

# IMPROVING EDUCATION QUALITY IN DRIVING SCHOOLS BASED INDEPENDENT LEARNING CURRICULUM INTEGRATED ISLAMIC ELEMENTARY SCHOOLS

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**Abstract.** Indonesia needs to improve the quality of education with various alternatives, one of which is through school movement and an independent learning curriculum. Obstacles to improving education quality include innovation, leadership, human resources, and curriculum. The research aims to analyse the improvement of the quality of education in the school movement by implementing an independent learning curriculum in integrated Islamic elementary schools. The study used a qualitative method with a descriptive approach to the integrated Islamic elementary school Al Fidaa in Bekasi District. Primary data collection techniques are by conducting observations and interviews, while secondary data is obtained from literature and documentation. Primary data sources were obtained from interviews with informants such as school principals and teachers and secondary data from school documents-the validity of the data using triangulation techniques while using descriptive analysis techniques. The study found that the quality of education at the integrated Islamic elementary school Al Fidaa as a driving school by implementing the independent learning curriculum went well. The indicators of education quality that are applied include accreditation, integrated Islamic school network licenses, and an internal quality assurance system. The implementation of the independent learning curriculum is carried out by the Ministry of Education and Culture guidelines, including consultative and asymmetric assistance, strengthening school resources, learning with a new paradigm, data-based planning, and school digitalisation. The improvement in the quality of education is demonstrated by increasing participatory programs and the uniqueness of integrated and innovative Islamic school networks. The research implication is that a better quality of education is determined by applying an innovative curriculum and the motivation of human resources.

**Keywords:** *education quality, independent learning curriculum, innovative, motivation, school movement*

## Introduction

One of the obstacles faced by the national education system is the low quality of education at all levels and educational units, especially in primary and secondary schools (Susanto et al., 2021). The government is aware of this and takes the initiative to improve the quality of national education. However, different parameters of education quality indicate that various government initiatives have not achieved satisfactory results or shown significant improvements. Some schools, particularly in cities, show significant progress in the quality of education, while most others are in a deplorable condition (Gunawan et al., 2022). The driving school program is an effort to realize Indonesia's educational goals by creating students who have the view of Pancasila (Sumarsih et al., 2022). This will lead to an advanced, sovereign, independent, and unique Indonesia. The goal of the driving school program is to help students learn holistically, including improving their skills (such as reading and math) and their character. It starts with good human resources (HR), such as good principals and teachers (Rosad, 2019). The driving school program grew from the previous school

growth program which will help all schools, both public and private, move faster to a higher level so that this model is gradual and will become part of the driving school program throughout the region in Indonesia. Integrated Islamic Schools offer an alternative school model trying to implement implementation methods that integrate general education and religious education for the curriculum structure. National education, including Islamic education, has poor quality, one of which can be recognized by its quality output displayed. Quality graduates who are recognized at the national, regional and international levels. In this context, high-quality graduates have a national education is a must because the program does not produce qualified graduates. Education is not considered an investment in human resources to increase the competitiveness of the nation but is considered a waste in terms of cost, energy and time so it is necessary to have qualified graduates, the steps of the national education system must be sharpened QA (quality assurance) and QC (quality control) (Siregar, 2017).

Currently, the government to implement the Independent Curriculum involves schools in Bekasi Regency as driving schools and SDIT Al Fidaa is one of the driving schools in Bekasi Regency. Where currently given alternative options to implement a curriculum that suits the learning needs of students (Hasibuan et al., 2022). One of them is the independent curriculum that uses various intra-curricular learning whose content is optimized so that students have enough time to investigate concepts and strengthen their competencies. The consequence of the change in the curriculum framework certainly requires adaptation by all elements of the education system by overcoming learning difficulties to make schools a safe, inclusive and fun place to learn (Rahayu et al., 2022). For this reason, driving schools are one of the approaches or alternatives to develop learning outcomes holistically by realizing student profiles that include cognitive and non-cognitive with the advantages of school principals and teachers using 5 approaches. Quality is an absolute and relative concept by explains a high idealism and must be met with high standards and high-value product attributes (Sallis, 2008). Relative quality is not the goal, but the tool that defines or the service is evaluated, i.e. whether it complies with the established standards. Currently, all educational institutions pay more attention to the quality of education that is studied from the aspects of input, process, and Output so that can meet the needs of education service users who are the demands of the community and the development of the times. Quality assurance aims to explain in the form of monitoring, evaluation or quality assessment by focusing on the process of building trust through the fulfilment of minimum requirements or standards related to input components, process components and outputs or outcomes as expected by stakeholders (Nabilah and Abidin, 2022). Thus, Quality assurance is a way of managing all educational activities and resources aimed at giving Satisfaction to customers.

