

Strategies To Improve The Quality of Education Through The Optimization of Minimum Service Standards

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ABSTRACT

The current problem is that the implementation of SPM Education has not been implemented optimally. Thus, further research needs to be done about SPM Pendidikan if implemented in Islamic educational institutions to improve the quality of education. This research is important to be carried out so that Islamic educational institutions are able to implement SPM Education optimally. The method used in this study is qualitative with a Literature Study research approach. The source of this research data is obtained from books, scientific articles, and government regulations. Government regulations, namely Government Regulation Number 2 of 2018 concerning Minimum Service Standards and supported by Permendikbudristek Number 32 of 2022 concerning Technical Standards for Minimum Education Services, are the main references. MAN 2 Kota Malang is one of the Islamic educational institutions that implements SPM Education through quality standards in the aspects of input, process, and output. The implementation of SPM Pendidikan policy in educational institutions is closely related to the quality of these educational institutions, so that SPM Education can be applied by determining quality standards to realize the quality of educational services.

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1. Introduction.

The Minimum Education Service Standard (SPM Pendidikan) is one of the benchmarks for the performance of education services organized by the Regional Government, both the Provincial Government and the Regency or City Government (Dewi, 2019). SPM Pendidikan according to

Permendikbud Number 32 of 2022 is a provision regarding the type and quality of basic education services that are mandatory government affairs and every student has the right to obtain it at least (Permendikbudristek RI Number 32 of 2022 concerning Technical Standards for Minimum Education Services, 2022).

The purpose of education contained in the Preamble to the 1945 Constitution, namely to educate the nation's life (Aziizu, 2015), has the consequence that the state is obliged to organize and provide facilities for the Indonesian people to get the right to education that is proper for their lives. In the 2005-2025 Long-Term Development Plan (RPJP), the government is committed to improving access and affordable and quality education services (Mustajib; Agus Zaenul Fitri 2023). The improvement of access and educational services is carried out at every level of education.

The determination of SPM Pendidikan is one of the efforts made to ensure access and quality of education for the community to get educational services from the government (Setiawati, 2018). Amtu (in Dewi, 2019) said that the quality of education cannot be measured only based on the results of student exams, but an assessment of inputs, processes, outputs, and outcomes also needs to be carried out, because they are all interrelated.

Islamic educational institutions as part of the forum for education, should also implement SPM Pendidikan to ensure minimum quality. Quality is a very important issue for educational institutions, especially Islamic educational institutions because quality is no longer just the reputation of the institution, but also a form of institutional accountability to service users (Mustajib 2024). Therefore, if the quality of an Islamic educational institution increases, it will be directly proportional to the level of public trust which will also increase.

However, the current problem is that the implementation of SPM Pendidikan has not been implemented optimally (Subki et al., 2022). So, it is necessary to further research on SPM Education if it is implemented in Islamic educational institutions to improve the quality of education. This research is important to be carried out so that Islamic educational institutions are able to implement SPM Education optimally.

2. Method.

The method used in this study is qualitative with a Library Research research approach. Literature study is a research method that is carried out by collecting, evaluating, and compiling by synthesizing literature or references obtained from books, scientific journals, articles, and other scientific work documents that support and are relevant to the title and discussion in the research (Nurarifah & Paryanto, 2023).

The source of data for this research was obtained from books, scientific articles, and government regulations. Government regulations, namely Government Regulation Number 2 of 2018 concerning Minimum Service Standards and supported by Permendikbudristek Number 32 of 2022 concerning Technical Standards for Minimum Education Services, are the main references, because the discussion in this study is the implementation of the policy or regulation.

3. Results and Discussion.

3.1 The Concept of Minimum Education Service Standards.

SPM Pendidikan is designed as a minimum level of education service that must be provided by the government. SPM Pendidikan applies to: a) educational programmes; b) education providers; c) district or city government; and d) provincial government. The services provided by the government in accordance with the Education SPM include: 1) services that are directly the duties and responsibilities of the education office for schools and the office of the religious department for madrasas; 2) services that are indirectly the duties and responsibilities of the education office and the office of the religious department (Hidayati et al., 2013).

