POLYGLOT: Jurnal Ilmiah DOI: dx.doi.org/10.19166/pji.v22i1.10819
Vol 22, No 01 Jan 2026 page: 187-205 P-ISSN: 1907-6134 E-ISSN: 2549-1466

THE DEVELOPMENT OF SURVEYS FOR BINTANG HARAPAN HOMESCHOOLING BANDUNG INTERNAL QUALITY ASSURANCE

[PENGEMBANGAN SURVEI-SURVEI BAGI PENJAMINAN MUTU INTERNAL HOMESCHOOLING BINTANG HARAPAN BANDUNG]

Yohanita Kristin Imawati[1], Yonathan Winardi[2]
[1,2]Universitas Pelita Harapan
yohanitakristin@gmail.com, yonathan.winardi@uph.edu

Abstract

Quality management, which is commonly manifested in the form of internal and external quality assurance, is an important aspect in both formal and nonformal education for continuous improvement. However, many informal education institutions have no structured quality management system yet, and this condition is also found in Homeschooling Bintang Harapan Bandung that has no systematic internal quality assurance instruments. Therefore, this research is aimed at developing survey instruments for internal quality assurance, limited to elementary schools, particularly grades 4-6. This research uses the 4D method (Define, Design, Develop, and Disseminate). In the Define stage, problems and needs of developing the survey instruments identification were done through interviews, observation, and document

analysis with the leaders and staff administration as the research subjects. In the Design stage, survey instruments are designed considering Bintang Harapan's characteristics, which are heterogeny and inclusive, while referring to the national education standard and accreditation components. The development stage then applied experts' validation and pilot tests to the teachers, students, parents, alumni, and alumni's parents to produce the final survey instruments using Google Forms. The Disseminate stage was marked by socialization and instruments handover to the homeschooling stakeholders to be utilized systematically as structured and data-driven internal quality assurance tools. Finally, three surveys are developed, named SPARK, SAFE, and GLOW. It is recommended to integrate the survey into the routine IQA cycle to support decision-making based on the data collected and improve quality, with future studies applying it longitudinally and developing automated analysis or audit systems.

Keywords: Development; homeschooling; instrument; quality management

Abstrak

Manajemen mutu (quality management) yang pada umumnya diwujudkan dengan penjaminan mutu internal dan eksternal merupakan aspek penting dalam pendidikan, baik formal maupun nonformal untuk perbaikan berkelanjutan. Namun, banyak institusi pendidikan nonformal belum memiliki sistem manajemen mutu yang terstruktur. Kondisi ini juga ditemukan di Homeschooling Bintang Harapan Bandung yang belum memiliki instrumen penjaminan mutu internal yang sistematis. Oleh karena itu, penelitian ini bertujuan mengembangkan instrumen survei

untuk penjaminan mutu internal yang terbatas pada jenjang Sekolah Dasar, khususnya kelas 4–6. Penelitian ini menggunakan metode *Research and Development* (R&D) dengan model 4D (*Define, Design, Develop,* dan *Disseminate*). Pada tahap *Define*, identifikasi permasalahan dan kebutuhan akan pengembangan instrumen dilakukan melalui wawancara, observasi, dan analisis dokumen dengan pimpinan dan staf administrasi sebagai subjek penelitian. Pada tahap *Design*, instrumen survei dirancang dengan mempertimbangkan karakteristik Bintang Harapan yang heterogen dan inklusif, serta mengacu pada standar nasional pendidikan dan komponen akreditasi. Tahap *Develop* kemudian dilakukan melalui validasi ahli dan uji coba terbatas kepada guru, siswa, orang tua, alumni, dan orang tua alumni untuk memperoleh instrumen final menggunakan media *Google Forms*. Tahap *Disseminate* ditandai dengan sosialisasi dan penyerahan instrumen kepada pihak Homeschooling untuk digunakan sebagai alat penjaminan mutu internal yang terstruktur dan berbasis data. Akhirnya, tiga jenis survei berhasil dikembangkan dalam penelitian ini yang diberi nama SPARK, SAFE, dan GLOW. Direkomendasikan untuk mengintegrasikan survei ke dalam siklus penjaminan mutu internal untuk mendukung pengambilan keputusan berbasis data dalam peningkatan mutu, dengan penelitian lanjutan yaitu menerapkannya secara berkelanjutan dan mengembangkan sistem analisis otomatis atau sistem audit.