The setting of quality standards in education requires a different approach to standards (standard-based approach), this aims to measure and assess compliance with the standards set out in the Quality Policy (Al-Amri et al., 2020). Institutionally, education quality assurance is one of the general tasks of education administration. As one of the tasks of education management, the education quality system has the duty and responsibility to measure and evaluate the fulfilment of quality standards according to directions or regulations (Wahjusaputri et al., 2021). One form of education quality is accreditation, where the purpose of school accreditation is to recognize the achievement of education quality standards through the issuance of accreditation certificates with a thorough evaluation process of an educational unit or program (Marjuki et al., 2018).

Supervision Education is fundamental both in the administration of city government and state administration by monitoring, assessing and evaluating (Sallis, 2008). Inspection and testing are the most common quality control methods and are often used in training to determine if standards are met. Deep The School Management Guidelines contain sections related to the quality of teaching, including students by looking at learning abilities and motivation, teachers on competence and work ethic, curriculum through learning content and feasibility, appropriate and efficient infrastructure, community involvement of parents, students and schools as participation in educational development. Permendikbud Number 28 of 2016 concerning the Quality Assurance System of Primary and Secondary Education as in a law and regulation that regulates one of the quality assurance systems in Indonesia. Furthermore, the school's internal quality assurance, including SPMI administration and resources, which at least consists of elements of management, educators, and other educational personnel, is needed to ensure the smooth implementation of educational units (Elbadiansyah and Masyni, 2021).

Integrated Islamic Schools that are members of the Indonesian Integrated Islamic School Network (JSIT) are obliged to implement the curriculum standards that have been compiled and set by JSIT. The curriculum standards are an effort to ensure the quality of Integrated Islamic Schools in Indonesia. JSIT's curriculum standards are summarized in a book Quality Standards for the Indonesian Integrated Islamic School Network. In the book, Basic Competencies (KD) for all subjects have been compiled that have been added Islamic values as a distinctiveness of SIT (Cahyono, 2016). In addition, all subjects in carrying out the learning process must be framed with Islamic values (Rosad, 2019). In addition, the standards used for the quality of integrated Islamic schools include graduate competence, cooperation, financing management, infrastructure, content and competence, Islamic religious education, student development, process, evaluation and assessment, educators and education personnel and infrastructure. For this reason, measuring the license of Integrated Islamic Schools that are members of JSIT through administrative checks and direct observation of factual realities in the field, the achievement of the quality culture of Integrated Islamic Schools by the quality standards set by JSI carried out by BLSIT is called Licensing. Licensing is a systematic effort to see the factual reality of the achievement of the quality culture of licensed SIT which includes 11 National Education Standards, so that later from the facts in the field that have been visited, in the end the school will get objective and constructive assessments, records, and input on improvement from the assessor on duty. Through the licensing process, it can be found how far the Integrated Islamic School institution has implemented the curriculum quality standards that have been set by JSIT and also to find out the weaknesses and advantages or peculiarities of the school. Based on the problems and previous research studies, this study aims to analyse the improvement of the quality of driving schools through the implementation of the independent learning curriculum in Islamic elementary schools which has been regulated by the guidelines of the Ministry of Education and Culture and the school internal quality assurance system.

