's punctuality and direct guidance when describing the implementation of discipline and professional responsibility at the madrasah.

Table 4 Observed Quality-Related Practices at MI Al Jihad

Dimension	Practice Observed	Supporting Evidence	Variation Found	Related Activity Recorded
Discipline	Punctuality and routine attendance control	Attendance records and principal supervision notes	Consistency of punctuality differed among teachers	Attendance review and reminders in meetings
Exemplary behavior	The principal and teachers demonstrated conduct expected in school routines	Observation notes on daily school activities	The frequency and consistency of the practice differed among teachers	Directions during meetings and routine activities
Teacher awareness	Completion of learning documents and participation in quality activities	Interview data, revised documents, and participation records	Some teachers acted independently, while others acted after direct instruction	Individual guidance and reminders
Professional responsibility	Participation in coaching, workshops, PKB, and online training	Certificates, attendance lists, and training reports	Evidence of post-training follow-up was not available for every activity	Document revision and participation in development activities
Collective quality commitment	Quality-related matters were discussed in monthly meetings and teacher forums	Meeting minutes and coaching notes	The level of participation differed among teachers	Monthly coordination and teacher forum discussions

Table 4 presents the practices and variations observed in the madrasah's quality culture. Discipline, exemplary behavior, teacher participation, and professional development were present in daily routines and formal activities. Interview and observation data also showed differences in the consistency and independence with which teachers carried out these practices.

Summary of Results

Across the three themes, the data recorded a sequence of activities beginning with semester supervision and annual PKG. Audit records were followed by individual guidance, document revision, monthly meetings, coaching, workshops, PKB activities, and online training. Daily routines and meeting records also documented punctuality, exemplary behavior, professional responsibility, and teacher participation in quality-related activities.

Variations were found in learning document completion, the consistency of follow-up records, and teacher participation. Some learning documents were incomplete or used

older formats. Some follow-up records contained evidence of revision or training participation but did not include complete information on completion dates, indicators, or subsequent review. Teachers also differed in whether they completed quality-related activities independently or after direct instruction from the principal.

DISCUSSION

The findings indicate that the implementation of the PPEPP-based Internal Quality Assurance System at MI Al Jihad has not merely produced administrative routines, but has also created an initial structure for quality improvement. Internal quality audit, follow-up of audit results, and quality culture strengthening work as three connected mechanisms. However, the relationship among these mechanisms is not yet fully mature. The audit has generated information about teacher performance and learning administration, but the transformation of audit data into measurable improvement and collective quality awareness remains limited. This condition shows that the main issue is not the absence of quality assurance instruments, but the incomplete conversion of evaluation results into institutional learning.

The first important finding concerns the position of internal quality audit. MI Al Jihad has conducted supervision and Teacher Performance Assessment as part of its evaluation mechanism. This indicates that the madrasah already has a formal structure for identifying quality problems. However, the audit still tends to operate between two orientations: compliance and improvement. On the one hand, it helps the madrasah check learning documents, teacher discipline, and instructional readiness. On the other hand, several audit findings still relate to repeated administrative weaknesses, especially incomplete or outdated learning documents. This suggests that the audit has not fully functioned as a reflective professional practice. A quality assurance system should not stop at checking documents. It should help institutions recognize weaknesses, design corrective actions, and create continuous improvement.

The second finding concerns the follow-up of audit results. The madrasah has responded to audit findings through coaching, individual guidance, teacher development, workshops, and online training. These efforts show that evaluation has been connected to improvement initiatives. However, the follow-up mechanism is still more corrective than strategic. It addresses immediate problems, but it has not yet become a fully measurable

quality control system. Each audit finding should ideally be followed by an improvement plan, clear indicators, a responsible actor, a timeline, evidence of completion, and re-evaluation. Without this structure, the same weaknesses can reappear in the next audit cycle.

The third finding concerns quality culture. MI Al Jihad has begun to build quality culture through discipline, exemplary leadership, and professional responsibility. This is a relevant foundation because quality assurance cannot work only through rules and instruments. It needs shared values, collective ownership, and teacher commitment. Nevertheless, the findings show that quality awareness among teachers is uneven. Some teachers have internalized quality as part of professional responsibility, while others still depend on instructions from the principal. This gap indicates that quality culture at MI Al Jihad remains leadership-driven rather than collectively owned.

This pattern shows that the PPEPP cycle at MI Al Jihad is already present, but not yet fully integrated. Standard setting and evaluation have been implemented through supervision, assessment, and documentation. Control and improvement have also appeared through coaching and teacher development. However, the weakest point lies in the transition from evaluation to institutionalized improvement. In other words, the cycle does not break because the madrasah lacks instruments. It becomes weak because the results of evaluation have not been consistently transformed into documented actions, monitored progress, and shared quality habits. This is the central finding of the study. It also explains why quality assurance in madrasah needs to be understood as both a technical system and a cultural process.

The findings also suggest that the principal's leadership remains decisive in sustaining PPEPP implementation. At MI Al Jihad, the principal functions as evaluator, controller, motivator, and role model. This leadership role is important, but it also creates a risk. If quality practices depend too heavily on the principal's instruction, then quality culture may remain personal and situational rather than institutional and sustainable.

This study therefore confirms that quality strengthening in Islamic elementary schools requires an integration between formal mechanisms and value-based institutional culture. Audit instruments, supervision, Teacher Performance Assessment, teacher training, and documentation represent the technical side of quality assurance. Discipline, exemplary

conduct, teacher awareness, and collective responsibility represent the cultural side. These two sides must work together.

