

CHARACTERS OF ACTORS IMPLEMENTING THE INTERNAL QUALITY ASSURANCE SYSTEM (SPMI) IN SECONDARY EDUCATION SERVICES (STUDY OF GOOD AND POOR PERFORMING HIGH SCHOOLS IN KUPANG CITY)

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Abstract:

This research chose the high school level because it is the last level before entering higher education (PT), which is different from the vocational school level where apart from going to PT you can also directly enter the world of work or industry. The city of Kupang was chosen because it is still a barometer of education in NTT Province. This research used a qualitative approach with 81 informants. Primary and secondary data were obtained through interviews, observation and literature review. Data were analyzed using techniques from Miles, Huberman, and Saldana (2014) which included data condensation, data presentation, and drawing conclusions or verification. The research results show that the character of the actors implementing the Internal Quality Assurance System (SPMI) in secondary education services at high schools in Kupang City, whether performing well or poorly, was analyzed using the grid model from Bryson (2004). Findings show that: High Interest – Low Power (Subjects): Teachers involved in the school education quality assurance team (TPMPS) at SMAN 2 Kupang and SMAN 6 Kupang do not understand their role in the team. High Interest – High Power (Players): Supervisors from the provincial education office and school principals as managers in educational units do not know the SPMI team, but know the school development team (TPS) at SMAN 2 and the curriculum development team (TPK) at SMAN 6 Kupang. Low Interest – High Power (Context Setters): Committees and administration understand their role as directors and administrative staff but do not know the TPK team.

Keywords: Actor, Character, Education

Article History:

Received: 2024-01-04

Revised: 2024-02-02

Accepted: 2024-03-15

Vol 1 Issue 2 2024

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Page: 51-62

INTRODUCTION

Education as an appropriate medium for changing living conditions and a better future is an indisputable fact. Only through quality education is it possible to fulfill these factual human needs so that every educational unit is obliged to have the spirit of "owning and being responsible" for providing quality education for its students. Education is the final terminal for someone who has the opportunity to learn at the highest level through school education (Dardjowidjojo, 1991:42).

The quality and/or performance of quality education services in East Nusa Tenggara is in fact not in accordance with the minimum National Education Standards, which are set by the Government through the Ministry of Education, Culture, Research and Technology (Kemendikbudristek, as the current nomenclature is known).

The above statement can be proven by the facts of the accreditation results of educational units and educational unit quality reports (which are currently known as educational report cards). The accreditation achievements of educational units in East Nusa Tenggara (NTT) show that the average is at B and C accreditation. Education units with A accreditation have only reached 4.4% or 367 schools out of a total of 8,337 schools. The worst thing is that there are still our educational units that are accredited with the title Not Accredited (BAN S/M NTT Province, 2022).

The educational units in Kupang City (Dasmen) examined have an average of B accreditation, namely 51.7% or 151 out of a total of 292 schools in the last year of accreditation up to 2021. There are still relatively many accredited C or TT, namely 21.9% (C) and 2.7% (TT). Education units that have not been accredited until 2021 are 6.2%, mostly because of new schools, while A-accredited education units have only reached 17.5% or 51 education units (BAN S/M NTT Province, 2022).

In fact, the Government, through the Ministry of Education and Culture, has trained and assisted educational units to implement an internal quality assurance system (SPMI) and has even made it mandatory to implement it since the existence of Minister of Education and Culture Regulation Number 28 of 2016 concerning the Quality Assurance System for Primary and Secondary Education. Education units are required to implement SPMI with the hope that they can achieve, even if they exceed the minimum SNP set by the Government, they can finally develop a culture of quality through cycles; quality mapping, quality fulfillment planning, implementation, quality audits, and establishing new quality strategies or standards to be implemented based on the results of the quality audits carried out (Article 5 paragraph (1)). To ensure its implementation is in accordance with this cycle, each educational unit must apply the principles: systematic, planned, holistic and sustainable (Article 2 paragraph (2)).

Quality education is education that is the main objective of organizing an educational institution, so through guaranteeing the quality of education a series of processes are carried out in an interrelated system to collect, analyze and convey information about the process of educational activities and programs to create a decent quality education (Azkiyah et al., 2020; Fathih et al., 2021; Kango et al., 2021).

