



Evaluation of SPMI-Based Education Quality Supervision Programs in Rural and Remote Public Elementary Schools

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Abstract: This study aims to analyze the implementation of context evaluation, input, process, and product in the SPMI-based education quality supervision program evaluation activities at public elementary schools in East Lombok Regency. This study employed a qualitative approach using the CIPP model. The subjects of this study consisted of key informants, namely principals, and supporting informants, including teachers, school education quality assurance teams, and students. Data were collected through in-depth interviews, observations, documentation, and literature studies. The data analysis technique utilized an interactive analysis model comprising three main components: data reduction, data presentation, and drawing conclusions or verification. The results show that input aspects face challenges, particularly in teacher availability and infrastructure, while financial support is sufficient. The process aspect demonstrates improvements through the consistent implementation of the SPMI cycle, supported by principals, teachers, and TPMPS teams. Product evaluation indicates progress in several National Education Standards, including graduate competencies and school management, although issues persist in content and infrastructure standards. Overall, the program's effectiveness depends on strong input quality and process execution to produce optimal educational outcomes in a sustainable and integrated manner.

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Introduction

Education is one of the fundamental pillars in building a nation's civilization. The enactment of Law Number 20 of 2003 concerning the National Education System in Indonesia has become a constitutional foundation for the implementation of quality education that is equitable, relevant, and efficient. This law affirms that the goal of national education is to develop the potential of learners to become human beings who believe in and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens (Kemendikbud, 2003). Realizing these goals requires systematic and sustainable efforts from all educational institutions in improving the quality of education through supervision and evaluation.

Supervision plays a vital role in supporting the achievement of national education goals. As explained by Ma'sum (2017), supervision is essentially an effort to achieve predetermined expectations and requires the role of a supervisor who is democratic, cooperative, and able to adjust strategies according to the characteristics of the teachers being guided. Supervision in education is not merely a control mechanism, but rather a fostering



process that aims to improve the professional competencies of educators and the quality of learning outcomes (Rahman, 2021). Through proper supervision, the identification of teaching-learning issues can be followed up with appropriate interventions to achieve optimal educational outcomes (Suryani, 2015).

In this context, evaluation becomes an inseparable part of the supervision process. However, evaluation is often misunderstood as limited to assessment activities, such as formative or summative tests. In fact, as Wand and Brown (in Sulistiyan, 2009; Anas, 2016) assert, evaluation is a broader action that includes determining the value and quality of an educational program. Assessment is only a subset of evaluation, while evaluation encompasses a comprehensive process to assess inputs, processes, and outputs in education. Therefore, program evaluation is a critical component in the ongoing improvement of education quality (Iqbal, Marpaung & Maulida, 2024).

To ensure continuous improvement, the Indonesian government has mandated quality assurance as an essential mechanism in education. According to Government Regulation Number 13 of 2015, each educational unit is required to implement a quality assurance system that aligns with or exceeds the National Education Standards (SNP). These standards include eight dimensions: content, process, graduate competencies, educators and educational staff, facilities and infrastructure, management, financing, and assessment standards (Kemendikbud, 2015). Quality assurance must be systematic, staged, and planned through quality programs that are well-targeted and time-bound (Asmara, 2021).

The concept of quality assurance as emphasized by Djama'an (2016) and Setiyo (2021) is not merely a technical requirement, but a cultural commitment to ensure that every educational process is carried out meticulously to yield the best results. Schools are not only required to comply with standards, but also to build a quality culture through collaboration among stakeholders, often termed a "whole school approach." As Cavanagh (2024) notes, this approach is effective when all members of the school community share the vision of quality improvement and work together to implement sustainable innovations.

To strengthen this initiative, the Ministry of Education and Culture introduced the Primary and Secondary Education Quality Assurance System (Sistem Penjaminan Mutu Pendidikan - SPMP) through Regulation Number 28 of 2016. SPMP consists of two main components: (1) External Quality Assurance (Sistem Penjaminan Mutu Eksternal/SPME), involving oversight by external institutions such as accreditation bodies and local governments, and (2) Internal Quality Assurance (Sistem Penjaminan Mutu Internal/SPMI), which is implemented within each educational unit by its internal stakeholders (Kemendikbud, 2016). SPMI requires schools to independently execute quality improvement cycles consisting of planning, implementation, evaluation, and follow-up, with the ultimate goal of fostering a sustainable quality culture.

