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Achievements of the national education standards and education quality assurance implementations in vocational high schools in D.I. Yogyakarta

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ABSTRACT

In the field of education, the challenges faced are closely linked to the quality of educational services and the public's perception of educational institutions. Reviews related to the implementation of National Education Standards and Education Quality Assurance can be used to assess the quality of these institutions, thereby helping shape a positive public perception. This research aims to analyze the achievements of the National Education Standards (Graduate Competency Standards, Content Standards, Process Standards, Assessment Standards, Lecturers and Educational Staff Standards, Facilities and Infrastructure Standards, Management Standards, and Financing Standards) and Education Quality Assurance in several Vocational High Schools in D.I. Yogyakarta. A descriptive quantitative approach was employed in this study, with research samples selected using a probability sampling method. Data were collected through questionnaires. Nine instruments were used: Graduate Competency Standards, Content Standards, Process Standards, Assessment Standards, Lecturers and Educational Staff Standards, Facilities and Infrastructure Standards, Management Standards, Financing Standards, and Education Quality Assurance. Data were analyzed using descriptive statistical tests and percentages to calculate the results. The findings indicate that the implementation of National Education Standards achieved a score of 81.87%, while Education Quality Assurance scored 80.05%. These results demonstrate that the implementation of National Education Standards and Education Quality Assurance in several schools in D.I. Yogyakarta has been successful, as reflected by the high percentage outcomes.

Keywords: Achievement, National Education Standards, Quality Assurance

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INTRODUCTION

Education is a necessity essential for everyone. According to the Republic of Indonesia Government Regulation Number 4 of 2022 concerning Amendments to Government Regulation Number 57 of 2021, education should be implemented through a national education system aimed at achieving national education goals. This implementation involves enhancing self-potential by developing skills, as well as improving quality of life and societal values. For this reason, a national standard, such as the National Education

Standard (NES), is needed. If each educational unit can exceed the NES, it can be rated as excellent.

Education plays a highly important role; however, its quality remains relatively low. This is reflected in the data from the Global Talent Competitiveness Index (GTCI) 2022, which shows that Indonesia ranked 82nd in the world in terms of education. On the other hand, according to data from UNESCO 2022, Indonesia's education system ranked 5th among ASEAN countries. Furthermore, data from the World Population Review 2022 indicates that Indonesia ranked 130th out of 199 countries in terms of citizens' IQ. Additionally, in 2019, fewer than 50% of Vocational High Schools (SMK) in Indonesia were accredited with grade A. This indicates that many Vocational High Schools have not yet implemented the National Education Standards (NES) or optimal quality assurance. Since Vocational High Schools are intended to prepare skilled, competent, and independent individuals, this is a cause for concern. (Abdurrahman et al., 2022).

Several vocational high schools accredited with an A have successfully implemented the NES and quality assurance systems. These include SMKN 1 Seyegan, SMK 2 Pengasih, SMK 3 Yogyakarta, SMK 2 Depok, SMK 2 Wonosari, and SMK 2 Klaten, all located in D.I. Yogyakarta. These schools have established strong connections with many companies, both domestic and foreign. Issues arising in the implementation of the NES and quality assurance systems in the education process are related to the content standards. The primary issue is the simultaneous implementation of two different curricula. Grade 10 uses the *Kurikulum Merdeka*, while Grades 11, 12, and 13 use *Kurikulum 2013*. This discrepancy causes at least half of the lecturers to encounter difficulties in preparing the learning components, as they are required to teach using different models (Coopmans & Rinnooy Kan, 2023).

