

Implementation of Quality Indicator-Based Educational Quality Evaluation, Gap Analysis, and Root Cause Analysis

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ABSTRACT

Educational quality evaluation is an important aspect in ensuring the sustainability of school quality improvement. This study aims to analyze the implementation of educational quality evaluation at SDIT Safira Green School, particularly in the formulation of quality indicators, achievement monitoring, gap analysis, root cause analysis, and follow-up improvement. This research employed a qualitative approach with a case study design. Data were collected through observation, interviews with the principal and teachers, and documentation studies of school quality documents. The findings show that quality indicators have been formulated participatively by referring to the school's vision, mission, and educational standards. Achievement monitoring is carried out through examination results, daily assessments, classroom observations, and evaluation meetings, although it has not yet been organized into a formal performance matrix containing baselines and targets. Gap analysis and root cause analysis have been conducted through discussions, the 5 Why technique, and fishbone analysis, but they have not been systematically documented. Follow-up improvement has been implemented through action plans, teacher training, and learning method adjustments, while its monitoring still needs to be strengthened.

Keywords: Educational Quality Evaluation, Quality Indicators, Gap Analysis, Root Cause Analysis, Continuous Improvement.

ABSTRAK

Evaluasi mutu pendidikan merupakan aspek penting dalam memastikan keberlanjutan peningkatan kualitas sekolah. Penelitian ini bertujuan menganalisis implementasi evaluasi mutu pendidikan di SDIT Safira Green School, khususnya pada penyusunan indikator mutu, pemantauan capaian, analisis kesenjangan, analisis akar masalah, dan tindak lanjut perbaikan. Penelitian ini menggunakan pendekatan kualitatif dengan jenis studi kasus. Data dikumpulkan melalui observasi, wawancara dengan kepala sekolah dan guru, serta studi dokumentasi terhadap dokumen mutu sekolah. Hasil penelitian menunjukkan bahwa penyusunan indikator mutu telah dilakukan secara partisipatif dengan mengacu pada visi-misi sekolah dan standar pendidikan. Pemantauan capaian dilakukan melalui hasil ujian, penilaian harian, observasi pembelajaran, dan rapat evaluasi, tetapi belum dituangkan dalam matriks kinerja formal yang memuat baseline dan target. Gap analysis dan root cause analysis telah dilakukan melalui diskusi, teknik 5 Why, dan fishbone, namun belum terdokumentasi secara sistematis. Tindak lanjut perbaikan telah diwujudkan melalui rencana aksi, pelatihan guru, dan penyesuaian metode pembelajaran, tetapi monitoringnya masih perlu diperkuat.

Kata Kunci: Evaluasi Mutu Pendidikan, Indikator Mutu, Gap Analysis, Root Cause Analysis, Perbaikan Berkelanjutan.

INTRODUCTION

Berikut adalah hasil terjemahan teks pendahuluan artikel Anda ke dalam bahasa Inggris, dengan mempertahankan susunan paragraf, format kutipan (*citation*), dan gaya penulisan akademik yang sesuai:

Educational quality is a strategic issue in school management because the success of an education unit is determined not only by fulfilling administrative standards, but also by the institution's ability to build a continuous evaluation, control, and improvement system. In the context of educational management, internal quality assurance is understood as an institutional mechanism designed to ensure that the educational process runs according to standards, is periodically evaluated, and is improved based on factual findings in the field. Internal quality assurance management plays a role in achieving National Education Standards through continuous evaluation and the involvement of all school elements.¹ In line with this, Nasikhah, Sultoni, and Rochmawati show that quality assurance strategies, both internal and external, are important in maintaining school integrity and strengthening public trust in educational quality.²

Ideally, educational quality evaluation does not stop at routine assessment activities, but must be connected to quality indicators, initial data or baselines, target achievements, gap analysis, identification of root causes, and follow-up plans. This approach is important because educational decisions based solely on intuition or institutional habit risk producing improvement programs that are off-target. Schildkamp explains that data-based decision-making in education must utilize various sources of evidence, such as formative assessment data, research results, institutional data, and other relevant information to support school improvement.³ In the context of learning, Singgih also emphasizes the importance of data-driven educational decisions so that teachers and schools can adjust learning strategies to be more adaptive to students' needs.⁴

In integrated Islamic elementary schools, the need for quality evaluation becomes increasingly crucial because schools are not only required to meet national education standards, but also to maintain the uniqueness of Islamic educational values, culture, and orientation. Rustam, Murniati, and Niswanto show that learning quality improvement strategies in integrated Islamic elementary schools need to be based on program planning that refers to education standards and the specific quality standards of integrated Islamic schools.⁵ Meanwhile, Rahminawati and Supriyadi (2023) found that the internal quality

¹ Habibi Habibi et al., "Internal Quality Assurance Management as a Strategy for Achieving National Education Standards through The Principle of Continuous Improvement," *AL-TANZIM: Jurnal Manajemen Pendidikan Islam* 6, no. 1 (2022): 531–43, <https://doi.org/10.33650/al-tanzim.v6i2.3512>.

² Wulan Roudhotul Nasikhah et al., "Quality Assurance Strategy in Maintaining School Integrity and Community Trust to Strengthen the Foundations of Education Quality," *Jurnal Akuntabilitas Manajemen Pendidikan* 12, no. 2 (2024): 17–26, <https://doi.org/10.21831/jamp.v12i2.73542>.

³ Kim Schildkamp, "Data-Based Decision-Making for School Improvement: Research Insights and Gaps," *Educational Research* 61, no. 3 (2019): 257–73, <https://doi.org/10.1080/00131881.2019.1625716>.

⁴ Suwito Singgih et al., "Development of Data-Driven Educational Decision Implementation Guidelines Assisted by Formative Tests in Science Learning," *AL-ISHLAH: Jurnal Pendidikan* 16, no. 3 (2024): 3360–69, <https://doi.org/10.35445/alishlah.v16i3.5311>.