The basis for the implementation of SPM Pendidikan used in this study is Government Regulation Number 2 of 2018 concerning Minimum Service Standards and supported by Permendikbudristek Number 32 of 2022 concerning Technical Standards for Minimum Education Services. In the regulation, SPM Pendidikan includes SPM Regional Education Provincial and SPM

Regional Education Regency/City. The types of basic services at the Provincial Regional Education SPM include: a) secondary education; and b) special education. Meanwhile, the types of basic services at SPM Regional Education Regency/City include: a) early childhood education; b) basic education; and c) equality education (Government Regulation No. 2 of 2018 concerning Minimum Service Standards, 2018).

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1. Standard Quantity and Quality of Goods and/or Services

This standard requires educational institutions to provide quality educational services. The quality of these educational services can be measured by the following standards:

a. Educational unit standards

This standard consists of seven standards, including graduate competency standards, content standards, process standards, facilities and infrastructure standards, management standards, financing standards, and educational assessment standards.

b. Quality and equitable distribution of student learning outcomes

The quality and equitable distribution of student learning outcomes are divided into two. First, it is intended for elementary schools, junior high schools, equality education units, high schools, and special education units, where these qualities include literacy competencies and numeracy competencies. Second, it is intended for vocational high schools, which include literacy competencies; numeracy competence; work culture; as well as the absorption of graduates in the world of work and industry, entrepreneurship, or continuing education to the next level.

c. Participation and equitable distribution of students

The participation and equitable distribution of students in elementary schools, junior high schools, equality education units, high schools, junior high schools, and special education units include gross participation rates and school participation rates.

d. Quality and equitable distribution of services

The quality and equitable distribution of services includes a climate of security as well as a climate of diversity and inclusivity.

2. Standards for the Number and Quality of Educators and Education Personnel

This standard contains several types of sub-standards that must be met, including: a) types of educators and education personnel; b) the quality of educators and education personnel; and c) the number of educators and education personnel. The standard for the number and quality of educators and education personnel at each level of education is different. The standards for early childhood education, elementary school, junior high school, high school, and vocational high school are different. So that educational institutions must pay close attention to these standards.

In this article, we will discuss the standards for the number and quality of educators and education personnel at one of the levels of education, namely high school. The standards for the number and quality of educators and education personnel in high schools include the following sub-standards.

a. Types of Educators

- 1) Subject teachers
- 2) Guidance and counselling teachers
- 3) Special guidance teachers for educational institutions that have students with disabilities

b. Types of Education Personnel

- 1) Principal of school/madrasah
- 2) Supervisors of schools/madrasah

- 3) Laboratory personnel
- 4) Other supporting personnel
- c. Educator Quality
 - 1) Have a minimum academic qualification of Diploma Four (D-IV) or Bachelor's equivalent (S-1)
 - 2) Have an educator certificate
- d. Quality of Education Personnel
 - 1) Principals of schools/madrasas must meet the following criteria: a) have a minimum academic qualification of Diploma Four (D-IV) or Bachelor's equivalent (S-1); b) come from teachers; c) have an educator certificate; d) have at least two years of managerial experience; e) Have a certificate of graduation from education and training for prospective principals/madrasas or a driving teacher certificate
 - 2) School/madrasah supervisors must meet the following criteria: a) have a Master's (S-2) educational academic qualification on a Bachelor's basis (S-1) in a group of relevant subjects; b) come from teachers; c) have an educator certificate; d) Have a certificate of graduation from education and training for prospective school/madrasah supervisors or a driving teacher certificate.
 - 3) Laboratory personnel and other support personnel must have a minimum educational qualification of high school or equivalent.
- e. Number of Educators

The number of educators is measured by the following indicators: a) the adequacy of ASN teacher formations for high schools organized by the Regional Government; and b) teacher distribution index.
- f. Number of Education Personnel

The number of education personnel can be measured by the ratio of school/madrasah supervisors to the number of high schools.