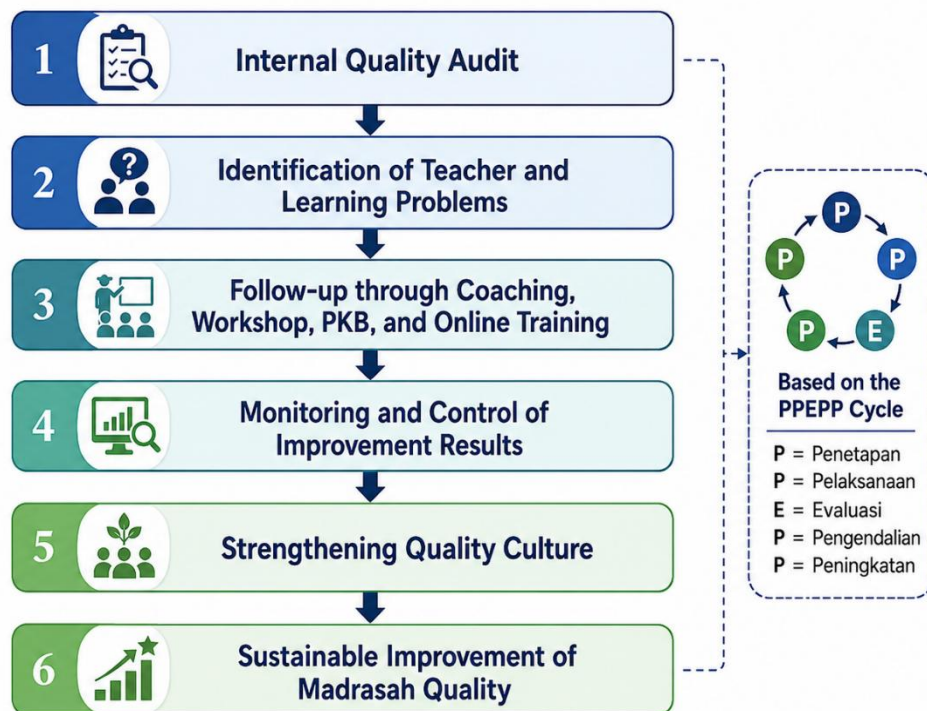


Figure 1. Integrated Model of Quality Strengthening through PPEPP at MI Al Jihad

Figure 1 presents the analytical synthesis of the study. The model links internal quality audit, identification of teacher and learning problems, follow-up through coaching and professional development, monitoring of improvement results, and quality culture within the PPEPP cycle. It illustrates that sustainable quality improvement at MI Al Jihad depends on continuity between evaluation, control, improvement actions, and the institutionalization of quality-related practices.

The practical implication of this study is clear. MI Al Jihad needs to strengthen the follow-up stage of PPEPP by developing a written monitoring instrument. Each audit finding should be connected to an action plan, an indicator of success, a person in charge, and a follow-up evaluation date. Teacher development should also be linked directly to audit results, not only to general training opportunities. Monthly meetings should be transformed into data-based reflection forums where teachers review progress, discuss repeated problems, and agree on measurable improvement targets. In addition, the madrasah should develop a reward and peer-support mechanism to encourage quality awareness among teachers.

Theoretically, this study contributes to the discussion of internal quality assurance in Islamic elementary education by showing that PPEPP is effective only when it operates as an integrated cycle of audit, follow-up, monitoring, and culture formation. The novelty of this study lies in its argument that the weak point of quality improvement at MI Al Jihad is not the lack of evaluation instruments, but the limited transformation of audit results into collective work culture. This finding strengthens the view that quality assurance should not be reduced to accreditation preparation. It should function as a continuous institutional learning process.

This study has limitations. It focuses on one madrasah, so the findings cannot be generalized to all Islamic elementary schools. It also focuses on three dimensions of PPEPP implementation: internal quality audit, follow-up of audit results, and quality culture. Other factors, such as financing, facilities, student participation, parental involvement, and the role of the madrasah committee, have not been examined in depth. Future research should use multi-case designs across several madrasahs and develop measurable instruments to evaluate the effectiveness of audit follow-up in the PPEPP cycle.

CONCLUSION

This study concludes that the implementation of the PPEPP cycle at MI Al Jihad has contributed to strengthening educational quality through three main mechanisms: internal quality audit, follow-up of audit results, and quality culture development. Internal quality audit has been implemented through semester-based academic supervision and annual Teacher Performance Assessment. These activities help the madrasah identify teacher performance, learning administration, discipline, and instructional readiness. However, the audit process still needs to move beyond administrative compliance toward a more reflective and evidence-based quality improvement practice.

The follow-up of audit results has been carried out through individual guidance, collective coordination, teacher coaching, workshops, Continuous Professional Development, and online training. These efforts show that MI Al Jihad has attempted to connect evaluation with quality control and improvement. Nevertheless, the follow-up system still requires stronger monitoring, clearer success indicators, and better documentation. The quality culture has also begun to grow through discipline, exemplary

leadership, and professional responsibility, but teacher awareness of quality has not yet been fully internalized as a collective institutional habit.

The main contribution of this study lies in its integrative analysis of internal quality audit, follow-up actions, and quality culture as a unified strategy for strengthening educational quality in an Islamic elementary school. The key finding shows that the main challenge of quality improvement at MI Al Jihad is not the absence of evaluation instruments, but the limited transformation of audit results into measurable improvement and collective quality culture. This study is limited to a single case, so the findings cannot be generalized to all madrasahs. Future studies should use multi-case designs, involve more stakeholders such as students, parents, and school committees, and develop measurable instruments to evaluate the effectiveness of follow-up actions in the PPEPP cycle.

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