Kata Kunci: *Homeschooling*; instrumen; manajemen mutu; pengembangan

Introduction

The quality and accountability improvement are in high demand in both formal and non-formal education institutions. Quality

management is defined as a structured system that regulates the processes, procedures, and responsibilities of an institution to ensure the achievement of quality standards and foster continuous improvement (Goetsch & Davis, 2014). In education, quality management consists of several aspects, such as quality assurance frameworks, performance indicators, accreditation standards, and the spirit of continuous improvement (Han, 2025). The theory is rooted in the *Total Quality Management* (TQM) approach, which, in the education context, emphasizes the importance of stakeholders' involvement, students' needs orientation, and institutions' commitment in the culture of continuous quality (Sallis, 2002).

However, there are contradictory phenomena between the theoretical demands and the practices in the field, particularly in non-formal education such as homeschooling. On one side, homeschooling in Indonesia has grown as an alternative education that promotes flexibility and inclusivity towards students with their various backgrounds and needs. It is estimated that around 10% of Indonesian children will choose homeschooling as an alternative education due to many factors (Annisa et al., 2022, in Jeremy & Winardi, 2025). On the other side, the implementation of the *Internal Quality Assurance* (IQA) system in homeschooling institutions is still limited and tends to depend only on the external evaluation, such as accreditation (Fauzi et al., 2024; Idris et al., 2022). This condition shows that the internal quality assurance mechanism has not been utilized optimally as a reflection tool and a continuous quality improvement.

In the context of Indonesia, the challenge is not only conceptual, but also reflected in the quality management practices in homeschooling institutions, which have been developed and formally recognized. For instance, Bintang Harapan Homeschooling Bandung is recognized as an inclusive homeschooling institution. Yet a preliminary study, through interviews with the leaders and staff administration, followed by an observation and document analysis, shows that the institution does not have a systematic and documented internal quality assurance system. The quality monitoring still relies merely on external evaluation and the

general perception of stakeholders, without being supported by instruments that can collect data on the leadership, learning climate, and continuous educational service. This condition emphasizes the gap between quality recognition externally and continuous internal quality management.

Alongside the TQM principles, internal quality assurance should function as a reflective mechanism that involves all stakeholders through systematic feedback (Sallis, 2002). Preliminary interviews done onsite with the stakeholders of Bintang Harapan homeschooling revealed that there was a need for certain survey instruments to support the internal quality assurance in the institution at present. Among other possible internal quality assurance instruments or tools, surveys were then chosen for it is familiar, easy to implement and process, while allowing to collect data from different perspectives in relative short time. Surveys, as a part of the cycle Plan-Do-Check-Act by Deming, will allow the institution to plan the improvement, monitor the implementation, and follow up on the findings continuously (Rahminawati & Supriyadi, 2023; Ulfiah et al., 2022). However, there are not many survey instruments of IQA that are developed contextually to fulfill the needs and characteristics of homeschools. Based on the gap, this study focuses on the development of internal quality assurance instruments, which are surveys, that are contextual and applicable to Bintang Harapan Homeschooling. The researcher then explored repository, garuda portal https://garuda.kemdiktisaintek.go.id/ for existing journals, and national reputable journals in educational management to ensure novelty and relevance of this study attempt.

