Strategy for Quality Assurance of Leading School Education in Lamongan Regency

Mumayyizah Mumayyizah[1*], Sujarwanto Sujarwanto[1], Nunuk Hariyati[1], Hanandita Veda Saphira[2]
[1] State University of Surabaya, Surabaya, Indonesia
[2] University of Wollongong, Wollongong, Australia

Sections Info	ABSTRACT
Article history: Submitted: October 23, 2024 Final Revised: November 25, 2024 Accepted: November 26, 2024 Published: December 07, 2024 *Keywords:* Leading Schools; School Subsystems; Principal Policy; Quality Assurance of Education.	**Objective:** This study aimed to explore and analyse the implementation of quality assurance at Junior High School Muhammadiyah 12 Sendangagung Paciran, Lamongan Regency. The main focus is on the planning, implementation, control, and development of the internal quality assurance system, and the role and involvement of the principal, teachers, and school committee in the process. **Method:** This study used a qualitative method with a case study type. The participants in this study were principals, teachers, and school committees. Data were collected through in-depth interviews with the selected participants. Data analysis was conducted using a thematic approach, which involved interview transcription, data coding, theme identification, and interpretation of results. **Results:** The results of the study indicated that Junior High School Muhammadiyah 12 Sendangagung Paciran implemented quality assurance through mature strategic planning, structured program implementation, strict quality control, and continuous development. The principal plays a central role as a leader who directs quality assurance policies and strategies. Teachers act as the main implementers in the learning process, and the school committee provides support and evaluation for the programs being run. The challenges faced include limited resources and the need to build teacher capacity. **Novelty:** This study provides a new contributes to the understanding of quality assurance in leading schools, especially in the context of junior high schools in Indonesia. This study highlights the importance of collaboration between various parties in quality assurance and shows how a quality assurance approach can be implemented effectively in a local context. These findings are expected to serve as a reference for other schools that want to improve the quality of their education through comprehensive quality assurance.

INTRODUCTION

Internal quality assurance is a systematic and planned effort conducted by educational institutions to ensure that the educational process and its results are in accordance with established quality standards. This is part of a strategy to improve the quality of education, which focuses on developing the internal capacity of schools, including management, learning processes, and assessments (Guan, 2021). The success of quality assurance in schools is highly dependent on the active role of the various parties involved, including the principal, teachers, and school committee (Rahminawati, 2023). The principal acts as the leader responsible for directing and overseeing the implementation of the quality assurance program. Several studies in America and Mexico explain that the principal and vice principal work together to divide leadership tasks and responsibilities, and teachers are involved in implementing the curriculum and teaching in the classroom (Corona & Slater, 2017; Ho et al., 2024). Accordingly,

teachers act as the main implementers of the learning process, ensuring that the quality of teaching is in accordance with established standards (Tudorache, 2020). Teachers are strategic partners who provide support and evaluation for school programs (Anindhyta et al., 2024).

Quality assurance in leading schools involves careful planning and the active participation of all school stakeholders. The periodic evaluation and development of training programs for teachers to improve competency are important (Rubio-Escudero, 2020). Previous research results have shown that schools have a high commitment to maintaining quality standards by involving all relevant parties in the quality assurance process (Gustini & Mauly, 2019). The success of quality assurance in leading schools is greatly influenced by the principal's effective and collaborative leadership (Hamid & Lukman, 2022). This is also an important factor in the involvement of the school committee in the monitoring and evaluation processes. The implementation of quality assurance in leading schools requires the support of information technology to facilitate the monitoring and evaluation processes (Cohen-Azaria, 2018). Therefore, it is important to use a school management information system to improve the effectiveness of quality assurance. Furthermore, the development of training programs and increasing teacher capacity are key to ensuring the sustainability of quality assurance in leading schools (Laska, 2023). This also highlights the important role of data-based evaluation in identifying areas that require improvement.

Quality assurance at Junior High School Muhammadiyah 12 Sendangagung Paciran, Lamongan Regency is an effort that involves various parties with a focus on (1) planning, (2) implementation, (3) control, and (4) the development of an internal quality assurance system. Based on previous research, according to Yusuf et al (2021) the success of quality assurance in leading schools is greatly influenced by effective and efficient leadership. Meanwhile, according to Rahmadoni (2018) school quality assurance can be seen in the way leaders respect subordinates and work together. Furthermore, quality assurance is even better if the active participation of all stakeholders and teachers can motivate students to become interested in learning and make them more active in improving the quality of teaching (Darmiati et al., 2020). This research is expected to contribute to the improvement of the quality of education in other leading schools. This research is very important considering the challenges faced by educational institutions in their efforts to improve the quality of education. Leading schools, such as Junior High School Muhammadiyah 12 Sendangagung Paciran, must continue to adapt and innovate to meet high-quality education standards.

