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Implementation of Internal Quality Assurance System Private College to Improve the Quality of Graduates in The Era of the Industrial Revolution 4.0

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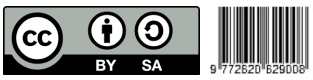

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Abstract

This research generally aims to find an overview of the Implementation of the Internal Quality Assurance System (SPMI) of Private Universities to Improve the Quality of Graduates in the Era of the Industrial Revolution 4.0 and who are the object of research at the Satya Negara Indonesia University (USNI) and the Kusuma Negara College of Teacher Training and Education. (STKIP-KN). According to the results of the research, the implementation of the internal quality assurance system in private universities in Jakarta from the two universities that became the object of research in general is in accordance with the stages of the process, but has not yet exceeded the results of the quality standards set. This research is a qualitative research with a case study method approach and according to Law Number 12 of 2012 Article 52 it is stated that higher education quality assurance is a systemic activity to improve the quality of higher education in a planned and sustainable manner, and quality assurance as referred to is carried out through the principles of establishing, implementing, evaluation, control and improvement (PPEPP) of Higher Education standards. The theoretical basis used is Total Quality Management. Universities that are the object of research, have established an internal quality assurance unit called the Quality Assurance Institute (LPM), as the controlling unit for the implementation of the Internal Quality Assurance System (SPMI) to plan, implement, and develop and compile the necessary documents, namely the Policy SPMI, SPMI Manual, SPMI Standard, SPMI form document, and Standard Operational Procedure (SOP). Research on SPMI implementation shows that: (1) SPMI policies and concepts in the form of academic documents and quality documents are prepared by LPM, (2) LPM is the coordinator in planning and implementing, (3) SPMI implementation is implemented and supported by the SPMI Cycle design; (4) Evaluation of SPMI implementation is carried out according to schedule; (5) SPMI implementation development refers to ISO quality management and BAN PT. Conclusion: The implementation of SPMI USNI and STKIP-KN has similarities with the PPEPP process stages approach and there are differences because the vision and mission of the two universities are different. The recommendation is that the management of USNI and STKIP-KN to realize the quality of graduates according to their vision needs to

strengthen the position of the quality assurance institution (LPM) and continue to carry out a sustainable quality culture, and be supported by the development of network technology at every stage of the PPEPP process.

Keywords: *Implementation of SPMI, Quality Policy, Monitoring, Evaluation, and Quality Audit.*

INTRODUCTION

The Higher Education Quality Assurance System (SPM-PT) is a higher education quality assurance activity carried out in a system called the Higher Education Quality Assurance System (SPM-PT), which consists of: (a) Quality assurance is carried out systemically by the universities themselves (internally driven) referred to as the Internal Quality Assurance System (SPMI); (b) Quality assurance carried out by agencies/institutions outside the tertiary institution is referred to as the External Quality Assurance System (SPME). Agencies/institutions outside universities that implement SPME can be of national or international standard on condition that they are recognized by the Government. SPME is known as accreditation, which is currently carried out at the national level by the National Accreditation Board for Higher Education (BAN-PT).

Higher education quality assurance activities must be supported by the availability of data and information about universities in an accurate, complete, and up-to-date manner. The data and information are managed by a database at each university. Then, data and information from databases at each university are collected. managed, and controlled by a Higher Education Database (PDPT) at the national level which is managed by the Directorate General of Higher Education. The results of the SPMI implementation by each tertiary institution are materials in the implementation of SPME or accreditation by BAN-PT and/or other independent institutions (national, regional and international) recognized by the Government. According to BAN-PT data (Strategic Plan 2017-2021 BAN-PT), the number of universities in Indonesia in 2016 reached 4,518 and only 1,044 of them were accredited (23.1%), while of the 24,694 study programs recorded at PDDikti only 19,011 accredited (77%). Accreditation results up to 2016 show that the proportion of study programs that have succeeded in obtaining accreditation A is less than 12.2% (2,322), while the rest are accredited B and C, even for universities only 3% have succeeded in obtaining accreditation A, this is related to performance the quality of higher education and the quality of public and private universities need to be improved. According to Patdono, Secretary of the Directorate General of Higher Education (Kompas: 11/11/2013).

There is no harmony between internal quality assurance in various universities which refers to the guidelines of the Directorate General of Higher Education and External Quality Assurance with instruments made by BAN-PT. However, in the near future, the national standard for higher education will be ratified, and all quality assurance instruments will have their reference.