This study aims to develop the IQA survey instruments for Bintang Harapan Homeschooling to support continuous quality improvement at the institution. The novelty of this research lies in the translation of the National Education Standard and accreditation components into an adaptive survey based on homeschooling characteristics, which then functions as an internal reflection tool, not only the fulfillment of standards at a purely formal level. With that, this research and development study is expected to make a theoretical contribution to the

development of quality management literature for nonformal education and a practical contribution through IQA surveys, which can be adapted by other homeschooling institutions that have similar characteristics.

Quality Management and Educational Standard

Educational quality management, in the Indonesian context, is inseparable from the national educational standard that functions as the minimum standard of educational implementation quality. Government determines that the quality of education is measured and developed through eight standards, which are: (1) graduate competency standards, (2) content standards, (3) process standards, (4) assessment standards, (5) standards for teachers and educational support staff, (6) standards for facilities and infrastructures, (7) management standards, and (8) financing standards (P*ermendikbud No. 28 Tahun 2016; Kemendikdasmen, 2025*). These eight standards build a solid and interconnected system and become the foundation for planning, implementing, and evaluating the quality of education. From the perspective of quality management, National Education Standards not only function as administrative standards, but also strategic framework to ensure the alignment between the educational purpose, learning process, and the output. Hidayat (2023) emphasizes that educational quality is achieved when all components of the educational system work consistently and integratively towards holistic learning outcomes, both in academic and character. This paradigm positions quality as the dynamic process that needs systematic management, not a purely formal fulfillment of standards.

Furthermore, Septiani et al. (2023) view educational quality management as a continuous effort that consists of input control, process optimization, and output evaluation reflectively. In this framework, National Education Standards become the evaluative reference, which allows educational institutions to assess how far learning practices and management are aligned with the national quality standards. Thus,

standards are not limiting, but become the direction for the improvement of educational quality. On the other hand, accreditation completes the role of National Education Standards as the external evaluation mechanism that assesses the quality of educational institutions while fostering the educational institution to reflect and improve continuously (Rahminawati & Supriyadi, 2023). However, in nonformal education practices, like homeschooling, the implementation of National Education Standards and accreditation often meets contextual challenges, which potentially trigger a gap between pedagogically rich educational practice and a quality management system that is not fully contextual yet. Therefore, an adaptive quality management approach is needed, grounded in the National Education Standards and accreditation components, yet responsive to the characteristics of homeschooling.

Survey Instruments for Internal Quality Assurance

In the framework of Total Quality Management (TQM), internal quality management (IQA) is defined as the reflective and continuous process that involves all stakeholders (Sallis, 2002; Goetsch & Davis, 2014). This principle places internal evaluation not only as accreditation fulfilment, but also main mechanism to ensure the process, service, and educational outcomes. Therefore, IQA needs support with systematic evaluation instruments and record the real stakeholders' experiences towards the ongoing educational practices (Fauzi et al., 2024).

One of the relevant instruments in the IQA system is a survey. Surveys allow educational institutions to collect data systematically about the learning quality, learning climate, management, leadership, and the educational service achievement based on the perception and experience of the users (Rahminawati & Supriyadi, 2023; Septiani et al., 2023). In the Plan–Do–Check–Act (PDCA) cycle, surveys function as a tool in the check stage to provide data for decision making and follow up on the quality improvement continuously (Ulfiah et al., 2022).

In the context of homeschooling, IQA survey instruments become important because of the flexible educational characteristics, person, and are not fully measurable through accreditation instruments, which are general and administrative (Fauzi et al., 2024). Surveys are developed contextually to allow the National Education Standard and accreditation components to be translated based on the real practices of homeschooling without losing the direction of the quality standard. With that, surveys function not only as an evaluation tool but also as an institutional reflection that supports continuous and contextual internal quality development.

In this research, the development model used is 4D (Define, Design, Develop, and Disseminate) by Thiagarajan (1974). Thiagarajan's 4D model offers a more concise and flexible structure compared to other research and development (R&D) models, such as Borg and Gall's or Dick and Carey's (Slamet, 2022). Thus, it is more suitable to be conducted within limited research contexts or timeframes. Moreover, it also provides a clear and focused process for creating, validating, and disseminating educational instruments (Mesra et.al, 2023).