In addition, with changes in education policies and technological developments, the implementation of an effective quality assurance system is becoming increasingly crucial for ensuring that the quality of education is maintained and developed. The policy that has been developed in other countries is that quality assurance in education is the result of supervision in the teaching process as the goal of the principal to make the school superior (Busahdiar et al., 2023; Jihaduddin et al., 2024; Kabuuka et al., 2024; Nurlinayanti et al., 2024; Tarimo & Lekule, 2024). This study also seeks to answer the needs of educational institutions through (1) testing and proven strategies to maintain and improve the quality of education amidst the dynamics of the ever-changing educational environment; and (2) exploring and analysing the implementation of quality assurance at Junior High School Muhammadiyah 12 Sendangagung Paciran. The results of this study are expected to contribute to improving the quality of

education in other superior schools and serve as a reference for educational institutions in developing an effective and efficient quality assurance system. Hence, this study seeks to address the following research questions:

1. What strategies can be tested and proven effective in maintaining and improving the quality of education in the context of an ever-changing educational environment?
2. How is the quality assurance system implemented at Junior High School Muhammadiyah 12 Sendangagung Paciran, and what are the key factors contributing to its effectiveness?
3. What lessons can be drawn from the quality assurance practices of Junior High School Muhammadiyah 12 Sendangagung Paciran to improve education quality in other superior schools?

This study offers a novel perspective by focusing on the implementation of quality assurance systems in the context of a dynamic and ever-changing educational environment, specifically within Junior High School Muhammadiyah 12 Sendangagung Paciran. Unlike previous research, it combines the testing of proven strategies with an in-depth analysis of quality assurance practices to address the unique challenges faced by superior schools. The findings aim to serve as a benchmark for educational institutions seeking to enhance their quality assurance frameworks in alignment with evolving education policies and technological advancements.

RESEARCH METHOD

This study uses a qualitative approach with a case study to explore and analyse the implementation of quality assurance at Junior High School Muhammadiyah 12 Sendangagung Paciran, Lamongan Regency. The qualitative approach was chosen because it allows researchers to understand the phenomenon in depth and holistically (Leavy, 2022). Case studies as a research design allow researchers to explore in detail the specific context and dynamics that occur in the quality assurance process at this school. The informants in this study consisted of one principal, one vice principal, one school committee, and five teachers. A description of the research informants is shown in Table 1.

Table 1. Research informants.

No	Informant Code	Position	Age
1	Informant 1	Principal	53
2	Informant 2	Vice principal	50
3	Informant 3	Committee	54
4	Informant 4	Teacher	35
5	Informant 5	Teacher	40
6	Informant 6	Teacher	38
7	Informant 7	Teacher	29
8	Informant 8	Teacher	28

The principal acts as the school leader. The principal plays a central role in the planning, implementation, control, and development of an internal quality assurance system. The principal will provide insights into quality assurance policies and strategies implemented in schools. Teachers act as the main implementers in the learning and

quality assurance processes. Teachers will provide information on how they apply quality standards in teaching as well as the challenges and successes they experience. The school committee serves as a strategic partner to support and evaluate the quality assurance program. The participation of the school committee provides an important external perspective on the quality assurance process.

Data collection was conducted through in-depth interviews with participants who had been determined based on predetermined indicators (Miles et al., 2019). In-depth interviews were chosen because they allowed researchers to explore richer and deeper information about participants' experiences, views, and perceptions regarding quality assurance at Junior High School Muhammadiyah 12 Sendangagung Paciran in Lamongan Regency. This interview will be conducted face-to-face, with a pre-prepared question guide, but it still provides space for participants to express their views freely. Data obtained from the interviews were analysed using a thematic analysis approach. The data analysis stages included transcription, coding, theme identification, and interpretation. With this methodology, the study is expected to provide a comprehensive and in-depth picture of quality assurance at Junior High School Muhammadiyah 12 Sendangagung Paciran, Lamongan Regency, and the factors that influence the success and challenges of its implementation.