To achieve quality education, not all educational units are able to do so. Many factors become obstacles and obstacles so that many educational units are unable to provide quality education (Bisri, 2020). Based on the results of in-depth research, one of the reasons that quality education has not been implemented is because the culture of quality assurance in educational units is still relatively weak (Huda & Rokhman, 2021). Guidance and training are important to build a culture of quality assurance in each educational unit, then it is deemed necessary to provide more detailed guidelines or guidelines for achieving quality, namely based on the achievement of each component of the National Education Standards (SNP) (Sa'dullah & Hidayatullah, 2020) while Mulyasa (2003; 2021) states that a school can be called a quality school if it has school achievements, especially student achievements that show very satisfactory achievements in several respects, including (1) academic achievement, (2) having the values of honesty, devotion, politeness and be able to appreciate cultural values (3) have maximum responsibility and ability which is realized in the form of skills in accordance with the basic knowledge they get at school, but although there has been a lot of research on the quality of education, it is very minimal from the perspective of the character of stakeholders in correlation with the education unit's internal quality assurance system.

According to Nasution, et.al (2022) the concept of education must be seen holistically which can be assessed from the character of the implementing actors, the ecosystem that influences them and also the level of compliance with school governance and even the level of an actor's position in a policy can influence the actor's own goals. In a broader scope, character can also be measured at the organizational level (although sometimes it is still assessed in aggregate from individual behavior (Duggar, 2009) which in this research is conceptualized as stakeholders).

Freeman (1984:31) states that stakeholders refer to "any group or individual who can influence or be influenced by the achievement of organizational goals". Bryson (1995:27) proposes a more comprehensive definition for the term: "A stakeholder as any person, group, or organization that can stake a claim on the organization's attention, resources, or output or is affected by the output itself" so that every stakeholder in the system Internal quality assurance (SPMI) in secondary education services in Kupang City has different interests and influences (Mitchell & Wood, 2017; Fletcher, 2003).

The level of interest and influence that can influence the character of these stakeholders can be analyzed using the grid model (Bryson, 2004). Power and interest are the main focus in the grid model analysis technique to determine the character of each stakeholder in the internal quality assurance system (SPMI) in secondary education services in Kupang City. Power can come from stakeholders' potential power to design or influence policies or organizations that comes from power based on their position or resources in the organization, or perhaps their influence comes from their credibility as leaders or experts. Meanwhile, interest is the interest or interest (including attention) of stakeholders

towards the internal quality assurance system (SPMI) policy in secondary education services such as high school.

In the grid model, the stakeholders involved are grouped into four quadrants (two-by-two matrix), namely Subjects, Players, Context Setters and Crowd with details namely; (a) High Interest – Low Power (Subjects): are stakeholders who have high interests, but do not have the authority/ability to implement them. Low power can be caused by not having resources (human or financial), not having/not stated in its main duties, low capacity of existing resources, (b) High Interest - High Power (Players), are stakeholders who have significant interests and influence. while having the resources to carry out activities from the planning, implementation, to monitoring and evaluation stages, (c) Low Interest - High Power (Context Setters), are stakeholders who have high interests but have little interest and (d) Low Interest - Low Power (Crowd), are stakeholders who have low interest and influence.

Education unit stakeholders in educational services consist of the principal, teacher council, and educational staff (TA, librarian, laboratory assistant) as well as security guards, cleaning services, gardeners and drivers. Apart from that, parents who are actively involved, industry that plays an active role, universities and professional organizations that contribute, the government that plays an optimal role, and people who care are important to be considered as external stakeholders (SPM Dasmen General Guidelines, 2016:23,36). Each of them plays a role according to their interests and powers, which should be identified so that they can be designed to be strategic, actively involved in building a culture of quality in primary and secondary education units.

The SMA level was chosen because it is the last level to enter higher education (PT), the same as the Vocational School level, but for Vocational Schools, other than going to PT, you can go straight into the world of work/industry, so you are not chosen. Furthermore, whatever the considerations, Kupang City is still a barometer for NTT so research related to this title also chose this location.

