

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

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Abstract

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

Keywords: Actor, Character, Education

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INTRODUCTION

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

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

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

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

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

Quality education is the main objective of organizing an educational institution. An integrated system uses several procedures to gather, examine, and disseminate data regarding the execution of educational activities and initiatives to ensure quality education. (Azkiyah et al., 2020; Fathih et al., 2021; Kango et al., 2021).

Only some educational units can provide a high-quality education. Numerous barriers prevent many educational institutions from offering high-quality instruction (Bisri, 2020). Based on the results of in-depth research, quality education has yet to be implemented because the culture of quality assurance in educational units still needs to be more robust (Huda & Rokhman, 2021). Guidance and training are essential to build a culture of quality assurance in each educational unit, then it is deemed necessary to provide more detailed guidelines or guidelines for achieving quality, namely based on the achievement of each component of the National Education Standards (SNP) (Sa'dullah & Hidayatullah, 2020) while Mulyasa (2003; 2021) states that a school can be called a quality school if it has school achievements, especially student achievements that show very satisfactory achievements in several respects, including (1) academic achievement, (2) having the values of honesty, devotion, politeness and be able to appreciate cultural values (3) have maximum responsibility and ability which is realized in the form of skills in accordance with the basic knowledge they get at school, but although there has been a lot of research on the quality of education, it is very minimal from the perspective of the character of stakeholders in correlation with the education unit's internal quality assurance system.

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

According to Freeman (1984:31), a stakeholder is "any group or individual who can influence or be influenced by the achievement of organizational goals." In order to account for the diverse interests and influences of each stakeholder in the system of internal quality assurance (SPMI) in secondary education services in Kupang City, Bryson (1995:27) offers a more inclusive definition of the term: "A stakeholder is any person, group, or organization that can stake a claim on the organization's attention, resources, or output or is affected by the result itself" (Mitchell & Wood, 2017; Fletcher, 2003).

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

In the grid model, the stakeholders involved are grouped into four quadrants (two-by-two matrix), namely Subjects, Players, Context Setters and Crowd with details namely: (a) High Interest –

Low Power (Subjects): are stakeholders who have high interests, but do not have the authority/ability to implement them. Low power can be caused by not having resources (human or financial), not having/not stated in its primary duties, low capacity of existing resources, (b) High Interest - High Power (Players) are stakeholders who have significant interests and influence. While having the resources to carry out activities from the planning implementation to monitoring and evaluation stages, (c) Low Interest - High Power (Context Setters) are stakeholders who have high interests but have little Interest, and (d) Low Interest - Low Power (Crowd), are stakeholders who have low Interest and influence.

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

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

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

METHODS

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

RESULT AND DISCUSSION

Characteristics of Implementing Actors Who Influence the Implementation of the Internal Quality Assurance System (SPMI) in Secondary Education Services at High and Poor Performing High Schools in Kupang City. There are four stakeholder quadrants in the two-by-two matrix, namely subjects, players, context setters and crowd (Bryson, 2004), as a basis for analyzing the character of SPMI implementing actors in secondary education services with reasonable and less good or bad character in the two target educational units, SMA Negeri 2 Kupang, and SMA Negeri 6 Kupang. In light of the preceding description, the Bryson 2004 grid model—illustrated in Figure 1 below—will examine the actors' personalities executing internal quality assurance in Kupang City's high schools with outstanding and poor performance ratings.

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

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| | |
|---|---|
| Subjects 1. Teachers involved in the school education quality assurance team (TPMPS) both as chairperson and team members, as well as internal auditors | Players 1. Guidance supervisor (elements of the provincial education service) 2. The Principal is a manager in the educational unit. |
| Crowd 1. Students 2. Parents of students | Context Setters 1. Committee as steering 2. Administrative employees |



Source: Bryson, 2004

High Interest—Low Power (Subjects). About this research, the actors included in the subject quadrant consist of teachers involved in the school education quality assurance team (TPMPS) as chairpersons, team members and internal auditors because these actors are highly attentive and/or interested in affairs or jobs serving education and learning but rarely or even lack the power, ability, and even authority to do so.

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

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

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

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

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

High Interest—High Power (Players). Actors classified as high Interest—High Power (Players) are supervisors (elements of the provincial education service), and school principals are managers in the education unit. Both are normative because they have high Interest, attention or importance, strength and power.

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

About the TPS and TPK, the task carried out by the actor principal of SMAN 2 Kupang in his capacity as person in charge of the Team is to formulate, determine and develop the vision and goals of the school, then carry out the school program planning. It is acknowledged that this task has yet to be implemented optimally. Meanwhile, the Principal of SMAN 6 Kupang does the primary duties and functions of the school, namely planning and implementing programs, carrying out supervision, carrying out school leadership, and implementing the school information system. It is acknowledged that he has implemented this optimally.

Suppose the leading role or task is connected to the actor's existence as the Principal. In that case, it is appropriate because the Principal is the school manager. Hence, it is true that the Principal will be obliged to carry out planning, implementation, evaluation and follow-up on programs to improve the quality of the educational unit based on the vision and—especially—the school mission that has been formulated.

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

Low Interest—High Power (Context Setters). Actors classified as Low Interest—high Power (Context Setters) are committees and administration; the committee is steering, and administrative employees are administrative management staff in the education unit. Both are normatively so, having high Interest, attention or Interest but low power and strength.

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

administrative duties ordered by the Principal. Meanwhile, SPMI or direct services to students are never handled by administrative employees.

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

For the lead actor or other committee members for these two target educational units, during the research implementation, the Author never met face to face or met in person, either at SMAN 2 Kupang or SMAN 6 Kupang, because of the information conveyed by the deputy head of curriculum at SMAN 2 Kupang, the committee chairman. BMeeting was not possible due to my absence (illness). The head of the committee is now pretty busy, according to the Principal of SMAN 6 Kupang. Therefore, information will be entrusted to complete the questionnaire later. The questionnaire was entrusted to the Author and completed by the committee chairman.

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

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

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

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

Low Interest—Low Power (Crowd). In this research, actors classified as Low Interest—low Power (Crowd) are students and their parents, even though this is not the normative case. It is a claim from society, from the normative as those with high interest and power (players).

The normatively high Interest and power are mainly due to the existence of both as sources of support for educational unit budgets. The Government has determined that students have the right to receive good, quality educational services from the SNP or SPM. In contrast, the student's parents are

partners (interested citizens) for educational units who are always willing to help educational units when needed, both in terms of energy and mental and financial support.

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

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

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

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

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

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

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

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

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

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

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

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

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

Table 3. Details of Student Identity Information

| Identity Detail | SMAN 2 Kupang | SMAN 6 Kupang |
|-----------------|---------------|---------------|
|-----------------|---------------|---------------|

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

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

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

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

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

operational curriculum for the educational unit (KOSP). Before proceeding to the informant interviews, the findings regarding the existence of TPS and TPK are that both TPS and TPK have not been implemented well; it is still limited to fulfilling requirements so that the contents of the interview will later be connected more to the implementation of the role of each actor to obtain factual confirmation according to the objectives This research.

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

CONCLUSION

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

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