RESULTS AND DISCUSSION
Results
Strategy for Improving the Quality of Education in Leading Schools
This study found that the implementation of quality assurance at Junior High School Muhammadiyah 12 Sendangagung Paciran was carried out in several stages involving various parties in the school. These stages consisted of planning, implementation, control, and development. In the planning stage, the principal acts as a leader who prepares a strategic plan for quality assurance at Junior High School Muhammadiyah 12 Sendangagung Paciran. This plan included a clear vision, mission, goals, and indicators of success. The principal also involves teachers and the school committee in the planning process to ensure that the designed quality improvement programs are in accordance with the needs and conditions of the school. This condition is as expressed by the principal:

> *"that collaboration between the principal, teachers, and the school committee and supported by the community are important elements in realising the school's vision and mission"* (informant 1).

This is emphasised by the opinion of the vice principal:

> *"... as a leader, planning to improve teacher quality through identification of needs-based analysis, guided by the vision, mission, and goals, as well as analysis of the school's work situation"* (informant 2).

Active participation from all relevant parties is important for obtaining valuable inputs and building a shared commitment to implementing quality assurance. In the implementation stage, teachers become the main implementers in the learning process, which must be in accordance with the established quality standards. Teachers at Junior High School Muhammadiyah 12 Sendangagung Paciran used innovative teaching

methods and educational technology to improve the quality of learning. This condition can be seen from the results of the researcher's observations in the field,

> *"... the researcher observed the learning process using holistic and integrative methods, and utilizing technology, then the principal ensured that all teachers carried out learning activities according to plan"* (researcher observer).

In addition, students are actively involved in teaching and learning processes to ensure that learning runs effectively and enjoyably. The control stage involves periodic supervision and evaluation to ensure that the implementation of the quality assurance program is running according to the plan. This condition was expressed by the principal that,

> *"... once a week he conducts class observations in turns to monitor the learning process and evaluate student learning outcomes"* (Informant 1).

In addition, the principal and school committee held regular meetings to discuss the progress of the implementation of the quality assurance program and identify problems that may arise. At this control stage, as expressed by the school committee,

> *"... control of the teaching and learning process through periodic supervision and evaluation activities as a reference for the school in the future to improve and develop superior schools that are more innovative, creative, and accountable, and have quality standards in the implementation of the learning and teaching process"* (Informant 3).

This evaluation is important to ensure that quality standards are maintained and to make improvements, if necessary. The development stage focuses on the continuous improvement of the quality assurance programs. At Junior High School Muhammadiyah 12 Sendangagung Paciran, professional training and development programs for teachers are held periodically to improve their competence. This is as expressed by the principal that,

> *"... the process of improving and developing teacher careers through stages, by preparing a school development plan according to the needs of human resources (qualified teachers and education staff)"* (Informant 1).

In addition, the school utilises the school management information system to monitor and evaluate the implementation of a quality assurance program. This system allows for accurate data collection and in-depth analysis to support decision making. Thus, the school can continue to develop effective programs in accordance with the need to maintain and improve the quality of education.

Table 2. Research findings on internal quality assurance at junior high school 12 Sendangagung Paciran.

Stage	Main Activities	Parties Involved	Main Challenges
Planning	Developing strategic plans, designing programs	Principal, teacher	Resource limitations
Implementation	Implementing learning, using technology	Teacher, student	Variation in teacher technological capabilities
Controlling	Classroom observations, evaluating learning outcomes	Principal, Committee	Consistency in supervision
Development	Teacher training, using information systems	Principal, teacher	Availability of time for training

