Root Couse Analysis (RCA) and Plan Internal Quality Audit Results Corrective Action (Study of Quality Management in Ambon YPKPM Christian Private High School)

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Article Info	Abstract
	Nationally, the quality of secondary education in Indonesia has not been as expected. The results of the quality mapping based on data from the Directorate General of Primary and Secondary Education show that only about 16% of education units meet the National Education Standards (SNP). Most of the other education units have not met the SNP, in fact there are a number of education units that still do not meet the minimum service standards (SPM). This study aims to: describe the quality management, find the causes and root problems associated with the findings of the Internal Quality Audit and provide recommendations and suggestions on corrective measures that can be used as solutions to problems found at YPKPM Ambon Christian Senior High School. This study uses the Root Cause Analysis method "5 why analysis" by asking why 5 times or repeatedly to find the root of a problem. The results of this study found that the root causes are: 1). almost some teachers do not understand what is an internal quality audit; 2). there is no disclosure of the findings of the internal quality audit; 3). Management School management is not based on quality report cards. Action plans to improve the results of the Internal Quality Audit that must be carried out are: socializing the internal quality audit instrument and restructuring the supporting documents for the audit instrument and school management based on quality report. **Keyword :** Root Couse Analysis (RCA), Internal Quality Audit Results, Quality Management

INTRODUCTION

Efforts to improve the quality of education are one of the national policies that need to be considered and pursued by all elements involved in it. This is because through the management of quality education. It is hoped that the Indonesian nation will become more independent.

Bridge, Judd, and Moock (1979: 1-3) state that the influencing factors on educational output are a production function of the education system. Educational institutions (schools) as

a micro form of formal education are also a production function to produce quality educational institutions. Based on the concept of Bridge, optimizing the function of each quality component to get a quality institution is a very urgent part. The components of the quality of educational institutions are:*Effective Learning and Teaching;* Leadership *(Leadership),*Educator / Teacher*(Teachers),* Learners/Students *(Students),* Management institutes *(institutional Management),*Physical Environment and Resources, Satisfaction Stakeholders *(Stakeholder Satisfaction),*Cultural Institutions *(Institutional Culture);*Learning Outcomes (*Performance*) and Accountability (*Accountability*).

David L. Goetsch & Stanley, B, Davis (Quality Management p.454) Seven quality tools, one of which is root cause analysis. Root cause analysis is a very useful work tool for finding the root cause of an incident that has occurred. Finding the root of the problem is a key word. Because, without knowing the root of the problem, an incident cannot be handled properly, which results in a recurrence of the incident in the future.

The improvement of the quality of the Christian private SMA YYPKPM Ambon requires a special approach so that all school components can collectively have a quality culture. Schools can form an internal quality assurance team to control quality achievement.

METHODOLOGY

This study uses the RCA (method*Root Cause Analysis*)with the help of fishbone diagrams and 5 why analysis tools. RCA is a method used to solve problems or non-conformities, in order to get to the root cause of a problem. The application of the RCA method is widespread, using common sense techniques that can produce a systematic, measurable and documented approach**.**

For understanding identification, and resolution of the underlying causes (Vorley; 2008). The following are the main points in the RCA method:
a) Identify the problem
b) Define the problem
c) Understand the problem
d) Identify the root cause
e) Corrective action
f) Monitor the system

5 Why Analysis Method

Analysis 5 Why is a structured approach in which asking why questions repeatedly to understand the causes of this problem, and to produce effective corrective action to reduce the incident, and prevent accidents from happening again. At this stage the results will be obtained. will continue to be processed in the fishbone diagram stage.

Fishbone Diagram Method

Fishbone diagram is a visual tool to identify, explore, and graphically describe in detail all the causes associated with a problem. According to Scarvada (2004), the basic concept of adiagram *fishbone* is that the basic problem is placed on the right side of the diagram or on the head of the fishbone skeleton. The cause of the problem is described in the fins and spines. Category causes of problems that are often used as *anstart* initialinclude *materials* (raw materials), *machines and equipment* (machines and equipment), *manpower* (human resources), *methods* (methods), *Mother Nature / environment* (environment), and *measurement* (measurement). . The six causes of this problem are often abbreviated as 6M. Other causes of the problem other than the 6M can be selected if needed. To find the causes of the problem, both those originating from the 6M as described above and other possible causes,techniques can be used *brainstorming*.