In the learning process, lecturers often use conventional teaching approaches, such as the teacher-centered method (Suartini, 2019), which has proven to be a significant issue in the teaching process. The high level of lecturer domination minimizes students' freedom and independence in learning, leading to a decline in students' abilities to independently adapt to their learning environment (Winarno et al., 2021). The lack of independence can induce passive behavior (Warju et al., 2020), and passive learning can halt students from generating innovative ideas (Ahmad et al., 2022). Additionally, some lecturers do not perform demonstrations during practical learning sessions, resulting in students having relatively minimal competencies that do not meet industry standards (Inderanata & Sukardi, 2023). This issue is exacerbated by lecturers' limited utilization of school facilities, such as computers. Currently, the use of digital tools in teaching practices, as well as digital competency in general, is still uneven among lecturers (Antonietti et al., 2022). For this reason, lecturers need to develop high competencies in technology (Indira et al., 2020).

Another issue is the suboptimal management of the class and learning process.

One issue with the students is their lack of preparation, such as not bringing their books and stationery to lessons. Additionally, the students' skills are still relatively underdeveloped when it comes to operating tools during practical learning. Students need to possess high cognitive skills, intrapersonal skills, and behaviors that demonstrate their competency in specific fields or positions (Holmes et al., 2021). These skills are also essential for daily life. Furthermore, these skills are necessary to assess how competent students are in both their learning and various specific fields (Choy & Yeung, 2022). The students' skills depend on the urgency of their work life (Xing et al., 2023).

The issue with the assessment standard is related to the lack of comprehensive assessments. This problem arose due to the unequal training for lecturers regarding the applicable assessment system, particularly in relation to the implementation of assessments under the Kurikulum Merdeka. Transparent and well-communicated assessment methods (López-Hernández et al., 2023), can improve students' competencies (Ravi, 2023). Another issue concerns the facilities and infrastructure standards, where the utilization of tools is suboptimal. This problem is linked to inadequate air circulation in classrooms and the limited number of activities conducted in the library. It is hoped that the need for facilities and infrastructure will be addressed in accordance with the applicable minimum standards (Murtinugraha et al., 2021). School facilities and infrastructure can affect students' academic performance both directly and indirectly. Facilities such as study spaces, libraries, and seating are crucial to supporting the students' learning environment (Hanaysha et al., 2023). Accessibility to the necessary facilities for both lecturers and students can enhance the reputation of educational institutions (Singh & Jasial, 2021).

The issue found in the management standard was that the school website was not up to date, which caused both school and external stakeholders difficulty in accessing the latest information. This issue in school management can negatively impact the quality of education. Improving education quality is an essential task that must be carried out by educational institutions in all countries. This improvement can be linked to knowledge management systems (Khoa & Huynh, 2023). Another issue related to financing standards is the lack of additional funding sources. Several schools have not received supplementary funding beyond the main source, the BOS Fund, which can lead to a decrease in the school's income (Ruff et al., 2023).

Education quality assurance involves activities such as monitoring, evaluation, and review of the quality of education. The process of quality assurance needs to be fully implemented. Schools must be able to develop strategic steps in accordance with the capabilities of each educational unit. The explanation of quality assurance needs to be universal and consistently

applied to improve education quality (Alfaro-Ponce et al., 2023). Education quality is supervised by the government and related institutions, which are responsible for developing and evaluating the effectiveness of schools (Aburizaizah, 2022). A good school must develop its internal human resources, supporting facilities, and the competencies of its lecturers (Rebia et al., 2023).

An issue in education quality assurance relates to the disparity between students' competencies and their chosen majors. New students are admitted based on their report cards and a selection process through the Regional Education Standardization Assessment (ASPD). ASPD is an evaluation process conducted by the local government or educational institutions in the D.I. Yogyakarta area to assess students' achievements in both academic and non-academic fields. The measurement of students' knowledge and skills is done through standardized assessments, which can then be used to gauge the quality of education at the school (Gladushyna & Strietholt, 2023).

Based on the statements above, this research focuses on the achievement of the implementation of National Education Standards (NES) and Education Quality Assurance (EQA) in SMKN 1 Seyegan, SMK 2 Pengasih, SMK 3 Yogyakarta, SMK 2 Depok, SMK 2 Wonosari, and SMK 2 Klaten. Discussions related to NES and EQA are relevant to several studies conducted previously. One such study is by Lailina (2020), which examines the implementation of an Internal Quality Assurance System in vocational schools as a fulfillment of National Education Standards and a predictor of school quality. Furthermore, this research aims to analyze the achievement of the implementation of NES and EQA.