The findings in Table 2 show that the implementation of quality assurance at Junior High School Muhammadiyah 12 Sendangagung Paciran was carried out in four main stages involving various parties in the school. In the first stage, planning, namely, the principal, prepares a strategic plan for quality assurance by involving teachers and the school committee to obtain valuable input. The second stage, implementation, involves teachers as the main implementers in the learning process using innovative teaching methods and educational technology. In the third stage, control, namely periodic supervision and evaluation by the principal and school committee at this stage, the principal ensures that the implementation of the program is in accordance with the plan. In the last stage, development, namely, the school, focuses on continuous improvement through teacher training programs and the use of management information systems for monitoring and evaluation. Good collaboration between the principal, teachers, and school committee is the key to success in maintaining and improving the quality of education through comprehensive quality assurance. An overview of the strategy for improving the quality of education in leading schools is presented in Figure 1.
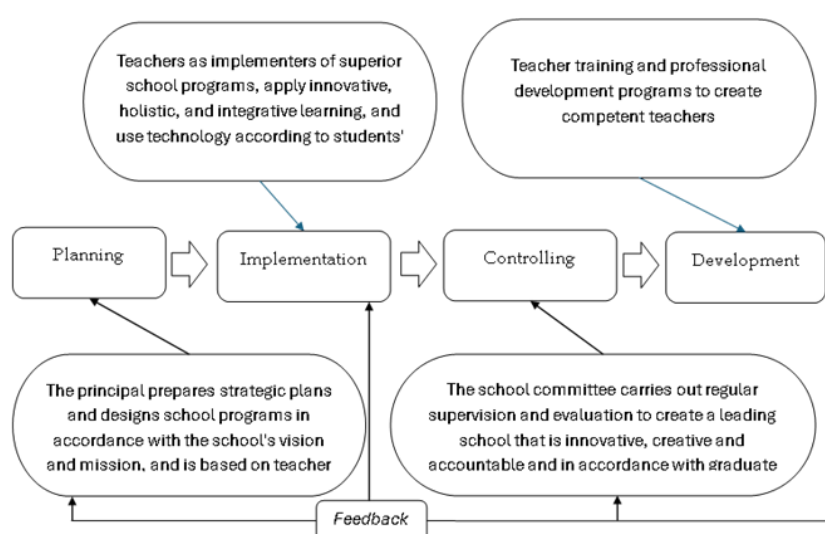
Figure 1. Strategy for Improving the Quality of Education in Leading Schools

Implementation of Internal Quality Assurance for Leading Schools

Implementation of quality assurance in leading schools, there are several parties involved in internal quality assurance at Junior High School Muhammadiyah 12 Sendangagung Paciran. The research findings show that the parties involved in internal quality assurance are principal, teachers and school committees. The principal at Junior High School Muhammadiyah 12 Sendangagung Paciran plays a central role in internal quality assurance. As a leader, the principal is responsible for formulating and directing policies and strategies for quality assurance. This condition is as expressed by the principal that,

> *"... the internal quality assurance that I carry out as a form of responsibility as a school leader, namely: evaluating the school curriculum, and the learning process that is oriented towards student competency, improving the quality of teaching staff, improving student achievement, transparency and accountability of school management, readiness of facilities and infrastructure, and periodic quality audits"* (informant 1).

The principal not only plays a role in planning, but is also active in supervising and evaluating program implementation. Similar conditions were also expressed by the class teacher,

> *"...internal quality assurance is implemented by the principal with the aim that all teachers are orderly in administration, student competency is measured, the learning process runs smoothly, and to improve the quality of the school in the community"* (informant 8).

Regular meetings with teachers and school committees are one of the mechanisms used by the principal to monitor progress and identify emerging problems. Effective principal leadership greatly influences the success of implementing quality assurance in this school. Teachers at Junior High School Muhammadiyah 12 Sendangagung Paciran played the role of the main implementers in the internal quality assurance process. They are responsible for implementing learning in accordance with established quality standards. This condition was expressed by the teacher,

> *"... teachers are required to have pedagogical competence such as mastery of learning methods that are appropriate to students' needs, planning innovative learning tools, creating a conducive atmosphere during the learning process, and providing objective and constructive student learning evaluations"* (Informant 6).

The quality standards for teachers at Junior High School Muhammadiyah 12 Sendangagung Paciran are in line with those expressed by the teacher,

> *"... as teachers to meet quality standards we are also required to have professional competence, social competence, personality competence, and competence in the use of technology"* (informant 7).

Teachers at this school have shown a high commitment to improve the quality of teaching through innovative methods and the use of educational technology. In addition, teachers are also involved in periodic training and professional development

programs to improve their competence. Active participation and collaboration between teachers are key factors for maintaining and improving the quality of learning in the school.

The school committee at Junior High School Muhammadiyah 12 Sendangagung Paciran functions as a strategic partner in internal quality assurance. The school committee not only provides moral and material support but is also involved in evaluating the programs being implemented. This is as expressed by one of the class teachers,

> "…the school committee provides motivation and support every time he comes to the school to keep the students enthusiastic in sending them to high school, and he also provides evaluation by giving examples to the teachers at Junior High School Muhammadiyah 12 Sendangagung Paciran" (informant 4).