## Materials and Methods

This study uses a qualitative method with a descriptive approach. Primary data sources were obtained from interviews with informants as principals and teachers on

December 23, 2022, while secondary data was obtained from library sources sourced from institutional reports, research books and journals, and documentation obtained from internal school data. Data analysis uses triangulation techniques with the stages of data collection, data presentation, data reduction and conclusion-making (Raco, 2018). This type of qualitative research is carried out with the author's consideration, namely focusing on quality, more detailed and in-depth, the research findings can describe a realistic view of the social world experienced by the informants, which cannot be quantified, the data collection procedure is adjusted to field conditions and the interaction is carried out in the language used by the daily resource persons. The research stage begins with observation and then interviews are carried out. Meanwhile, data analysis by explaining the research findings descriptively then carried out a literature study approach to explain the phenomena that occur in the field.

## **Results and Discussion**

### ***Profile of Al Fidaa integrated Islamic elementary school***

An Integrated Islamic School adheres to JSIT, or the Integrated Islamic School Network Concept Standard Policy, which defines it as "a structured Islamic school by integrating Islamic values and teachings in the curriculum building with an effective learning approach and optimal and cooperative engagement between teachers, parents, and the community to foster the character and competence of students." The operational concept of the Integrated Islamic School is based on the accumulation of assimilation and inheritance of Islamic religious teachings, Islamic culture, and Islamic civilization from one generation to the next. In Integrated Islamic Schools (SIT), the word "Integrated" functions as a *taukid* (reinforcer) of Islam. The argument is that Islam is whole and not fragmented; *syumuliah* not *Juz'iyah*. As a "resistance" to secular understanding, dichotomy, and *juz'iyah* is the driving force of the *da'wah* movement in the realm of education (Lubis, 2018). The integration of teaching strategies is also emphasized in Islamic schools to improve student performance across all dimensions of cognitive, emotional, and conative learning. The consequence of this merger requires the creation of multifaceted instruction methods that utilize a variety of adaptable instructional media and materials. Learning strategies prioritize strategies that activate and promote equal optimization of the left and right brains. Given this, teaching at SIT should use one of two approaches: (a) an approach that emphasizes problem-solving skills such as critical thinking, systematic analysis, logical reasoning, and the ability to come up with workable solutions; or (b) that emphasizes creative skills such as originality, adaptability, fluency, and imagination. Knowledge and practice of doing things that help oneself and society (Mualimin, 2017).

Founded in 1999 by H.M. Rimbang Kartono, the Al Fidaa Cendikia Islamic Foundation is responsible for the implementation of Al Fidaa Integrated Islamic Elementary School. True to the spirit of its name, "devotion," the Al Fidaa Cendikia Islamic Foundation has a long and illustrious history of service, with the overarching goal of promoting global peace and prosperity and training the most capable leaders for Indonesia. The Al Fidaa Cendikia Islamic Foundation was established on the site of a motorcycle repair shop, which occupies a land area of about 100 square meters and contains one classroom. SDIT School now has 35 students and several teachers, including Nurdin Rivaldy, S.Ag, and M.Psi, all of whom are the children of H.M. Rimbang Kartono. The Al Fidaa Cedikia Islamic Foundation now has a land area of

about 5000 m<sup>2</sup>, with a building area that continues to grow and adequate facilities and infrastructure. Apart from the Al Fidaa building of about 300 square meters of land and buildings, the campuses are also part of this complex. which is located relatively close to the Al Fidaa structure. Jl Damai N.08 Setia Mekar Tambun Selatan, Bekasi Regency 17510 is the place where the Al Fidaa Cendikia Islamic Foundation was established. Making children have emotional and spiritual intelligence by providing an example based on the Qur'an and Hadith is the core of the Dhikr approach of the Al Fidaa Cendikia Islamic Education Foundation. Muslim intellectual scientists can be nurtured by the integration of scientific rationalism (philosophy of science) and active learning. Leadership development, instilling the spirit of leadership in the younger generation as the personification of "Khalifah Fil Ardh" and "Rahmatan Lil Alamin", is emphasized through various activities, including outings, dynamic groups, and so on.