Despite this normative framework, the implementation of SPMI in many schools, especially in rural and remote areas such as Sambelia District in East Lombok, faces significant challenges. Based on field observations and the researcher experience as a coordinator of school supervisors in the region, many school leaders perceive SPMI as a temporary project rather than an institutional obligation. The limited understanding of SPMI among principals and teachers has led to poor implementation and minimal follow-up on quality assurance efforts. Even schools designated as "model schools" often fail to fulfill their responsibility to assist neighboring schools, further hampering equitable distribution of quality improvement practices (Rochanah, Mulyani & Mulyanti, 2022).

Moreover, the implementation of SPMI requires comprehensive data collection and analysis as a basis for developing effective quality programs. Schools are expected to conduct



a quality mapping process that includes evaluating all aspects of the eight SNPs to determine areas of strength and weakness. This process should be followed by data-informed planning to develop targeted and realistic improvement programs (Al Ghifari & Deshinta, 2024). Without reliable baseline data and a clear planning framework, schools may struggle to allocate resources effectively and sustain improvement efforts (Sridana, Wilian & Setiadi, 2018).

Institutionally, various stakeholders have a role in ensuring the success of SPMI implementation. These stakeholders are expected to provide guidance, monitoring, supervision, and facilitation to support the schools in achieving the national standards (Kemendiknas, 2009). However, in Sambelia District, East Lombok, this collaborative system has not been fully realized. Local governments and related institutions often lack the strategic coordination and consistent commitment needed to guide and oversee school improvement processes. As a result, many schools operate in isolation, without adequate support in implementing quality assurance measures, especially in understanding the technical procedures of the SPMI cycle or in aligning school improvement plans with the SNP framework.

Several prior studies support the importance of program evaluation in educational supervision. Hamid (2014) found that academic supervision significantly enhances teacher performance and learning quality, highlighting evaluation's role in identifying implementation gaps and supporting continuous improvement. Similarly, Ma'sum (2017) emphasized that supervision should prioritize coaching and mentoring, with supervisors acting as partners in professional development. Maralih (2014) also stressed that effective teacher performance and instructional quality rely on ongoing, supportive supervision rooted in cooperation and mutual respect. In the same vein, Sola (2018) asserted that supervision should harness human potential and focus on visionary, improvement-oriented leadership, where principals empower rather than micromanage educators.

Thus, the objective of this study is to analyze the implementation of context evaluation (situation and needs), input evaluation (resources and strategies), process evaluation (procedures and execution), and product evaluation (results and impact) in the supervision of the SPMI-based education quality assurance program. It is expected that the findings of this research will contribute significantly to the improvement of school management practices, the enhancement of teacher performance, and ultimately the fulfillment of national education standards in rural and underprivileged areas.

Research Method

This study employed a qualitative research approach with a descriptive-analytical method (Creswell & Poth, 2018) to obtain a detailed, systematic, and accurate picture of the implementation of the SPMI-based education quality supervision program in public elementary schools in Sambelia District, East Lombok. As emphasized by Moleong (2014), qualitative research aims to understand phenomena in their natural setting by focusing on the meaning attributed by individuals or groups. The research was carried out through several stages, including the determination of the evaluation focus (SPMI-based supervision), identification of analysis units (schools and internal quality assurance actors), access planning and field entry, selection of appropriate data collection techniques, identification of data analysis methods, presentation of findings in narrative form, and conclusion drawing in a reflective manner. This study adopted the CIPP model consisting of four components: context, input, process, and product. Nineteen public elementary schools across four clusters



were selected purposively using a cluster summation technique, with school principals as key informants and teachers, students, and TPMPS members as supporting informants.

To obtain comprehensive and credible data, three main techniques were used: in-depth interviews, observations, and document analysis. The data obtained were analyzed using Miles and Huberman's (1992) interactive model, which includes data reduction, data display, and conclusion drawing or verification. The analysis was inductive, allowing patterns and themes to emerge directly from the field, and was carried out in a cyclical, reflective manner throughout the data collection process.