Meanwhile, according to Syamsul as a Member of the National Accreditation Board for Higher Education (BAN-PT) (Kompas: 11/11/2013).

If universities implement internal quality assurance and self-evaluation, this will facilitate the accreditation process, but currently internal quality assurance in universities is not optimal. As many

as 30-40 percent of accreditation forms submitted by PT to BAN-PT do not meet the requirements because they are not serious in carrying out quality assurance.

Study program accreditation and university accreditation are important as accountability to the community in implementing higher education (PT) according to national standards. In the accreditation process, BAN-PT assesses seven standards, namely the standard of vision, mission, and goals. achievement goals and strategies; gaze; leadership and management systems; students and graduates; human resources (HR); curriculum, learning, and academic atmosphere; financing, infrastructure; information Systems; as well as research, service/service to the community; and cooperation.

The quality assurance process, according to Rinda Hedwig (2006), is that universities first conduct a self-evaluation to find out the challenges and obstacles they face, then review the suitability of the vision and mission in responding to these challenges and obstacles, including setting a vision and mission. The vision and mission are translated into a series of quality policies, so that a common thread is seen that connects the vision and mission and quality policies, so quality objectives are made. Quality targets contain more clearly the size to be set by the university.

Research that can also be used as a reference related to empirical data include: The results of research conducted by U. Supyan Sauri (2015) on the Implementation of the Internal Quality Assurance System for Private Universities at Pasundan University and Bandung Islamic University as follows:

This study wants to know the contribution to the Implementation of the Internal Quality Assurance System and the results at Pasudan University (UNPAS) and Bandung Islamic University (UNISBA) have in common that the implementation of SPMI makes a positive contribution to improving the quality of graduates, although it still focuses on academic fields related to learning aspects. . Apart from this, I also want to know from (1) planning aspects; (2) implementation aspects; (3) Aspects of monitoring implementation; (4) Aspects of quality audit implementation; (5) Aspects of implementation reporting; and (6) Aspects of barriers and carrying capacity.

The effectiveness of the implementation of quality assurance is influenced by the level of appreciation of the quality culture internally at the Study Program and Higher Education level. The quality culture of a university is the core values and attitudes and behaviors contained in higher education organizations that support the growth of concern for quality. The sense of belonging to the quality culture is reflected in the continuous quality improvement efforts by all stakeholders in each university. This effort must be done continuously, not periodically. Quality assurance activities must be carried out because they are driven by internal needs (internally driven), not because of ad hoc needs. Quality culture in higher education is not sufficiently built by establishing an Internal Quality Assurance System (SPMI) unit, it needs to be supported with full commitment from institutions, systems and an integrated quality assurance mechanism (embedded) within the organization, as well as accountability to stakeholders through compliance with the External Quality Assurance System (SPME).

Quality assurance must also be able to involve the general public by opening wide access to information about quality, as mandated by Law 12/2012. The community in question is a group of non-government Indonesian citizens who have a concern and a role in the field of higher education. This guarantee for information disclosure is explicitly stated in Article 56 of Law 12/2012 which confirms that PDDikti functions as a source of information for the public, to determine the performance of Study Programs and Higher Education. In general, the quality culture is not yet a part that grows and develops in universities in Indonesia. Most universities do not fully understand the function and role of quality assurance for the development and sustainability of higher education, which results in low public accountability. The implementation of SPMI in universities, which are generally still weak, has a direct impact on the quality culture in higher education which is difficult to develop.

METHOD

The approach used in this study is a qualitative approach. Denzin and Lincoln (1987) in Moleong (2010: 5) suggest that qualitative research is research that uses a natural setting, with the intention of interpreting phenomena that occur and is carried out by involving various existing methods. In qualitative research the methods that are usually used are interviews, observations or observations, and the use of documents

RESULT AND DISCUSSION

1. Planning for the Implementation of the Internal Quality Assurance System of Private Universities to Improve the Quality of Graduates in the Industrial Revolution Era 4.0.

