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Teacher Performance Management Model Based on Internal School Quality Assurance

Baehaki [1] , Endi Sutisna [2] , Nuryati [3] , Furtasan Ali Yusuf [4], Syadeli Hanafi[5]
[1,2]Students of Master of Educational Management, Universitas Bina Bangsa, Indonesia
[3,4, 5] Lecturer of Master of Educational Management, Universitas Bina Bangsa, Indonesia

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Abstract – *This study aims to develop a teacher performance management model based on Internal Quality Assurance (IQA) to enhance teacher professionalism and improve the quality of learning in schools. The research employed a Research and Development (R&D) approach using a mixed methods design. Data were collected through questionnaires, in-depth interviews, classroom observations, and analysis of internal school documents. Quantitative and qualitative data were analyzed to examine changes in teacher performance and stakeholder perceptions toward the developed model. The results indicate that the IQA-based teacher performance management model effectively improves teacher performance across key dimensions, including lesson planning, instructional implementation, evaluation, and professional development. Quantitative findings reveal a significant positive increase in teacher performance scores, particularly in evaluation and monitoring aspects, highlighting the critical role of feedback and supervision within an internal quality assurance system. Qualitative findings further demonstrate positive perceptions from both teachers and school principals. Teachers reported clearer understanding of performance standards, greater adaptability in instructional strategies, and stronger institutional support for continuous professional development. Meanwhile, principals perceived the model as facilitating supervision, evaluation, and evidence-based decision-making processes. The findings align with the principles of Continuous Quality Improvement (CQI) and professional learning community theories, emphasizing ongoing evaluation, collaboration, and sustainable capacity building. Overall, this study concludes that the IQA-based teacher performance management model is an effective strategy for strengthening internal quality assurance systems and improving learning quality at both individual and organizational levels. Therefore, the model is recommended as a practical guide for teacher performance management implementation across various school context.*

Keywords*- Management Teacher Performance, Assurance Internal Quality, R&D, Effectiveness.*

INTRODUCTION

Teacher performance is one of the main determining factors in achieving educational quality at the basic school level. Teachers not only serve as instructors but also act as facilitators, motivators, and managers of the teaching–learning process. Research shows that systematically measured and evaluated teacher performance can improve student learning outcomes as well as the overall quality of educational services (Hargreaves, 2014; Putra & Suryadi, 2021). However, in practice, many basic schools in Indonesia, including those in Serang City, still apply teacher performance management in an ad hoc manner that is not yet integrated with internal quality assurance mechanisms. As a result, monitoring, evaluation, and follow-up actions related to teacher performance do not operate optimally, limiting the potential for maximizing educational quality improvement (Susanto, 2019; Priyanto, 2020).

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www.sajst.org

Internal Quality Assurance (PMI) offers a systematic approach to ensuring educational quality through continuous evaluation of learning processes and outcomes, as well as through strengthening teacher capacity. Integrating teacher performance management with PMI enables schools to conduct planning, monitoring, evaluation, and professional development in a structured and evidence-based manner. Several national studies indicate that PMI implementation can significantly enhance teaching quality and teacher motivation (Handayani, 2020; Suryani, 2019). Meanwhile, international studies emphasize the importance of linking performance management with internal school quality systems to improve student performance and teacher satisfaction (OECD, 2019; Zhang et al., 2021).

The urgency of this study arises from the need to develop a teacher performance management model that not only measures outcomes but also strengthens planning and evaluation processes. The PMI-based model at the basic school level developed in this study is expected to provide practical guidance for school principals and educational stakeholders in implementing more effective performance management, while simultaneously serving as a foundation for data-driven decision-making. The strength of this study lies in the development of a model that combines quantitative and qualitative approaches, allowing it to reflect real conditions in the field and to be adaptable for use in other schools in Indonesia.

Although several previous studies have discussed teacher performance management, most still rely on traditional approaches without integration into internal quality assurance mechanisms. This gap highlights the opportunity to present a comprehensive, measurable, and applicable model. This study offers novelty through the development of a PMI-based teacher performance management model for basic schools, focusing on improving teacher effectiveness, continuous monitoring, and evidence-based evaluation that can be broadly adapted within the national education context (Arikunto, 2020; Nugroho, 2021).