METHOD

This research is quantitative-descriptive in nature, aiming to understand the percentage of achievement in the implementation of NES and EQA at SMKN 1 Seyegan, SMK 2 Pengasih, SMK 3 Yogyakarta, SMK 2 Depok, SMK 2 Wonosari, and SMK 2 Klaten. A quantitative approach is adopted, utilizing numerical data for gathering, interpretation, and analysis. The results of the data analysis will be linked to the phenomena observed in the field.

The population for this research includes headmasters, heads of skill programs, lecturers, and approximately 300 students. The sample was selected using a probability sampling method combined with simple random sampling, where members of the population were randomly chosen without considering their strata, resulting in 180 samples. Data was gathered using questionnaires, a closed survey with a Likert scale ranging from 1 to 5, documentation, and interviews. The questionnaire was distributed to the headmasters, heads of skill programs, and lecturers, while students participated via Google Forms.

There are nine instruments in this research: graduate competency standards, content standards, process standards, assessment standards, lecturer and educational staff standards, facilities and infrastructure standards, management standards, financing standards, and education quality assurance. Each section should clearly define its contents. The instruments are distributed equally among all respondents. The details of the indicators for the National Education Standards instrument are provided in Table 1 below.

Table 1. Indicators of National Education Standards (NES)

Variable	No. Statement	Indicators
Graduate Competencies Standards	1 – 3	Students can achieve the expected academic targets
	4 – 5	Students can develop their full potential as members of society
Content Standards	6 – 10	Learning devices are in accordance with the provisions
	11 – 12	The implementation of the curriculum is in accordance with the provisions
Process Standards	13 – 16	Planning of the learning process is in accordance with the provisions
	17 – 22	Implementation of the learning process is carried out using learning methods
	23 – 27	Implementation of authentic supervision and assessment
Assessment Standards	28	Assessment aspects are in accordance with the competency domain
	29	Assessment techniques are objective and accountable
	30 – 31	Follow-up educational assessments
	32 – 33	Assessments are carried out according to the procedures
Lecturers and Educational Staff Standards	34 – 35	The number of lecturers and educational staff is adequate
	36	The qualification of lecturers and educational staff is adequate
Facilities and Infrastructure Standards	37 – 40	The school's capacity is adequate
	41 – 44	The school has complete and proper learning facilities and infrastructure
	45	The school has complete and proper supporting facilities and infrastructure
Management Standards	46	The school carries out management planning
	47 – 52	The management program is implemented in accordance with the provisions
	53 – 54	The school provides types of student services
	55	The school manages and supervises the facilities and infrastructure
	56 – 57	The school manages a management information system
Financing Standards	58 – 60	The school provides cross-subsidized services
	61	The school's operational expenses are in accordance with provisions
	62	The school manages funds well

Meanwhile, Table 2 are the details of indicators for education quality assurance.

Table 2. Indicators of Education Quality Assurance (EQA)

Variable	No. Statement	Indicators
Quality of Graduate Competencies	1 – 3	Students can achieve the expected academic targets
	4 – 5	Students can develop their full potential as members of society
Quality of Content	6 – 8	The curriculum is appropriate and relevant
	9 – 10	The school provides for the personal development needs of students
Quality of Process	11 – 12	The syllabus is appropriate or relevant to the standards
	13 – 14	RPP is designed to achieve effective learning and in accordance with the student's needs
	15 – 16	Learning resources can be obtained easily and used appropriately
	17 – 18	Learning is carried out using methods that are interactive, inspiring,