To obtain sources of data and information needed through observation, interviews and documentation studies, it can be described in the planning process for implementing an internal quality assurance system to improve the quality of graduates in the era of the industrial revolution 2.0 at STKIP-KN, the position of STKIP's Vision, Mission, Objectives and Strategies -KN, is used as a strategic basis in the preparation of plans for quality standards. In the preparation of quality standards, referring to the Statute which is the Tridharma regulation and the Higher Education Governance Regulation as a manifestation of the Autonomy of the Private Higher Education Organizing Body (PTS). According to Law No. 12 of 2012 concerning Higher Education in article 60 paragraph (5) that universities are required to have a statute. From the Statute and revealed to be Strategic Plan as operational reference material in the development of higher education. The development of educational institutions or high schools includes the performance of the implementation of education, the performance of the implementation of research and community service as well as the Strategic Plan (Renstra) which is a joint commitment of all elements of higher school administrators.

In essence, all quality development activities within the STKIP-KN must be guided by the STKIP-KN Statutes and Restra which contain the Vision, Mission, Objectives, Targets and Achievement Strategies. Planning for the Internal Quality Assurance System (SPMI) in the context of academic and non-academic quality at STKIP-KN begins with determining the goals to be achieved, formulating the current situation, identifying facilities and obstacles, developing plans or a series of activities by referring to the provisions of Higher Education Standards, namely National Higher Education Standards (SNPT) set by the Minister upon the proposal of the SNPT Body consisting of Graduate

Competency Standards, Content Standards, Process Standards, Educators and Education Personnel Standards, Facilities and Infrastructure Standards, Management Standards and Financing Standards. Higher Education Standards set by universities consist of academic standards and non-academic standards consisting of research standards, community service standards, information system standards, domestic and foreign cooperation standards. In the planning process, the priority is to formulate a policy on the internal quality assurance system (SPMI) to be documented in the form of a book which includes aspects of learning, and all aspects of the Tridharma of Higher Education as well as aspects of Higher Education funding and management.

Government Regulation (PP) No. 19 of 2005 concerning National Education Standards, and also as a reference in the preparation of the Higher Education Quality Assurance Manual published by the Director General of Higher Education. So that SPMI Planning in the context of academic quality is all stakeholders both internal (university leaders, faculty leaders, lecturers, students) and external (alumni, graduate users).

The planning process for determining Content Standards/Curriculum which includes the basic framework and structure of the curriculum, which is completed with forms/forms, then determines the effective SKS of the Study Program and determines the Academic Calendar which is completed with forms/forms.

To set Process Standards, it begins with first setting the Standards for Planning the Learning Process, Standards for the Implementation of the Learning Process, Standards for Learning Process Results, and Standards for Supervision of the Learning Process and in setting Graduate Competency Standards (SKL) equipped with forms/forms and setting the Standards for Educators and Personnel Education and set Academic Qualification standards. Establishing Lecturer Competency Standards, Lecturer Expertise Certification Standards, Lecturer and Student Ratio Standards and all of that are completed with forms/forms. Setting standards for facilities and infrastructure related to setting land standards, lecture room standards, library standards, leadership room standards, lecturers, administration and management, lecture room equipment standards, book standards and learning resources. Establishing Academic Management Standards, Operational Management Standards, Personnel Management Standards, Financial Management Standards, Annual Work Plan Standards and subsequently establishing Financing Standards, among others, establishing Higher Education Investment Costs, Higher Education Operating Cost Standards, Student Personal Cost Standards. Next, determine the Educational Assessment Standards which include setting the Learning Outcomes Assessment Standards by Lecturers, setting the Learning Outcomes Assessment Standards by Institutions. In addition to setting standards related to academics, universities formulate Research standards, Community Service Standards, Cooperation Standards and Information System Standards.

2. Implementation of the Internal Quality Assurance System for Private Universities to Improve the Quality of Graduates in the Industrial Revolution Era 4.0.

In the implementation of the internal quality assurance system implementation to improve the quality of graduates in the era of the industrial revolution 4.0 at STKIP-KN, it is carried out through the Internalization stage of quality culture which begins with building commitment from all elements of Higher Education management and in that commitment there is of course a goal for continuous improvement by implementing seriously, and form mental attitudes and behavior as well as work

culture towards quality standards to all elements of higher education management that and every time they carry out work they are always based on quality standards and carry out Standard Operating Procedures (SOP).

The strategy of internalizing a quality culture in the form of a work culture is oriented to quality standards, in the context of implementing SPMI PT for all lecturers, education staff, students and leadership staff, in all elements of the work unit.