The define stage consists of (1) front-end analysis, which is aimed at identifying general problems and gaps between the ideal condition and the real condition that need to be handled through the product developed; (2) respondents analysis, which is focused on the characteristics of the product user candidates; (3) task analysis, which is aimed to identify the main tasks, competency, or performance aspects that have to be reflected in the product; (4) concept analysis, which is conducted to identify and organize the main concepts that become the main basis to develop the product; and (5) specifying objectives, which is aimed to formulate the objectives of product development clearly and measurably. This define stage is very important and crucial as it is the basis for the next stages.

The design stage in the 4D development model is aimed at planning the initial product form based on the analysis results from the Define stage. It consists of constructing a criterion-referenced measurement,

media selection, format selection, and initial design. The develop stage is aimed at testing and refining the instruments designed, where expert appraisal and pilot testing become the main activities in this stage. Lastly, the disseminate stage is to introduce and share the finalized product with the intended users.

Research Method

This study uses a Research and Development (R&D) approach to develop contextual internal quality assurance survey instruments for a homeschooling institution. This approach is selected because it enables survey development in a systematic way, based on the real needs of the institution, and through validation and refinement stages to make the instruments worth being used as a reflection tool and decision-making regarding the internal quality (Judijanto et al., 2024).

The process of the instruments' development refers to the 4D model by Thiagarajan, consisting of Define, Design, Develop, and Disseminate, which is widely applied in educational research due to its clarity, practicality, and structured sequence that guides researchers from conceptualization to implementation (Johan, Iriani, & Maulana, 2023). In the *define* stage, the needs and gaps of IQA practices are identified through in-depth interviews, observation, and document analysis, involving homeschool leaders and a staff administrator. The *design* stage is focused on determining the quality indicators, survey draft, format, measurement scales, media selection, and timeline. Then, the develop stage, the surveys are validated through experts' appraisal and developmental testing to assess the clarity of the items, indicators' alignment, and instrument usability. The disseminate stage is marked by presenting and handing over the final instruments to the stakeholders as part of the internal quality assurance system. The following chart shows the flow of the research.

