

THE IMPLEMENTATION OF INTERNAL QUALITY ASSURANCE (IQA) IN THREE PRIVATE UNIVERSITIES IN SAMARINDA

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ABSTRACT

*Sistem Penjaminan Mutu Internal (SPMI) or the Internal Quality Assurance (IQA) in three private universities in Samarinda has been implemented using *Perencanaan, Pelaksanaan, Evaluasi, Pengendalian, dan Peningkatan* (PPEPP) or Planning, Implementation, Evaluation, Control, and Improvement, including evaluating control and improvement of Higher Education standards. This study was conducted with the following objectives. First, it described the implementation of IQA in evaluating control and improvement of higher education standards in three private universities in Samarinda. Second, it explained the inhibiting factors and proposed possible solutions. The data of this qualitative study were collected through (1) in-depth interviews, (2) observations, (3) photographs, and (4) documentation. The data went through interactive transformation data analysis proposed by Miles and Huberman (1994), including data collection, data reduction, data presentation, and conclusion. The validity of the data included data credibility, transferability, dependability, and confirmability. Findings confirmed the followings. First, the implementation of IQA was not yet optimal in evaluating control and improvement of the higher education standards as mentioned in the ministerial regulation of the Research, Technology, and Higher Education Ministry Number 62 of 2016 Article 5 Paragraph 1 and Number 44 of 2015 concerning the National Higher Education Standards. Second, the inhibiting factor was related to the inadequate management of the Standard Operating Procedure (SOP) and follow-up plans for internal quality audits, outputs, and achievements. The solutions proposed in this study included conducting follow-up plans and improving the learning process SOP, the lesson planning SOP, class schedule, and learning outcomes. Essential documents should always be made available, including semester program documents, *Satuan Acara Perkuliahan* (SAP) or Course Units, and lecturing schedules to achieve sustainable quality improvement in three private universities in Samarinda.*

KEYWORDS

Model, Implementation, Internal Quality Assurance System.

INTRODUCTION

Sistem Penjaminan Mutu Perguruan Tinggi (SPM-PT) or Quality Assurance (IQA)¹ of higher education is regulated in Law Number 20 of 2003 concerning the National Education System, Law Number 12 of 2012 concerning Higher Education, Ministerial Regulation of the Research, Technology, and Higher Education Ministry Number 44 of 2015 concerning National Higher Education Standards, Number 32 of 2016 concerning Accreditation of Study Programs and Universities, and Number 62 of 2016 concerning the Higher Education Quality Assurance System. The Ministerial Regulation of Education and Culture Number 50 of 2014 has been replaced with

¹The term Internal Quality Assurance and its abbreviation IQA is used throughout the article.

the Ministerial Regulation of the Research, Technology, and Higher Education Ministry Number 62 of 2016, which regulates IQA for higher education. Thus, the Higher Education IQA has been improved several times. The quality assurance system in universities includes internal and external quality assurance. Universities conduct internal quality assurance through a specific institution or agency, or unit responsible for monitoring and evaluating education, research, and community service implementation.

Gaps in implementing IQA in the higher education institutions in Samarinda are regarded as reasonable considering that some universities still focus on physical improvement while others are at self-actualization, which allows them to determine their special programs. Moreover, the diversity in implementing models of IQA might be affected by different quality at the university level and different university leaders' awareness of quality.

The objectives of this study are: 1) describing the implementation of IQA in determining the implementation of control evaluation and improvement of higher education standards in three private universities in Samarinda, and 2) determining the inhibiting factors and proposing solutions for better IQA in three private universities in Samarinda.

LITERATURE REVIEW

Internal Quality Assurance System

Quality is a term with multi-interpretations depending on who interprets it. The term is derived from the Latin word '*qualis*', which means what kind of. W. Edward Deming (1991:11) in James (2016:55) described quality as the conformity with market products. Bush T. and Coleman M. (2012:71) wrote that quality was conformance to requirement or standards. Therefore, it can be inferred that a quality product has met the predetermined quality standards, including raw materials, production process, and finished materials. Meanwhile, Ariani D.W. (2003:12) believed that product quality relates to the suitability of product use (fitness for use) which should meet customers' needs and satisfaction.