Results and Discussion

Context Evaluation of the SPMI-Based Education Quality Supervision Program

The context evaluation in this study aimed to identify educational quality supervision programs in Sambelia District that had not yet been achieved, as well as to explore program targets that were successfully planned and implemented in subsequent periods. This aligns with Arikunto & Jabar (2018) view that context evaluation involves a comprehensive analysis of the environment and identification of unmet needs that hinder program implementation. In this case, the lack of achievement was indicated by school quality scores that remained within the range of 0 to 5.06, placing schools within the 1-star to 3-star categories on the national quality report card.

To clarify, the achievement levels on the Indonesian School Quality Report Card (Rapor Mutu) are classified as follows: 0–2.04 corresponds to 1 star (20%), 2.05–3.70 to 2 stars (40%), 3.71–5.06 to 3 stars (60%), 5.07–6.66 to 4 stars (80%), and 6.67–7.00 to 5 stars (100%). In this study, schools with achievement scores above 60% (≥ 3.71) were considered to have met the minimum performance threshold for program success. Any score below this level indicated areas where program objectives were not achieved and warranted further evaluation. Field data collected from quality achievement scores based on the eight National Education Standards (Standar Nasional Pendidikan/SNP) revealed several areas of concern. In Standard 1 (Graduate Competency), four schools failed to meet targets related to the implementation of student creativity and skills programs inside and outside the classroom. For Standard 2 (Content Standard), six schools did not meet expectations regarding the development of learning instruments that integrate attitudes, knowledge, and skills, nor in compiling the School-Based Curriculum (KTSP) in accordance with regulatory guidelines. In Standard 3 (Process Standard), three schools lacked progress in enhancing teacher competency in using varied teaching methods, learning media, and learning resources.

Further deficiencies were noted in Standard 4 (Assessment Standard), where five schools fell short in conducting authentic assessments and developing valid and reliable assessment instruments. In Standard 5 (Educators and Education Personnel), six schools failed to meet teacher-to-class ratios and lacked librarian personnel. In Standard 6 (Infrastructure and Facilities), six schools struggled to organize libraries, classrooms, administrative rooms, UKS (school health units), canteens, parking areas, storage rooms, and prayer facilities adequately. For Standard 7 (Management Standard), five schools had not involved stakeholders in school planning, lacked school management guidelines, and demonstrated weak management information systems (MIS). Finally, Standard 8 (Financing Standard) saw one school unable to structure its financial reporting system appropriately.

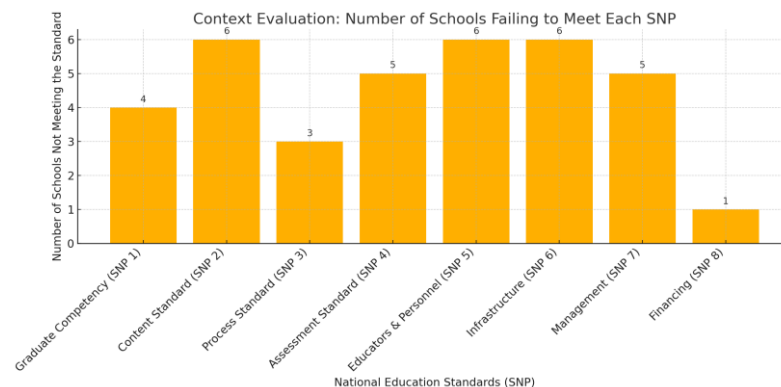


Figure 1. Number of Schools Not Meeting Each SNP in the Context Evaluation

The pattern that emerged from this evaluation suggested that the most commonly unachieved areas involved the standards of educators and staff (Standard 5), infrastructure and facilities (Standard 6), and school management (Standard 7). The recurrent issues within these standards revolved around staffing adequacy, infrastructure provision, and insufficient stakeholder involvement. Interestingly, school principals reported that many of the unachieved targets—particularly those concerning teacher deployment, facility development, and internal management—could actually be addressed relatively easily, given that they fall directly within the authority of the school and do not require external stakeholder involvement.