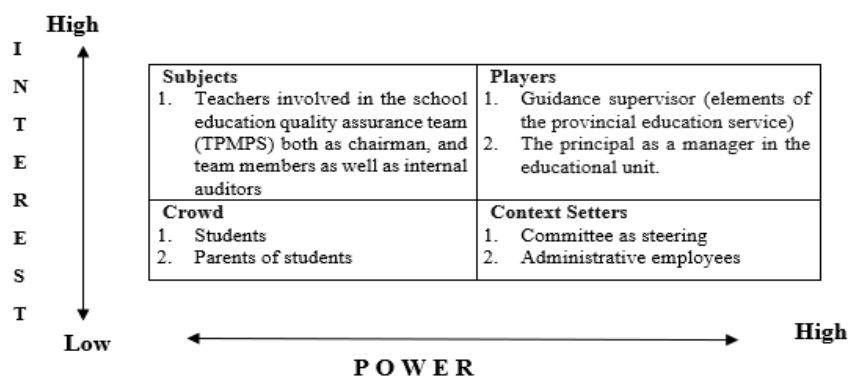
Stakeholders have an important influence based on who, because of their position, has an active or passive influence on the implementation of the policy (Varvasovszky, 2000), including ensuring the internal quality of educational units. Therefore, the author feels it is necessary to carry out this research.

METHODS

This research uses a qualitative research approach with a descriptive method with a total of 81 informants. The types of data in this research are primary data and secondary data obtained through interviews, observation and literature review methods. The data that has been collected is then analyzed using data analysis techniques from Miles, Huberman and Saldana (2014: 14), namely analyzing the data in three steps: data condensation, presenting the data (data display), and drawing conclusions or verification (conclusion drawing). and verification). Data condensation refers to the process of selecting, focusing, simplifying, abstracting and transforming data.

RESULT AND DISCUSSION

Characteristics of Implementing Actors Who Influence the Implementation of the Internal Quality Assurance System (SPMI) in Secondary Education Services at High and Poor Performing High Schools in Kupang City. There are four stakeholder quadrants in the two-by-two matrix, namely subjects, players, context setters and crowd (Bryson, 2004), as a basis for analyzing the character of SPMI implementing actors in secondary education services with good and less good or bad character in the two target educational units, SMA Negeri 2 Kupang, and SMA Negeri 6 Kupang. Referring to the explanation above, the character of the actors implementing internal quality assurance in high schools with good and bad predicate in Kupang City will be analyzed using the Bryson, 2004 grid model as shown in Figure 1 below:



Source: Bryson, 2004

Figure 1. Stakeholders Mapping based on Power and Interest (Grid Model)

High Interest – Low Power (Subjects). In relation to this research, the actors included in the subjects quadrant consist of teachers involved in the school education quality assurance team (TPMPS) both as chairpersons, team members and internal auditors because these actors have high attention and/or interest in affairs or jobs serving education and learning, but rarely or even lacking the power, ability, and even authority to do so.

The first is about the power or strength possessed by the actors; In this case, the teachers interviewed from both educational units, both SMAN 2 Kupang and SMAN 6 Kupang, are civil servants with an average rank/class of III/d and IV/b, subject teachers, certified, and seven (7) out of nine (9) Teacher actors are trusted as deputy principals, one (1) other is trusted to manage finances as SPP treasurer even for a long time, from 2018 to now (2023), the remaining one (1) is a subject teacher, not yet trusted. The average age is 48 years (average year of birth in the 1970s), one (1) of whom was born in 1968, with an average working period of 20 years and has been a teacher in their respective educational unit. Through the teachers' council meeting in July 2022, the actors were selected and determined by the principal's decision letter as the school development team/TPS (for SMAN 2 Kupang) and the curriculum development team/TPK (at SMAN 6 Kupang) in their respective educational units.