The participation of the school committee in regular meetings with the principal and teachers helps monitor and assess the effectiveness of the quality assurance program. The school committee also plays an important role in bridging communication between the school and community, thus ensuring that the quality standards applied are in accordance with the expectations and needs of the community. Close collaboration between the school committee, principal, and teachers is one of the factors that support the success of quality assurance at Junior High School Muhammadiyah 12 Sendangagung Paciran. Similar conditions are also emphasised by the opinion of the class teacher,

> "... to realize a superior school in Paciran, cooperation is needed from various parties starting from parents as guardians of students, teachers as educators at school, the principal as policy makers, and the school committee as supervisors who are directly related to the surrounding community, so that through good synergy and cooperation we can realize a quality superior school" (informant 5).

The findings of the research on the role of school committees are shown in Table 3.

Table 3. Research findings on the role of school committees in quality assurance.

Aspects	Research Findings
Moral Support	Increase motivation and enthusiasm of teachers and school staff
Material Support	Provide necessary resources
Program Evaluation	Increase transparency and accountability
Meeting Participation	Provide valuable input, identify solutions
Communication	Bridge between school and community
Collaboration	Create a conducive environment for learning

This study shows the importance of the school committee's role in ensuring the success of quality assurance at Junior High School Muhammadiyah 12 Sendangagung Paciran, and how collaboration and active participation from all parties can improve the quality of education at this school.

Discussion
Strategy for Improving the Quality of Education in Leading Schools

In the planning stage, the principal at Junior High School Muhammadiyah 12 Sendangagung Paciran prepared a strategic quality assurance plan involving teachers and the school committee to obtain valuable input. The involvement of various stakeholders in strategic planning can increase the commitment and ownership of the quality assurance programs (Sidarta, 2019). Collaboration between the principal, teachers, and school committee can produce a more comprehensive and realistic strategic plan because it involves diverse perspectives (Morales et al., 2023). Principals that adopt a participatory approach in strategic planning can create an environment that supports innovation and initiative from teachers (Naushad, 2023). This is important because teachers are the main implementers of the plan and provide practical insights that can enrich the planning process. The involvement of the school committee, which represents the community and parents of students, can ensure that the strategic quality assurance plan is aligned with the expectations and needs of the community (Meirani et al., 2022).

Thus, the active involvement of various parties in strategic planning at Junior High School Muhammadiyah 12 Sendangagung Paciran not only enriches the plan from various perspectives but also increases accountability and commitment to the implementation of the quality assurance program. This finding is consistent with the existing literature and confirms that inclusive and participatory leadership is the key to the successful implementation of a quality assurance system in schools.

In the implementation stage, teachers at Junior High School Muhammadiyah 12 Sendangagung Paciran act as the main implementers in the learning process, implementing innovative teaching methods and utilising educational technology. The use of innovative teaching methods such as project-based learning and flipped classrooms can increase student engagement and learning outcomes (Wijayanti, 2022). Integration of educational technology, such as the use of e-learning platforms and digital devices, can support a more interactive and effective learning process (AlAjmi, 2022). Thus, the application of innovative teaching methods and educational technology by teachers is a strategic step to improve the quality of learning in schools.

Periodic supervision and evaluation by the principal and school committee at the control stage ensure that the program is implemented according to the plan. The importance of continuous and systematic supervision in maintaining the quality of learning (Khairunnisa et al., 2023). Principals that actively conduct classroom observations and provide constructive feedback can help teachers improve their performance (Al-Fatih et al., 2022). Periodic evaluations involving the school committee can increase transparency and accountability in the implementation of a quality assurance program (Sudaryanto, 2018). Furthermore, routine evaluations can identify problems or obstacles faced in implementing the program, thus allowing timely corrective actions (Puspa et al., 2021). Thus, effective supervision and evaluation by the principal and school committee not only ensures that the quality assurance program runs according to the plan but also provides opportunities for continuous improvement. The results of this study confirm that good collaboration between the principal, teachers, and school committee is very important in maintaining and improving the quality of education in schools (Prasetya et al., 2022). In the development stage, Junior High School Muhammadiyah 12 Sendangagung Paciran focuses on

continuous improvement through teacher-training programs. Continuous training for teachers is essential for improving their professional competence (Azizah & Witri, 2021). A well-designed training program can help teachers adopt new teaching methods, update their knowledge of curriculum development, and improve their pedagogical skills (Ardiwinata & Mulyono, 2018). Teacher training that focuses on the use of educational technology can improve teachers' ability to integrate technology into the learning process, making learning more interesting and effective for students (Lewis, 2023).