⁵ Noviyana Rustam et al., "The Principal Strategy for Improving the Quality of Learning at an Integrated Islamic Elementary School," *AL-ISHLAH: Jurnal Pendidikan* 13, no. 1 (2021): 776–81, <https://doi.org/10.35445/alishlah.v13i1.528>.

assurance system in elementary schools can improve educational quality and build a quality culture, although in practice elementary schools in Indonesia still face implementation challenges.⁶ Therefore, it can be understood that quality evaluation in integrated Islamic schools should be perceived not merely as an administrative activity, but as a managerial process that connects standards, institutional values, achievement data, and corrective actions.

However, a problem that frequently arises in school quality evaluation practices is the weak formalization of evaluation instruments and documentation. Many schools have conducted evaluation meetings, discussed student achievements, and formulated follow-ups, but not all of them possess a systematic framework to show the relationship between initial conditions, targets, actual achievements, gaps, root causes, and improvement programs. Yet, Meyers and VanGronigen (2021) emphasize that root cause analysis in school improvement planning is vital so that school leaders do not just respond to symptoms, but are able to find the underlying causes of quality issues.⁷ According to Slameto, the use of a fishbone diagram can help schools design quality improvement programs in a simpler, more applicable manner that fits school needs.⁸

A number of previous studies have discussed educational quality assurance from various perspectives, including: Nasikhah, Sultoni, and Rochmawati, who examined internal and external quality assurance strategies in maintaining school integrity and building public trust. The study shows that internal quality assurance plays a dominant role in maintaining school integrity and strengthening the foundation of educational quality.⁹ Rahminawati and Supriyadi researched the implementation of the internal quality assurance system in elementary schools and found that the system could improve educational quality and build a quality culture, despite elementary schools still facing challenges in its implementation.¹⁰ Meanwhile, Rahminawati also demonstrated that the sustainable implementation of the Internal Quality Assurance System can help elementary schools achieve better quality performance.¹¹

Other studies, namely Meyers and VanGronigen, emphasize that root cause analysis is important in school improvement planning because school leaders need to understand the primary cause of a problem, rather than merely responding to visible symptoms.¹² In quality

⁶ Nan Rahminawati and Tedi Supriyadi, "Implementing an Internal Quality Assurance System to Enhance Elementary School Education Quality," *International Journal of Learning, Teaching and Educational Research* 22, no. 4 (2023): 414–33, <https://doi.org/10.26803/ijlter.22.4.23>.

⁷ Coby V Meyers and Bryan A. VanGronigen, "Planning for What? An Analysis of Root Cause Quality and Content in School Improvement Plans," *Journal of Educational Administration* 59, no. 4 (2021): 437–53, <https://doi.org/10.1108/JEA-07-2020-0156>.

⁸ Slameto Slameto, "The Application of Fishbone Diagram Analisis to Improve School Quality," *Dinamika Ilmu* 16, no. 1 (2016): 59–74, <https://doi.org/10.21093/di.v16i1.262>.

⁹ Nasikhah et al., "Quality Assurance Strategy in Maintaining School Integrity and Community Trust to Strengthen the Foundations of Education Quality."

¹⁰ Rahminawati and Supriyadi, "Implementing an Internal Quality Assurance System to Enhance Elementary School Education Quality."

¹¹ N. Rahminawati, "Sistem Penjaminan Mutu Internal Dalam Peningkatan Kualitas Sekolah Dasar," *JAMP: Jurnal Administrasi Dan Manajemen Pendidikan* 4, no. 3 (2021): 212–19, <https://doi.org/10.17977/um027v4i32021p212>.

¹² Meyers and VanGronigen, "Planning for What? An Analysis of Root Cause Quality and Content in School Improvement Plans."

improvement practices, research conducted by Slameto shows that the fishbone diagram can be used to draft school quality improvement programs because it is simple, applicable, and easy to communicate to school members.¹³ Adha et al.'s research also utilized the fishbone diagram to analyze the factors causing the low quality of madrasah graduates and to formulate quality improvement strategies.¹⁴

Although these previous studies have provided significant contributions, there remains a specific area of study that has not been widely discussed. The research by Nasikhah et al. (2024)¹⁵ emphasizes more on quality assurance strategies in maintaining integrity and public trust. Rahminawati and Supriyadi's (2023)¹⁶ research focuses on the implementation of SPMI (Internal Quality Assurance System) in improving elementary school quality. Rustam et al.'s (2021)¹⁷ research highlights the principal's strategy in improving learning quality in integrated Islamic elementary schools (SDIT). Meanwhile, the studies by Meyers and VanGronigen (2021),¹⁸ Slameto (2016),¹⁹ and Adha et al. (2019)²⁰ emphasize more on root cause analysis and the use of fishbone diagrams in improvement planning. Not many studies have specifically examined integrated educational quality evaluation through the formulation of quality indicators, the use of performance matrices based on baselines and targets, the execution of gap analysis, root cause analysis, as well as follow-up documentation within the context of integrated Islamic elementary schools.

Based on this gap, this study occupies a different position from previous research. This study does not merely discuss internal quality assurance in general, principal strategies, or the use of root cause analysis tools separately. This research focuses on the systematization of educational quality evaluation as a managerial process that connects quality indicators, baselines, target achievements, actual achievements, gap analysis, root cause analysis, and improvement follow-ups. This focus is critical because undocumented and unsystematic quality evaluation can hinder school accountability, program sustainability, and precision in decision-making.

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¹³ Slameto, "The Application of Fishbone Diagram Analisis to Improve School Quality."