RESULTS AND DISCUSSION

The results of this study found that the cases in YPKPM Christian Senior High School were: The school grade report card quality did not match the school's accreditation status and current school conditions. This case analyzed the root causes as follows:

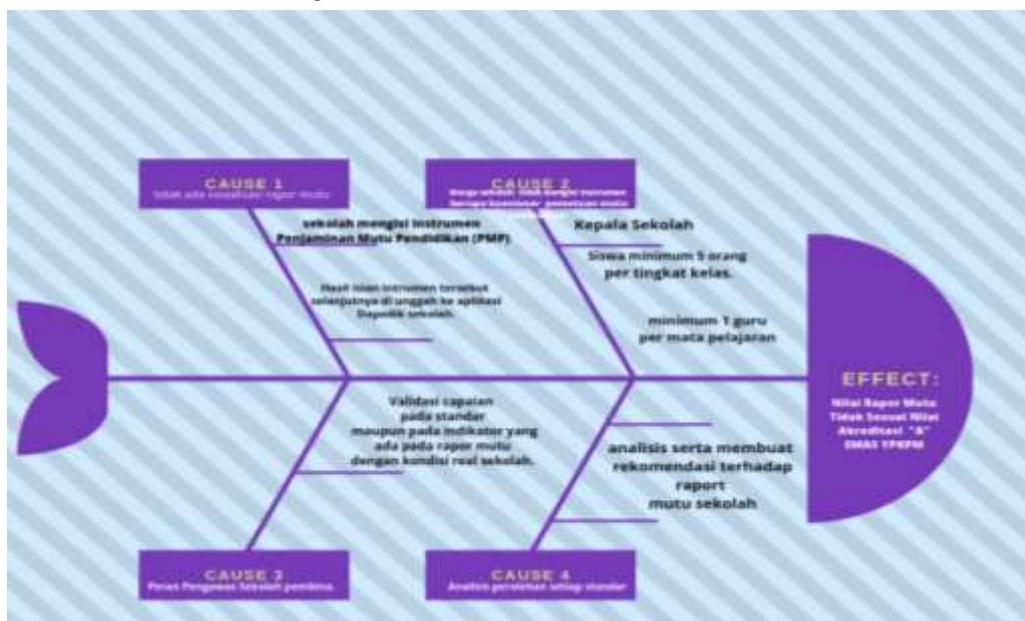**The school quality report card score does not match the school's accreditation status.**

List *Of Fact 5 Why Analysis*

Based on the results of interviews that have been conducted, it is found that the facts can be implemented into this method, while the analysis of this method is as follows:

Table 1 *Why - Analysis of* School Quality Report Card Value

Case Quality Report Card Quality Score	The quality of the school does not match the Accreditation Status of the school
Why?	There is no socialization of quality report cards.
Why?	The period for the assessment of the quality report card is not known.
Why?	can be caused by several things such as: ever copying the database folder, using a third party application,
Why?	EDS Prefill Download Constraints
Cause?	Ø Already Calculated Report Cards and Synchronization But Not Yet on Supervisory Verval Ø Many values of PTK and Sarpras are still zero Ø Do not have SOPs for school quality control

Picture 1. Fishbone diagram

Causes or root causes of internal quality audits and follow-up plans 1). almost a few teachers do not understand what is meant by internal quality audits; 2). no disclosure of internal quality audit findings; 3). School management has not been based on a quality report card. Action plans to improve the results of the Internal Quality Audit that must be carried out are: socialization of internal quality audit tools and restructuring of supporting documents for audit instruments and school management based on quality reports.

Weak Implementation of Internal Quality Assurance System (SPMI)

Table 2 *Why - Analysis*

Case of SPMI Understanding	Weak Implementation of Internal Quality Assurance System (SPMI)
Why?	Weak **commitment** from educational institution authorities
Why?	Limited number and **competence of** human resources in universities / schools that understand SPMI completely and correctly.
Why?	**The ignorance** of internal stakeholders about the importance of a quality culture in education delivery.
Why ?	Weaknesses in **outreach** to all teachers and stakeholders, including mismanagement of school organization strategies.
Cause?	Ø Does not have SPMI SOP for school quality control Ø Weaknesses in formulating the content of SPMI policies, standards and manuals, including weaknesses in the formulation of measurable success target indicators. Ø Culture of resistance (resistance) is strong against any changes, including changes towards quality improvement, from structural officials, teachers and education personnel.