3.2 The Concept of Quality in Islamic Educational Institutions.

Language quality is a measure of the good or bad of an object, level, level or degree (intelligence, intelligence, etc.) (Barnawi & Arifin, 2017). The quality of education is defined as the compatibility between the needs of interested parties and the educational services provided by educational institutions (Sani et al., 2015). The interested parties in this case consist of internal and external parties. Internal parties include school principals, students, teachers, and employees. Meanwhile, external parties include parents, prospective students, the government, the general public, and special communities (the industrial world).

To prepare the quality of Islamic educational institutions, there are three important factors that must be prepared, namely input, process, and output (Hambali & Mu'alimin, 2020). *First*, input. The input process in question is everything that must be provided by educational institutions so that the educational process can take place properly. Inputs can be in the form of human resources (principals, teachers, employees, students), infrastructure, vision and mission, and software (plans, programs, school organizational structure, laws and regulations). Some strategies to create good input include the following.

1. Providing professional teachers or educators.
2. Create dynamic learning plans and programs.
3. Create clear and measurable job descriptions for employees.
4. Make laws and regulations that help Islamic educational institutions realize their goals.
5. Formulate a vision and mission in accordance with the demands of society and the times, without ignoring Islamic values.
6. Conduct periodic and continuous evaluations to find out the obstacles and challenges faced by Islamic educational institutions so that they can be overcome immediately.

Second, the process. The process is a process in education which includes the decision-making process, the learning process, the program and institutional management process, and the evaluation process (Hambali & Mu'alimin, 2020). Islamic educational institutions are the place where the Islamic education process takes place to change individual behavior for the better (Bafadhol, 2017). The educational process can run well if there is harmonization in educational inputs. The creation of harmonization between teachers, school programs, infrastructure, and so on is able to create a pleasant learning atmosphere, increase students' motivation to learn, and empower them.

Third, output. The performance of Islamic educational institutions is a form of educational output. This performance is a school achievement that results from the educational process and can be measured in quality, effectiveness, efficiency, productivity, innovation, work quality, and work morale (Hambali & Mu'alimin, 2020). The Graduate Competency Standard (SKL) is a part that is included in the output component section (Sani et al., 2015).

3.3 Implementation of SPM Education in Improving the Quality of Madrasah Aliyah

The implementation of secondary education in accordance with SPM is the responsibility and authority of the Provincial Government (Permendikbudristek RI Number 32 of 2022 concerning Technical Standards for Minimum Education Services, 2022). Madrasah Aliyah (MA) is a secondary Islamic educational institution, at the same level as Senior High School (SMA) (Sarwendah & Saepullah, 2022). With this in mind, SPM Education at the Supreme Court is the authority of the Provincial Government, in this case the office of the religious department.

To meet the quality and equitable distribution of learning outcomes, students at the high school or madrasah aliyah level, form a learning community and ensure that the head of the madrasah, madrasah inspectors, and teachers are actively involved. In this case, strengthening the competence of madrasah heads, madrasah inspectors, and teachers is also needed, so that competency strengthening can be carried out by participating in activities: a) training; b) seminars; c) workshop (Permendikbudristek RI Number 32 of 2022 concerning Technical Standards for Minimum Education Services, 2022).

The fulfillment of student participation and equitable distribution can be carried out by carrying out several activities, such as providing education fees until graduation to students from underprivileged families, providing scholarships for students from 3T areas (frontier, outermost, and disadvantaged).

Furthermore, the quality and equitable distribution of services also need to be considered by improving the quality of services, including the importance of inclusivity and diversity in order to prevent discrimination at least 1 (one) time in 1 (one) school year. Islamic educational institutions also need to facilitate teacher meetings in a community-based forum to improve the quality of services at least 1 (one) time in 6 (six) months.

The implementation of the SPM Education policy in educational institutions is closely related to the quality of the educational institution, so that SPM Pendidikan can be implemented by determining quality standards to realize the quality of educational services. One example of an educational institution that has a quality standard document is MAN 2 Malang City. MAN as an Islamic educational institution in the form of a madrasah has an important and significant role in providing quality Islamic education (Sartika et al., 2023).