¹⁴ Maulana Amirul Adha et al., "Strategi Peningkatan Mutu Lulusan Madrasah Menggunakan Diagram Fishbone," *Tarbawi: Jurnal Keilmuan Manajemen Pendidikan* 5, no. 01 (2019): 11, <https://doi.org/10.32678/tarbawi.v5i01.1794>.

¹⁵ Nasikhah et al., "Quality Assurance Strategy in Maintaining School Integrity and Community Trust to Strengthen the Foundations of Education Quality."

¹⁶ Rahminawati and Supriyadi, "Implementing an Internal Quality Assurance System to Enhance Elementary School Education Quality."

¹⁷ Rustam et al., "The Principal Strategy for Improving the Quality of Learning at an Integrated Islamic Elementary School."

¹⁸ Meyers and VanGronigen, "Planning for What? An Analysis of Root Cause Quality and Content in School Improvement Plans."

¹⁹ Slameto, "The Application of Fishbone Diagram Analisis to Improve School Quality."

²⁰ Adha et al., "Strategi Peningkatan Mutu Lulusan Madrasah Menggunakan Diagram Fishbone."

quality evaluation can hinder school accountability, program sustainability, and precision in decision-making.

This condition is also reflected in the preliminary findings at SDIT Safira Green School. Based on field data, the school has carried out the formulation of quality indicators by involving the principal, teachers, and the quality team. Quality indicators were also drafted with reference to the school's vision and mission as well as education standards.²¹ On the other hand, interview data and documentation studies show that the use of a performance matrix containing baselines and achievement targets has not been fully formalized. Gap analysis and root cause analysis have been conducted through evaluation meetings, in-depth discussions, the 5 Whys technique, and fishbone diagrams, but their formal documentation remains unsystematic. These findings demonstrate a gap between the quality evaluation practices already in place and the need to institutionalize a more measurable, documented, and sustainable evaluation system.²² Based on this elaboration, the main problem of this research lies in the suboptimal systematization of educational quality evaluation at the school level, particularly in the use of performance matrices, gap analysis, root cause analysis, and the documentation of improvement follow-ups. The school has demonstrated a commitment to quality improvement, but evaluation practices that are not fully documented can impede program sustainability, institutional accountability, and accuracy in decision-making. Therefore, this study is crucial to analyze how the implementation of educational quality evaluation is carried out at SDIT Safira Green School, especially regarding the aspects of quality indicator formulation, performance matrix usage, gap analysis execution, root cause analysis, and the utilization of evaluation results for continuous quality improvement. The novelty of this research lies in its focus, which positions educational quality evaluation as an integrated system within an integrated Islamic elementary school. This study examines the relationship between quality indicators, baselines, target achievements, actual achievements, gap analysis, root cause analysis, and corrective follow-ups within a single, cohesive evaluation framework.

METHOD

This study employs a qualitative approach with a case study design. This approach was selected because the study aims to comprehensively understand the implementation of educational quality evaluation within a specific institutional context, namely SDIT Safira Green School. A case study is relevant when a researcher intends to examine a phenomenon contextually,²³ specifically, and deeply through various data sources, rather than merely measuring the relationships between variables statistically.²⁴ In this study, the case under investigation is the practice of educational quality evaluation.

The research data sources consist of primary data and secondary data. Primary data were obtained through field observations and interviews with key stakeholders, specifically

²¹ Hasil Observasi SDIT Safira Green School Pada Tanggal 24 April 2026 (Bandung Barat, 2026).

²² Kepala Sekolah SDIT, Hasil Wawancara SDIT Safira Green School Pada Tanggal 24 April 2026 (Bandung Barat, 2026).

²³ R. K. Yin, *Case Study Research and Applications: Design and Methods*, 6th ed. (SAGE Publications, 2018).

²⁴ J. W. Creswell and C. N. Poth, *Qualitative Inquiry and Research Design: Choosing Among Five Approaches*, 4th ed. (SAGE Publications, 2018).

the school principal and teachers. Secondary data were acquired through documentation studies of documents related to quality evaluation, such as quality indicator documents, meeting minutes, school self-evaluation reports, achievement monitoring documents, follow-up plans, and other documents related to educational quality improvement. Utilizing various data sources is vital in qualitative research as it enriches the understanding of the phenomenon under study²⁵ and strengthens the validity of the findings through cross-source comparisons.²⁶ In terms of field data, the documentation study was specifically aimed at examining the availability of quality indicator documents, the decree (SK) for the quality team, performance matrices, gap analysis documents, root cause analysis documents, quality evaluation reports, and the school's follow-up plans.

Data collection techniques were carried out through observation, interviews, and documentation studies. Observation was utilized to obtain a factual description regarding the implementation of educational quality evaluation at the school, particularly regarding the aspects of quality indicator formulation, the use of achievement data, gap analysis, root cause analysis, and quality improvement follow-ups. Interviews were conducted with 3 respondents, namely 1 school principal and 2 teachers of SDIT Safira Green School. The informants were selected purposively because they are directly involved in the school quality evaluation process. The principal was selected because they hold the authority to plan, coordinate, and make decisions based on quality evaluation results. The teachers were chosen because they are directly involved in implementing instruction, collecting student achievement data, classroom evaluation, and instructional improvement follow-ups. Documentation studies were used to examine written evidence that supports or corrects the findings from observations and interviews. In qualitative research, documents do not merely serve as a complement, but can become a vital data source for understanding institutional policies, decisions, procedures, and practices. Therefore, the documentation study in this research was directed to see the extent to which quality evaluation practices have been formally documented in school records.