Al Fidaa Integrated Islamic Elementary School Bekasi is currently headed by Dadan Hamdani, M.E.I with a vision of "Leading Modern Schools that Give Birth to a Generation with Islamic Morals, Mentally Tough, Accomplished and Global Perspective" has led SDIT Al Fidaa to become a driving school that has implemented the independent curriculum and become a reference for other schools in implementing the independent curriculum. Currently, the independent curriculum is still being gradually implemented by SDIT Al Fidaa by continuing to coordinate with the education office.

### ***Implementation of the independent learning curriculum in driving schools***

The Head of SDIT AL Fidaa explained "that the opportunity provided as a driving school is a high value of struggle to advance the school, especially the quality of education". The position requires someone who can steer the school in the right direction and motivate many of its parts to improve their methods and results to produce competent graduates. Of course, author do understand that a "driving school" does not have to be a large institution with all policies and infrastructure needed to be led by a principal who has completed the necessary "driving school training", and that principal is tasked with carrying out positive reforms in the educational climate in their respective communities. Based on this belief, researchers argue that a good principal in a smaller school will be able to advance his institution; This is even though the schools visited by researchers are small in size and have few resources, such as few teachers and non-existent libraries. Modifications that encourage parents to enrol their children in the institution. As per the opinion of Saputra et al. (2022) as a school, it is required to think and act with a system approach to achieve the effectiveness and efficiency of the policies set.

The goal of independent learning is to restore local control over education by removing unnecessary restrictions on how schools can use curriculum standards for evaluation. Teachers with these abilities can create a positive learning environment and effectively incorporate technology into their lessons. Teachers who want to retire are also willing to learn to improve their performance, and even school caregivers are trained to use IT at the driving school, thanks to the support they receive from the principal and his colleagues. As stated by the teacher, "we feel that there are obstacles in the implementation of the independent learning curriculum at our school, namely teachers or human resources by inviting a change in the way of thinking to carry out an innovative paradigm of change and the role of the principal is important to manage existing human resources to achieve the quality of education". SDIT Al Fidaa has

mostly implemented the five interventions from the Ministry of Education and Culture and some are still in the process, namely the mentoring process which continues to be carried out for 3 years. The intervention process carried out by SDIT Al Fidaa is as follows.

### ***Consultative and asymmetric assistance***

SDIT Al Fidaa has implemented a driving school program that aims to improve the quality of education in the school. This program involves a consultative and symmetrical mentoring process for 3 years. This mentoring process is carried out in several stages, including training and facilitators. The initial stage of training was carried out for 3 months involving a learning committee consisting of the principal, two teachers, and supervisors. During the training, students were given an understanding of the concept and profile of Pancasila students. After the training stage is completed, assistance is carried out by facilitators who are expert trainers. Regular meetings are held once a month involving a facilitator named Abdul Halim. During the mentoring, an online workshop and operational management management (PMO) were also conducted by the operational management working group. The driving school program began in 2022-2023 with a target of completion in 2024-2025. Registration is carried out in June-July 2022 and mentoring starts from September to November 2022. Some of the teachers who will be companions include Mrs. Djamilatun Niswah, S.Pd.Ia for the lower grades, Mrs. Fitriah, S.T. for the upper grades, and Mrs. HJ Neni Sri Kurnaeni, S.Pd as supervisors, the three of them as the learning committee. Thus, mentoring is the initial stage in achieving educational goals, for it is necessary to be sustainable in stages that involve all parties so that the assistance carried out is by the expectations and goals achieved (Astuti et al., 2020). With the driving school program carried out through a consultative and symmetrical mentoring process, it is hoped that the quality of education at SDIT Al Fidaa can gradually improve.

