The Internal Quality Assurance System at College of Teacher Training and Education (STKIP)

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Abstract—

Higher education is part of the national education system which has a role in educating the nation's life and advancing science and technology including increasing the nation's competitiveness in facing globalization in all fields. The long-term goal of this research is to improve the quality of universities, especially STKIP, so that it can produce professional teachers .

This study uses a qualitative approach with a multi-case design to analyze and describe clearly and in detail the implementation of the internal quality assurance system. Data collection techniques used were in- depth interviews, non-participant observation, and documentation. Data will be analyzed in two stages, single case analysis and cross-case analysis.

The results of this study are the Higher Education Standard setting refers to the national standards of higher education and the standards set by universities by adjusting the institutional vision and mission. The implementation of this standard is escorted by the Quality Assurance Agency in accordance with its duties and responsibilities as a breaker and motivator in carrying out the tri dharma of higher education in ways that have been compiled in standard quality manuals and qualified human resources in their fields as key in quality assurance. Control in the form of corrective action is carried out to keep the standard running in line. Standard quality improvement is carried out continuously based on the results of evaluation and control . That way, quality assurance at STKIP will be much better.

Index Terms— *determination, implementation , evaluation, control, improvement, internal quality assurance system, STKIP*

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INTRODUCTION

Higher education which is part of higher education plays an important role in nation building especially in Indonesia. Universities must not be separated from the development of society, in fact the programs must be relevant to the needs of the surrounding community. To realize this, there must be an effort from the community that organizes education and also government intervention so that many people are highly educated but also continue to pay attention to quality.

In accordance with Law number 12 of 2012 concerning Higher Education, Higher Education Quality Assurance is integrated into a system, namely the Higher Education Quality Assurance System (SPM Dikti) with the aim of ensuring the fulfillment of systemic and sustainable Dikti Standards so as to grow and develop a quality culture in each college high in Indonesia. According to article 53 and article 52 paragraph 4 of the 2012 Dikti Law, the Dikti SPM consists of the Internal Quality Assurance System (SPMI), the External Quality Assurance System (SPME) and the Higher Education Data Base (PD Dikti). SPMI is developed by the relevant universities, SPME is done through accreditation, and PD Dikti as the basis of SPMI and SPME (Ministry of Education and Culture Dirjen Dikti, 2014: 4).

According to experts, the definition of quality is at least centered on four attribution, namely excellence, functional suitability, fulfillment of requirements, and gratification. The definition of quality with such attributes was first put forward by Plato (380 BC) who said that " *Goodness is not the same as being, but even beyond being , surpassing it in dignity and power* ", that goodness is not the same as existence, even beyond that existence, which transcends from the side of grandeur and

strength (Amir, 2016: 195). Regarding this, Oakland (1995: 5) states that "*Quality is the use of significance of the exemption of a product or service* ". Quality is used to show the superiority of a product or service. The quality of a tertiary institution is determined by the quality assurance process carried out by the higher education institution in the hope that it will improve the quality which is usually referred to as the Internal Quality Assurance System (SPMI).

The Internal Quality Assurance System (SPMI) is a systemic activity of higher education quality assurance by each university autonomously or independently to control and improve the implementation of higher education in a planned and sustainable manner (SPM Dikti, 2014).

Internal quality assurance is an important part of tertiary quality management, and also becomes important information for conducting external quality assurance through verification of information that occurs in the process of higher education organizations, and the results of higher education quality through accreditation activities can be a reference in implementing quality assurance policies internal, as well as accountability in the implementation of higher education in the community, education / tertiary stakeholders (Suharsaputra, 2015: 324).

The Internal Quality Assurance System (SPMI) in a university is a systemic activity of quality assurance of higher education by each university autonomously or independently to control and improve the implementation of higher education in a planned and sustainable manner (MoEC Dirjen Dikti, 2014: 13) conducted through 5 the main step abbreviated as PPEPP, namely: Determination,

Implementation, Evaluation, Control, and Higher Education Standards improvement. The five steps must be carried out internally by universities and must be evaluated internally by the university. This must be supported by the commitment and performance of the actors of the higher education process, as well as the organization of the Quality Assurance Agency (LPM).