The main tasks of the Team - in this case the Teacher, at TPS SMAN 2 Kupang consist of: compiling a team work program, completing reports, coordinating the typing of documents, receiving and archiving EDS, RKT and RKAS documents; fill out instruments, collect physical evidence, prepare EDS, RKT and RKAS reports according to standards, and collaborate with other teams; Meanwhile, TPK for SMAN 6 Kupang is reviewing and developing the curriculum, compiling an educational unit curriculum (KOSP) based on the characteristics of the educational unit, also based on SKL standards, content standards, process standards and assessment standards, as well as compiling ATP/syllabus, lesson plans/modules. teaching, KKM, assessment, remedial and enrichment materials for 18 subjects including self-development, counseling and extracurricular (SK number 421/672b/SMA2/VII/2022, and SK number 188.6.66/SMA6/156/VII/2022).

Based on the main tasks as mentioned above and written in the principal's decision, the tasks carried out by each actor regarding their existence - after being interviewed, were found to be very diverse, starting from implementing EDS, preparing school work programs (long term, medium term, and preparing the curriculum in this case document 1 KTSP, student program), then prepare lesson schedules, compile supervision programs, coordinate for the continuity of the learning process (KBM), supervise peers, teach, receive tuition deposits, and build relationships between the school and parents.

After analyzing in depth the relationship between tasks or roles between what is written and what is done, it was found that none of the informant's answers were directly connected or relevant to the duties attached to either TPS or TPK. The informants' answers are actually connected, relevant to their main daily duties, namely as a teacher who teaches every day in class and additional duties as a deputy principal who supports the principal every day in carrying out duties in their respective fields - answers

that are slightly directed towards assignments. as TPS or TPK is the answer from the actor as deputy principal for curriculum affairs (wakasek kurikulum) in both educational units.

High Interest – High Power (Players). Actors who are classified as high Interest - high Power (Players) are supervisors (elements of the provincial education service) and school principals as managers in the education unit. Both are normatively so, in that they have high interest, attention or importance as well as high strength and power.

The principal's duties are implemented in his existence as the person in charge of the team. As the results of the author's interview, it was confirmed that the SPMI team was actually unknown in the education unit, the only ones that existed were the school development team (TPS) at SMAN 2 and the curriculum development team (TPK) at SMAN 6 Kpang. The school principals in these two target educational units are not yet familiar with SPMI. As the author confirmed again about SPMI through the Deputy Head of Curriculum and Development Supervisor, these four informants also admitted that SPMI does not yet exist (meaning it has not been formed), the term is also not yet familiar because these two educational units are not included in the model schools in the implementation of the SPMI program in 2016 Until 2019 (before the Covid-19 Pandemic), this school didn't know about SPMI. However, these two educational units have teams called TPS and TPK, which are actually the embryo of SPMI.

In relation to the TPS and TPK, the task carried out by the actor principal of SMAN 2 Kupang in his capacity as person in charge of the team is to formulate, determine and develop the vision and goals of the school, then carry out school program planning, and it is acknowledged that this task has not been implemented optimally. Meanwhile, what the principal of SMAN 6 Kupang does is in accordance with the main duties and functions of the school, namely planning and implementing programs, carrying out supervision, carrying out school leadership, and implementing the school information system, and it is acknowledged that he has implemented this optimally.

If the main role or task carried out is connected to the existence of the actor as the principal, it means that it is very appropriate because the principal is the school manager so it is true that the principal will be obliged to carry out planning, implementation, evaluation and follow-up on programs to improve and improve the quality of the educational unit based on vision and - especially the school mission that has been formulated.

However, it will be different when it is connected to its existence as the person in charge of the team (TPS/TPK) that as written (SK number 421/672b/SMA2/VII/2022, and SK number 188.6.66/SMA6/156/VII/2022); The principal is responsible for issuing team decrees, providing direction/instructions and collecting physical evidence of EDS, RKT and RKAS (for SMAN 2 Kupang), while SMAN 6 Kupang is responsible for ensuring success, coordinating organizers, ensuring smooth running, security and order, and duties. -other tasks related to the smooth running of school curriculum development activities. The author also realizes that the duties of a school principal are as numerous as his capacity as a manager, but his concern is that by not focusing on the substance of team formation (TPS/TPK), the principal may not know exactly what the needs and priorities for improvement in the unit should be. his education.