Variable	No. Statement	Indicators
		fun, creative, challenging, and motivating for students
	19 – 20	Supervision and evaluation of the learning process is carried out regularly and continuously
Quality of Assessment	21 – 22	The assessment system is designed to assess students in both academic and non-academic fields
	23 – 24	Assessment impacts the learning process
	25 – 26	Parents of students are involved in the child's learning process
Quality of Lecturers and Educational Staff	27 – 28	The number of lecturers and educational staff is adequate
	29	The qualification of lecturers and educational staff is adequate
	30	The competency of lecturers and educational staff is adequate
Quality of Facilities and Infrastructure	31 – 36	The school's facilities are adequate
	37 – 43	The school is in good condition
Quality of Management	44 – 45	The school management performance is based on teamwork and strong partnerships with a clear vision and mission that is known by all parties
	46 – 47	The school's work plan includes clear objectives for a well-socialized continuous improvement and improvement program
	48 – 49	School development plans or schoolwork plans have an impact on improving learning outcomes
	50	Data collection and funding are reliable and valid
	51	Provide support and professional development opportunities for educators and education staff
	52	The community and society take part in school life
Quality of Funding	53 – 55	The school plans finances according to standards
	56 – 57	The school's efforts to obtain additional financial support
	58 – 59	The school guarantees equality of access

The instruments for the nine NES and EQA are derived from the Quality Indicators in Quality Assurance of Primary and Secondary Education by the Indonesian Ministry of Education and Culture (2017) and the Instrument for Mapping the Quality of Primary and Secondary Education at the Vocational Level by the Ministry of Education and Culture (2019). These instruments must be validated and deemed reliable to ensure their suitability for testing. The validity tests are conducted through logical validity, assessed by expert judgment from a college lecturer specializing in the field, as well as empirical validity using the SPSS V25.0 application through Pearson's correlation analysis. The reliability test employs the Cronbach's Alpha method, also utilizing the SPSS V25.0 application. Data analysis can proceed once all instruments are confirmed to be valid and reliable.

The data collected are then analyzed using the SPSS V25.0 application. The analysis involves descriptive data testing, presenting results in numerical form through tables, percentages, frequency distributions, and diagrams. Next, the score percentages are calculated, followed by classification and interpretation. The score calculation in this research uses a scale ranging from one to five for the responses.

RESULTS AND DISCUSSION

After collecting the data using the designated data-gathering technique, the next step is to analyze the data using descriptive statistical tests. This analysis will provide the minimum score, maximum score, average, and standard deviation, which will be calculated

using SPSS version 25.0. Table 3 presents the results of the descriptive statistical analysis for each research variable, while Table 4 displays the results for each quality assurance variable.

Table 3. Result of Descriptive Variable Statistic Analysis National Education Standards (NES)

Descriptive Statistics				
	Minimum	**Maximum**	**Mean**	**Std. Deviation**
Graduate Competencies Standards	12	25	19,59	2,899
Content Standards	18	35	28,96	3,694
Process Standards	41	75	61,41	7,939
Assessment Standards	18	30	25,65	2,929
Lecturers and Educational Staff Standards	7	15	11,81	1,880
Facilities and Infrastructure Standards	25	44	35,64	4,765
Management Standards	36	60	51,30	6,466
Financing Standards	15	25	20,69	2,577

Table 4. Result of Descriptive Variable Statistic Analysis Education Quality Assurance (EQA)

Descriptive Statistics				
	Minimum	**Maximum**	**Mean**	**Std. Deviation**
Quality of Graduate Competencies	12	25	19,55	2,907
Quality of Content	15	25	20,35	2,729
Quality of Process	30	50	40,23	5,086
Quality of Assessment	17	30	24,13	3,234
Quality of Lecturers and Educational Staff	7	15	11,77	1,882
Quality of Facilities and Infrastructure	38	68	52,22	6,435
Quality of Management	26	45	36,01	4,497
Quality of Financing	20	35	28,36	3,512

Based on the result, the data then continued to proceed by calculating the percentage of data for each variable that contains the number of scores obtained, the maximum number of scores, the percentage of data scores, and the overall average percentage. Table 5 is percentage of data variable national education standards and table 6 is percentage of data variable education quality assurance.