Further insights were obtained through in-depth interviews with principals who served as key informants. When asked whether teachers in their schools understood the eight SNPs, most principals responded that their teachers were “familiar with the eight SNPs, although a more in-depth understanding is still needed,” or that “the standards are mostly understood.” To support teacher understanding, principals implemented several strategies, including organizing internal meetings, providing guidance through peer tutor systems, revisiting and discussing each standard collectively, and assigning specific SNP indicators to teachers for individual study and collaborative reflection.

In terms of internal efforts made to achieve the SNPs, responses included conducting School Self-Evaluations (EDS) based on the latest school quality reports, mapping strengths and weaknesses from EDS results, and developing follow-up programs to address gaps in standard achievement. Several principals cited initiatives such as improving student academic performance, ensuring smooth student transitions to secondary education, and implementing transparent financial management practices. Additional measures included involving parents by providing them with information about the eight SNPs and building synergy among all school stakeholders to create a shared commitment toward achieving the standards.

The collected responses provided a clear picture that both model schools and SPMI impact schools in Sambelia District possess a reasonably good level of understanding regarding the eight SNPs. This implies that, at the level of awareness and conceptual comprehension, school principals—who serve as instructional leaders and supervisors within their institutions—are capable of interpreting the national standards and identifying what is required to meet or exceed them. Nevertheless, despite this understanding, the realization of certain program components remains hindered by contextual challenges, resource limitations, and varying levels of internal commitment and leadership capacity.

The findings of this context evaluation reinforce a broader trend observed in Indonesian education, where disparities in leadership capacity, resource allocation, and stakeholder involvement significantly affect the implementation of internal quality assurance



frameworks like SPMI. Research by Mulyasa (2013) and Prasojo & Suparno (2019) highlights that effective school-based quality assurance is strongly influenced by the principal's leadership and the school's ability to conduct data-based planning through self-evaluation and quality mapping. While school leaders in Sambelia District have demonstrated a reasonable understanding of the eight National Education Standards (SNP), the challenge lies in translating this understanding into consistent actions supported by adequate staffing, infrastructure, and managerial competence. As Suyatno et al. (2020) argue, the cultural shift from administrative compliance to reflective, standards-based school improvement is essential but often constrained in under-resourced contexts.

Moreover, the limited stakeholder engagement noted in several schools mirrors findings from Rahman and Widodo (2018), who emphasize the critical role of parents, school committees, and community actors in achieving meaningful and sustainable improvements in educational quality. The absence of systematic involvement from stakeholders weakens the school's capacity to sustain progress, particularly in the standards of management and infrastructure. This indicates the need for continuous capacity-building initiatives and structured guidance from supervisory bodies, aligning with the “whole school approach” advocated by Cavanagh (2024).

Input Evaluation of SPMI-Based Education Quality Supervision Program

The input evaluation in this study was conducted to obtain detailed information regarding the availability and quality of resources within each educational unit, which directly influence the success of program implementation. One of the key input components evaluated is human resources, which in the context of this research refers to teachers, school staff, and principals. Human resources are understood as a combination of intellectual capital—comprising knowledge, experience, and professional judgment—and physical capacity in the form of technical skills and abilities. Among all school resources, teachers and staff are the most critical factors in driving program effectiveness and achieving educational goals.

Field data indicates a clear disparity between the existing number of personnel and the actual needs across schools, revealing a significant shortage or mismatch of human resources in most public elementary schools in Sambelia District. This imbalance adversely impacts the implementation of the SPMI-based supervision program. When analyzed using the National School Quality Report Card scoring system, which ranges from 0–2.04 (1 star), 2.05–3.70 (2 stars), 3.71–5.06 (3 stars), 5.07–6.66 (4 stars), and 6.67–7.00 (5 stars), none of the schools met the minimum program achievement target of 60% or above (equivalent to 4 stars) in the standards of Educators and Education Personnel as well as Facilities and Infrastructure.