Low Interest – High Power (Context Setters). Actors classified as Low Interest – High Power (Context Setters) are committees and administration; committee as steering, administrative employees as administrative management staff in the education unit. Both of them are normatively so, that they have high interest, attention or interest but low power and strength.

Before describing further, the author in this research did not have time to interview or give questionnaires to administrative staff actors in these two target educational units. The administrative staff who were interviewed were actually at other secondary education units, namely at SMA Negeri 10 Kupang, and at SMA Kristen 2 Kupang, SMAN 9 Kupang, SMA Muhammadiyah Kupang, and SMA Sudirman Kupang - which were not analyzed due to the author's limited time. Based on the findings in these two educational units, it is similar that this actor's interest is indeed low because every day he works in accordance with the policies and directions of the school principal, especially regarding school administration tasks such as processing correspondence, duplicating and preparing exam/assessment

questions, handling archives, arranging meeting schedules. teachers with the principal, and other similar administrative duties ordered by the principal. Meanwhile, regarding SPMI or direct services to students, it is never handled by administrative employees.

His high power is mainly due to his existence as an administrative employee who has a mandate from the Governor (via BKD Decree) for those who pass the selection and have civil servant status (as at SMAN 6 Kupang), while for those who are honorary (as at SMAN 2 Kupang) they are trusted and appointed with Principal's decree.

For the lead actor or other committee members, for these two target educational units, during the research implementation the author never met face to face or met in person, either at SMAN 2 Kupang, or SMAN 6 Kupang because of the information conveyed by the deputy head of curriculum at SMAN 2 Kupang, the committee chairman. being absent (sick) so it was impossible to meet. Meanwhile, according to the principal of SMAN 6 Kupang, the head of the committee is quite busy, so if possible, the questionnaire will be entrusted to be given information so that it can be filled out later. The questionnaire was entrusted to the author and filled out by the committee chairman.

Based on the results of the questionnaire completed by the chairman of the SMAN 6 Kupang committee, it was confirmed that the person concerned works as a Public Information Commission for NTT Province and has been the chairman of the SMAN 6 Kupang committee since 2018 (meaning that when this research was conducted, the person concerned had entered his 5th year of leadership.). The strength or power possessed by the implementing actor, in this case the committee chairman, is as the director of the TPK, representing the parents of the students and the supporting community of the surrounding educational unit. Status as a director, the committee chairman has the role and duties together with the supervising supervisor to direct and guide the TPK to work according to their respective main duties and functions and carry out evaluations for improvement. The existence of the committee chairman in the education unit is ratified through the principal's decree, which is preceded by a hearing with the parents of the students. This means that this existence is strong because it is determined through meetings with the students' parents and the teacher council.

Based on the written main duties of the committee, the committee is a school advisory body, a place for school principals and teachers to request consideration of school policies and programs/activities, especially the School Activity Plan and Budget (RKAS). Have the authority to raise funds in the form of donations or assistance from parents/guardians of students and the community to help meet the lack of school funds sourced from BOS funds, and help develop school infrastructure to support the smooth teaching and learning process in schools (Permendikbud 75/2016), then his position in the TPK is very strategic.

The involvement of implementing actors in the implementation of SPMI (read TPK) as stated in the principal's Decree number 188.6.68/SMA6/156/VII/2022 dated 11 July 2022 apart from being a director is also a member of the educational unit characteristics context analysis team, which is tasked with providing considerations in the context analysis it is intended to prepare KOSP and RKAS for educational units.

The implementation of the duties of the implementing actor in the Team, which was confirmed through written interviews, shows that the actor really understands his main duties as chairman of the committee but not for the TPK, even in the nine (9) questionnaires, 40 guiding questions, there is no entry that mentions the TPK. Apart from that, the chairman of the committee admitted that since 2018 he had been entrusted as chairman of the committee due to a joint commitment to guaranteeing the quality of education both in relation to improving school resources and learning support facilities. The committee wrote that there were two (2) roles that during being chairman of the committee were carried out well and optimally.