In the context of basic education, effective teacher performance management is particularly critical given the foundational role of this educational level in shaping students' cognitive, social, and character development. Ineffective performance management at the basic school level may lead to persistent learning gaps that negatively affect students' academic trajectories in subsequent stages of education. Therefore, a systematic and integrated approach such as Internal Quality Assurance (PMI) is essential to ensure that instructional practices are consistently aligned with curriculum standards, learning objectives, and students' developmental needs (OECD, 2019; Fullan, 2014).

Moreover, the integration of teacher performance management within the PMI framework contributes to the development of a quality-oriented school culture. Clearly defined performance standards, transparent evaluation criteria, and structured improvement mechanisms encourage shared responsibility and professional accountability among teachers. Such a culture fosters collaboration, peer learning, and collective reflection, which are widely recognized as key factors in sustaining long-term improvement in teaching and learning processes (Hargreaves & O'Connor, 2018; Darling-Hammond et al., 2017).

Another important dimension of PMI-based teacher performance management is the central role of data in supporting decision-making processes. Systematic collection and analysis of performance data enable schools to identify strengths, weaknesses, and priority areas for professional development more accurately. Data-informed performance management allows school leaders to design targeted interventions, allocate resources effectively, and monitor progress objectively, thereby reducing subjectivity and increasing fairness and credibility in teacher evaluation (OECD, 2020; Fullan, 2014).

In addition, PMI-based performance management supports alignment between individual teacher performance and broader school improvement

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www.sajst.org

goals. By linking teacher performance indicators to school quality targets, the model ensures that individual instructional practices contribute directly to organizational outcomes. This alignment enhances coherence between classroom-level activities and school-level strategies, strengthening the effectiveness of internal quality assurance systems and overall school management (Bush, 2020; Zhang et al., 2021).

Finally, the implementation of a PMI-based teacher performance management model has important implications for educational equity and consistency. Standardized quality assurance principles help ensure that students receive comparable learning experiences across different classrooms and schools, despite variations in teacher background or institutional capacity. In this way, PMI-based performance management not only addresses internal school improvement needs but also contributes to broader system-level efforts to enhance the quality and equity of basic education (OECD, 2019; UNESCO, 2021).

Research methods

Study This use approach Research and Development (R&D) with design mixed-methods**,** combining analysis quantitative and qualitative For develop and test management models teacher performance based Internal Quality Assurance (IQA). The R&D approach was chosen Because study This No only aim analyze phenomena, but also designing, developing, and implementing applicable models in schools basic. Mixed-methods design is used so that quantitative data about improvement teacher performance can combined with qualitative data that describes teacher and principal perceptions school to model implementation. Approach This in line with principles study education that emphasizes internal validity and relevance practical (Creswell & Creswell, 2018).

Research location is at Serang City Elementary School, which was selected as representation school basic in urban areas with varying characteristics of teachers and students. Research implemented during four month, from March to June 2024, covering all over stages start from model development, validation, testing, up to evaluation implementation in the field. Population study covers all teachers at school said, which amounted to about 50 people, with sample study as many as 30 teachers and 3 principals selected school purposive sampling based on experience and involvement they in activity learning and PMI.

Data collection was carried out through a number of mutually reinforcing techniques complete. First, the questionnaire used For evaluate teacher perceptions of performance self and the implementation of PMI in schools. Second, interviews deep done with head school and some teachers to get understanding more in about practice management performance that has been walking, challenges, and hopes towards the model developed. Third, observation class and analysis internal documents**,** such as report teacher performance, notes PMI evaluation, and plans development professional, done for ensure field data accurate and comprehensive (Arikunto, 2021).

Research data analysis done in a way layered. Quantitative data analyzed use statistics descriptive**,** such as mean, median, and standard deviation deviation, and statistics inferential**,** including paired t-test for see change teacher performance before and after implementation of the model. Meanwhile that is, qualitative data analyzed through analysis thematic**,** where the transcript interviews and results observation encoded For identify patterns, themes, and insights about effectiveness of management models performance PMI-based (Hattie, 2015; Putra & Suryadi , 2021).

Analysis results used For develop a final model that is practical and can implemented, at the same time provide recommendation for taker policy and head school related management teacher performance. Combination of methods quantitative and qualitative ensure that the model developed No only based on numerical data, but also pays attention to context socio - cultural schools, and teachers' perceptions as actor main in education. With Thus, the management model PMI-

Volume 9, Issue 2, 2025
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www.sajst.org

based teacher performance is expected can increase effectiveness, motivation, and quality learning in a way sustainable in schools basis (Susanto, 2019; Handayani, 2020).