Data analysis techniques were carried out qualitatively through the stages of data condensation, data display, and drawing conclusions. Data condensation was performed by selecting, simplifying, and categorizing field data based on the research focus, which includes the formulation of quality indicators, performance matrices, gap analysis, root cause analysis, and continuous quality improvement. Data display was presented in the form of thematic narratives so that the relationships between the results of observation, interviews, and documentation could be viewed systematically. Drawing conclusions was conducted by interpreting the patterns of findings that emerged from these three data sources. This analysis model aligns with the perspective of Miles, Huberman, and Saldanha, who position qualitative data analysis as an interactive process involving data condensation, data display, and conclusion drawing/verification.²⁷ Furthermore, thematic analysis was utilized to identify

²⁵ Glenn A. Bowen, "Document Analysis as a Qualitative Research Method," *Qualitative Research Journal* 9, no. 2 (2009): 27–40, <https://doi.org/10.3316/QRJ0902027>.

²⁶ Lorelli S. Nowell et al., "Thematic Analysis," *International Journal of Qualitative Methods* 16, no. 1 (2017): 1–13, <https://doi.org/10.1177/1609406917733847>.

²⁷ M. B. Miles et al., *Qualitative Data Analysis: A Methods Sourcebook*, 3rd ed. (SAGE Publications, 2014).

the main themes emerging from the data,²⁸ as thematic analysis allows researchers to discover patterns of meaning in qualitative data flexibly and systematically.²⁹ Data trustworthiness was maintained through technical triangulation and source triangulation. Technical triangulation was performed by comparing data obtained from observations, interviews, and documentation studies. Source triangulation was carried out by comparing information obtained from the principal, teachers, and school documents. This procedure is crucial because field data indicated differences between orally described evaluation practices and the level of available formal documentation. For instance, the interviews indicated that the school had conducted quality evaluation through meetings, discussions, gap analysis, and root cause analysis; however, the documentation study revealed that several instruments, such as formal performance matrices, gap analysis documents, root cause analysis documents, and follow-up monitoring, had not been systematically documented. Thus, triangulation was used not to make all data uniform, but to discern consistency, discrepancies, and the depth of information so that the research findings are more accountable.

RESULTS AND DISCUSSION

The findings of this study indicate that the implementation of educational quality evaluation at SDIT Safira Green School has progressed through several main stages, namely the formulation of educational quality indicators, monitoring of quality achievements, execution of gap analysis, tracing of root causes, and utilization of evaluation results for continuous quality improvement. Field data demonstrate that the school has developed an institutional awareness regarding the importance of quality evaluation. However, these evaluation practices have not been fully institutionalized within a formal and systematic documentation system, particularly concerning performance matrices, gap analysis, root cause analysis, and follow-up monitoring.

Based on field observations, the formulation of educational quality indicators at SDIT Safira Green School was conducted through meeting forums involving the principal, teachers, and the quality team. The indicators drafted refer to the school's vision and mission as well as prevailing educational standards. The formulation of indicators is also directed to be specific, measurable, and operational so that they can serve as a foundation for school program implementation. Observation findings reveal that the formulation aspect of quality indicators represents a relatively strong component in the implementation of educational quality evaluation at this school.

Based on Table 1, it can be understood that the implementation of educational quality evaluation has encompassed elements of planning, execution, analysis, and follow-up. The school not only formulates quality indicators but also utilizes evaluation results to assess program fulfillment. However, the observation results also indicate that the strength of these evaluation practices is not entirely accompanied by a well-organized documentation system. Evaluations have been conducted, but formal instruments that connect indicators, baseline data, target achievements, gaps, root causes, and follow-ups still need to be reinforced.

²⁸ Virginia Braun and Victoria Clarke, "Using Thematic Analysis in Psychology," *Qualitative Research in Psychology* 3, no. 2 (2006): 77–101, <https://doi.org/10.1191/1478088706qp063oa>.

²⁹ Nowell et al., "Thematic Analysis."

Table 1. Observation Results of Educational Quality Evaluation Implementation at SDIT Safira Green School

Observed Aspect	Observation Findings	Finding Tendency
Formulation of educational quality indicators	There is a meeting forum for formulating quality indicators involving the principal, teachers, and the quality team	Indicator formulation is carried out participatively
Basis for indicator formulation	Indicators are formulated based on the school's vision and mission as well as educational standards	Indicators have a clear institutional reference
Characteristics of indicators	Indicators are formulated specifically, measurably, and operationally	Indicators can be used as a basis for evaluation
Use of achievement data	The school uses evaluation results, learning outcomes, and classroom observations to monitor quality achievements	Quality monitoring has been carried out, though not yet fully based on a formal matrix
Execution of gap analysis	The school compares actual achievements with set targets	Gap analysis has been performed within evaluation practices
Execution of root cause analysis	The school conducts in-depth discussions and uses the 5 Whys technique to trace root causes	Root cause analysis has been performed, but remains dominant through discussion forums
Evaluation follow-up	Evaluation results are used to draft recommendations and improvement action plans	Evaluation has been directed toward continuous quality improvement
Monitoring of improvement	The school monitors the implementation of improvements	Monitoring has been carried out, but still requires documentation strengthening

The results of the interview with the principal indicate that the formulation of educational quality indicators is conducted through joint meetings with the principal, teachers, and the quality assurance team. The principal explained:

“that quality indicators are formulated by referring to the school's vision and mission, national education standards, the School Work Plan, and the school self-evaluation results. The principal also emphasized that the indicators used must be measurable through available data, such as exam results, instructional observations, and student activity achievements.”

The interview results also reveal that the school has not utilized a formal performance matrix that specifically contains baselines and achievement targets. The principal stated:

“that so far, the school has used exam results and instructional observations as the basis for setting targets. Thus, monitoring of quality achievements has been performed, but it has not been articulated in a standardized performance matrix format. This condition demonstrates the existence of data-based evaluation practices, which, however, are not yet fully structured within a documented quality management system.”

Regarding the gap analysis aspect, the interview results with the principal disclosed:

“that the school compares actual achievements with predetermined targets through learning outcome evaluations and other assessments. If achievements are found to be incongruent with the targets, the school holds discussions to determine corrective steps. The principal perceives that gap analysis helps the school in decision-making, particularly when determining priorities for program improvement.”