The STKIP-KN SPMI policy begins with socializing the Higher Education SPMI to Educators/Lecturers, Education Personnel, Students, Alumni, Parents of Students, Professional Organizations, by conducting meetings, work meetings, workshops and verbal communication with stakeholders.

The steps for implementing the Internal Quality Assurance System to improve the quality of graduates in the era of the industrial revolution 4.0 coordinated by the quality assurance unit include: First, establish and realize their vision through the implementation of their mission, outlining their vision into a number of standards, and their derivative standards. In the implementation at STKIP-KN, implementing and developing refers to PP. 19 of 2005, namely 8 education standards (direction standards, qualification and competency standards, management standards, process standards, funding standards, facilities and infrastructure standards, output standards and achievement standards) and 8 research and community service standards (direction standards, qualification standards). and competence, management standards, process standards, funding standards, facilities and infrastructure standards, output standards and achievement standards).

The implementation of an internal quality assurance system to improve the quality of graduates in the era of the industrial revolution 4.0 is carried out in stages starting at the leadership level of STKIP-KN, Faculties, and Study Programs. The STKIP-KN leadership ensures that the faculty, implements quality assurance, and the Faculty Study Program guarantees the implementation of a quality assurance system and quality measurement standards of results set by STKIP-KN in accordance with its vision and mission based on academic documents and quality documents, academic documents as plans or standards, academic documents containing directions/policies, vision-mission, research standards and community service standards, as well as academic regulations. Quality documents consist of quality manuals, procedure manuals, work instructions, supporting documents and forms.

3. Evaluation and Monitoring of the Implementation of the Internal Quality Assurance System of Private Universities to Improve the Quality of Graduates in the Industrial Revolution Era 4.0

Evaluation/monitoring of the implementation of the internal quality assurance system to improve the quality of graduates in the era of the industrial revolution 4.0 at STKIP-KN. Evaluation/monitoring of SPMI implementation is a systematic effort to ensure that the SPMI process is carried out based on the plan and the results are in accordance with the following targets: (1) monitoring the completion of the Study Program Self Evaluation (EDPS), (2) monitoring the implementation of the Internal Academic Quality Audit (AMAI), and (3) monitoring the implementation of the Management Review Meeting (RTM).

The evaluation/monitoring stage of SPMI implementation at STKIP-KN begins with the preparation of a monitoring plan for the implementation of SPMI, then the formation of a monitoring and

evaluation team (Monev) from the internal quality assurance work unit, and monitoring documents (quality plans, SOPs, evaluation instruments, etc.), followed by conducting field visits, then evaluating and evaluating the results of documents as well as the results of field visits, to suggest corrective actions and report the results of the monitoring and evaluation to the Head of the Quality Assurance System.

The objectives to be achieved in evaluating/monitoring the implementation of SPMI at STKIP-KN are to examine compliance or adherence to the implementation of the quality assurance system at the faculty or postgraduate level against policies, standards, regulations, and quality manuals, examine the suitability of the direction and implementation of faculty and postgraduate quality assurance. to STKIP-KN kebijakan policies, standards, regulations, and procedure manuals.

Aspects that are evaluated/monitored include Quality Standards, Quality Targets, SOPs for the implementation of the internal quality assurance system at the faculty and postgraduate levels and other matters that need to be evaluated/monitored in the implementation of the internal quality assurance system at the faculty and postgraduate levels, including: a) Decree on the appointment of the person in charge of implementing the quality assurance system; b) Decree on the appointment of coordinators, secretaries and members of the quality control group; c) Formulation and ratification of faculty policies and standards; d) Preparation of academic quality targets and SOPs for implementing internal academic quality assurance at the faculty level; e) Compliance with quality targets and SOPs for implementing quality assurance at the faculty level; f) Decree on the appointment of the Faculty Monitoring and Evaluation team; g) Preparation of self-evaluation and follow-up plans for quality improvement and reporting to faculty leaders; h) Obstacles in implementing quality standards and faculty quality procedure manuals; i) How to overcome existing obstacles; j) check the quality standard items that have not been implemented and the implementation plan in the faculty.