Quality assurance is done before, during, and after processing. Quality assurance is different from quality control since quality control is an operational activity that aims to meet the quality requirements, including detecting and eliminating components or finished products or services that fail to fulfill the standards. Quality assurance is the preventive, well-planned, and systematic activities within a quality management system to ensure that a product or service meets the quality requirements. Quality assurance concerns the design, process quality, finished product quality based on the predetermined standards. The view of Hedwig R. and Polla G. (2006:22) on 'zero error' or zero defect states that quality assurance consistently produces products or services that meet specific standards or ensure the proper process from beginning to completion (getting everything right first time, every time).

The Implementation of Internal Quality Assurance (IQA)

In universities in Samarinda, the implementation of IQA is done based on *Perencanaan, Pelaksanaan, Evaluasi, Pengendalian, dan Peningkatan* (PPEPP)² model or Planning, Implementation, Evaluation, Control, and Improvement model through the following steps. The

² The abbreviation PPEPP is used throughout the article.

first is developing a quality assurance unit or division. Then, it is followed by developing a proper system (quality policies and quality documents including guidelines, procedures, and SOP). The third step is implementing the system (socialization and the system is run). After that, an internal audit is done. Follow-up actions and continuous improvement follows. The final step is conducting external quality assurance based on International Organization for Standardization (ISO) and *Badan Akreditasi Nasional Perguruan Tinggi* (BAN-PT) or the National Accreditation Organization for Higher Education Institutions or by other institutions

RESEARCH METHOD

This study employed a qualitative approach. Data were collected through participatory observations, in-depth interviews, and documentation in the form of a case study. The case study method explained and analyzed the implementation model of the internal quality assurance system in three private universities in Samarinda.

This study was conducted through the following stages: 1) reflection; 2) planning; 3) entry or entering the field; 4) productive data collection; 5) withdrawal; and 6) writing research reports.

Outcomes of the Study

1. The study is expected to help achieve visions and missions through several academic programs based on PPEPP within IQA. IQA consists of the following steps: determining higher education standards, implementing higher education standards, evaluating higher education standard implementation, controlling higher education standard implementation, and improving higher education standards.
2. IQA in study programs within the three universities is measured based on National Education Standards added with development standards: the National Standards of Education, the National Standards of Research, and the National Standards of Community Service.

Setting of the Study

This study took place in three different locations as follows.

1. Universitas 17 Agustus 1945 Samarinda located at Jalan Ir. H. Juanda Number 80 Air Hitam, Samarinda Ulu, Samarinda, East Kalimantan 75123.
2. Universitas Widyagama Mahakam Samarinda located at Jalan Wahid Hasyim II Number 28, Sempaja Selatan, Samarinda Utara, Kalimantan Timur 75243.
3. IKIP PGRI Kalimantan Timur located at Jalan H. Suwandi Gunung Kelua, Samarinda Ulu, Samarinda, East Kalimantan 75243.

RESULTS AND DISCUSSION

Internal Quality Assurance System in Three Private Universities in Samarinda

The Implementation of the Internal Quality Assurance System in Universitas 17 Agustus 1945 Samarinda. The findings of this study relate to IQA that universities may develop independently with some basic requirements. As mentioned in Article 5 Paragraph (1), IQA for the national education system in Indonesia consists of a cycle with five main steps: determination, implementation, evaluation (implementation), control (implementation), and

improvement of higher education standards abbreviated as PPEPP. Therefore, these steps should be present in IQA basic elements.

IQA in Universitas 17 Agustus 1945 Samarinda was conducted by developing a system based on the regulations in a systematic, planned, and sustainable way for better education quality. It is also periodically evaluated for improvement. IQA applied in Universitas 17 Agustus 1945 Samarinda refers to the quality assurance system of Higher Education and the National Standards of Higher Education.

The policy on IQA in Universitas 17 Agustus 1945 Samarinda aims to ensure the followings:

1. Every learning process and education service provided for students of Universitas 17 Agustus 1945 conforms with the predetermined quality requirement. If any standards are not fulfilled, or gaps between achievement and standards occur, the standards need to be immediately revised.
2. The policy must realize transparency and accountability toward the community in general, particularly students' parents and employers, so all education processes have met the predetermined standards.
3. It encourages all parties in Universitas 17 Agustus 1945 Samarinda to cooperate and achieve the goals based on the standards and make continuous efforts to improve the quality.