The data collected from six public elementary schools clearly illustrates the magnitude of the human resource challenges faced in the study area. Among these schools, only SD Negeri 2 Sambelia had an adequate number of teaching staff that aligned with the required number of study groups or class clusters. In contrast, the other five schools experienced varying degrees of teacher shortages. Based on national education guidelines, the ideal number of teachers in an elementary school should be equivalent to the number of classes plus two additional personnel, to ensure adequate instructional delivery and support for administrative and extracurricular programs. The specific teacher requirements for each school are as follows: SD Negeri 1 Belanting requires 13 teachers; SD Negeri 5 Belanting, 8 teachers; SD Negeri 1 Obel Obel, 8 teachers; SD Negeri 3 Obel Obel, 8 teachers; SD Negeri 2 Sambelia, 14 teachers (which it has fulfilled); and SD Negeri 7 Sambelia requires 9 teachers. These figures indicate a significant gap in human resources that potentially hampers

the effective implementation of educational programs and the achievement of national quality standards in the region.

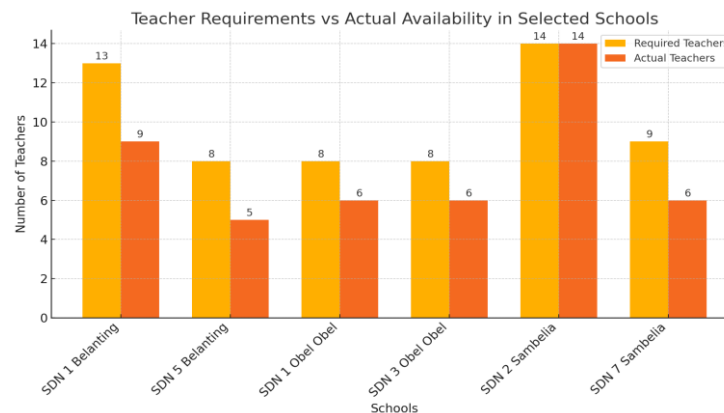


Figure 2. Comparison of Required and Actual Number of Teachers

In contrast to the human resource constraints, the financial input for program implementation—particularly through the School Operational Assistance (BOS) scheme—is considered adequate. Funding allocation is based on the total number of enrolled students in each school, as outlined in the Regulation of the Minister of Education and Culture Number 3 of 2019 concerning Technical Guidelines for Regular BOS. Article 3 of the regulation states that BOS aims to assist with the operational costs of delivering education. Article 4 further clarifies that the allocation for each school is calculated by multiplying the number of students by a unit cost, which for elementary schools is IDR 800,000.00 per student per year. These funds are to be managed directly by schools through a School-Based Management (SBM) approach, and are designated specifically to support and improve the quality of educational services.

Based on the findings of this input evaluation, it is evident that while financial resources are sufficiently available, the major challenge lies in the human resource gap—particularly in the number and distribution of teachers. Among the 19 public elementary schools in Sambelia District, most have not yet reached the minimum target achievement of 60% or higher in the standards of educators and infrastructure, according to the national benchmarks of the SPMI program. This imbalance reflects a structural issue that requires targeted intervention in teacher placement, recruitment, and professional development to ensure alignment with the goals of internal quality assurance and national education standards.

The input evaluation highlights a common structural challenge in Indonesian basic education: the disproportion between available human resources and school-level demands, particularly in remote or underserved regions. Studies by Sudjana (2017) and Suyanto & Jihad (2019) confirm that teacher shortages and uneven deployment remain persistent issues affecting educational quality and equity. Although school leaders may have sufficient autonomy under the School-Based Management (SBM) model, their capacity to recruit and retain qualified teachers is often limited by systemic constraints such as centralized placement policies and inadequate teacher redistribution mechanisms. Without sufficient staffing, even the most well-intentioned school programs are unlikely to achieve their targets, particularly when addressing the complex requirements of the eight National Education Standards (SNP).

On the other hand, the study's finding that financial input through the BOS scheme is generally adequate aligns with earlier evaluations by Wahyudi and Suharti (2017), who note that while funding levels have improved, the challenge lies in the effective use and alignment

of resources with quality improvement priorities. The gap between human and financial resources underscores the importance of comprehensive capacity-building strategies that include not only funding management but also professional development for school leaders and teachers. As Mulyasa (2013) argues, educational quality is driven by the strength of its people, not merely by the volume of its budget.