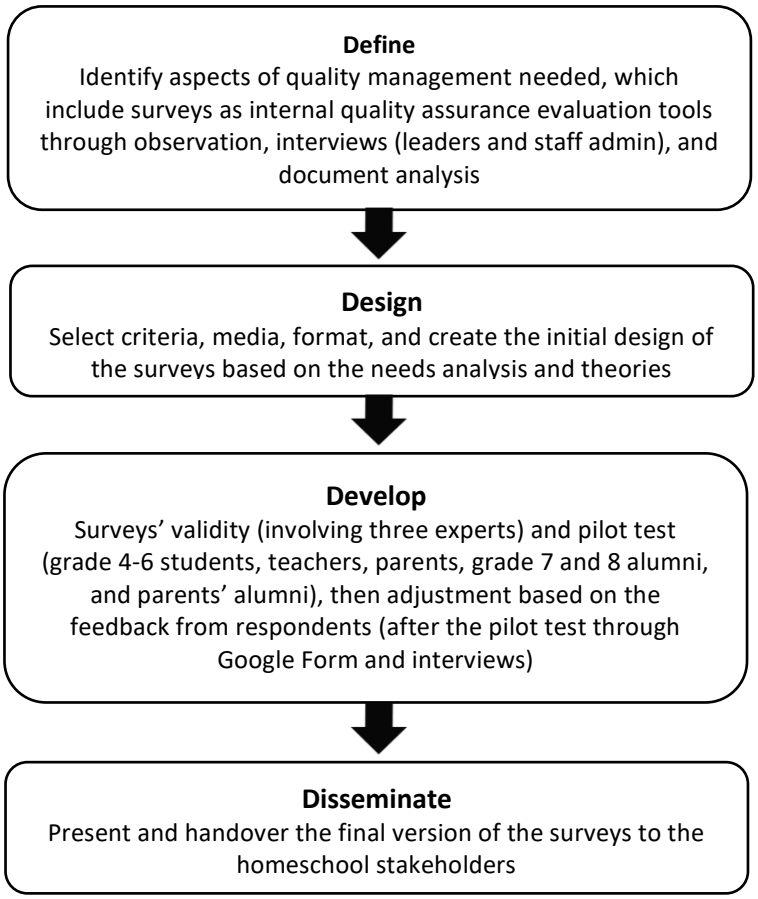

Figure 1. Research Flow Chart

This research is conducted in Bintang Harapan Homeschooling Bandung, involving institutional leaders, teachers, support staff, students in grades 4-6, as well as alumni and their parents who are accessible and willing to participate. The data collection is done through semi-structured interviews, non-participant observation, and document analysis, and is supported with documentation. During the pilot test, in the develop stage, the sampling technique used in this study was non-probability sampling, specifically a combination of purposive sampling and accidental sampling. Purposive sampling allows for the selection of participants based on predetermined criteria that are relevant to the research objectives, while accidental sampling involves selecting respondents who are conveniently available during the research process (Sumargo,

Budyanra, and Kurniawan, 2024). Both techniques were used at different stages to ensure that the data collected were both relevant and reflective of the homeschool's context.

This research uses two types of triangulation (Moniaga et al. 2024). The first type is data source triangulation, which involves interviewing the school founder, the coordinator, and the administrative staff to collect the information related to the needs and context of Bintang Harapan Homeschooling. The second type is methodological triangulation, which includes semi-structured interviews, unstructured observation, and document analysis. The qualitative data is analyzed through reduction, display, and conclusion (Miles, Huberman, and Saldaña, 2014).

Results and Discussion

This R&D study applied the 4D Thiagarajan Model (Define, Design, Develop, Disseminate) to develop internal quality assurance (IQA) survey instruments at Bintang Harapan Homeschooling Bandung. In the define stage, initial interviews with the founder, coordinator, and administrative staff, supported by observations and document review, revealed gaps in quality management. The absence of SOPs, formal evaluation instruments, monitoring of learning processes, inclusivity services, and graduate outcomes was identified. The details are presented in the following table.

Table 1. Front-end Analysis

Founder	Coordinator	Administrative Staff
1. No written quality policies or SOPs.	1. No IQA survey exists for students, teachers, or parents.	1. IQA procedures do not exist; evaluation is verbal only.
2. No internal audit has ever been conducted. Limited human resource that can conduct the	2. No systematic evaluation beyond accreditation.	2. No documentation of parent or student feedback.
3. Quality is assumed from increasing student numbers.	3. Needs a structured survey that accommodates diverse students (regular and special needs).	3 Facilities and programs are many, but no tool to evaluate their quality.
4. Decisions are made based on the personal experience, not documented standards.	4. No monitoring system for teaching effectiveness or curriculum implementation.	
5. No indicators or quality measurement tools.		

Still part of the Define stage, in respondents' analysis, it was determined that the target respondents were grade 4–6 students and teachers, grade 7–8 alumni, and parents, with inclusion criteria for special needs students and one parent per student to ensure data independence. Task and content analysis identified three key domains for assessment: leadership of the equivalency program, learning environment climate, and graduate learning outcomes. Finally, the specified objectives are to create three surveys that can meet the identified needs, named SPARK (leadership), SAFE (learning environment), and GLOW (graduates' outcomes).

In the Design stage, based on the findings from the previous stage, the surveys SPARK, SAFE, and GLOW were designed to be simple, practical, and accessible to diverse learning modes (onsite, online, hybrid) and students with mild special needs. Design principles included alignment with national education standards, minimal items for efficiency, and inclusion of open-ended questions for qualitative insights. Survey administration and data processing were conducted using Google Forms and Google Spreadsheets, as these platforms are familiar to the stakeholders and are regularly used within the institution. This familiarity allowed the survey process to be optimized in terms of accessibility and efficiency. The collected survey data were then processed using basic descriptive statistical analysis, utilizing spreadsheet formula features such as averages, totals, and percentages. The resulting scores were then categorized according to the established standards. Meanwhile, open-ended responses were analyzed using qualitative descriptive analysis to extract themes and recommendations relevant to future decision-making. The following table presents the initial design for the survey.