Table 5. Percentage of Data Variable National Education Standards (NES)

Data Percentage				
Instrument	**Total Score**	**Max. Total Score**	**Data Score Percentage (%)**	**Average (%)**
Graduate Competencies Standards	3.173	4.050	78,65	81,87
Content Standards	4.691	5.670	83,10	
Process Standards	9.948	12.150	82,01	
Assessment Standards	2.078	2.430	85,74	
Lecturers and Educational Staff Standards	1.913	2.430	78,33	
Facilities and Infrastructure Standards	2.887	3.645	78,85	
Management Standards	4.155	4.860	85,49	
Financing Standards	1.676	2.025	82,77	

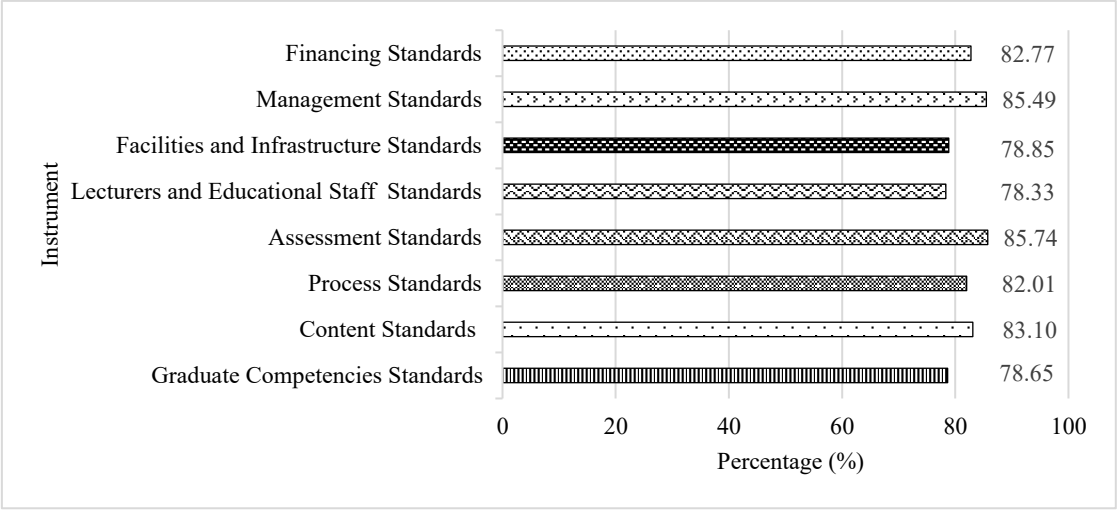

Figure 1. Percentage of Data Variable National Education Standards (NES)

The achievement of the implementation of NES at SMK D.I. Yogyakarta is illustrated in Figure 1, which presents the percentage of variable data. Based on the data, the overall percentage achieved was 81.87%, with the highest implementation achievement found in the assessment standards, which recorded a percentage of 85.74%. This is supported by data from the headmaster, heads of skill programs, and students. The results indicate that the highest level of implementation is in the assessment implementation indicators, including evaluations of student learning outcomes, which have been carried out in accordance with the scope of assessment, encompassing knowledge, attitudes, and skills competencies.

Conversely, the lowest level of achievement pertains to the implementation of the Lecturers and Educational Staff Standards, with a percentage of 78.33%. This is supported by data from school principals, heads of skill programs, educators, and students. The data indicates that the lower level of implementation is due to the inadequate qualifications of lecturers and educational staff.