Process Evaluation of SPMI-Based Education Quality Supervision Program

Process evaluation is conducted in order to collect information on how appropriate the implementation of the program being implemented is so that parts that need improvement can be quickly detected. More or less the same explanation was expressed by Arikunto & Jabar (2018) that in the CIPP model, process evaluation is directed at how far the activities carried out in the program have been implemented according to plan. Field data provides an overview of a number of school programs that are in the process of being completed during the 2017/2018 school year, where the results of their achievements can be read on the 2018 quality report card. School programs in this school year are compiled based on the analysis of the 2017 quality report card by making a list of programs that can be easily achieved and programs that are difficult to achieve. Programs that are easy to achieve will become priority programs and will become the main target for achieving the program in that school year.

In general, several programs that have achieved 100% are (1) implementing extracurricular activities, (2) implementing GLS and PPK in every learning activity, (3) implementing the curriculum according to the provisions, (4) implementing learning according to the provisions, (5) implementing learning appropriately, (6) implementing and supervising authentic assessments in learning, (7) fulfilling the availability of S1 qualified teachers, (8) fulfilling administrative staff, (9) implementing EDS, (10) preparing school management plans, (11) providing cross-subsidy services, (12) allocating non-personnel budget costs, and (13) preparing reports on the use of funds. Meanwhile, programs whose progress is on the right track and shows an increasing trend include: (1) increasing student craft activities in and outside the classroom, (2) compiling learning tools that include attitude, knowledge and skills competencies, (3) increasing teacher competency in planning, implementing and following up on authentic assessments, (4) increasing teacher competency in creating authentic assessment instruments, (5) building partnerships that involve the community and other institutions, (6) compiling school management guidelines, (7) improving SIM management.

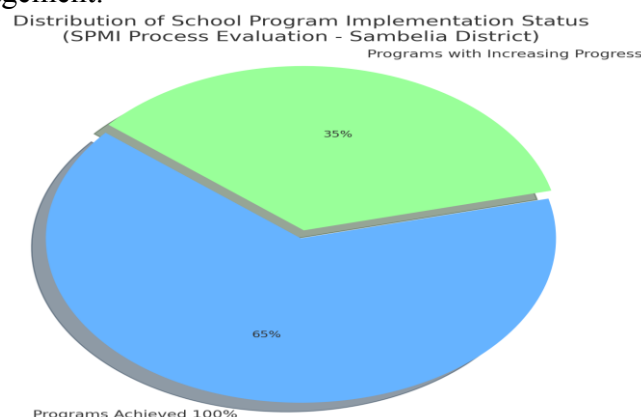


Figure 3. Implementation Status of School Programs in Sambelia District

The increase in the implementation of school programs at Public Elementary Schools in Sambelia District was triggered by several factors. This explanation was obtained from the results of interviews with school residents and observations of school program implementation activities. Referring to the results of interviews with school residents,



information was obtained that the increasing trend in program achievement progress was due to schools consistently implementing the SPMI cycle. The SPMI cycle as explained in article (5) paragraph (1) of the Minister of Education and Culture Regulation Number 28 of 2016 concerning the Elementary and Secondary Education Quality Assurance System, consists of five stages, namely (1) mapping education quality, (2) making quality improvement plans, (3) implementing quality fulfillment, (4) conducting monitoring and evaluation, and (5) formulating quality improvement strategies. Another thing that also influenced the trend in increasing school program achievement was the existence of quality supervision activities carried out by school supervisors. One of the main tasks of school supervisors, as explained in article (5) of the Minister of PAN RB Regulation Number 21 of 2010 concerning the Functional Position of School Supervisors is to provide guidance to both teachers and school principals.

The evaluation of the SPMI-based education quality supervision program in Public Elementary Schools in Sambelia District in terms of process, shows and explains that at the level of program implementation there has been a significant increase in terms of both quantity and quality. The involvement of all elementary education stakeholders in Sambelia District to synergize and collaborate in designing or compiling programs and implementing established programs is going well. Although there are still shortcomings, weaknesses, and obstacles, such things happen or are experienced by educational units that are lacking or unequal in terms of input, as the results of the evaluation above.

