SOUTHEAST ASIAN JOURNAL OF SCIENCE AND TECHNOLOGY

Volume 9, Issue 2, 2025
P-ISSN: 2672-2984
E-ISSN: 2672-2992
www.sajst.org

Developing an Academic Quality Audit Model to Improve School Effectiveness

Azzan Fauzan [1] , Hasbiyah [2] , Umalihayati [3] , Nuryati [4], Mutoharoh Mutoharoh[5]
[1.2] Master of Education Management Students, Bina Bangsa University, Indonesia
[3.4, 5] Lecturers in Master of Educational Management, Bina Bangsa University, Indonesia

Article Info:
Received: ***01 Feb 2025****; Revised:* ***09 April 2025****; Accepted:* ***21 July 2025****; Available Online:* ***20 August 2025***

Abstract - *Study This aim develop an Academic Quality Audit (AMA) model based on ADDIE approach to increase effectiveness school . Quality academic school need comprehensive , adaptive , and capable audit system measure process achievements and results learning . Research this development (R&D) involving head schools , teachers, and supervisors as test subjects . Research results show that the AMA model developed is valid, practical , and effective For used as quality monitoring instruments academic . In addition , the application of this model contribute to improvement effectiveness schools that include dimensions leadership , management learning , culture quality and system internal evaluation . Findings This strengthen the importance of quality audits as integral part in management improvement quality education .*

Keywords *- Model Development, Quality Audit, Academic.*

INTRODUCTION

Developing an academic quality audit model in schools is becoming increasingly important in the context of improving educational effectiveness. In modern quality management practices, academic audits are no longer understood as merely administrative evaluative activities, but rather as a systematic process to ensure that every component of learning is running according to standards and supports continuous quality improvement. Through audit activities, schools obtain an objective picture of academic performance, from planning and implementation of learning, meeting standards, to achieving learning outcomes. Therefore, this study aims to develop an Academic Quality Audit Model (AMA) that can strengthen schools' internal quality assurance systems and provide operational guidance for teachers, principals, and internal auditors in conducting standards-based evaluations.

The learning objectives to be achieved through the development of this model are to provide a comprehensive understanding of structured academic audit procedures and to equip users with a valid instrument for assessing learning quality. The AMA model is designed to facilitate data-driven decision-making, in line with the concept of *data-driven decision-making,* which emphasizes the importance of accurate information for improving learning quality (Mandinach & Schildkamp, 2021). With a standardized audit instrument, schools have a clear reference for verifying evidence, conducting gap analysis, and formulating improvement strategies. This systematic approach is highly relevant to the ADDIE instructional design principles, which emphasize needs analysis, planned design, targeted implementation, and ongoing evaluation (Branch, 2017).

The urgency of developing an academic quality audit model is growing with the national demand for the implementation of an Internal Quality Assurance System (SPMI) in every educational unit. The SPMI document emphasizes that internal quality audits are a crucial stage in the PPEPP cycle and serve as a quality control tool

Volume 9, Issue 2, 2025
P-ISSN: 2672-2984
E-ISSN: 2672-2992
www.sajst.org

that must be conducted routinely to ensure the achievement of National Education Standards (Kemendikbud, 2019). However, various studies indicate that the implementation of academic audits in schools still faces various obstacles. Some schools lack valid audit instruments, while others are unable to conduct audits effectively due to limited internal auditor competency (Hasanah, 2021; Wardani, 2022). This situation hinders the quality improvement process and results in school leadership decisions that are not fully data-driven.

In addition to national challenges, international research also shows that, as part of quality management, academic audits make a significant contribution to building a quality culture *oriented* toward continuous improvement. Studies on quality culture emphasize that the internal evaluation process must foster a reflective, collaborative attitude, and a long-term commitment to quality (Harvey & Williams, 2020). In this regard, audits are viewed not merely as a technical mechanism but as part of an organizational strategy to improve school effectiveness. The principle of *continuous improvement* introduced by Deming emphasizes that evaluation must be part of the PDCA cycle, consistently applied to produce significant changes in learning processes and outcomes (Deming, 2018).

Domestic and international research findings from 2015–2024 provide an in-depth overview of schools' need for a more operational and easily implemented quality audit model. Several studies report that schools require standardized yet flexible audit instruments that are appropriate for use in small, medium, and large schools (Rindengan, 2015; Muslim, 2021). Another emerging need is the need to increase the capacity of internal auditors to ensure a more accurate and bias-free audit process, particularly in terms of interviews, evidence analysis, and the development of recommendations for improvement. Furthermore, schools require practical and time-saving instruments, given the often busy learning schedules. Implementation studies indicate that overly complex audit instruments discourage teacher engagement and result in suboptimal audit processes.