IQA is applied in Universitas 17 Agustus 1945 Samarinda within the organizational structure. Each official has a specific role and function within IQA as quality controllers based on their positions. IQA in Universitas 17 Agustus 1945 Samarinda was designed, implemented, and continuously improved based on PPEPP. First, goals were set, and the right strategy and activities were determined. Then, the process of achieving these goals was regularly monitored, evaluated, and developed.

This study results in the recommendation to integrate IQA into the management. Therefore, each unit in Universitas 17 Agustus 1945 Samarinda is in charge of periodically setting a series of standards (Implementation Standards, Evaluation Standards, Control Standards, and Improvement Standards based on PPEPP) for performance assessment. Furthermore, self-evaluation results must be reported to the head of the unit, all staff, and the Director through *Lembaga Penjamin Mutu* (LPM) or the Quality Assurance Institution³.

The Implementation of the Internal Quality Assurance System in Universitas Widyagama Mahakam Samarinda. This study revealed that IQA was implemented under the authority of the study programs and work units in systematic and measurable ways to ensure continuous improvement in academic-related qualities. It was carried out within the five main steps of PPEPP. IQA for academic activities in each unit was evaluated through the cycle continuously.

Study program activities were carried out based on the annual program. IQA was done as follows. First, study programs and faculties prepared relevant documents related to the predetermined quality standards. Then study programs and *Audit Mutu Internal* (AMI) or Internal Quality Audit⁴ filled out an internal quality assessment form and sent it to LPM. After that, the document for the

³ The abbreviation LPM is used throughout the article.

⁴ The abbreviation AMI is used throughout the article.

study program quality assessment was processed by LPM as a database to evaluate the achievement of *Indikator Kerja Utama* (IKU) or the Main Performance Indicators⁵ by Widyagama Mahakam Samarinda University.

The evaluation stage was where LPM and *Satuan Pengawas Internal* (SPI) or the Internal Supervisory Unit (in charge of internal non-academic supervision) conducted a comprehensive evaluation based on the achievement of IKU in each unit on IQA implementation, achievement of quality standards, and internal audit results. The results of the evaluation were used as recommendations for improvement by Director. LPM evaluated and improved the quality management system every year, including revising the assessment forms, checklists, and quality targets based on insights from study programs and other relevant units. Follow-up policies from the Director were submitted to study programs for improvement and development, which would allow the university to achieve IKU standards in next year's IQA.

The implementation of IQA in the university is done through the following steps. (a) The Rector appoints the Vice-Rector I as the person in charge of LPM at Universitas Widyagama Mahakam, Samarinda. (b) The Rector forms *Unit Penjaminan Mutu* (UPM) or an IQA team⁶ consisting of a chair and secretary. (c) UPM formulates quality policy and IQA manual, standards, and forms, which are then discussed with the University Senate. (d) At the study program level, *Tim Pelaksana Penjaminan Mutu Program Studi* (TPPM-PS) or a Study Program Quality Assurance Implementation Team⁷ is formed consisted of a chair, secretary, and two members. (e) UPM and TPPM monitor, evaluate, and improve the semester learning process. (f) UPM and TPPM prepare self-evaluation reports and follow-up plans to improve the quality of education to be reported to the Rector. (g) Based on the UPM report, the Rector designs a proper follow-up plan into the annual Activity Plan and Budget. (h) UPM and TPPM implement education quality to improve the quality of study programs.

The Implementation of Internal Quality Assurance System in IKIP PGRI Kalimantan Timur.

Implementing IQA in IKIP PGRI East Kalimantan begins with one cycle within the academic year continued to the following years. Evaluation of IQA implementation results is based on the predetermined standards by each work unit and UPM to be later reported to the Rector. The standard control stage refers to implementing standards at all faculties, institutions, work units, and bureaus, including all structural officials, teaching staff (lecturers), education staff, employees, students, and alumni. Their authorities and responsibilities require monitoring or supervision and evaluation regularly. Supervision and monitoring of IQA implementation by the monitoring and evaluation team and the internal audit team aim to ensure that the implementation follows the predetermined standards.