Furthermore, concerning quality issues, the interview with the principal also revealed:

“that when a quality problem is identified, the school conducts root cause tracing through deep discussions, the 5 Whys technique, and fishbone diagrams. This process is employed so that the school does not merely look at visible symptoms but can discover the primary causes of quality problems. Once the causes of the problems are found, the evaluation results are used to draft action plans, assign responsible personnel, and monitor the implementation of improvements.”

Subsequently, the interview results with the teachers reinforce these findings. The teacher with the initials IA stated:

“that they are involved in the formulation of educational quality indicators. Teacher involvement is carried out by providing input based on classroom teaching experiences, student conditions, and instructional needs. According to her, the quality indicators drafted by the school have adequately matched instructional needs, thereby assisting teachers in planning and executing the learning process.”

However, the interview results with the teacher with the initials BA stated:

“So far, I am not aware of any formal performance matrix that explicitly contains baselines and achievement targets. Teachers mostly use exam results, assignments, daily assessments, and direct observations of student progress as the basis for evaluation. This condition indicates that evaluation practices at the teacher level still run through daily learning assessment mechanisms and are not yet fully connected to systematically organized institutional performance matrices.”

Furthermore, regarding the gap analysis aspect, teacher IA noted:

“that the discrepancies between expected achievements and real conditions are identified through learning evaluation results and direct observations of students. Teachers are also involved in discussing quality gaps and are given the opportunity to present solutions. The results of this gap analysis influence the execution of teachers' duties, particularly in improving learning methods and providing additional support to students who have not achieved the targets.”

Then, regarding the root cause analysis aspect at the school, teacher BA mentioned:

“that the school utilizes discussions and the 5 Whys technique to trace problem causes. Teachers are given the opportunity to express opinions regarding the causal factors of problems that arise in instruction. According to the teacher, this root cause analysis process helps the school find more fundamental causes, so that the improvements made are not merely temporary.”

Following this, the researcher conducted an interview with teacher IA. She also revealed:

“that quality evaluation results are delivered through evaluation meetings. These results are then followed up through several forms of improvement, such as teacher training and adjustments to learning methods. Teachers view that the evaluations conducted by the school assist in quality improvement because they provide a picture of aspects that still need to be improved in the learning process.”

Table 2. Documentation Study Results of Educational Quality Evaluation at SDIT Safira Green School

Type of Document	Availability	Documentation Findings	Meaning of Findings
Educational quality indicator document	Available	The quality indicator document has been drafted and approved by the principal and the quality team	The formulation of indicators has been documented
Quality assurance team decree (SK)	Available	There is a document assigning the quality team	There is an institutional structure for quality assurance
Indicator formulation meeting minutes	Available	There are records of meetings for formulating quality indicators	The process of indicator formulation is conducted through an official forum
Reference/standard document for indicator formulation	Available	There are references to school standards and policies	Indicators are formulated based on a clear foundation
Performance matrix containing baselines and targets	Not formally available	No formal performance matrix containing initial data and achievement targets was found	Achievement monitoring has not been organized into a standardized evaluation tool
Performance achievement monitoring document	Available	There are monitoring reports based on learning outcomes and school activities	Quality monitoring has been conducted
School self-evaluation report	Available	The self-evaluation report contains assessments of indicator achievements	The school has conducted institutional evaluations
Gap analysis document	Not formally available	Gap analysis has not been articulated in a specific report	Gap analysis is still informal
Achievement evaluation meeting minutes	Available	There are meeting records discussing achievements and follow-ups	Evaluation is conducted through meeting forums
Root cause analysis document	Not formally available	No specific document for root cause analysis was found	Root cause tracing has not been systematically documented
5 Whys or fishbone format	Not formally available	Techniques are used in discussions but have not been standardized in documents	Analysis practices exist, but the instruments are not yet formal
Quality evaluation results report	Available	The report contains follow-up recommendations	Evaluation results are used as a basis for improvement
Quality improvement recommendation document	Available	There is an improvement plan based on evaluation results	The school has drafted follow-ups
Follow-up plan of evaluation results	Available	There is an allocation of duties and implementation schedules	Quality improvement has been designed
Follow-up monitoring document	Not formally available	Monitoring has not been systematically documented	Oversight of improvement sustainability still needs reinforcement

Based on the documentation study, SDIT Safira Green School possesses several documents that support the implementation of educational quality evaluation. Available documents include quality indicator documents, the decree (SK) for the quality assurance team, minutes of indicator formulation meetings, standards or references for indicator formulation, achievement monitoring reports, self-evaluation reports, quality evaluation results reports, improvement recommendation documents, and follow-up plans. However, the documentation study also shows that several crucial documents are not yet formally

available, particularly performance matrices containing baselines and targets, gap analysis documents, root cause analysis documents, 5 Whys or fishbone formats, and follow-up implementation monitoring documents.

The documentation study results in Table 2 demonstrate that the aspect of quality indicator formulation already has adequate document support. This is evident from the availability of quality indicator documents, the quality team decree, meeting minutes, and indicator formulation references. Conversely, the aspects of achievement measurement and improvement analysis have not been fully documented in a formal format. Performance matrices, gap analysis reports, root cause analysis reports, and follow-up monitoring documents are not yet systematically available. Thus, quality evaluation documentation at SDIT Safira Green School remains stronger at the indicator planning stage than at the analysis and follow-up control stages.

The findings from observation, interviews, and documentation display a consistent pattern. The school has executed educational quality evaluation through meetings, learning outcome monitoring, achievement discussions, gap identification, root cause tracing, and follow-up formulation. However, these practices are not yet fully supported by formal documents that allow the evaluation process to be traced systematically over time. In other words, the implementation of educational quality evaluation at SDIT Safira Green School can be categorized as a practice that is already substantially running, but remains semi-formal in terms of documentation and data-based control.