Furthermore, the link between academic audits and school effectiveness is further strengthened by contemporary research showing that audits contribute to improving the quality of learning management, the accuracy of program planning, and enhancing academic discipline within the school environment. This aligns with school effectiveness theory, which positions evaluation as a crucial component in determining the extent to which educational goals are achieved (Everard & Morris, 2015). Therefore, the AMA model developed in this study is expected to address these empirical and theoretical needs by providing a more systematic, valid, adaptive, and easily operational audit tool for schools.

To this point, the introduction concludes that the development of an Academic Quality Audit Model has strategic urgency in building a culture of quality, improving school effectiveness, and supporting data-driven decision-making. The developed model integrates the ADDIE approach, quality management principles, and practical field needs, making it a comprehensive academic evaluation instrument for educational units.

Research methods

ADDIE development model and key steps in Research and Development . The stages start from needs analysis , followed by model design , prototype development , expert validation , revision , and implementation of field trials , up to evaluation of model effectiveness at four schools in Serang City. Each stage is interconnected and mutually reinforcing to produce a feasible, practical, and effective academic quality audit model. The following is a research flowchart:

SOUTHEAST ASIAN JOURNAL OF SCIENCE AND TECHNOLOGY

Volume 9, Issue 2, 2025
P-ISSN: 2672-2984
E-ISSN: 2672-2992
www.sajst.org

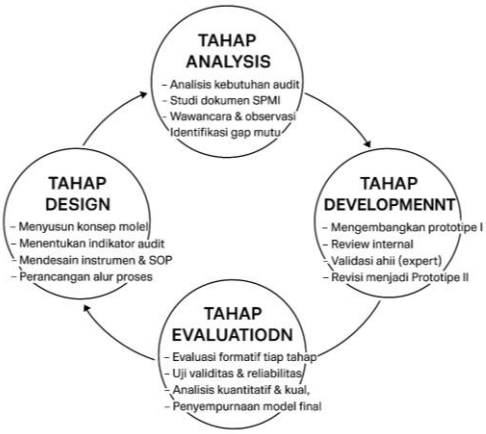

Figure 1 *Research Flowchart (Textual Diagram)*

RESEARCH RESULT

Research result development of the Academic Quality Audit (AMA) model through ADDIE approach is obtained from the validation process experts , practicality test , and effectiveness test on three trial school .

1. Expert Validation Results

Validation is done by three expert : expert management education , expert guarantee quality and expertise evaluation education . In general general model is considered very suitable used . Assessment covers aspect completeness indicators , clarity audit flow , conformity instruments , as well as practicality audit procedures . Average validity value reached 89%, which means the model is in the category very valid . Experts provide a number of notes repair especially on adjustments rubric proof physical and completeness indicator process learning . Revision done in accordance input expert .

2. Practicality Test Results

The practicality of the model is tested through use directly by the head school , teachers, and team guarantee quality . Assessment covering convenience understand instructions , completeness of audit format, time required , and suitability with condition school . The results show score average practicality of 87% with category very practical . Users state easy model operated although without training long . Some teachers convey that the audit format helps they do reflection related to the previous learning process seldom done in a way systematic .

3. Results of Model Effectiveness Test

The effectiveness of the model is tested through implementation of quality audits academic in One semester cycle . Measurement done on four aspect effectiveness school : planning learning , learning monitoring , teacher performance , and culture quality . After implementation , all aspect experience improvement . Improvement highest occurred in the aspect of learning monitoring (20%), followed by culture quality (18%), planning learning (15%), and teacher performance (12%) . school state that the audit process helps map problems and formulate step repair term short and long term long .

4. Additional Observed Impacts

Besides the results measurable, some findings qualitative also appears :

1. Teachers more used to documenting process teach .
2. Head school more easy monitor progress academic through audit report .
3. Culture regular reflection and evaluation increases .
4. School start prepare internal audit team working every end month .