Low Interest – Low Power (Crowd). Actors who are classified as Low Interest - Low Power (Crowd) in this research are students and parents of students, even though normatively this is not the case. This is a claim from society, from the normative as those who have high interest and power (players).

The normatively high interest and power is mainly due to the existence of both as sources of support for educational unit budgets, and students have the right to receive good, quality and quality educational services in accordance with the SNP or SPM that has been determined by the Government, while the students' parents are partners. (interested citizens) for educational units who are always willing to help educational units when needed, both in terms of energy, mental and financial support.

However, in practice - between obligations and rights that should be obtained, things are not balanced, where based on the presence of students in educational units, the Government, through the Ministry of Education and Culture, provides mandatory school operational assistance funds (BOS funds), namely Regular BOS funds, to all educational units regardless of state and private status as well as geographical conditions. Apart from that, the Government through the Ministry also provides Affirmation BOS and Performance BOS where Affirmation BOS is for educational units specifically located in 3T (Disadvantaged, Outermost, Frontier) areas in accordance with the provisions of applicable laws and regulations, and Performance BOS is specifically for educational units located in the value of having the best progress, achievements, and being a driving school by the Ministry in accordance with the provisions of applicable laws and regulations with varying amounts.

In 2023, Performance BOS for those implementing the driving school program (PSP) is determined based on level and class and for SMA/K class I. II and class III, respectively IDR 45,000,000, 90,000,000 and IDR 155,000,000. Meanwhile, for BOS Performance Achievement is determined based on points and levels of achievement starting from points 3 to 10 and ≥ 10 and at district/city/provincial, national and international achievement levels without levels (Kepmendikbudristek Number 258/P/2023 dated 21 August 2023). The schools with the best progress receive the Best Progress Performance BOS which is determined per level and specifically for the SMA/K level allocated IDR 45,000,000 (Kepmendikbudristek Number 259/P/2023 dated 21 August 2023), while the Affirmation BOS in 2023 has not yet been implemented. Regular BOS funds are determined based on the number of students allocated at IDR 1,520,000/per student/year; All BOS funds as mentioned above are channeled through a direct transfer mechanism to the accounts of each educational unit.

The budget allocation for the Best Progress Performance BOS Fund, PSP Implementation Performance BOS Fund, and Achievement Performance BOS Fund for 2023 can be detailed in table 1 below:

Table 1. Details of the Budget Allocation for BOS Funds for Best Progress School Performance and BOS Funds for Schools Implementing the Driving School Program (PSP) Year 2023

No.	Educational level	School Operational Assistance Fund for Best Progressive School Performance	BOS Fund for Performance of PSP Implementing Schools		
			Generation I	Generation II	Generation III
1.	Elementary School	22.500.000	22.500.000	45.000.000	80.000.000
2.	Middle School	35.000.000	35.000.000	70.000.000	120.000.000
3.	High School / Vocational High School	45.000.000	45.000.000	90.000.000	155.000.000
4.	School for Students with Special Needs	36.250.000	36.250.000	72.500.000	125.000.000

Source: Compiled based on Minister of Education and Culture Decree number 258/P/2023, and number 259/P/2023, dated 21 August 2023 by the author, 2023

Next are the details of the BOS Performance Fund budget allocation for high achieving schools in table 2 below:

Table 2. Details of BOS Fund Allocation for Outstanding School Performance Year 2023

Achievement Points	City/district level	National Level	International Level
3	25.000.000	45.000.000	
4	35.000.000	65.000.000	
5	45/50.000.000	100.000.000	The number is 2
6	55/60.000.000	120.000.000	times greater than
7	65/70.000.000	130.000.000	the national level
8	75/80.000.000	135/140.000.000	number
9	85/90.000.000	145/150.000.000	
≥10	100.000	160.000.000	

Source: Elaborated based on Minister of Education and Culture Decree number 258/P/2023 dated 21 August 2023 by the author, 2023