4. Internal Control/Audit Implementation of the Internal Quality Assurance System of Private Universities to Improve the Quality of Graduates in the Industrial Revolution Era 4.0

Internal control/audit of the implementation of the internal quality assurance system to improve the quality of graduates in the era of the industrial revolution 4.0 at STKIP-KN is carried out by the Internal Quality Assurance System Institute (SPMI). Examination is a systematic and independent effort towards conformity between plans and implementation and achievement of predetermined standards. The work unit or its officer is the person being examined as the object or the person being audited represents and is able to know the implementation of the internal quality management system and the officer who conducts the audit/examines is the person who has the qualifications to carry out the inspection.

The implementation of a quality audit is a systematic assessment to determine whether a process has been running in accordance with the established quality standards or not and the academic quality audit is carried out through independent checking and verification of the implementation of the academic process in order to determine the conformity of the process with the established quality standards. so that the process produces a quality product.

The audit functions as accountability regarding audits and verification of: a) conformity of the quality plan or program with quality standards at the level of STKIP-KN leadership, faculties, departments,

and study programs; b) conformity of the quality plan with SOP or quality management manual; c) compiling a report on the results of the examination and the reference data used. All audit results are to provide feedback for the audited work units, so that the unit understands the real conditions of the implementation of its quality improvement program, then the unit can identify the achievements and shortcomings of the internal quality management implementation policy.

The audit objectives include: a) Checking the conformity between the components of academic quality improvement and the standards that have been set; b) Checking the results of the quality achievement process; c) Prepare facilities or reports to those who are audited/examined as a basis for quality improvement in the next quality program; d) Assisting the leadership of STKIP-KN, faculties, departments, and study programs in preparing external examinations or the External Quality Assurance System (SPME).

5. Improvement and Reporting on the Implementation of the Internal Quality Assurance System of Private Universities to Improve the Quality of Graduates in the Industrial Revolution Era 4.0

Improvement and reporting of the implementation of the internal quality assurance system to improve the quality of graduates in the era of the industrial revolution 4.0 at STKIP-KN begins an internal meeting by discussing the results of the report from the Quality Assurance Unit (UPM) attended by the Head of STKIP-KN SPM, Secretary and Members, on the agenda The meeting is set to follow up on reports on the implementation of SPMI at the Faculty and study program levels. SPM formulates the results of the meeting and reports to the STKIP-KN leadership. The formula for the reporting format is:

1) STKIP-KN . Quality Assurance System

2) STKIP-KN Quality Assurance Organization

3) Academic Documents and Quality Documents STKIP-KN

4) STKIP-KN Quality Standards

5) STKIP-KN SPM Strategic Plan

6) Implementation of STKIP-KN Mutu Quality Assurance:

a) SPM socialization

b) Identification of Quality Problems

c) Preparation of SPM Documents

d) Review of Draft SPM Document

e) Finalization of SPM Documents

f) Efforts to Improve SPM Quality

g) Utilization of ICT SPM

h) Preparation of Standards for the SPM Handbook

i) Preparation of SPM Audit Schedule

j) Preparation of Management Review Meeting

k) Preparation of SPM Self Evaluation

The results of the report are documented and submitted to the STKIP-KN leadership as a report on the implementation of the SPM, and then waiting for the recommendation from the STKIP-KN leadership after going through a Senate meeting as a basis for implementing and improving the SPMI in the future.

CONCLUSION

In general, there are similarities in the process of implementing the Internal Quality Assurance System for Private Universities in Improving the Quality of Graduates of the Industrial Revolution Era 4.0 at USNI and STKIP-KN, namely to improve the reputation of the institution and as an entry point into achieving graduate quality in a sustainable manner. Besides the similarities, there are also differences in the basic values that underlie the implementation of quality assurance between USNI and STKIP-KN, related to their different institutional visions and goals. The implementation of the Internal Quality Assurance System at USNI and STKIP-KN makes a positive contribution to improving the quality of graduates. This is reflected in the implementation of the Teaching, Research and Community Service Program (Tri Dharma Perguruan Tinggi), standardized through the policy of establishing a Quality Assurance Unit at USNI and a Quality Assurance Institute at STKIP-KN. However, it is still limited to focusing on the academic field (only focusing on the learning aspect), while PP. Number 19 of 2005, concerning National Education Standards, stipulates that higher education internal quality assurance covers academic and non-academic fields, although in general there is still a need for improvement and better efforts, due to several aspects that need more appropriate solutions and policies, especially growing and awareness about the importance of quality education.

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