The process evaluation findings reflect how the systematic application of the SPMI cycle contributes to meaningful program implementation in schools. This aligns with previous studies emphasizing that structured planning, consistent monitoring, and reflective evaluation are essential in driving educational reform (Prasojo & Suparno, 2019; Suyatno et al., 2020). When schools follow the five-step quality assurance cycle—mapping, planning, implementing, monitoring, and refining—they are better able to identify realistic priorities, make data-driven decisions, and build ownership of change at the school level. Research by Sulistiyani et al. (2021) also confirms that adherence to the SPMI process significantly correlates with improvements in learning practices and management effectiveness. Furthermore, teacher involvement and leadership guidance, particularly through School Quality Assurance Teams (TPMPS), have proven critical in bridging policy with classroom-level implementation.

The active involvement of teachers, principals, and supervisors in executing programs such as the School Literacy Movement (GLS) and Character Education Strengthening (PPK) highlights the role of participatory leadership and internal collaboration in sustaining momentum. As suggested by Mulyasa (2013), quality improvement must be supported by professional supervision and a collegial school culture that promotes shared responsibility. Additionally, quality supervision conducted by school supervisors—as mandated by government regulation—serves not only to assess compliance but also to provide mentoring and continuous support. Studies by Rahman & Widodo (2018) and Arifin et al. (2021) indicate that when school supervision is developmental rather than punitive, it builds trust and enhances teacher motivation.

Products Evaluation of SPMI-based Education Quality Supervision Program

Product evaluation in the CIPP model is intended to obtain information about the final results of the implementation of the program activities that can be used as a basis for planning the next program in the future. More simply, Arikunto & Jabar (2018) emphasized that product or result evaluation is directed at things that indicate changes that occur in raw input. Product evaluation is the final stage of a series of program evaluations. Field data provides an

overview that, in general, there has been an improvement in the achievement of the quality report card from the previous period to the subsequent period. The details are as follows. (1) Graduate Competency Standards increased in four schools, decreased in two schools, namely SD Negeri 3 Obel Obel and SD Negeri 2 Sambelia, and the rest stagnated; (2) Content standards increased in four schools, decreased in two schools, namely SD Negeri 3 Obel Obel and SD Negeri 2 Sambelia, and the rest stagnated; (3) process standards increased in five schools, decreased in one school, namely SD Negeri 3 Obel Obel, and the rest stagnated; (4) education assessment standards increased in all schools, (5) PTK standards increased in all schools, (6) infrastructure standards decreased in all schools, (7) management standards increased in five schools, decreased in one school, namely SD Negeri 3 Obel Obel, and the rest stagnated; and (8) financing standards increased in all schools.

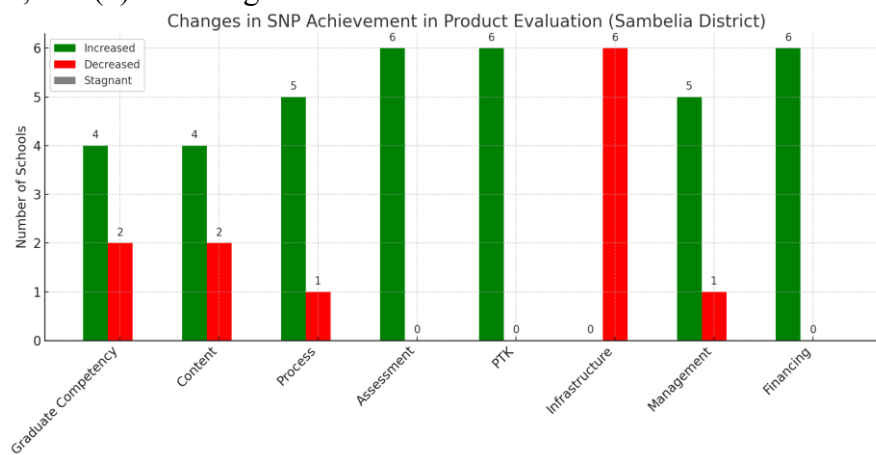


Figure 4. Changes in SNP Achievement in Product Evaluation (Sambelia District)

The improvement of school program achievement can also be seen from the efforts made by the school in achieving the program. These efforts were explained by several principals, especially when responding to the question of what efforts have been made internally to achieve the 8 SNPs?, with answers such as the following: "conducting school self-evaluation based on the latest quality report, then conducting quality mapping based on school self-evaluation, based on quality mapping creating programs that can improve SNP, the program that has been implemented is the creation of internal Covid-19 learning devices"; "increasing student grades, trying to ensure that graduates must continue to junior high school"; "transparent financial management"; "providing information to parents about the 8 SNPs"; and "synergizing every effort to achieve the 8 SNPs with the school community". For the question of what efforts have been made with the community to achieve the 8 SNPs?, several informants answered "every end of semester inviting the committee and parents of students to the school to discuss school programs"; "collaborating in maintaining the school environment, conducting community outreach regarding school programs"; and "The Principal consults with the Supervisory Advisor".