The primary strength of the quality evaluation implementation at SDIT Safira Green School lies in the involvement of the principal, teachers, and the quality team in formulating indicators and discussing evaluation results. This involvement indicates a participative culture within the quality assurance process. Teachers do not merely act as instructional executors but are also involved in identifying problems and generating solutions. The principal acts as the director of the evaluation process, while the quality team supports indicator formulation and improvement follow-ups.

The primary weakness identified is the suboptimal quality evaluation documentation system. Evaluation practices have been performed but have not been fully integrated into formal instruments that connect quality indicators, initial conditions, target achievements, actual achievements, gaps, root causes, follow-ups, responsible personnel, implementation schedules, and monitoring results. Consequently, the evaluation process risks relying on meetings and institutional memory rather than an entirely documented data system.

Based on the presentation of the research results, it is shown that the implementation of educational quality evaluation at SDIT Safira Green School has a fairly good foundation, particularly in formulating quality indicators and involving school components. However, the school still needs to strengthen its document-based evaluation system, specifically through drafting formal performance matrices, documenting gap analysis, documenting root cause analysis, and establishing more systematic follow-up monitoring. These findings become an important basis for understanding that improving educational quality requires not only commitment and evaluation forums, but also consistent systems of recording, measurement, analysis, and control.

Research findings show that the implementation of educational quality evaluation at SDIT Safira Green School has operated through the formulation of quality indicators, achievement monitoring, execution of gap analysis, root cause analysis, and the formulation of improvement follow-ups. Nevertheless, these practices still display a semi-formal character because not all evaluation instruments are systematically documented, particularly formal performance matrices, gap analysis documents, root cause analysis documents, and follow-up monitoring. This finding indicates that the school possesses quality awareness, but still needs to strengthen its data- and documentation-based evaluation system so that the improvement process does not rely solely on meetings, evaluative habits, or institutional memory.

This condition can be understood through the framework of educational quality as an interconnected system. Garira (2020) asserts that educational quality cannot be understood from a single aspect alone, such as learning outcomes, but must be viewed as a relationship between inputs, processes, outputs, and the institutional context.³⁰ In this connection, the quality evaluation at SDIT Safira Green School has touched upon several crucial components, such as quality indicators, learning outcomes, evaluation meetings, and follow-ups. However, the lack of strong documentation indicates that the relationship between quality components has not been fully controlled within an integrated system. Thus, it can be understood that SDIT Safira Green School has conducted evaluations, but the entire evaluation process is not yet connected within a documented quality cycle from planning, execution, checking, to improvement.

The primary strength of the research findings lies in the formulation of quality indicators conducted participatively by involving the principal, teachers, and the quality team. This aligns with the study by Habibi et al., which states that internal quality assurance based on continuous improvement needs to be carried out through continuous evaluation and the involvement of all school parties.³¹ According to Hadi et al., the implementation of the Internal Quality Assurance System (SPMI) includes setting standards, mapping quality, planning quality fulfillment, executing quality fulfillment, and evaluating or auditing quality.³² SDIT Safira Green School is quite strong at the stage of setting indicators and involving school elements, but still needs to strengthen quality mapping, achievement audits, and follow-up documentation to make the evaluation system more complete.

The involvement of the principal in formulating indicators and making quality decisions also demonstrates the importance of leadership in internal quality assurance. Hanim et al. found that principal leadership in planning the internal quality assurance system includes involving the school development team, forming special teams, and strengthening academic and non-academic activities continuously.³³ This finding is relevant to SDIT Safira

³⁰ Elizabeth Garira, "A Proposed Unified Conceptual Framework for Quality of Education in Schools," *Sage Open* 10, no. 1 (2020), <https://doi.org/10.1177/2158244019899445>.

³¹ Habibi et al., "Internal Quality Assurance Management as a Strategy for Achieving National Education Standards through The Principle of Continuous Improvement."

³² S. Hadi et al., "Internal Quality Assurance System in Effort to Improve the Quality of Education," *Mudir: Jurnal Manajemen Pendidikan* 5, no. 2 (2023): 361–68, <https://doi.org/10.55352/mudir.v5i2.591>.

³³ Zaenab Hanim et al., "Leadership of the Principal in Planning the Internal Quality Assurance System at Islamic Elementary School," *EduLine: Journal of Education and Learning Innovation* 2, no. 3 (2022): 331–38,

Green School because the principal acts as the director of evaluation meetings, the drafter of quality directions, and the driver of improvement follow-ups. However, this leadership role needs to be supported by more formal working instruments so that the evaluation process is not merely personal or situational, but becomes an institutional mechanism that can run consistently despite personnel changes.³⁴

The primary weakness found at SDIT Safira Green School is the unavailability of a formal performance matrix that contains baselines, targets, actual achievements, gaps, and follow-ups. Yet, within the framework of data-based decision-making, schools need to use data not merely as reporting material, but as a basis for understanding problems and determining improvement priorities. According to Schildkamp, using data in school improvement is essential to understand the causes of problems before determining actions.³⁵ Schildkamp, Poortman, and Handelzalts explain that data use by school teams is not a linear process, but rather takes place through iterative feedback until the school reaches a deeper understanding of the problem.³⁶ The practice at SDIT Safira Green School, which already uses exam results and instructional observations, needs to be elevated into a performance matrix system so that data are not scattered across various forums but are organized within a management tool that is easy to monitor.