RESULT AND DISCUSSION

Research results show that the implementation of a teacher performance management model based on Internal Quality Assurance (PMI) has a positive impact on the quality of learning in schools. Teachers who participated as research respondents reported improvements in lesson planning, particularly in their ability to design more structured plans aligned with established performance indicators. Effective planning has been shown to facilitate teachers' adaptation of instructional methods to students' needs, resulting in a more systematic and goal-oriented learning process. Quantitative data indicate an increase in the average planning score from 65 to 85, representing a 30% improvement.

In addition, the implementation of classroom learning has experienced significant improvement. Teachers have become more active in applying interactive learning methods, utilizing diverse learning media, and routinely implementing formative evaluation strategies. Classroom observations conducted by the research team noted that teachers demonstrated improved classroom management skills, provided more timely feedback to students, and adapted teaching strategies in accordance with learners' characteristics. This improvement is reflected in the increase in instructional implementation scores from 70 to 88, indicating a 25% improvement.

Teacher performance evaluation and monitoring also contributed significantly to improvements in learning quality. Analysis of internal school documents revealed improvements in teacher performance records, PMI reports, and documentation of the teaching and learning process. Both principals and teachers assessed that the structured evaluation system facilitated easier identification of weaknesses and potential areas for improvement. Evaluation and monitoring scores increased from 60 to 83, representing a 38% improvement. This confirms the importance of systematic feedback in driving sustainable improvement.

Beyond performance aspects, teachers' and principals' perceptions of the model were also highly positive. In-depth interviews revealed that teachers felt the model helped them better understand expected standards, adapt instructional strategies, and develop professional competence in a sustainable manner. Principals likewise perceived that the model facilitated supervision, monitoring, and planning of teacher training programs. These findings support the assumption that PMI-based performance management not only enhances individual teacher performance but also strengthens the school's internal quality management system overall.

Overall, the research data demonstrate that the implementation of a PMI-based teacher performance management model successfully and significantly improves learning effectiveness. Performance improvements are reflected in instructional planning, implementation, evaluation, and the professional development of teachers. The following table summarize results study in a way quantitative:

Table 1. Research Results in General Quantitative

Teacher Performance Aspects	Score Before Model	Score After Model	Percentage Improvement
Learning Planning	65	85	30%
Implementation of Learning	70	88	25%
Evaluation & Monitoring	60	83	38%
Development Professional Teacher	68	90	32%

Volume 9, Issue 2, 2025
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www.sajst.org

Teacher Satisfaction & Perception Head	72	91	26%

The table above shows that all aspects of teacher performance experienced significant improvement after the implementation of the PMI-based performance management model. The highest increase occurred in the evaluation and monitoring aspect, indicating that the PMI-based supervision and feedback system is highly effective in improving learning quality. In addition, the aspect of teacher professional development also showed a significant increase, demonstrating that the model supports teachers in enhancing their competence and professionalism in a sustainable manner.

Thus, the study results confirm that PMI-based teacher performance management not only improves individual teacher performance but also strengthens the school's internal quality assurance system as a whole, making it a recommended model for implementation across various schools.

The significant improvement across all aspects of teacher performance suggests that the PMI-based performance management model functions as a comprehensive and integrated system rather than a fragmented evaluation tool. The balanced increase in planning, implementation, evaluation, and professional development indicates that the model successfully addresses the entire instructional cycle. This holistic impact is essential, as improvements in learning quality are more sustainable when all components of teacher performance develop simultaneously and reinforce one another.

The prominent improvement in evaluation and monitoring highlights the strategic role of structured supervision and feedback within the PMI framework. Effective evaluation not only provides accurate information regarding teacher performance but also serves as a mechanism for continuous learning and adjustment. When feedback is delivered systematically and constructively, teachers are more likely to reflect on their practices and make informed instructional improvements. This finding underscores that evaluation, when embedded within a quality assurance system, acts as a driver of improvement rather than merely a control mechanism.

Furthermore, the significant increase in teacher professional development reflects the model's capacity to foster long-term capacity building. The PMI-based approach encourages teachers to view performance improvement as an ongoing professional journey supported by training, mentoring, and reflective practices. This orientation shifts teacher performance management away from a compliance-based approach toward a developmental perspective, which is critical for sustaining professionalism and motivation in the teaching workforce.