In the quality standard document, the Internal Quality Assurance System (SPMI) of MAN 2 Malang City Education is a system developed and implemented in madrasahs to ensure the quality of education so that it can be maintained and improved in accordance with the plan that has been set (MAN 2 Malang City Internal Quality Assurance System Document, 2020). The following are the education quality standards set at MAN 2 Malang City.

Table 1. MAN 2 Quality Standards of Malang City

NO	ASPECTS	STANDARD
1	Vision	The vision is clearly formulated at the level of the education program, and is understood by stakeholders.
2	Mission	The mission is clearly formulated at various levels, and is the implementation of the vision of MAN 2 Malang City, and is understood by stakeholders.
3	Educational and curriculum	Curriculum goals and objectives are clearly formulated based on the needs of national and global stakeholders, communicated and implementable

	objectives	The goals and objectives of the curriculum are in accordance with the needs of stakeholders in the context of the development of science, which is shown by a systematic study, to achieve a competence.
4	Curriculum planning and review	The curriculum is designed as effectively as possible to meet the needs of stakeholders in terms of: length of study, attendance pattern, place, structure and sequence (delivery sequence), learning process, and evaluation
		The curriculum offers an appropriate balance of conceptual and personal abilities, general abilities, specialized skill competencies, as well as transferable skills.
		The curriculum is up-to-date and is reviewed periodically to assess its suitability with the development of science, technology and the needs of stakeholders to be adjusted in a rational time frame and follow government regulations related to changes in the national curriculum.
5	Prospective students	Prospective students must meet the requirements of academic and or non-academic abilities as well as psychology to follow the learning process in accordance with the applicable provisions at MAN 2 Malang City.
6	Teacher	The quantity and quality of teachers must be sufficient for the implementation of the curriculum. At least 30% of teachers have S2/S3 education from nationally and internationally recognized universities.
		The needs of teacher development are systematically identified in relation to self-development and competence through further education (S-2) according to curriculum needs and meet institutional requirements/institutional criteria.
		Teachers are effectively assigned where their roles and functions are clearly defined, tasks assigned according to their qualifications.
		Teachers regularly participate in teacher development related to identified needs: appointments, training in academic positions, periodic training, consultations, research, and educational activities.
7	Learning resources	Physical resources including equipment, consumables, and information technology are available in sufficient quantities to implement the curriculum and can be used effectively.
		Libraries, laboratories, audiovisual, computers, and other academic services are adequate for the curriculum implemented.
		Each classroom is equipped with IT-based learning facilities.
		Procurement of Learning Modules, Learning Activity Units (UKB), Student Worksheets and Question Banks for all learning materials prepared by the team of each learning cluster
8	Learning environment	The learning environment is conducive to the learning process and educational activities in general.
		The space and facilities for learning are sufficient in quantity and quality in accordance with the curriculum offered and managed efficiently and effectively in accordance with the developing technology
		The environment, space and learning facilities are well maintained in terms of beauty, cleanliness, neatness, safety and security and are improved or modified according to Needed.
9	Learning organization	The learning program is structured and managed effectively.
		The learning program is clearly stated, communicated to students and monitored regularly
		The learning process and exams are systematically scheduled and

