THE URGENCY OF QUALITY ASSURANCE FOR EDUCATIONAL CUSTOMERS

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Abstract. The aim of this research is to find out how urgent quality assurance is for education customers. This research method uses literature study by collecting from various reading sources such as e-books, journals or examining online literature. The research results found that Quality Assurance is a quality guarantee offered by an institution. In line with the times, quality assurance has also been developed by educational institutions. Quality assurance carried out by educational institutions is more oriented towards guaranteeing the quality of education offered to educational customers. There are several efforts to improve the quality of education through quality assurance, including good quality assurance planning, implementation of quality assurance planning and evaluation of quality assurance carried out by educational institutions.
Keywords. *Urgency, Quality Assurance, customer education*

Abstrak. Tujuan dari penelitian ini adalah untuk mengetahui seberapa mendesaknya penjaminan mutu bagi pelanggan pendidikan. Metode penelitian ini menggunakan studi literatur dengan mengumpulkan dari berbagai sumber bacaan seperti e-book, jurnal atau kajian literatur online. Hasil penelitian menemukan bahwa Quality Assurance merupakan jaminan mutu yang ditawarkan suatu lembaga. Sejalan dengan perkembangan zaman, penjaminan mutu juga dikembangkan oleh lembaga pendidikan. Penjaminan mutu yang dilakukan oleh lembaga pendidikan lebih berorientasi pada penjaminan mutu pendidikan yang ditawarkan kepada pelanggan pendidikan. Ada beberapa upaya peningkatan mutu pendidikan melalui penjaminan mutu, antara lain perencanaan penjaminan mutu yang baik, pelaksanaan perencanaan penjaminan mutu dan evaluasi penjaminan mutu yang dilakukan oleh lembaga pendidikan.
Kata kunci. Urgensi, Jaminan Kualitas, pendidikan pelanggan

A. INTRODUCTION

Today's developments can no longer be avoided, coupled with the extraordinary flow of globalization and increasingly high technological advances. Therefore, in this case, education must not be outdated, education must go hand in hand with every phase of life which continues to change and develop, namely by ensuring the quality of education so that it experiences changes in a better and more advanced direction, to meet human needs in facing the challenges of the times. which is constantly changing (Siregar, Sahirah, & Harahap, 2020).The development cycle of educational change is always designed to be relevant to changing times and the needs of society in an era, both in terms of concepts, materials and curriculum, processes, functions and objectives of educational institutions (Hamzanwadi, 2023).

Education is an effort to create quality generations from time to time (Fajar, 2023). Education is an activity process that lasts throughout life and everyone is obliged to receive education because it is an urgent matter for every human being, education will raise a person's status (Setiawan & Muhsinin, 2023). As has been explained, education is one of the keys to national progress, this is stated in Law number 20 of 2003 concerning the national education system. This

law also states that the better the quality of education provided in a country, the better the quality of the people or society there will be (Maidona, Kurniati, & Santoso, 2021). In this case, education is carried out with the aim of improving the quality of human resources so that they can compete amidst current developments.

One effort to improve the quality of education is to ensure quality is carried out by educational institutions. The quality of education must be guaranteed because it will determine whether an educational institution is good or not. The quality assurance system in educational institutions absolutely must be implemented well. Quality assurance is needed as a tool for quality control/quality supervision in educational institutions. Producing quality educational institutions is the responsibility of education managers from the central government, regional governments, to educators and education staff (Fadhli, 2020). Efforts to improve quality are an important concern in the world of education. Quality improvement is an effort to produce a product that has sales value and benefits the environment (Albab, Muslimin, Zuhriyah, & Hernawati, 2023). Quality assurance really needs to be carried out as a form of accountability to educational institutions, in this case both the government and educators and educational staff in school institutions have a role in overseeing the course of education.

The quality of educational products will be influenced by the extent to which the institution is able to manage all potential optimally starting from educational staff, students, learning processes, educational facilities, educational staff, finances and including relations with the community (Faisal Mubarak, 2004). It cannot be denied that the quality of education greatly influences the management process in an institution.