The findings regarding the use of exam results, daily assessments, assignments, and instructional observations by teachers indicate that evaluation at the classroom level has actually been functioning. However, these data have not been fully integrated into the school quality evaluation system. Wieman (2014) emphasizes that using data to improve instruction can be done through different approaches depending on the evaluation goals.³⁷ Meanwhile, according to Abrams, Varier, and Jackson, teachers use informal daily assessments to shape instruction, whereas periodic formal assessments help monitor progress and student remediation.³⁸ At SDIT Safira Green School, teachers have used daily instructional data, but it is not yet supported by a robust data infrastructure. Thus, the weakness lies not in the teachers' unwillingness to use data, but in the unavailability of an institutional system that formally connects classroom data with school quality targets.

The execution of gap analysis at SDIT Safira Green School indicates the practice of comparing actual achievements with expected targets. The school utilizes evaluation meetings to discuss achievement gaps and determine improvement steps. This finding aligns with the principles of an internal quality assurance system that demands quality mapping, data collection, data processing, and data analysis. Rahminawati and Supriyadi formulate nine steps for strengthening the internal quality assurance system in elementary schools, including: a. building management commitment, b. forming a quality improvement team, c. building

<https://doi.org/10.35877/454RI.eduline1236>.

³⁴ Hanim et al., "Leadership of the Principal in Planning the Internal Quality Assurance System at Islamic Elementary School."

³⁵ Schildkamp, "Data-Based Decision-Making for School Improvement: Research Insights and Gaps."

³⁶ K. Schildkamp et al., "Data Teams for School Improvement," *School Effectiveness and School Improvement* 27, no. 2 (2016): 228–54, <https://doi.org/10.1080/09243453.2015.1056192>.

³⁷ R. Wieman, "Using Data to Improve Instruction: Different Approaches for Different Goals," *Action in Teacher Education* 36, nos. 5–6 (2014): 546–58, <https://doi.org/10.1080/01626620.2014.977755>.

³⁸ L. Abrams et al., "Unpacking Instructional Alignment: The Influence of Teachers' Use of Assessment Data on Instruction," *Perspectives in Education* 34, no. 4 (2016): 15–28, <https://doi.org/10.38140/pie.v34i4.1976>.

quality awareness, d. conducting quality mapping, e. developing mapping instruments, f. collecting data, g. processing, h. analyzing data.³⁹ SDIT Safira Green School has demonstrated commitment and team involvement, but still needs to strengthen mapping instruments and data analysis in the form of standardized gap analysis documents.

The weakness in gap analysis documentation indicates that the evaluation cycle has not yet strongly followed the PDCA logic. In the PDCA model, schools need to carry out planning, execution, checking, and corrective action iteratively. Trisnantari and Jannah show that the implementation of PDCA in school quality assurance systems demands program mapping, documentation of responsibilities, evaluation through surveys or internal audits, management review meetings, and corrective actions.⁴⁰ Indra et al. (2023) also developed a school quality management model through leadership and school-based evaluation using the PDCA approach.⁴¹ SDIT Safira Green School already possesses elements of plan, do, and partially check, but the act part and follow-up monitoring still need reinforcement through formal documents so that quality improvements can truly be evaluated sustainably.

The findings regarding root cause analysis reveal that the school has used deep discussions, the 5 Whys technique, and fishbone diagrams to trace the root causes of quality issues. This practice is important because evaluations that only look at symptoms can produce superficial solutions. Meyers and VanGronigen assert that root cause analysis helps school leaders understand organizational failures more accurately in order to formulate goals and improvement steps appropriate to the context.⁴² VanGronigen et al. also emphasize that school improvement plans serve to set direction, organize resources, and guide actions to enhance school performance.⁴³ The use of 5 Whys and fishbone diagrams at SDIT Safira Green School is already relevant, but it is insufficient if the analysis results are not recorded in a format that can be traced and re-evaluated in the subsequent period.

The use of fishbone diagrams as a root cause analysis tool also has a strong academic foundation. According to Slameto, fishbone diagrams can be used to develop school quality improvement models because they help schools identify problem causes more systematically and practically.⁴⁴ The findings at SDIT Safira Green School show that fishbone diagrams and the 5 Whys technique have been used in discussions but have not been standardized in documents. This means the analytical techniques are known but have not been institutionalized as part of the quality evaluation procedures. Consequently, root cause analysis still risks becoming a meeting activity that lacks a strong documentary trail. At this

³⁹ Rahminawati and Supriyadi, "Implementing an Internal Quality Assurance System to Enhance Elementary School Education Quality."

⁴⁰ H. E. Trisnantari and S. R. Jannah, "Implementation of the Deming Cycle in the School Quality Assurance System," *Ar-Rosikhun: Jurnal Manajemen Pendidikan Islam* 4, no. 3 (2025), <https://doi.org/10.18860/rosikhun.v4i3.36908>.

⁴¹ Roni Indra et al., "Development of Quality Management Model in Realizing Quality School Through Leadership and School-Based Evaluation," *AL-ISHLAH: Jurnal Pendidikan* 15, no. 4 (2023): 6361–75, <https://doi.org/10.35445/alishlah.v15i4.2920>.

⁴² Meyers and VanGronigen, "Planning for What? An Analysis of Root Cause Quality and Content in School Improvement Plans."

⁴³ Bryan A. VanGronigen et al., "The Design and Characteristics of School Improvement Plan Templates," *AERA Open* 9 (January 2023), <https://doi.org/10.1177/23328584231168378>.

⁴⁴ Slameto, "The Application of Fishbone Diagram Analysis to Improve School Quality."

point, strengthening the RCA format becomes an urgent need so that the school not only finds the causes of problems but is also able to connect the root causes with improvement plans, responsible personnel, implementation schedules, and success indicators.