Table 1. Expert Validation Results of the Academic Quality Audit Model

Rated aspect	Average Score (%)	Category
Completeness of Indicators	90%	Very valid
Clarity of Audit Flow	88%	Very valid
Compliance Instrument	87%	Very valid

Volume 9, Issue 2, 2025
P-ISSN: 2672-2984
E-ISSN: 2672-2992
www.sajst.org

Eligibility of Assessment Rubric	89%	Very valid
Average Total	**89%**	**Very valid**

Based on results validation in table 1 shows that results validation of the Academic Quality Audit (AMA) model by three expert education . Each aspect completeness indicators , clarity audit flow , conformity instruments , and eligibility rubric evaluation get score between 87% to 90%, with an average of 89%. This show that the model developed has fulfil criteria very valid . This means that the indicators used Enough complete For evaluate various component academic , easy audit flow understood and implemented , instruments in accordance with standard guarantee quality , and rubric evaluation Enough clear For used by internal auditors. This validation become base that the AMA model is ready For tested more carry on through implementation in schools.

Table 2. Practicality Test Results of the AMA Model

Practicality Component	**Score (%)**	**Category**
Convenience Understanding Instructions	85%	Very practical
Audit Format Completeness	88%	Very practical
Time Efficiency	86%	Very practical
Compliance with Condition School	89%	Very practical
Average Total	**87%**	**Very practical**

Next the results of the practicality test of the AMA model, can depicted on Table 2 presents practicality test results of the AMA model from perspective user (head school , teachers, and team guarantee quality). Practicality assessed based on convenience understand instructions , completeness of audit format, efficiency time , and model suitability with condition school . Average score 87% with category very practical show that model is easy operated and can implemented without need long training . Teachers and principals school report that the model helps they more systematic in do evaluation of the learning process and facilitating documentation activity academic .

Table 3. Improvement Effectiveness School After Implementation of the AMA Model

Aspects of School Effectiveness	**Early Score**	**Final Score**	**Increase (%)**
Learning Planning	70	85	15%
Learning Monitoring	68	88	20%
Teacher Performance	73	85	12%
School Quality Culture	65	83	18%

Table 3 shows results measurement effectiveness school before and after implementation of the AMA model. Four measured aspects is planning learning , learning monitoring , teacher performance , and culture quality school . The result show improvement significant : learning monitoring increased by 20%, culture quality 18%, planning learning 15%, and teacher performance 12%. Explanation from this data show that the AMA model provides impact real towards governance academic . Quality audit No only become mechanism control , but also encourage repair sustainable and forming culture evaluation among teachers and principals school . In other words, this model effective in increase performance school in a way comprehensive .

Volume 9, Issue 2, 2025
P-ISSN: 2672-2984
E-ISSN: 2672-2992
www.sajst.org

Discussion

Research result show that the Academic Quality Audit (AMA) model was developed through The ADDIE approach has been proven to be valid, practical , and effective. in increase effectiveness school . Findings This strengthen a number of theory management quality education and theory development developing instructional in One decade final .

1. Model Validity and Suitability with Quality Standards

Validity level of the model reached 89%, indicating that indicators , audit flows , and instruments has in accordance with standard quality academic . This is in line with Sallis's (2014) view confirms this that quality education only can guaranteed If school own clear , structured , and capable audit instruments reflect standard the quality specified . In the context of nationally , BSNP (2020) also emphasized importance measurable audit tools For ensure fulfillment National Education Standards (SNP).

Validity The instrument is also supported by a model structure that follows guidelines development ADDIE -based . According to Branch (2017) and Molenda (2020), the ADDIE model produces product strong education in a way theoretical Because through stages rigorous analysis , design , and development . This in harmony with the research process this is what did validation expert before implementation .

2. Practicality of the Model and Its Implications to Operational School

The practicality of the model reaching 87% confirms that the AMA model can with easy operated by the head schools , teachers, and team guarantee quality . Findings This confirm Everard & Morris's (2015) theory states that school audit system must nature operational , no complicated , and easy understood in order to be able to implemented in various type school .

In the Indonesian context , the Ministry of Education and Culture (2019) emphasized the need device guarantee concise and adaptive internal quality so that schools capable do evaluation self in a way independent and sustainable . The AMA model meets principle the Because contains a simple audit format but covers all over aspect learning and management academic .

3. Effectiveness of the Model on Improving Academic and School Performance

Research result show improvement effectiveness schools in several aspects , especially learning monitoring (+20%) and culture quality (+18%). Findings This support theory management quality international by Deming (2018) which emphasizes importance cycle evaluation sustainable *Plan–Do–Check–Act (PDCA)* in push improvement quality . Quality audit academic play a role as part from stage *Check* , which allows school evaluate gap performance and determine step repair .

In a way nationally , research by Hasanah (2021) and Wardani (2022) also shows that the academic audit was carried out in a way consistent capable increase teacher performance , effectiveness learning and culture quality school . Improvement in research This strengthen findings said , shows that the quality audit No only tool control , but also a driver learning organization (*organizational learning*).