Picture 2. *Fishbone diagram*

Study of SPMI Audit Results in Ambon YPKPM Christian Private High School

The internal quality assurance model in the learning process (SPMI) at Ambon YPKPM Christian High School was obtained through several stages, including synthesizing with the views of the principal and teachers as well as observation data. Furthermore, an FGD was conducted to produce an initial model of the SPMI. In the learning process. The study includes: a description of the SPMI in the learning process.

SPMI description in the learning process

The SPMI model in the learning process aims to meet the national education standards as a reference quality standard in the learning process. The components of the SPMI model in the learning process include: 1) Validation and curriculum synchronization, 2) Development of learning tools, 3) Implementation of teaching and learning activities and 4) Assessment of learning outcomes.

The characteristics of the SPMI model in the learning process are simple and uncomplicated, visually it can be described as follows:

Picture 3. SPMI model in the learning process
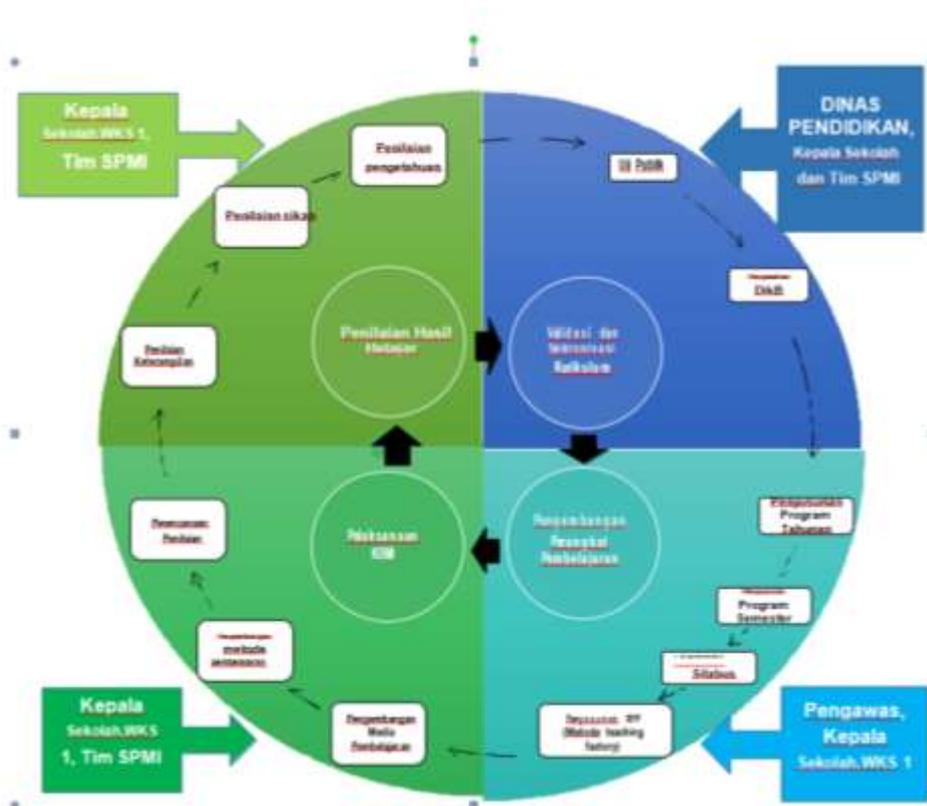
The description of SPMI in the learning process has several limitations, among others: No test of understanding SPMI was carried out on YPKPM Christian Senior High School Ambonese teachers; The FGD was only conducted for 6 teachers so it was not optimal; This research is limited to the description of the results of internal quality audits and the SPMI model has not been applied.

CONCLUSION

1. The main problem found in YPKPM Christian Senior High School is that it does not have a Standard Operating Procedure (SOP) for school quality control
2. School management needs to be equipped with a quality culture as outlined in the quality manual
3. It is necessary to plan and implement an Internal Quality Assurance System in each component of the school's operational standards

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