Teacher involvement in formulating indicators, discussing gaps, and analyzing root causes is a vital aspect of school quality culture. According to Podgornik and Vogrinc, the implementation of school self-evaluation is influenced by the attitudes of principals, teachers, and counselors toward evaluation, school climate, research, and professional development.⁴⁵ The execution at SDIT Safira Green School aligns with this view because teachers do not merely act as instructional executors but are also involved in providing input based on classroom experience. However, teacher participation needs to be formalized within a clearer mechanism so that teacher input does not stop as opinions in meetings, but becomes data recorded in the evaluation system. Thus, teacher involvement needs to shift from informal participation toward data- and document-based participation.

The weak documentation of quality evaluation must also be interpreted as an issue of institutional accountability. Kyriakides and Campbell remind us that school self-evaluation is closely related to procedures, values, and improvement commitments that must be executed consistently. If self-evaluation lacks clear procedures, school improvement can become weak because there is no stable basis to assess progress.⁴⁶ In the findings at SDIT Safira Green School, quality indicator documents and follow-up plans are already available, but performance matrices, gap analysis, root cause analysis, and follow-up monitoring documents are not yet formal. This indicates that accountability at the planning stage is stronger than accountability at the analysis and improvement control stages.

From the perspective of Total Quality Management (TQM), educational quality relates not only to administrative documents but also to work culture, leadership, stakeholder involvement, and continuous improvement. Syarifudin suggests that strategic management can contribute to enhancing educational quality through curriculum development, human resources, infrastructure, student achievements, and reinforcing institutional image.⁴⁷ Meanwhile, according to Rosidin et al., TQM can enhance institutional quality, stakeholder involvement, operational efficiency, and sustainability, but its success depends on capacity investment, responsive leadership, and resource allocation.⁴⁸ The findings at SDIT Safira Green School align with this notion because the school already possesses a quality commitment and teacher involvement, but still requires capacity reinforcement in consistent documentation, data analysis, and digital or manual monitoring.

⁴⁵ V. Podgornik and J. Vogrinc, "The Role of Headteachers, Teachers, and School Counselors in the System of Quality Assessment and Assurance of School Work," *SAGE Open* 7, no. 2 (2017), <https://doi.org/10.1177/2158244017713239>.

⁴⁶ Leonidas Kyriakides and R. J. Campbell, "School Self-Evaluation and School Improvement: A Critique of Values and Procedures," *Studies in Educational Evaluation* 30, no. 1 (2004): 23–36, [https://doi.org/10.1016/S0191-491X\(04\)90002-8](https://doi.org/10.1016/S0191-491X(04)90002-8).

⁴⁷ A. Syarifudin, "Realizing Total Quality Management through Strategic Management Implementation in School," *Al-Tanzim: Jurnal Manajemen Pendidikan Islam* 7, no. 4 (2023): 1177–90, <https://doi.org/10.33650/al-tanzim.v7i4.6787>.

⁴⁸ Asep Rosidin et al., "Implementing Total Quality Management (TQM) in Education: Enhancing Competitive Advantage and Sustainable Performance in Educational Institutions," *AL-ISHLAH: Jurnal Pendidikan* 17, no. 2 (2025): 2289–301, <https://doi.org/10.35445/alishlah.v17i2.6361>.

Quality assurance strategies are also related to public trust in schools. According to Nasikhah, Sultoni, and Rochmawati, internal and external quality assurance play an important role in maintaining school integrity and strengthening community trust.⁴⁹ SDIT Safira Green School demonstrates that the school already possesses trust capital through quality indicators, evaluation forums, and instructional follow-ups. However, if evaluation documentation is not strengthened, the school will face difficulties demonstrating objective evidence regarding the sustainability of improvements. Therefore, quality documentation is not merely an administrative matter, but part of a strategy to build accountability and public trust toward school quality.

Overall, this discussion shows that the implementation of educational quality evaluation at SDIT Safira Green School is in a transition phase from habit-based evaluation practices toward a more formal internal quality assurance system. The research findings reinforce the views of previous researchers that quality assurance requires leadership, teacher involvement, quality mapping, data utilization, gap analysis, root cause analysis, and continuous improvement. However, this study also places a specific emphasis on the fact that ongoing evaluation practices do not automatically translate into a robust quality system if they are not supported by neat documentation. Therefore, the most urgent reinforcement for SDIT Safira Green School is the formulation of formal performance matrices, the standardization of gap analysis formats, the standardization of root cause analysis formats, and the development of follow-up monitoring documents so that the quality evaluation process can run in a more accountable, measurable, and sustainable manner.

CONCLUSION

This study demonstrates that the implementation of educational quality evaluation at SDIT Safira Green School has been carried out across five primary aspects, namely the formulation of quality indicators, monitoring of achievements, gap analysis, root cause analysis, and improvement follow-ups. The formulation of quality indicators was conducted through meetings involving the principal, teachers, and the quality team, with reference to the school's vision and mission as well as education standards. Achievement monitoring was performed through exam results, daily assessments, instructional observations, and evaluation meetings. However, this monitoring has not been optimally articulated within a formal performance matrix that contains baselines and achievement targets. Gap analysis was conducted by comparing actual achievements against targets to determine areas for improvement. Root cause analysis was executed through discussions, the 5 Whys technique, and fishbone diagrams. Improvement follow-ups were implemented through action plans, teacher training, learning method adjustments, and monitoring. Nevertheless, follow-up documentation still needs to be reinforced to render the quality evaluation more systematic, accountable, and sustainable.

The limitations of this research lie in its scope, which only encompasses a single education unit, meaning that the research findings cannot be broadly generalized.

⁴⁹ Nasikhah et al., "Quality Assurance Strategy in Maintaining School Integrity and Community Trust to Strengthen the Foundations of Education Quality."

Furthermore, this study has not involved students, parents, or external parties as data sources. This research also focused heavily on the quality evaluation process and did not measure its direct impact on student learning outcomes. Future research is recommended to involve more schools and a more diverse range of informants. Subsequent studies could also analyze the relationship between quality evaluation and learning outcomes, teacher performance, quality culture, or parental satisfaction.

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