### ***Strengthening human resources***

SDIT Al Fidaa has implemented a program to strengthen school human resources as one of the stages in the driving school program. This program is carried out through a mentoring process involving a learning committee consisting of the principal, two teachers, and supervisors. During the mentoring, in-house training (IHT) so that teachers can understand the implementation of the independent curriculum. The initial stage of the training was carried out to introduce the concept and objectives of the school's human resource strengthening program. For this reason, practical training is very necessary, especially the mentoring process by the facilitator which aims to assist teachers and principals in applying the concepts that have been learned in the initial training (Sulastri et al., 2020). The implementation of the school human resource strengthening program is carried out in the 2022-2023 school year with a focus on grades 1 & 4, in 2023-2024 grades 2 & 5, and in the 2024-2025 school year grades 3 & 6. This program has been delivered six times to ensure maximum understanding and implementation. Furthermore, the scanning and knowledge transfer process is carried out in other schools that have not yet become driving schools. SDIT Al Fidaa is determined to foster five other schools, namely SDIT Menara Kuwait, SDS Al Mugni, SDIT Assalam, SD Islam Embryo Inspirator, and SDIT Al-Hakim. The scanning process is carried out through workshops, training, in-house training, and discussions.

Currently, SDIT Al Fidaa is still collecting data and preparing for the 2023-2024 school year which will be carried out by the scanning program. To support the implementation of the scanning program, the driving school will receive a scanning School Operational Assistance (BOS) for the cost of implementing the scanning program with an unknown value. With the school human resource strengthening program carried out through the mentoring and scanning process, it is hoped that the quality of education at SDIT Al Fidaa can improve significantly and can also affect the quality of education in other schools that are fostered. Hopefully, this program can run smoothly and successfully in achieving its goals.

### ***Learning as a new paradigm***

SDIT Al Fidaa has carried out a new paradigm learning with a focus on strengthening student competencies and strengthening the character of Pancasila student profiles. To achieve this goal, they carry out several stages of learning. First, the creation of administration, learning CP, module syllabus, and learning objectives (ATP) is carried out so that the learning process runs in a structured and directed manner. Furthermore, the learning process is carried out with the principle of differentiation which prepares various learning media to meet the learning needs of different students. One of the learning methods used is P5 project-based learning. This learning focuses on developing students' character and general competencies by involving the community outside of classroom activities. Learning is carried out by considering the needs and environment of the school. For example, students are taught to get to know regional foods, with planning flows, stages, time schedules, practices, and evaluations. After completion, students will make programs and proposals which will then be held work titles that have been planned for the 2023-2024 school year. In the same case revealed Nugraha et al. (2020) that to avoid difficulties in the learning process, both students and teachers, evaluation and supervision are needed, and both the learning system and the curriculum are applied so that innovations or paradigms that are more relevant are found. SDIT Al Fidaa has also designed a learning program that is by the competence and resources of its school. For example, grade 1 will complete Tahsin al quran and will hold a year-end plan session as a working title. Meanwhile, grade 4 will make an anthology book about local wisdom, namely traditional games. With this new paradigm of learning, it is hoped that students can develop strong competencies and characters, as well as be able to adapt to changes in the environment that continues to develop.

### ***Data driven planning***

Data-based planning is very important for education units to identify shortcomings and advantages in the quality of education provided. To realize data-driven planning, schools can adopt school-based management programs. The program allows schools to make plans based on self-reflection, which comes from school reports that reflect the existing quality of education. This school report can be in the form of a report card consisting of the results of a survey conducted by the Ministry of Education and Culture, both by teachers and principals using certain applications, as well as the results of AKM for grade 5 students obtained from Dapodik. The data obtained from this report then becomes the basis for making further improvements in program planning that will be reviewed in a mentoring session by UPT and/or expert trainers. For this reason, in education, careful and systematic planning is needed to know the basis and goals to be

achieved so that data becomes important in decision-making (Saputra and Fauzi, 2022). School program planning made based on school reflection data is known as the abbreviation KOSP. The program includes the identification of shortcomings, advantages, and potentials that schools can develop. In addition, this program is a reference in planning the utilization of BOS performance to determine how much budget will be used for school development, human resources, school digitalization, and others. The criteria for the education report card consist of red, yellow, green, and blue. Each colour has its meaning, for example, red indicates things that need to be fixed immediately, yellow indicates things that still need attention, green indicates things that are already good, and blue indicates things that are very good and are a good example to follow. Thus, data-based planning can help schools to improve the quality of education provided to students.