Percentage of Education Quality Assurance Data				
Instrument	**Total Score**	**Max. Total Score**	**Data Score Percentage (%)**	**Average (%)**
Quality of Graduate Competencies	3.167	4.050	78,20	80,05
Quality of Content	3.296	4.050	81,38	
Quality of Process	6.517	8.100	80,46	
Quality of Assessment	3.909	4.860	80,43	
Quality of Lecturers and Educational Staff	1.907	2.430	78,48	
Quality of Facilities and Infrastructure	8.460	10.530	80,34	
Quality of Management	5.834	7.290	80,03	
Quality of Financing	4.595	5.670	81,04	

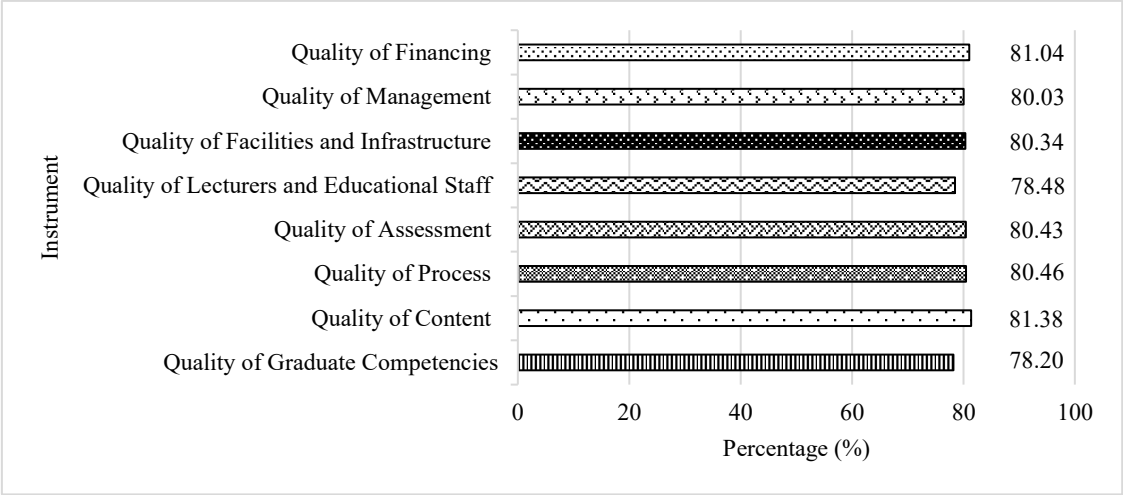

Figure 2. Percentage of Data Variable Education Quality Assurance (EQA)

The achievement of implementing the EQA at SMK D.I. Yogyakarta can be seen in Figure 2, which shows the percentage data for each variable. Based on this data, the overall percentage achieved was 80.05%, with the highest achievement in the quality of content, reflecting a percentage of 81.38%. This finding is supported by data collected from the headmaster, heads of skill programs, and students. The research results indicate that the highest implementation achievement is related to indicators concerning the quality of learning content, which includes curriculum suitability and relevance.

In contrast, the lowest achievement in implementation is found in the quality of graduate competency, with a percentage of 78.20%. This conclusion is supported by data obtained from school principals, heads of skill programs, educators, and students. The data shows that the lowest achievement is related to students not meeting the expected academic targets.

Several aspects can be reviewed regarding the implementation of NES and QEA in vocational schools in DI Yogyakarta. These aspects include:

National Education Standards (NES)

Graduate competency standards are the minimum qualifications related to the skills possessed by graduates from an educational unit. These standards serve as a reference for assessing student graduates and guide the development of the other seven standards. Competency standards for graduates in vocational secondary education units (SMK) aim to enhance abilities, knowledge, personality, and skills to foster independence and enable students to continue their education in alignment with their chosen vocation.

The content and learning process standards consist of five indicators: the suitability of learning tools, curriculum implementation, learning process planning, learning implementation, and the execution of authentic supervision and assessment. Learning tools must align with the applicable curricula, specifically the Independent Curriculum and the 2013 Curriculum. Curriculum

implementation includes self-development activities and guidance services provided at school for students.