Table 2. Survey Mapping

Surveys	Domains	Indicators and Items	Respondents	Survey Administration Period (SAP)
SPARK	Leadership of the equivalency program	7 indicators 11 items	Grade 4-6 elementary teachers	Every semester Semester 1: Early December Semester 2: Late May
SAFE	The learning environment climate	4 indicators 10-12 items	Grade 4-6 elementary students; parents; and teachers	Every semester Semester 1: Early December Semester 2: Late May

GLOW	Graduate learning outcomes	2 indicators 7-9 items	Alumni (grade 7 and 8); parents	Yearly Early September

The indicators of each survey are derived from the National Education and Accreditation Standards (BAN-PDM, 2025), which are presented in the following table.

Table 3. Survey Indicators

SPARK SURVEY		
Leadership	Educators and Education Personnel Standard	Facilitation of teacher performance reflection to improve teaching and learning
		Teacher professional development programs
	Management Standard	Performance-based reward and sanction management
		Clear vision and mission that are effectively communicated
		Partnerships with parents and the community
		Data-driven evaluation involving relevant stakeholders
	Management Standard	Annual planning based on evaluation results
SAFE SURVEY		
The learning environment climate	Content Standard	Climate of diversity and equality in religious practice
	Process Standard	Fulfillment and adaptation of diverse learning needs
	Facilities and Infrastructure Standard	Safety procedures and emergency drills
		Physical and mental health
GLOW SURVEY		
Student learning outcomes	Graduate Competency Standard	Ability to communicate ideas (oral, written, and presentation)
		Useful innovative works (portfolio)

In the Develop stage, the draft surveys went through expert appraisal by two quality assurance specialists and a homeschool practitioner, leading to revisions for clarity, relevance, contextuality, and operability. Pilot testing with students, teachers, alumni, and parents was conducted both onsite and online. Feedbacks were collected from the respondents through Google Forms and interviews after the pilot testing was administered, confirming feasibility and comprehension, requiring 5–20 minutes to complete. Adjustments included anonymization, separate confirmation forms, and transitioning all surveys to fully digital administration through Google Forms, considering efficiency and effectiveness in processing the data. The output of the Develop stage is summarized in the table below.

Table 4. Develop Stage Output

Validity (Experts' Appraisal)			
Aspects	**Validator 1**	**Validator 2**	**Validator 3**
Identity	Clear	Clear	Clear
Instruction	Clear	Clear	Clear
Scale 1= Strongly disagree 2= Disagree 3= Neutral 4= Agree 5= Strongly Agree	Clear	Clear	Clear
Content clarity, relevance, and contextuality (items)	Mostly clear, relevant, and contextual; but there are several recommendation to refine the items. For example: Replace: *"macam cara yang membantu saya belajar dengan baik"* with *"cara yang membantu saya belajar"* Delete: *"ketika bencana"*	There is no urgent need for editorial revision, as the structure of the indicators is already systematic and logical. Some technical terms can be briefly clarified in parentheses for better understanding.	Mostly clear, relevant, contextual, only needs to simplify certain words for kids. For instance: *Sekolah memberi kesempatan kepada saya dan teman-teman untuk menjalankan ibadah atau keyakinan, tanpa membeda-bedakan.* ***Revised:*** *Saya dapat beribadah sesuai agama dan kepercayaan saya dengan aman di sekolah.*
Pilot Test Feedback			
Aspect	**Students and Alumni**	**Parents**	**Teachers**
Duration	5 - 15 minutes	5 – 10 minutes	5 – 20 minutes
Identity Preference	Anonymous	Anonymous	Anonymous
Items' Clarity	Only a few students need a little guidance because of language barrier	Clear	Clear