### ***School digitalization***

SDIT Al Fidaa has digitized schools using various digital platforms provided by the Data and Information Center (Pusdatin) of the Ministry of Education and Culture. The goal of using this platform is to increase efficiency, reduce complexity, and increase inspiration and customized approaches. Schools have used several platforms such as teacher platforms for profile and competency development, teacher platforms for learning, school resource platforms, and education report card dashboards. The school has used the platform of Independent Teaching (PMM) teachers to improve teacher competence and reference. In addition, the school also uses dashboard Education report cards that provide an overview of the education system that has been implemented in schools. This education report card dashboard has criteria that are distinguished by red, yellow (needs development), green, and blue (has developed well). For this reason, as part of the demands of the school, the driver of the digitalization indicators of schools and learning pays great attention so that this reference can provide an expansion and impact on the process and learning itself and develop the world of education as culture in Islamic values (Nugraha and Fauzi, 2020). In addition, SDIT Al Fidaa also utilizes a school resource platform, namely the School Procurement Information System (SIPLah) which makes it easier for schools to use goods and services provided by the government online. With this school digitalization, it is hoped that the efficiency of school activities, learning, and school development administration can increase significantly.

### ***Internal quality assurance system***

The SDIT Al Fidaa quality assurance system that has been implemented so far consists of 3 components, namely: (1) Accreditation, which is a quality assurance system implemented by the National Accreditation Board (BAN) from the Education Office; (2) Licensing is a quality assurance system implemented by the Indonesian Integrated Islamic School Licensing Agency (BLSIT); (3) SPMI Al Fidaa is the Al Fidaa Internal Quality Assurance (SPMI) system implemented by the Al Fidaa Cendikia Islamic Foundation. The Accreditation Quality Assurance Program that has been implemented during the last 4 periods, namely the following (*Table 1*). Based on *Table 1*, the quality assurance program activities based on the accreditation show that the value of SDIT Al Fidaa Accreditation has a very good category, meaning that the entire learning process organized by SDIT Al Fidaa is very good in meeting national education quality standards based on 8 existing education standards. On September 5-6,



2022, Al Fidaa Bekasi Integrated Islamic Elementary School for the first time participated in the license carried out by the Indonesian Integrated Islamic School Licensing Agency (BLSIT) from the Indonesian Integrated Islamic School Network (JSIT), after conducting an administrative and school quality assessment process based on direct observation to the school, both classroom learning observation and direct observation with students, finally BLSIT determined that SDIT Al Fidaa get a license with a good category on BAND 4 which is valid until 2027. This indicates that with the better licenses obtained, of course, it will provide a higher level of assessment components to the community (Ijah et al., 2021).

**Table 1.** *Quality assurance program activities based on accreditation.*

Activity	Timeline		Value	Assessment grade	Result category
	Determine	Time			
Accreditation	2005	2009	98	A	Very Good
Accreditation	2009	2014	98	A	Very Good
Accreditation	2014	2019	98	A	Very Good
Accreditation	2019	2024	97	A	Excellent

The license category is one of the criteria used to assess the efficiency and reliability of the program according to *Table 2*, specifically the Assessment Standards section. The primary side is made up of seven standard components, while the secondary side is made up of four standard components. with a total of 11. Some of these requirements, such as for Islamic religious teaching, student growth, and successful collaboration, differ from those used by BNSP, as described in the results. These results highlight the distinctive characteristics of integrated Islamic schools using a JSIT-accredited process, which emphasizes the requirements of Islamic religious education, student growth, and teamwork. Then, see what the JSIT Indonesia Integrated Islamic School Licensing Agency found in their evaluation. The standards used, namely graduate competency standards, Islamic religious education, student development, processes, and education and education staff, all received a BAND score of 5 in the primary aspect. Band 4 performers only need to meet two requirements to pass: content and assessment. This means that the five standards in the primary realm have excellent quality, but the content and assessment standards are still not optimal, so there are still things that need to be improved and optimized (*Table 3*).