In terms of the standard process, learning planning—which encompasses the syllabus and the Learning Implementation Plan (RPP)—is prepared comprehensively and systematically. This planning includes teaching materials to support learning, achievement parameters, appropriate learning strategies and models, as well as assessments suitable for the learning process.

The implementation of assessment standards involves several types of assessments: assessments for each meeting, mid-semester assessments, and final semester assessments. Assessments at each meeting may include assignments and tests (both written and verbal) to gauge students' abilities. Mid-semester assessments consist of a written test conducted simultaneously. At the end of the semester, both written and practical tests are administered simultaneously across all schools. These assessments are conducted continuously to monitor the learning process, evaluate competency achievement, and compile progress reports on learning outcomes.

The standards for lecturers and educational staff define the minimum qualifications required for educators. These requirements underscore the critical role of educators in the teaching and learning process. Lecturers must meet specific minimum qualifications, while educational staff must also possess relevant qualifications aligned with their respective fields and expertise, as demonstrated through appropriate diplomas or certificates.

In terms of facilities and infrastructure, one aspect that can be evaluated in vocational schools in DI Yogyakarta is the availability of learning resources. Key components include classroom amenities such as blackboards, tables, chairs, and adequate lighting and ventilation. Additionally, practice rooms are essential for students in vocational high schools. It is important to consider the location of these practice rooms, as many activities can generate noise. Therefore, practice rooms should be situated away from classrooms. However, some vocational schools have not fully implemented this guideline due to limited space, resulting in some practice rooms being located close to classrooms.

The implementation of management standards in several vocational schools in DI Yogyakarta aligns with established guidelines. This is evident from the updated information available on the schools' websites or pages, which facilitates access for students, staff, and the public. Furthermore, many vocational schools have adopted management programs that adhere to regulations. This includes schools effectively implementing their vision and mission, and establishing clear directions and policies for their operations.

The implementation of financing standards in various vocational schools in DI Yogyakarta has been carried out effectively. Schools have managed to secure sufficient funds for their budgetary needs, which helps minimize financial constraints when organizing activities. This fund management ensures that the availability of resources aligns with the budget required for events.

Schools maintain operational expenses in line with regulations and implement cross-subsidy services to support less fortunate students. This approach involves adjusting school fees based on the economic capabilities of students' families.

Education Quality Assurance (EQA)

The implementation of Education Quality Assurance in several vocational schools in DI Yogyakarta has been carried out optimally. This can be seen from the output and quality of graduates, the educational process, the school environment, the quality of human resources at the school, and the services provided. The output or quality of graduates is often used as a benchmark for the public image of an educational institution. A well-regarded educational unit typically produces quality graduates. Quality graduates are characterized by their competence, alignment with the needs of the business and industrial sectors, and their ability to compete in the job market. The quality of graduates can also be assessed through the educational process, which includes the curriculum used and how educators implement learning. If both the quality of graduates and the educational process are strong, the school's accreditation can be considered superior, leading to a positive public perception of the institution.

Superior accreditation of an educational unit is closely tied to the quality of its human resources, which include educators, education staff, and students. Educators, as the frontline representatives in an educational unit, are responsible for imparting knowledge to the students they support. Therefore, competent educators who are well-suited to their fields are essential. The competence of educators can be enhanced through the development of human resources within schools. This development should target not only educators but also education staff and students. Development efforts can include training sessions, workshops, and industrial visits. Through these initiatives, educators, education staff, and students are expected to improve their skills and potential. Consequently, the quality of graduates is often used as an indicator of the educational output achieved by each educational unit, based on the effective optimization of all resources managed by the school.

All educational units need to pay more attention to the implementation of quality assurance, particularly regarding the quality of graduates, to achieve superior accreditation. This focus is closely linked to the educational processes carried out during learning at school. These processes consist of several components: the application of effective learning strategies, innovative learning models, the use of the environment as a source of learning, and creative, engaging teaching methods. These components should align with the applicable curriculum and learning implementation plan.