Furthermore, the use of a management information system for monitoring and evaluation is important in the development stage. A good management information system can help schools collect, analyse, and use data effectively for decision making (R. Bawal & M. Cuenca, 2023). With this system, schools can monitor teacher and student performance in real time, identify areas that need improvement, and evaluate the effectiveness of the implemented programs. In addition, a management information system can increase transparency and accountability in the school management process, thereby improving the overall quality of education (Almulla, 2022).

Integration of teacher training and management information systems can create a more effective continuous development cycle. Teachers who receive quality training can utilise management information systems to continuously improve their performance based on the existing data (Aburizaizah, 2022). This not only helps in achieving short-term goals, but also supports the school's long-term strategic planning. Thus, focusing on teacher training programs and the use of management information systems in the development stage is an important step to ensure the sustainability and improvement of the quality of education at Junior High School Muhammadiyah 12 Sendangagung Paciran.

Implementation of Internal Quality Assurance for Leading Schools
The research findings show that the parties involved in internal quality assurance at Junior High School Muhammadiyah 12 Sendangagung Paciran include the principal, teachers, and school committee. As a leader, the principal is responsible for formulating and directing quality assurance policies and strategies (Arar, 2019). Visionary leadership and the ability to mobilise all elements of the school are very important for achieving quality assurance goals (Bektaş, 2020). The principal is not only involved in the planning stage but is also active in supervising and evaluating the implementation of a quality assurance program. Supervision carried out periodically, such as through classroom observations and teacher performance assessments, allows the principal to ensure that the implementation of the program runs according to plan. Regular meetings with teachers and the school committee are important mechanisms used by the principal to monitor progress and identify emerging problems (Booranamanus, 2022). Effective principal leadership greatly influences the success of implementing quality assurance in this school. A principal who can inspire and motivate teachers and school staff can create a conducive work environment for the implementation of quality assurance programs (Septian & Sumardjoko, 2021). An effective principal can also build good communication with all parties involved, including teachers and the school committee, so that harmonious and productive collaboration is created. Thus, the principal's role as a strategic and operational leader is crucial in achieving quality assurance goals at Junior High School Muhammadiyah 12, Sendangagung Paciran.

Teachers at Junior High School Muhammadiyah 12 Sendangagung Paciran act as the main implementers of the internal quality assurance process. The main responsibility of teachers is to implement learning in accordance with established quality standards. They use innovative methods, such as project-based learning and flipped classrooms, to increase student engagement and understanding (Arsjad et al., 2023). Innovative teaching methods can significantly improve student learning outcomes and motivate students to study more difficult. In addition, teachers at Junior High School Muhammadiyah 12 Sendangagung Paciran utilised educational technology as a teaching aid. The integration of technology into the learning process, such as the use of e-learning platforms and digital devices, can support interactive and effective learning (Aida, 2023). The use of this technology not only helps teachers deliver lesson materials, but also allows students to access more diverse and up-to-date learning resources. Thus, educational technology is an important factor for ensuring the quality of learning in this school.

Teachers are also involved in periodic training and professional development programs to improve their competencies. Structured and ongoing training programs can help teachers update their knowledge and skills so that they can face the ever-evolving challenges of education (Jacobsen, 2022). Active participation in this training not only improves the quality of teaching but also builds teachers' self-confidence and professionalism. Collaboration between teachers in sharing experiences and best practices also contributes to improving quality of learning. Good collaboration between teachers can create a supportive and innovative working environment that ultimately has a positive impact on the quality of education in schools (Sehgal, 2017). The school committee at Junior High School Muhammadiyah 12 Sendangagung Paciran functions as a strategic partner in internal quality assurance. They not only provide moral and material support but also play a key role in evaluating programs run in the school. Moral support from the school committee can increase teachers' and school staff's enthusiasm and motivation to carry out their duties, while material support helps provide the resources needed for the implementation of quality assurance programs (Brzozowski, 2016). The involvement of the school committee in program evaluation can increase transparency and accountability, thus ensuring that the program runs according to the set plans and objectives. The participation of the school committee in regular meetings with the principal and teachers helps monitor and assess the effectiveness of the quality assurance program (Burkhauser, 2017).