IQA standards are set through procedures as follows. (a) It starts with determining the vision and mission of IKIP PGRI East Kalimantan as the starting point and final goal. (b) Laws and regulations relevant to the scope of IQA standards are reviewed. (c) Then, notes on legal norms or requirements that must not be violated are made. (d) Self-Evaluation in the form of SWOT analysis is done. (f) Examination of the aspects to be standardized based on the goals of IKIP

⁵ The abbreviation IKU is used throughout the article.

⁶ The abbreviation UPM is used throughout the article.

⁷ The abbreviation TPPM is used throughout the article.

PGRI East Kalimantan is done. (g) An initial draft of the standards is created using PPEPP. (h) A public test through plenary meetings or seminars to obtain valuable insights is held. (i) Standards are improved or reformulated based on the insights obtained in the previous step. (j) A Rector's decision letter verifies the IQA.

Factors Inhibiting the Internal Quality Assurance System in Three Private Universities in Samarinda

The obstacles to IQA in three private universities in Samarinda, as identified in the assessment matrix of self-evaluation reports and university academic reports, is poor compliance to the regulation of Minister of Research, Technology, and Higher Education Number 62 of 2016 and BAN-PT Regulation Number 59 of 2018 concerning guidelines for compiling self-evaluation reports and guidelines for compiling academic performance and assessment matrices in higher education accreditation instruments using PPEPP as follows;

- a. The SOP for the management is available, yet in the implementation, no reports on the workshop on *Visi, Misi, Tujuan, dan Sasaran* (VMTS) or Vision, Mission, Goals, and Targets, lists of attendance, notes, and documentation.
- b. SOP for academic standards includes SOP on planning, implementation, and control of credits of permanent lecturers—however, no document of lecturers' workload and standards of learning processes, including laboratory practicum.

CONCLUSION

The Implementation of the Internal Quality Assurance System in Three Private Universities in Samarinda.

- a. IQA implementation at Universitas 17 Agustus 1945 Samarinda was not optimal due to the non-optimal application of SOP by the management unit. The follow-up plan and documents of internal quality audits, outputs, and achievements were incomplete.
- b. IQA implementation at Universitas Widyagama Mahakam Samarinda has been inadequate in follow-up assessment based on monitoring and evaluating the implementation of learning processes in the study programs based on the standards of learning management. However, SOPs for monitoring learning processes of study programs per semester were not available, including documents of graduate competence standards as well as evaluation and monitoring guidelines of student learning load.
- c. IQA implementation at IKIP PGRI East Kalimantan was not yet optimal as problems were found in the quality assessment of semester learning plans and supporting documents. Documents and SOP were available for semester plans, lesson planning, class scheduling, SAP documents, and lecturing schedule.

Factors Inhibiting the Internal Quality Assurance System in Three Private Universities in Samarinda and Possible Solutions

- a. Management standards were not optimal since SOP for follow-ups AMI outcomes was not completely done, evident from the incomplete follow-up documents.
- b. The standards of learning processes in all study programs were not completed with SOP for monitoring and evaluation for the semester learning processes. Documents of graduate competence standards as well as evaluation and monitoring guidelines of student learning load were unavailable.

- c. SOP for learning processes, including semester plans, lesson plans, and lecturing schedules was available, but improvements were needed.

The Implementation of the Internal Quality Assurance System in Three Private Universities in Samarinda.

- a. IQA implementation at Universitas 17 Agustus 1945 Samarinda was less optimal because the follow-up audit was never conducted, and documents regarding the follow-up plans were unavailable.
- b. IQA implementation at Universitas Widyagama Mahama Samarinda was inadequate related to follow-up of monitoring and evaluation. SOP of monitoring and evaluating learning processes for each study program was needed to achieve the predetermined outcomes. Documents of graduate competence standards as well as evaluation and monitoring guidelines of student learning load were unavailable.
- c. IQA implementation at IKIP PGRI Kalimantan Timur was good for learning process standards since SOP for semester plans, lesson plans, and lecture schedules were available. However, continuous improvement is needed for better quality.

Factors Inhibiting the Internal Quality Assurance System in Three Private Universities in Samarinda and the Possible Solutions

Factors inhibiting IQA were found in management standards and learning process standards. Therefore, it is necessary to complete all manual documents and SOP(s) required to implement IQA.

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