4. Strengthening Quality Culture through Academic Audit

Culture quality school increase by 18%, indicating existence change behavior and habits reflection between teachers and heads school . This is relevant with draft *quality culture* as put forward by Harvey & Williams (2020) which states that culture quality formed through habit reflective , evaluative , and collaborative in organization education .

In Indonesia, the concept This reflected in System Internal Quality Assurance (SPMI) which requires school do PPEPP cycle (Planning , Implementation , Evaluation , Control , and Improvement) in general Continuous (Ministry of Education and Culture , 2020). Academic audits are

Volume 9, Issue 2, 2025
P-ISSN: 2672-2984
E-ISSN: 2672-2992
www.sajst.org

implemented in study This support PPEPP cycle , especially at the stage evaluation and control .

5. AMA Model as Instrument Data -Driven Decision Making

The audit results provide more data accurate for head school For develop improvement strategies quality , in line with theory *data-driven decision making (DDDM)* in education . According to Mandinach & Schildkamp (2021), retrieval decision data -driven is very effective For increase quality learning if school own instrument robust evaluation . The AMA model provides the necessary data the .

In a way national , Minister of Education and Culture Regulation No. 21 of 2020 concerning Plan Work The school also emphasized that planning school must based evaluation and quality data . With Thus , the AMA model helps school fulfil demands regulatory.

6. Consistency Findings with the Theory of Educational Model Development

Consistency results study with theory development of educational models show that the ADDIE process is applied walk effective . The model that goes through evaluation formative and summative more capable answer need users and context institutions education (Branch, 2017). The effectiveness of the AMA model after implementation show that ADDIE approach can produce adaptive , contextual , and sustainable audit instruments used school.

Conclusion

This research resulted in an ADDIE-based Academic Quality Audit (AMA) model that has been proven valid, practical, and effective in improving school effectiveness. This model helps schools systematically map strengths and weaknesses and supports data-driven decision-making. Consistent implementation of academic quality audits strengthens a culture of quality, improves learning performance, and encourages schools to more effectively carry out their academic functions.

Reference

BSNP), BSNP (2020). *Standard national education* . BSNP.

Ministry of Education and Culture, KP and K. (2019). *Document system guarantee Internal Quality Assurance (SPMI)* . Ministry of Education and Culture .

Ministry of Education and Culture, KP and K. (2020). *Minister of Education and Culture Regulation No. 21 of 2020 concerning plan Work school* . Ministry of Education and Culture .

Branch, R. M. (2017). *Instructional design: The ADDIE approach* . Springer.

Branch, R. M., & Merrill, M. D. (2018). *Foundations of instructional design* . Springer.

Deming, W.E. (2014). *The new economics for industry, government, education* . MIT Press.

Deming, W.E. (2018). *Quality improvement and organizational performance* . MIT Press.

Everard, K., & Morris, G. (2015). *Effective school management* . Paul Chapman.

Harvey, L. (2014). Student feedback and quality culture. *Quality in Higher Education* , *20* (1), 3–14.

Harvey, L., & Williams, J. (2020). Quality culture in education. *Quality in Higher Education Journal* , *26* (2), 95–108.

Hasanah, U. (2021). Quality audit academic and effectiveness school . *Journal Educational Management* , *14* (2), 112–123.

Juran, J. (2017). *Quality control handbook* . McGraw Hill.

Mandinach , E. , & Schildkamp , K. (2021). *Data-driven decision making in education* . Springer.

Molenda, M. (2020). The structural foundations of ADDIE. *Educational Technology Review* , *28* (1), 55–68.

Molenda, M., & Pershing, J. (2016). ADDIE and the design of learning systems. *Performance Improvement* , *55* (7), 34–41.

Mukhtar, M. (2019). *Management quality education* . Rajawali Press.

Rahmawati, D. (2023). Challenges implementation of quality audits in schools basic . *Journal of Educational Evaluation* , *7* (1), 24–Au36.

Volume 9, Issue 2, 2025
P-ISSN: 2672-2984
E-ISSN: 2672-2992
www.sajst.org

Sallis, E. (2014). *Total quality management in education* . Routledge.

Sari, R. (2020). Guarantee internal quality and effectiveness school . *Journal of Modern Education* , *10* (1), 45–58.

Wardani, A. (2022). Academic audit as instrument improvement quality school . *Journal Educational Administration* , *9* (3), 77–89.