Moreover, these components must be coordinated and implemented optimally to produce quality learning outcomes. They should also be tailored to students' needs, reducing the likelihood of students not fully understanding the material and maximizing their learning potential. To enhance

the implementation of educational quality assurance, each educational unit needs to improve the quality of its services. This improvement is essential for meeting the needs and expectations of the community regarding educational provisions. Enhancing service quality can take various forms, including improving physical aspects such as the quality and completeness of primary and supporting facilities and infrastructure essential for a smooth learning process.

In addition to evaluating the services provided by educational staff, the quality of educational services can also be assessed based on the facilities available at the school. Adequate educational facilities and infrastructure can indirectly support the quality of student learning and the overall quality of graduates.

Lastly, one area that can be maximized in implementing education quality assurance is the school environment. A comfortable school environment can significantly support learning. The location and environment of a school are also grounded in legislation, highlighting the importance of the school environment in education. Educational institutions must meet certain minimum requirements to ensure a good school environment. Several schools in DI Yogyakarta have fulfilled these requirements, such as having green open spaces like parks within the school grounds. These parks not only help maintain environmental freshness but can also serve as resting places for students. A comfortable space can enhance students' ability to focus, promoting a conducive learning atmosphere.

CONCLUSION

Based on the research results, it was found that the implementation of standards and quality assurance in education has been achieved in several schools in DI Yogyakarta, with respondents including school principals, educators, and students. This achievement is reflected in the National Education Standards (NES), which stands at 81.87%. The breakdown of this percentage is as follows: (1) Graduate Competencies Standards: 78.65%; (2) Content Standards: 83.10%; (3) Process Standards: 82.01%; (4) Assessment Standards: 85.74%; (5) Lecturers and Educational Staff Standards: 78.33%; (6) Facilities and Infrastructure Standards: 78.85%; (7) Management Standards: 85.49%; and (8) Financing Standards: 82.77%.

The achievement of graduate competencies is evaluated based on two factors: the attainment of academic targets set by students and the development of their full potential as members of society. The implementation of content standards is assessed through two criteria: the use of appropriate learning tools and adherence to established procedures during implementation. The evaluation of process standards considers three aspects: the alignment of learning process planning with applicable regulations, the use of suitable learning methods during instruction, and the execution of authentic supervision and assessment. Finally, the achievement of assessment standards is analyzed through three components: the relevance of assessment aspects to the competency

domains, the use of objective and accountable assessment techniques, and adherence to established procedures in follow-up educational assessments.

The achievement of the implementation of lecturer and educational staff standards is assessed through the provision of an adequate number of educators and education personnel, as well as their qualifications. The success of facility and infrastructure implementation is evaluated based on two factors: the adequacy of school facilities and the maintenance of school conditions. The effectiveness of management standards is determined by the school's execution of management planning, adherence to management program provisions, the availability of various student services, and oversight of infrastructure.

The achievement of financing standards is measured by the school's provision of cross-subsidy services, compliance of operational expenses with established guidelines, and effective fund management. Overall implementation can be reviewed through the Education Quality Assurance (EQA), which yielded a result of 80.05%. This includes the following components: (1) Quality of Graduate Competencies: 78.20%; (2) Quality of Content: 81.38%; (3) Quality of Process: 80.46%; (4) Quality of Assessment: 80.43%; (5) Quality of Lecturers and Educational Staff: 78.48%; (6) Quality of Facilities and Infrastructure: 80.34%; (7) Quality of Management: 80.03%; and (8) Quality of Financing: 81.04%. These results place the institution in the "very suitable" category.

In practice, education quality assurance serves as a reference for determining the quality of an educational unit, encompassing the quality of educational services, the learning process, and graduate outcomes. A quality educational unit is awarded accreditation classified as superior, which positively influences public perception of the school. Several schools in DI Yogyakarta have achieved superior accreditation, demonstrating their ability to meet community needs and expectations, thereby indicating the provision of high-quality services.

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