**Table 2.** *Standard components of the license.*

No	Aspect	Standards	Band
1	Primary	Graduate Competencies	5
2		Standards Of Content	4
3		Islamic Education Management	5
4		Student Development	5
5		Process	5
6		Assessment	4
7		Educators And Education Personnel	5
8	Secondary	Infrastructure	5
9		Management	4
10		Financing	5
11		Partnership	5

**Table 3.** *License category.*

Criteria	Category
Band 5	A (Very Good)
Band 4	B (Good)
Band 3	C (Enough)

In the standard of coaching, students have a BAND of 5 which makes it interesting. This standard applies directly to students, including the design and development of conventional or modern digital teaching and learning processes (Dwintari, 2018). The Islamic religious education standard, which is one of the peculiarities of the SIT curriculum, also has BAND 5, showing that the quality of the religious curriculum implemented at SDIT Al Fidaa is above the standards determined by the Indonesian Integrated Islamic School Network. In addition, the Process Standards, Graduate Competency Standards, and Education Standards and Education Personnel also have a BAND 5 showing that the quality of the educational process and its teaching staff have very good qualifications above the standards determined by JSIT. However, there are still things that must be improved to be maximized in terms of quality, namely content standards and assessment standards. Because BLSIT not only assesses administratively and programmatically but also assesses the quality of morals and character of its students. Therefore, SDIT Al Fidaa must continue to improve its student assessment program and strengthen its educational content standards to be more optimal in providing educational services to the community as a modern and Islamic educational institution. For this reason, three stages are needed to be carried out by SDIT Al Fidaa as per the opinion Elbadiansyah and Masyni (2021) that the implementation of an internal quality assurance system requires standard operating procedures (SOPs) that are adjusted to the existing school environment conditions. In addition to Accreditation and Licensing, the Al Fidaa Internal Quality Assurance System (SPMI) is also carried out where the Foundation is the implementer through a special team formed as an assessor. This team is tasked with conducting management coaching every month and conducting an assessment of licenses or SPMI Al Fidaa every year. The purpose of this activity is none other than to maintain the quality of the school and improve it so that it is better and at the forefront of achieving the vision of the school that has been determined.

On the *Table 4*, it can be seen that the results of the Internal License or SPMI Al Fidaa show very good results (BAND 5), where each standard is superior with a BAND value but there is 1 standard that has a BAND value of 4 (good), namely Business and Cooperative Standards because there is a record of weaknesses in terms of cooperative management that is not optimal (*Table 5*). Based on the presentation of the teacher professionalism development program above and the results of the school quality assurance program carried out by SDIT Al Fidaa, show a very close relationship, making it easier for SDIT Al Fidaa to realize its vision in the future. Thus, the results explain that teacher professionalism plays a very important role in the development and improvement of quality between institutions in realizing the future vision of educational institutions as the value of education quality (Buchanan et al., 2022).

**Table 4.** Components of the standard license/SPMI SDIT Al Fidaa.

No	Aspect	Standards	Band
1	Primary	Graduate Competencies	5
2		Standards Of Content	4
3		Islamic Education Management	5
4		Student Development	5

5		Process	5
6		Assessment	4
7		Educators And Education Personnel	5
8	Secondary	Infrastructure	5
9		Management	4
10		Financing	5
11		Partnership	5
12		Media	5
13		Secretarial and Legal	5
14		Business and Cooperation	4
15		Human Resources	5

**Table 5.** License category.

Criteria	Category
Band 5	A (Very Good)
Band 4	B (Good)
Band 3	C (Enough)

## Conclusion

Improving the quality of education is the main standard for driving schools by implementing the independent learning curriculum according to the guidelines of the Ministry of Education and Culture. The education quality improvement program is aimed at SDIT Al Fidaa as a driving school through superior accreditation, integrated Islamic school network licenses, and an internal school quality assurance system. The independent learning curriculum is implemented through consultative and asymmetric assistance, strengthening school resources, learning with a new paradigm, data-based planning and school digitalization. The research implies that the better implementation of the independent learning curriculum in driving schools will improve the quality of participatory, unique and human resource-oriented education. Further research is expected to be carried out with a quantification approach from the five driving school approaches so that it completes the scientific treasure and is easy to measure and evaluate.

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## Conflict of interest

The authors confirm that there is no conflict of interest involved with any parties in this research study.

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