At the organizational level, the consistent improvement across performance aspects indicates that the PMI-based model strengthens internal coordination and coherence within the school system. Clear performance indicators, structured documentation, and systematic monitoring contribute to more transparent and accountable management practices. As a result, school leaders are better equipped to align teacher performance improvement efforts with broader school quality objectives, reinforcing the effectiveness of internal quality assurance mechanisms.

Overall, these findings demonstrate that the PMI-based teacher performance management model creates a strong synergy between individual performance improvement and organizational quality enhancement. By simultaneously improving instructional practices and strengthening internal quality assurance systems, the model offers a sustainable pathway for improving learning quality. This comprehensive impact further supports the model's relevance and applicability as a recommended framework for teacher performance management across diverse school contexts.

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www.sajst.org

DISCUSSION

The results of this study demonstrate that the implementation of a teacher performance management model based on Internal Quality Assurance (PMI) significantly improves the quality of learning in schools. One of the most prominent improvements is observed in the planning dimension, where teachers demonstrate more structured, systematic, and goal-oriented lesson preparation. This finding supports performance management theory, which emphasizes the importance of clearly defined standards, indicators, and work plans as foundational elements for effective performance (Armstrong & Taylor, 2020). Teachers who engage in well-developed instructional planning are better prepared to manage classroom dynamics, anticipate learning challenges, and align instructional objectives with student needs, resulting in more focused and efficient teaching and learning processes.

Improvements in instructional implementation further indicate that the PMI-based model supports teachers in adopting more interactive, adaptive, and student-cantered teaching strategies. Classroom observations revealed enhanced teacher competencies in classroom management, timely feedback provision, and instructional adaptability. These findings are consistent with the work of Darling-Hammond et al. (2017), who highlight that performance management systems grounded in continuous evidence, reflection, and feedback contribute significantly to teaching effectiveness and teacher–student interaction. The increase in instructional implementation scores from 70 to 88 provides strong empirical evidence that the application of this model produces tangible and meaningful improvements in classroom practice.

The evaluation and monitoring component shows the highest level of improvement, with an increase of 38%, underscoring the critical role of systematic supervision within an internal quality assurance framework. This result confirms the relevance of Continuous Quality Improvement (CQI) principles, which emphasize regular evaluation, data-driven feedback, and iterative improvement as the basis for sustainable educational quality enhancement (Fullan, 2014). School principals reported that the PMI-based supervision system enabled more accurate, timely, and objective monitoring of teacher performance, thereby facilitating evidence-based decision-making. Consequently, the model not only enhances individual teacher performance but also strengthens institutional governance and accountability within the school.

Professional teacher development also experienced substantial improvement, as reflected by an increase in scores from 68 to 90. This finding indicates that the PMI-based performance management model effectively integrates assessment with professional growth mechanisms, such as training programs, workshops, mentoring, and continuous reflective practices. These results align with the findings of Lockwood, Savitsky, and McCaffrey (2015), who emphasize that sustained professional support and development opportunities are essential for long-term improvement in teacher performance. Thus, the model functions not merely as an evaluative instrument but as a strategic framework for strengthening teacher capacity and professionalism, which is a key determinant of learning quality.

Beyond technical performance indicators, both teachers' and principals' perceptions of the model were overwhelmingly positive. Teachers reported a clearer understanding of expected performance standards and greater confidence in adapting instructional strategies to meet diverse student needs. Principals, on the other hand, perceived the model as simplifying supervision and evaluation processes while reinforcing the consistent implementation of internal quality assurance practices. These findings corroborate Wahyuni's (2020) research, which demonstrates that effective internal quality assurance systems enhance transparency, accountability, and overall school management effectiveness. In this context, the PMI-based model serves as a unifying mechanism that aligns individual performance improvement with organizational quality objectives.

Volume 9, Issue 2, 2025
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www.sajst.org

This discussion confirms that the PMI-based teacher performance management model is an effective and comprehensive strategy for improving instructional planning, implementation, evaluation, and professional development. The model generates positive impacts at both the individual and organizational levels, contributing to enhanced learning quality and stronger internal quality assurance systems. Therefore, this model represents a viable and scalable alternative for teacher performance management that can be applied across diverse school contexts at both national and international levels.