In the Disseminate stage, the finalized surveys were presented to stakeholders via an online meeting, receiving positive feedback and support for regular administration. Stakeholders recognized the potential of the surveys as tools for monitoring quality and guiding data-driven decisions. Therefore, the stakeholders intend to establish a small team for survey administration, ensuring structured and continuous quality improvement. The role of a small team in administering surveys of internal quality is significant, so the process can be structured and continuous. It is supported by a study of Zarhasih, Ifendi, and Velyna (2025), which points out that the quality assurance team, possibly involving the principal, teacher, and staff, coordinates the planning, doing, action, and evaluation through the PDCA cycle. This finding also emphasizes that an organized small team can process and manage survey data, follow up on the results, and ensure the quality improvement can run systematically.

Through these stages aforementioned, the study successfully developed practical and contextually relevant IQA instruments that address aspects such as leadership, learning environment, and graduate outcomes, enabling Bintang Harapan Homeschooling to implement systematic internal quality assurance for continuous improvement within the institution.

From the study, several best practices in survey implementation were identified and shared with stakeholders to ensure effective administration and a high response rate. First, intentionally scheduling a designated *Survey Day* to accommodate onsite students who are not allowed to bring personal devices, allowing them to complete the survey in the computer laboratory within a manageable time frame of less than 20 minutes. Second, providing a dedicated time for teachers to complete the survey collectively, while homeroom teachers played an active role in regularly reminding parents to participate. In addition, stakeholders were encouraged to continuously

evaluate and refine these practices to identify the most effective strategies for conducting internal quality assurance surveys. Furthermore, the use of digital technology facilitated efficient data collection and reduced the risk of data loss, while the application of 360-degree feedback enabled a comprehensive understanding of institutional quality from multiple stakeholder perspectives. Next, as an implementation guideline, the SPARK and SAFE surveys may be administered at the end of each semester, whereas the GLOW survey can be conducted at the beginning or end of the academic year, particularly for alumni and their parents. In the end, these practices are expected to support institutional self-assessment and self-reflection, contributing to internal quality assurance processes and fostering a culture of continuous improvement.

Conclusion

This study concludes that the development of IQA surveys, which are SPARK, SAFE, and GLOW, is a relevant and contextual solution for Bintang Harapan Homeschooling. These instruments were developed based on the needs of the institutions, based on the National Education Standard and accreditation components, and adjusted with nonformal education characteristics. The results of experts' validation and pilot test show that the instruments are user-friendly, understandable, and effective as a structured self-evaluation tool to support continuous quality improvement.

It is recommended to integrate this survey into a routine IQA cycle to support decision-making based on the data collected. The institution also needs to follow up on the survey results in a concrete form of improvement. Future studies can investigate the use of these surveys longitudinally and with other homeschooling programs with similar characteristics, while developing a data analysis system or internal audit to strengthen quality management practices in nonformal education. Furthermore, continuous development can be done to make an automatic system for data processing and analysis so it is going to be efficient and go green.

REFERENCES

BAN-PDM. (2025) Panduan penjelasan IA2024 untuk penyelenggaraan program pendidikan kesetaraan. Jakarta, Indonesia: BAN-PDM. Retrieved on August 30, 2025, from https://ban-pdm.id/documents/view/1756277117_eb68d9c3aa379618df82.pdf

Fauzi, M. A., Alim, A., & Harsoyo, R. (2024). Implementation of the internal quality assurance system (SPMI) in higher education. Jurnal Pendidikan: Teori dan Praktik, 5(2), 165–176. https://doi.org/10.26740/jp.v9n2.p175-183

Goetsch, D. L., & Davis, S. (2014). Quality management for organizational excellence: Introduction to total quality (7th ed.). USA: Pearson Education Limited.