The school committee also plays an important role in bridging communication between the school and community, ensuring that the quality standards implemented are in accordance with the expectations and needs of the community. They serve as an effective liaison between the school and the students' parents, thus creating a smooth and mutually beneficial flow of information. The school committee's involvement in quality assurance ensures that the programs run in the school receive full support from the community. Good communication between the school and community can increase community trust and support for school policies and programs (Cansoy, 2018).

Close collaboration between the school committee, principal, and teachers is one of the factors that support the success of quality assurance at Junior High School Muhammadiyah 12 Sendangagung Paciran. Quality management is integrated into a school subsystem (the authority of the principal, teachers, school committee, parents, and other school units) that are interrelated and form a microenvironment in

educational institutions (Kaleli et al., 2024). Good cooperation between these parties can create a conducive environment for learning and improve the quality of education. This finding emphasises the importance of the school committee's role as a strategic partner in quality assurance, which contributes significantly to the success of programs in schools.

Based on the above explanation, the implementation of quality assurance at Junior High School Muhammadiyah 12 Sendangagung Paciran Lamongan shows that the success of this program involves the central role of the principal, teachers, and school committee. The principal is responsible for formulating and directing policies and strategies for quality assurance and is active in supervising and evaluating the program through regular meetings with teachers and the school committee (Ameli et al., 2024; Santana et al., 2024). Teachers act as the main implementers, using innovative teaching methods and educational technology and participating in regular training to improve their competence (Harefa & Hulu, 2024; Stumbrienė et al., 2024). The school committee functions as a strategic partner, providing moral and material support and being involved in program evaluation, supervision, and bridging communication between the school and the community (Restini et al., 2024). Close collaboration between the principal, teachers, and the school committee ensures that the quality standards applied are in accordance with the expectations and needs of the community, creating a conducive environment for learning and supporting continuous improvement in the quality of education at Junior High School Muhammadiyah 12 Sendangagung Paciran Lamongan.

CONCLUSION
The implementation of quality assurance at Junior High School Muhammadiyah 12 Sendangagung Paciran Lamongan involves the central roles of the principal, teachers, and school committee. The principal is responsible for formulating and directing policies and strategies for the quality assurance, supervision, and evaluation of programs through regular meetings. Teachers act as the main implementers by using innovative teaching methods and educational technology, and participating in periodic training. The school committee functions as a strategic partner, providing moral and material support, and being involved in program evaluation, supervision, and bridging communication between the school and the community. **Implication :** This all-stakeholder approach creates a conducive environment for learning and continuous improvement in the quality of education. Moral and material support from the school committee and their active involvement in evaluation and supervision strengthens transparency and accountability in the implementation of a quality assurance program. **Limitation :** This study is limited to one school, namely Junior High School Muhammadiyah 12 Sendangagung Paciran, so the findings may not be fully generalisable to all schools. In addition, the data were obtained through qualitative methods, which may have limitations in terms of subjectivity and interpretation. **Future Research :** Further research can expand the scope by involving more schools to obtain a more comprehensive picture of the implementation of quality assurance. Additionally, quantitative research can be used to objectively measure the effectiveness of quality assurance programs.

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*Mayyizah Mumayyizah, M.Pd. (Corresponding Author)
Department of Education Management Faculty Of Education
Universitas Negeri Surabaya,
Surabaya, East Java, Indonesia
Email: mumayyizah.23006@mhs.unesa.ac.id

Prof. Dr. Sujarwanto
Department of Education Management, Faculty Of Education,
Universitas Negeri Surabaya,
Surabaya, East Java, Indonesia
Email: sujarwanto@unesa.ac.id

Dr. Nunuk Hariyati
Department of Education Management, Faculty Of Education,
Universitas Negeri Surabaya,
Surabaya, East Java, Indonesia
Email: nunukhariyati@unesa.ac.id

Hanandita Veda Saphira
University of Wollongong, Australia
 Northfields Ave, Wollongong NSW 2500, Australia
Email: hanandita.saphira346@uowmail.edu.au