Quality assurance or quality assurance as it develops is not only limited to the business and industrial sectors but also to services such as education, one of which is. Quality assurance in the education sector is a natural thing because providing quality education is part of public accountability. So it can be interpreted that Quality Assurance is all planned and systematic activities implemented in a quality system which includes studying a process of determining and fulfilling educational quality standards in a consistent and sustainable management process so that consumers, producers and other interested parties obtain satisfaction in enjoy the products or services provided(Zahroh, 2021).

Based on the background above, researchers are interested in carrying out a study entitled the urgency of quality assurance by educational institutions for educational customers. Considering how important the quality assurance offered by an educational institution is, this is one of the reasons for researchers to conduct this research.

B. RESEARCH METHOD

In this research, the method used is non-research, namely using literature or library research, by collecting information from various sources such as books, journals, Proceedings or examining online literature. Next, the data is analyzed and then described according to the themes discussed. The main sources in this study were obtained from various articles, journals and proceedings obtained by the author from the internet.

This research procedure includes collecting data from literature, then processing it with content analysis according to relevant research. This research has stages from the beginning to the end which include collecting relevant literature, content analysis and finally the preparation of articles according to the themes discussed.

C. RESULTS AND DISCUSSION

Quality Assurance In Educational Institutional

Quality Assurance initially emerged in the goods and services business industry which was intended to create a culture of quality care to provide satisfaction to customers or product users. However, as development progresses, the Quality Assurance concept is not only limited to business and industry but also to services such as education, one of which is(Zahroh, 2021). From this explanation, we can understand that Quality Assurance is currently not only focused on the industrial sector, but also in educational institutions as well. Quality Assurance in educational institutions focuses more on community satisfaction through educational services.

Quality assurance is an effort to provide education that applies the principle of using resources effectively and efficiently as a driver for implementing quality education, accountability and upholding the principle of transparency where the public has the right to , includingtional institutions maintain and monitor the quality of their activities, what measures -a measure used to identify and overcome possible inefficiencies, as well as the extent to which educational institutions can respond to the changing needs of society(Rivayanti & Misniar, 2020). It is understandable that the implementation of quality assurance in educational institutions must encourage several aspects such as the principle of accountability and transparency towards educational customers, because educational customers have the right to know the extent to which educational institutions provide services to their needs.

The role of quality assurance is as an effort to continuously improve education. Therefore, quality assurance is useful for establishing quality standards for all components that work in the production or transformation of graduates, which includes active, collaborative, cooperative, constructive and thorough learning approaches(Ngaba, 2017). Quality assurance is a continuous effort to improve the quality of education through the implementation of quality standards that are in accordance with educational needs.

The application of quality assurance in education certainly cannot be separated from educational institutions. According to the Big Indonesian Dictionary, the word "institution" means a body or organization whose aim is to carry out scientific research or conduct business (Muljawan, 2019). Meanwhile, education is an effort carried out with the aim of changing individual behavior in a better direction through interaction with the surrounding environment(Ni'mawati, Handayani, & Hasanah, 2020). So it can be concluded that an educational institution is an institution or place where the educational process takes place with the aim of changing individual behavior in a better direction through interaction with the surrounding environment(Arsad & Ali, 2021). Apart from being a place for teaching and learning activities, educational institutions also aim to direct students to behave in their surrounding environment.

Educational institutions are very important in achieving success in the educational process because institutions function as mediators in regulating the course of education. And in this day and age it seems that it is not called education if there is no institution. Today's educational institutions are also absolutely essential for the smooth running of the educational process(Muljawan, 2019). The existence of educational institutions has a very urgent role because educational institutions are a bridge in the process of teaching and learning activities.

The Urgency of Quality Assurance For Educaton Customer

Quality Assurance in educational institutions must be planned and implemented well, prioritizing the interests of educational customers or customer satisfaction. Apart from this, quality

assurance can also encourage improvements in the quality of an educational institution so that it can meet the demands of the times and the demands of educational customers.

The purpose of quality assurance itself is beneficial for both internal and external parties of the organization(Primasidi, 2020). The aim is to protect the community as users of educational services so that the community can obtain appropriate educational results as expected and promised by education providers which will later have implications for community satisfaction from the educational results(Nurhikmahyanti, 2014). From this explanation, it can be understood that the quality guarantee promised by education providers, namely schools, is very important and influences the satisfaction of education customers, namely the community.