Han, N. (2025). Overview of education quality and education quality management. ISRG Journal of Arts, Humanities and Social Science, 3(1).

Hidayat. (2023). Manajemen mutu pendidikan. Cirebon: PT Arr Rad Pratama bekerja sama dengan IAINU Kebumen Press.

Idris, A., Trisnamansyah, S., & Wasliman, I. (2022). Implementation of the internal quality assurance system in improving school quality. Munaddhomah: Jurnal Manajemen Pendidikan Islam, 3(1), 27–34. https://doi.org/10.31538/munaddhomah.v3i1.96

Jeremy, E., & Winardi, Y. (2025). Pengembangan handbook strategi pembelajaran inovatif untuk meningkatkan kompetensi guru homeschooling di Kota Bandung [Development of an innovative learning strategy handbook to improve the competence of homeschooling teachers in Bandung City]. POLYGLOT: Jurnal Ilmiah, 21(2), 140–158. https://dx.doi.org/10.1966/pji.v21i2.10027

Johan, J. R., Iriani, T., & Maulana, A. (2023). Penerapan model Four-D dalam pengembangan media video keterampilan mengajar

kelompok kecil dan perorangan. Jurnal Pendidikan West Science, 1, 372–378. https://doi.org/10.58812/jpdws.v1i6.455

Judijanto, Loso, M., Muhammadiah, M., Rahmawati, N. U., Suhirman, L., Laka, L., Boari, Y., Toding Lembang, S., Yoanti, F., Wattimena, N. A., Laksono, R. D., & Yunus, M. (2024). Metodologi Research and Development (Teori dan Penerapan Metodologi RnD). Jambi: PT Sonpedia Publishing Indonesia.

Mesra, R., et al. (2023). Research and development dalam Pendidikan. Jakarta, Indonesia: PT Mifandi Mandiri Digital.

Miles, M.B., Huberman, A.M., & Saldana, J. (2014). Qualitative data analysis (3rd ed.). Thousand Oaks, CA: Sage Publications.

Ministry of Education and Culture. (2016). Peraturan Menteri Pendidikan dan Kebudayaan Nomor 28 Tahun 2016.

Ministry of Primary and Secondary Education of the Republic of Indonesia. (n.d.). National education standards. Retrieved on August 30, 2025 from https://pskp.kemendikdasmen.go.id/standar-nasional-pendidikan

Moniaga Fenny, et al. Pengantar Metodologi Penelitian Kualitatif. Padang: Gita Lentera, 2024.

Rahminawati, N., & Supriyadi, T. (2023). Implementing an internal quality assurance system to enhance elementary school education quality. International Journal of Learning, Teaching and Educational Research, 22(4), 414–433. https://doi.org/10.26803/ijlter.22.4.23

Sallis, E. (2002). Total quality management in education (3rd ed.). New York: Routledge.

Septiani, S., et al. (2023). Manajemen mutu pendidikan. Banten: PT Sada Kurnia Pustaka.

Slamet, F. A. (2022). Model penelitian pengembangan (R & D). Malang: Institut Agama Islam Sunan Kalijogo.

Sumargo, B., Budyanra, & Kurniawan, R. (2024). Metode dan pengaplikasian teknik sampling (A. R. Apuadji & K. Ahmad, Eds.). Jakarta Timur: PT Bumi Aksara.

Ulfiah, W. D. A., Hanafiah, & Kosasih, F. (2022). Internal quality assurance management to improve graduate absorption. International Journal of Humanities Education and Social Sciences, 1(4). https://doi.org/10.55227/ijhess.v1i4.101

Zarhasih, U., Ifendi, M., & Velyna, T. (2025). Manajemen quality assurance sebagai upaya peningkatan kepercayaan masyarakat terhadap sekolah: Studi di MTS Hubbul Wathon Sangatta Selatan. Jurnal Manajemen dan Pendidikan Agama Islam, 3(4), 360–369. https://doi.org/10.61132/jmpai.v3i4.1335