For the two target secondary education units, in 2023 they will only receive regular BOS for SMAN 2 Kupang IDR 1,938,000,000 from a total of 1,275 students, and SMAN 6 Kupang IDR 1,646,160,000 from a total of 1,083 students based on the results Dapodik data cutoff is as of 31 August 2022. Apart from that, secondary education units can collect student fees as a contribution from parents/guardians of students to meet the needs of providing education, the amount of which is adjusted to the job and income of the parents/guardians. This contribution fund in 2023 at SMAN 2 Kupang is set at IDR 100,000 per student/month, while at SMAN 6 Kupang it is IDR 150,000 per student/month with an exemption for 83 students of IDR 150,000,000. The amount of parent/guardian assistance funds in the form of student contributions for 2023 at SMAN 2 Kupang ± IDR 1,530,000,000 (data according to the author's calculations, with a total of 1,275 participants x IDR 100,000 x 12 months, because the RKAS document for student contributions was not notified), while student contribution funds at SMAN 6 Kupang based on RKAS data amount to IDR 1,821,000,000 (SPP Contribution RKAS document is with the author). Thus, the financial strength of the SMAN 2 Kupang educational unit from regular BOS funding sources and student tuition fees for 2023 is ± IDR 3,468,000,000 (consisting of Regular BOS IDR 1,938,000,000, and tuition fees of ± IDR 1,530,000,000), and SMAN 6 Kupang amounting to IDR 3,467,160,000 (which consists of Regular BOS amounting to IDR 1,646,160,000, and SPP Contributions amounting to IDR 1,821,000,000). This means that the two secondary education units targeted for this research are not included in the schools implementing PSP, or schools with the best progress, and schools with achievements so they are not included in those that receive performance BOS funds.

However, returning to the context, the financial strength of an educational unit is very dependent on the number of students in the educational unit, whether sourced from central assistance funds, in this case the Ministry, or assistance from students' parents in the form of monthly tuition fees. If so, student actors and student parents should be among those who have high power and interest in the entire process of implementing education in educational units, but due to the fact that this is not the case - instead it turns out to be low power and interest (so it is classified in the Crowd quadrant) So this research needs to prove it using Bryson's (2004) stakeholder theory approach.

Based on the results of filling out questionnaires by students from the two target educational units of SMAN 2 Kupang and SMAN 6 Kupang, it was confirmed that there were four students who were willing to fill in and were selected students who were involved as OSIS administrators and active Scout members, of which three (3) of them are the core OSIS administrators (namely two (2) as Chair and one (1) as Deputy Chair) while the other one (1) is an active Scout member. The chairman of the OSIS and deputy chairman of the OSIS are representatives of student informants at SMAN 2 Kupang, while the chairman of the OSIS and active Scout members are representatives of student informants at SMAN 6 Kupang. The following are details of the identity of student informants in table 3.

Table 3. Details of Student Identity Information

Identity Detail	SMAN 2 Kupang	SMAN 6 Kupang
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Full Name	Vidia Vanesa Putri Dael	Ade Tri Yunistiadinda	Gestriana Nomeni	Marizha S. Amnahas
Gender	Female	Female	Female	Female
Class	XII IPA-4	XI IPA-1	XI.D	XI.A
Intra-School Positions	Chairman of the Student body	Deputy student council president	Chairman of the Student body	Scout member
Year of Entry	13 July, 2021	18 July, 2022	1 July, 2022	1 July, 2022
Unit Origin	SMP Negeri 3 Kupang	SMP Negeri 5 Kupang	SMP Negeri 12 Kupang	SMP Negeri 6 Nekamese
Home Address	Jalan Cemara, Oetona, Bakunase 2	Jln. Hans Kapitan, Pasir Panjang, Kelapa Lima	Naikolan, Kel Naikolan	Jln. H.R Koroh Km 11 Oelomin
Type of Stay	With parents	With parents	With parents	With guardian
Distance to School (Km) / Travel Time (Minutes)	1 / 25	1 / 20	1 / 30	1 / 20
Means of Transportation	Bemo	Bemo/Online Motorbike Taxi	Bemo	Walk
Parents Job	Self-employed	Small Traders	Civil Servants/TNI/Pol Breeder ri	
PIP eligible	Yes	Yes	Yes	Yes
KIP Rescipients	No	No	No	NO

Source: Compiled from data from filling in research instruments and Dapomart BPMP Metabase data for NTT Province by the author, 2023

Based on their main duties as students, this actor is central or must be prioritized in the provision of education because students are the only source of financial assistance and they are obliged to do so, "obligated to bear the costs of education", and this needs to be aligned with their right to receive educational services (especially in learning) that are the best, highest quality, superior and outstanding in accordance with Government regulations (Permendikbud number 22 of 2016, and Permendikbudristek number 1 of 2021) both regarding literacy competency, numeracy and character education.