Quality assurance also has its own aspects to achieve good quality education, namely input, process and output (Sahnan, 2019).
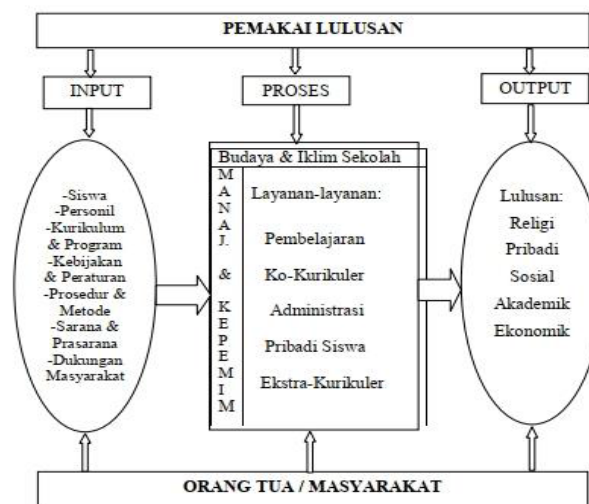
Gambar 1. Mutu Pendidikan melalui Input, Proses dan Output

1. Input is an input or prerequisite for the progress of a process. The high or low quality of the input will affect the process elements.
2. The process shows the change in conditions to another, better condition which is manifested in service activities and effective service activities will create good goals or outputs
3. Output is the result of a process, namely the mastery of a number of competencies by graduates which accommodates the number of expectations or number of parties including parents or the community or users of graduates.

It can be understood that improving the quality of education requires three aspects, namely input, process and output. These three aspects cannot be separated in the process of improving the quality of graduates because there is a continuous element between the three, from the student entry process, student learning activities to measuring the competencies possessed by students as seen from the output aspect.

There are several things that are needed in efforts to improve the quality of education through quality assurance, namely:

1. Planning *Quality Asssurance*

This quality assurance planning is part of the school's academic program planning, therefore in planning quality assurance, we must look at the benchmarks for quality

assurance which are adjusted to the school's vision and mission which will later be included in the school's annual program so that it can be implemented well by the implementers(Kalimantara, 2016). Even in quality assurance planning, educational units must make strategic plans, quality policies, quality targets, identify risk management, create work procedures, work instructions, SOPs and work formulas. In this case, planning needs to be prepared carefully so that the process of implementing quality education can be carried out by teams in the field.

2. Implementation *Quality Assurance*

In implementing the quality of education, the implementer must guarantee the quality of education, the educational process, educational administration in accordance with the determined SOP(Indriyani, 2019). Apart from that, the school principal must also be guided by plans that have been planned beforehand, especially regarding the implementation of quality assurance. The school principal tries to carry out quality assurance according to a predetermined schedule during a large meeting attended by all staff. In its implementation, the school principal must also involve school components, because the teacher's role in implementing quality assurance is to carry out a quality assurance program such as teaching and learning activities in the classroom according to those previously planned in accordance with the quality assurance program.

3. Evaluation *Quality Assurance*

This evaluation can be informal which is carried out by the principal when meeting with other staff wherever and whenever, meaning that when there is an opportunity to discuss the progress of the quality assurance activities that have been carried out, the principal will discuss it directly. The implementation of this evaluation cannot be separated from supervision. Quality control is the third step of quality improvement after planning and supervision whose function is to evaluate the achievement of standards. In order for educational supervision to be carried out effectively, it must be based on effective management information(Untari, 2017). In this case, evaluation activities need to be carried out as part of quality control, one of which is quality control through supervision activities carried out by the leadership so that achievement of predetermined standards can be met.

D. CONCLUSSION

From the results of the analysis above, the researcher concludes that quality assurance is a quality guarantee offered by an institution. In line with the times, quality assurance has also been developed by educational institutions, quality assurance carried out by educational institutions is more oriented towards guaranteeing the quality of education offered to educational customers. The quality guarantee promised by education providers, namely schools, is very important and influences the satisfaction of education customers, namely the community. Quality assurance aims to protect the rights of education customers so that their expectations regarding the quality of education can be guaranteed and have an impact on the welfare of society. In the educational process there are three aspects that need to achieve quality, namely Input, process and Output. There are several efforts to improve the quality of education through quality assurance, including good quality assurance planning, implementation of quality assurance planning and evaluation of quality assurance carried out by educational institutions.

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