		coordinated with all related components.
		Feedback obtained from students and/or auditors is analyzed and followed up as appropriate
10	Head of Madrasah	The Head of Madrasah has a minimum S2 education from a university whose study program is accredited A and has undergone Madrasah Head training from a principal training institution recognized by the government.
		The head of the Madrasah is expected to be able to speak English actively.
		The head of the Madrasah has an international vision, is able to build an international network, has managerial competence, as well as a strong leadership spirit and entrepreneurial spirit
11	Madrasah Leaders	Madrasah leaders include the Head of Madrasah, Head of TU, Deputy Head of Curriculum, Deputy Head of Student Affairs, Deputy Head of Public Relations, Head of Infrastructure, P2M2 Field, and Committee Assistants (SPM Examiners)
12	Teaching and learning process	Teaching and learning activities are based on definite goals that are consistent with curriculum goals.
		The presentation of the material must be planned and prepared as well as possible by referring to the syllabus and lesson plans
		Subject matter is regularly determined and evaluated so that it is always at an appropriate and understandable level for students.
		The teaching method used is one that supports independent learning and students must take the initiative to learn on their own, by applying a scientific approach.
		Learning is enriched by referring appropriately to cross-curricular relationships and cutting-edge research results.
		The learning process in all subjects is an example for other schools/madrasas in the development of noble morals, noble ethics, superior personality, leadership, entrepreneurial spirit, patriot spirit, and innovator spirit.
13	Course evaluation and assessment	The assessment must include all the objectives and aspects of the curriculum being taught.
		The scope and weight of the assessment should be clear and known to all involved.
		A set of assessment methods must be prepared and used in a planned manner for diagnostic, formative, and summative use.
		Preparation and use of standardized test instruments through qualitative and quantitative analysis
		The standards used in the assessment scheme must be explicit and consistent for all aspects of the curriculum.
		The progress made by students should be systematically monitored and recorded, fed back to students and corrected when necessary.
14	Support for student academic achievement	Students must be supported effectively during their learning period through the provision of information on how to learn, how to use the library, computers, and student health aids/supports.
		The institution provides consultation and assistance services in the field of curriculum, employment and personal matters for students and communicates them clearly to the student.
		The institution provides information, consultation and support for high-potential students.
15	Outputs, outcomes and quality control	Performance indicators are used regularly to inform the success of educational goals.

		Quality control arrangements at each level and subject are implemented consistently and coherently.
		Learning outcomes, outputs and outcomes are monitored, analyzed and followed up.
16	Madrasah Management Organization	Strive for effective relationships between people that give birth to efficient cooperation in the work program committee so that they can complete the work according to the job description/appropriate division of tasks.
		Together with UPIM, the committee period for all educational activities is set for 1 year using the principles of equity and fairness for teachers and education staff in accordance with their competencies
		Together with UPIM, the election of waka and staff is determined through deliberation to reach a consensus with a term of office of 2 years (1 period) and can be extended 1 time in the same field

Sumber: <https://man2kotamalang.sch.id>

From the table above, we can understand that efforts to improve the quality of MAN 2 Malang City are carried out by determining quality standards, which can be grouped into 3 (three) parts, namely input, process, and output. First, input. The standards used in determining inputs include the following aspects: a) vision; b) mission; c) educational and curriculum objectives; d) curriculum planning and review; e) prospective students; f) teachers; g) learning resources; h) the head of the madrasah; and i) madrasah leaders. Second, the process, includes the following aspects: a) learning environment; b) learning organization; c) teaching and learning process; d) subject evaluation and assessment; e) support for student academic achievement; and f) madrasah management organization. Third, output, including aspects of output, outcomes, and quality control.

4. Conclusion

The Minimum Service Standards (SPM) for Education are designed to ensure that every educational institution, especially madrasahs, meets the level of quality basic educational services. The implementation of SPM Pendidikan includes fulfilling the standards for the quantity and quality of goods/services as well as educators and education personnel in accordance with Government Regulation No. 2 of 2018 and Permendikbudristek No. 32 of 2022. Important aspects in the implementation of SPM Pendidikan include inputs (such as vision, mission, human resources, and facilities), processes (learning management and evaluation), and outputs (student achievement and education quality control).

In Islamic educational institutions such as Madrasah Aliyah, the implementation of SPM Pendidikan focuses on equitable distribution of learning outcomes, improving the competence of educators through training and workshops, and providing inclusive access to education. This effort involves activities such as providing scholarships for students from underprivileged families or 3T areas, as well as improving the quality of services through the formation of learning communities and technology-based learning facilities. For example, MAN 2 Malang City has shown success by implementing the Internal Quality Assurance System (SPMI), which plays a significant role in maintaining and improving the quality of education.

Overall, the implementation of SPM Education in Islamic educational institutions is a strategic step to ensure the quality and competitiveness of the institution. Through a holistic approach that includes input, process, and output standards, SPM Pendidikan contributes to improving service quality, stakeholder satisfaction, and competitiveness at the national and global levels. This also shows that the quality of education not only affects the reputation of the institution but also on public trust in the services provided

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