In this context, the position of students' parents is expected to be good teachers at home; become a guide in science learning and a director for children's character education at home. Apart from that, parents/guardians are also required to play an active role in both school and committee activities. For school activities, parents are required to attend meetings, take part in parent classes, can be resource persons, be active in class performance activities, participate in co-curricular and extra-curricular activities for children's self-development, become committee members and play an active role in committee activities, and can become members. violence prevention team and members of the team for preventing pornography, pornographic action and abuse of narcotics, psychotropics and other addictive substances, both natural and synthetic substances (NAPZA) in educational units (Permendikbud number 30 of 2017).

Based on the norms above, students are not obliged to be involved in the implementation of SPMI (read TPS/TPK) but are obliged to bear the costs of education and have the right to receive the best educational services. Meanwhile, active involvement, including in the implementation of SPMI (read TPS/TPK), is the role of parents; there is no right, nor is there an obligation, and based on the principal's decision regarding TPS SMAN 2 Kupang and TPK SMAN 6 Kupang, there is no involvement from representatives of parental elements - there is the chairman of the committee as the director and at TPK SMAN 6 Kupang he also serves as one of the members the team analyzes the context of the characteristics of the educational unit in order to prepare analytical materials for the purposes of preparing the operational curriculum for the educational unit (KOSP). Before proceeding to the informant interviews, the findings regarding the existence of TPS and TPK are that both TPS and TPK

have not been implemented well, it is still limited to fulfilling requirements so that the contents of the interview will later be connected more to the implementation of the role of each actor to obtain factual confirmation according to the objectives. this research.

The implementation of the implementing actor's duties in the team (read: roles and duties) which is confirmed through written questionnaire answers shows that the actor really understands his main duties as a student and as a parent of the student. The actor has been a student since he was first registered - all in 2022 and since then his parents/guardians have also held the status as parents/guardians of students, even one (1) informant confirmed that he has had the status of guardian since his biological mother. one of the student actors went abroad on July 15 2016.

CONCLUSION

There are four stakeholder quadrants in the two-by-two matrix, namely subjects, players, context setters and crowd (Bryson, 2004), as a basis for analyzing the character of SPMI implementing actors in secondary education services with good and less good or bad character in the two target educational units, SMA Negeri 2 Kupang, and SMA Negeri 6 Kupang with conclusions namely; (a) High Interest – Low Power (Subjects) consists of teachers who are involved in the school education quality assurance team (TPMPS) both as chairman, and team members as well as internal auditors and in fact the actors who play the role of chairman, secretary, treasurer and members of the development team (TPS and TPK) both at SMAN 2 Kupang and at SMAN 6 Kupang, do not understand their existence in the team, and this also confirms that both TPS and TPK only have SK but are not running, (b) High Interest – High Power (Players) consists of supervisors (elements of the provincial education service) and school principals as managers in the education unit. The actors also admit that these two tasks (academic supervisor and managerial) have been running quite optimally and well. In fact, the SPMI team is not known in the education unit, what exists is the school development team (TPS) at SMAN 2 and the curriculum development team (TPK) at SMAN 6 Kupang, (c) Low Interest – High Power (Context Setters) consisting of a committee and administration; committee as steering, administrative employees as administrative management staff in the education unit. In fact, the actor really understands his main duties as chairman of the committee but not for TPK and (d) Low Interest - Low Power (Crowd) consisting of students and parents of students. Students are not required to be involved in implementing SPMI (read TPS/TPK) but are required to bear the costs of education and have the right to receive the best educational services. Meanwhile, active involvement, including in the implementation of SPMI (read TPS/TPK), is the role of parents; neither a right nor an obligation.

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