Based on the data description above, the evaluation of the SPMI-based education quality supervision program in Public Elementary Schools in Sambelia District in terms of products, in general the research data shows that most educational units experienced an increase in all or 8 components of the National Education Standards (SNP), a small portion experienced a decline in several standards, and some experienced stagnant conditions or insignificant changes in several standards. Referring to the analysis of this point, it can be concluded that the evaluation of the SPMI-based education quality supervision program that culminates in the product aspect must be measured and analyzed in a complete and integrated manner as a single interrelated system. The education quality supervision program will



produce a maximum-ideal product aspect, if the context aspect is understood and mastered adequately, the input aspect is reliable and of high quality, and the process aspect runs effectively and efficiently.

The product evaluation highlights the culmination of prior inputs and processes in the SPMI-based quality supervision program, reflecting a pattern of measurable progress in several schools across Sambelia District. According to Stufflebeam's CIPP model, product evaluation is crucial for determining whether program goals are being achieved and provides essential feedback for future policy and planning (Lei & Hu, 2024; Sankaran & Saad, 2022). This aligns with findings by Setiawan et al. (2021), which show that improvement in student outcomes, management practices, and learning environments often follow sustained implementation of school-based quality assurance systems. However, consistent success across all standards—especially in infrastructure—remains uneven, suggesting that outputs are still sensitive to disparities in input quality and process fidelity. This affirms the need to analyze program outcomes as the result of complex interdependencies among planning, resourcing, and implementation dynamics.

Furthermore, the school initiatives outlined—such as conducting self-evaluations, involving parents, promoting literacy, and improving financial transparency—are consistent with successful strategies reported in other quality assurance studies. Research by Nurfadhilah & Suyatno (2020) found that school programs emphasizing participatory governance, internal accountability, and stakeholder engagement were more likely to achieve sustained gains across National Education Standards. Meanwhile, the stagnation or regression in some standards reinforces what previous literature has indicated: that capacity gaps, particularly in leadership and infrastructure, often hinder long-term school improvement (Mustaghfirin, 2017). Thus, the product evaluation underscores the importance of holistic and coherent program management, where continuous feedback, community participation, and adaptive leadership form the backbone of a sustainable quality assurance culture in education.

Conclusion

The evaluation of the SPMI-based education quality supervision program in public elementary schools in Sambelia District reveals that school principals demonstrate a reasonable understanding of the National Education Standards (SNP) and are capable of leading school-based quality initiatives. However, in terms of input, significant challenges persist, particularly regarding the shortage and uneven distribution of qualified teachers, as well as inadequate infrastructure and facilities—especially within the standards of educators, infrastructure, and management. While financial support through the School Operational Assistance (BOS) program is considered adequate, it is not sufficient to fully address these structural deficits.

In the process aspect, the implementation of the SPMI quality cycle has improved, supported by active involvement from principals, teachers, and the School Quality Assurance Teams (TPMPS). Thirteen school programs were fully achieved, and seven others showed consistent progress. The product evaluation shows notable improvements in several SNP components, particularly in assessment, personnel, and financing standards. However, weaknesses remain in infrastructure, and some standards—such as content and graduate competencies—show stagnant or declining performance. These findings highlight that the overall success of quality assurance depends on the integration of sufficient inputs and effective processes, supported by strong leadership, stakeholder involvement, and continuous capacity building.



Recommendation

The same theme and focus of the problem as this study are urgent to be studied further in a wider scope such as the local district or regional provincial level, so that it can be used as a basis and academic reference for formulating education policies in the region in order to develop a supervision program to improve the quality of education.

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