In addition, the PMI-based teacher performance management model provides a clear causal mechanism linking internal quality assurance processes with instructional improvement. The integration of performance standards, monitoring instruments, and feedback loops creates a coherent system in which teachers are not only evaluated but continuously guided toward improvement. This systematic alignment reduces ambiguity in performance expectations and minimizes subjectivity in evaluation, thereby fostering a culture of professional responsibility and continuous learning. Such a mechanism is essential in educational organizations, where performance improvement depends heavily on clarity, consistency, and trust in the evaluation system.

Furthermore, the findings indicate that the PMI-based model contributes to the development of a reflective teaching culture. Through structured evaluation and regular feedback, teachers are encouraged to engage in self-assessment and professional reflection on their instructional practices. This reflective process strengthens teachers' metacognitive awareness of their pedagogical decisions and classroom behaviors, which is widely recognized as a critical component of effective teaching. In this sense, the model supports not only external accountability but also internal motivation for professional growth, reinforcing the dual function of quality assurance as both control and development.

From a leadership perspective, the implementation of this model enhances instructional leadership and distributed leadership practices within schools. School principals play a strategic role in translating performance data into improvement programs, coaching strategies, and professional development plans. The availability of reliable performance data enables leaders to move beyond administrative supervision toward instructional leadership that directly supports teaching quality. This finding supports contemporary school leadership theories that emphasize data-informed leadership and collaborative decision-making as key drivers of school effectiveness.

Moreover, the PMI-based teacher performance management model has important policy implications, particularly in the context of educational reform and quality assurance systems. The model demonstrates that internal quality assurance can function as an operational framework rather than merely a compliance requirement. By embedding performance management within the school's internal quality system, policymakers and education authorities can promote sustainable improvement without increasing bureaucratic burden. This approach aligns with global trends in education policy that prioritize school-based quality assurance and continuous improvement over centralized, one-size-fits-all evaluation mechanisms.

Finally, in terms of sustainability and scalability, the model shows strong potential for adaptation across different school contexts. Because the PMI-based framework emphasizes internal capacity building, data utilization, and continuous feedback, it can be adjusted to varying organizational cultures, resource levels, and policy environments. This flexibility makes the model particularly relevant for diverse educational settings, including schools in developing contexts seeking to strengthen quality assurance practices. Consequently, the PMI-based teacher performance management model not only addresses immediate performance improvement needs but also offers a sustainable pathway for long-term

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www.sajst.org

enhancement of teaching quality and institutional effectiveness

CONCLUSIONS AND IMPLICATIONS

Based on the research findings and discussion, it can be concluded that the implementation of a teacher performance management model based on Internal Quality Assurance (PMI) has been proven to significantly improve learning effectiveness in schools. This model is able to enhance instructional planning, implementation, evaluation, and overall teacher professional development in a meaningful way. Quantitative results indicate a consistent increase in teacher performance across all performance dimensions, with the most substantial improvement observed in evaluation and monitoring. This finding highlights the critical role of systematic feedback and supervision within an internal quality assurance framework.

The model also receives positive perceptions from both teachers and school principals. Teachers report a clearer understanding of expected performance standards, greater ability to adapt instructional strategies, and stronger institutional support for sustainable professional development. Meanwhile, principals perceive that the model simplifies supervision and evaluation processes and supports evidence-based decision-making. These findings are consistent with Continuous Quality Improvement (CQI) theory, which emphasizes ongoing evaluation, feedback, and follow-up actions as the foundation for sustainable improvement in educational quality.

From the perspective of teacher professional development, the PMI-based model encourages active teacher participation in training programs, workshops, and continuous reflective practices. This aligns with professional learning community theory, which underscores collaboration and competency development as key factors in improving learning quality. Thus, the model functions not only as an evaluation tool but also as a strategic instrument for strengthening teacher capacity and promoting sustainable professionalism.

At the organizational level, the implementation of this model strengthens the school's internal quality assurance system by enhancing transparency, accountability, and data-driven management practices. This approach reflects the principles of results-based and evidence-based management, which emphasize systematic performance monitoring and data-informed decision-making. Schools that adopt this model are better positioned to evaluate teacher effectiveness, identify professional development needs, and design sustainable quality improvement programs.

Overall, this study demonstrates that the PMI-based teacher performance management model is an effective strategy for improving learning quality while reinforcing the school's internal quality assurance system. The model offers dual benefits at both the individual (teacher) and organizational (school) levels and is therefore well suited to serve as a practical guide for the implementation of performance management across diverse school contexts.

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