The College of Teacher Training and Education (STKIP) is one of the actors in the world of education who realizes the importance of improving quality in order to face global competition. The implementation of quality assurance, especially at the level of STKIP in East Java, is currently not optimal, as evidenced by the Superior Campus Award at Kopertis 7 for High Schools in 2016, from 19 STKIP in East Java, only 3 in the Superior Campus category. This is certainly not in line with what is expected by the government regarding quality assurance.Maximum quality assurance is mostly done by universities that are already large, but for the same level of high school, the implementation is still not optimal, even though quality assurance is an important thing and must be implemented immediately, because it will have a positive impact on the university, as the results of the study from Nyenya & Gabi (2016), that the quality assurance unit has a positive impact on teaching and learning which results in many institutions receiving awards. Based on the explanation, the question is how the implementation of internal quality assurance will be able to produce graduates who can meet the expectations of *stakeholders*.

LITERATURE REVIEW
Characteristics of STKIP

The Higher Education Law Number 12 of 2012 article 59 explains that higher education manifests itself in the form of universities, institutions, high schools, polytechnics, academies, and community academies.

Referring to the Act, the College of Teacher Training and Education (STKIP) is a level of higher education that has several study programs with the same family, namely education clusters. As a college, STKIP has a mission to produce education, especially teacher staff , or often referred to as educators and education staff (LPTK). LPTK as a printing institution professional teaching staff has the main task in carrying out education for prospective education staff for all levels of education and expertise (Juangsih, 2004: 73).

Gaffar (in Juangsih, 2004: 76) explains that LPTK has the main task to educate prospective teachers of kindergarten (TK) to college (PT). In carrying out its duties and responsibilities, LPTK prepares competent prospective graduates in each field of expertise and is ready to implement science in employment. In the Indonesian context, LPTK is one of the keys to the success or failure of education in Indonesia.

Higher Education Quality Assurance

Hedwig and Polla (Sulaiman and Wibowo, 2016: 20) explain that quality assurance is a routine work that is continuous and must be continuously carried out and is not an *ad hoc*activity . Therefore, the process of monitoring and evaluation needs to be applied continuously with the emphasis that these activities are not looking for faults but to take continuous corrective actions towards quality.

In the world of education, higher education quality assurance (Dikti, 2003) is put in place as a process of establishing and fulfilling quality management standards for higher education consistently and continuously with the aim of stakeholders to obtain satisfaction. The Higher

Education Quality Assurance System (Dikti) is a systemic activity to improve the quality of higher education in a planned and sustainable manner (Ministry of Education and Culture Directorate General of Higher Education, 2014: 5). the implementation of the SPM Dikti must be able to guarantee the fulfillment of the Dikti Standards systemically and sustainably.

The Dikti standards referred to are (a) National Higher Education Standards (SN Dikti) stipulated in Minister of Research and Technology and Higher Education Regulation number 44 of 2015 concerning the National Higher Education Standards, which contain minimum education system criteria in Indonesia consisting of: National Education Standards, plus with National Research Standards, and National Standards for Community Service. (b) Dikti Standards stipulated by universities that must exceed SN Dikti which include: Higher Education Standards in the academic field and Higher Education Standards in the non-academic field.

Internal quality assurance system.

The Internal Quality Assurance System (SPMI) is a systemic activity of higher education quality assurance carried out by each university autonomously or independently to control and improve the implementation of higher education in a planned and sustainable manner (SPM Dikti, 2014).

Conceptually, each tertiary institution (Dikti SPM, 2013: 13) can develop SPMI autonomously or independently, however, in the implementation of the SPMI the tertiary institution must pay attention to principles that must not be ignored. In article 52 paragraph (2) of the Dikti Law it is stated that quality assurance is carried out through five main steps abbreviated as PPEPP, namely (1)

stipulation; (2) implementation; (3) evaluation; (4) controling; and (5) improvement in Dikti standards.

Determination of Higher Education Standards by higher education is the establishment of all standards in the implementation of higher education in higher education, which fully forms SPMI, among others, national education standards, national standards of research and national standards of community service.

In implementing Dikti Standards, universities carry out each Dikti Standard which has been stated in writing in SPMI so that the Dikti Standards in question can be fulfilled.

Evaluation or assessment or assessment is carried out on the process, output *(output),* and results *(outcomes)* of the implementation of each Dikti Standard in SPMI. Judging from its objectives, evaluations of the implementation of the Higher Education Standards in SPMI can take the form of: a) *Diagnostic evaluation* , which is an evaluation that aims to identify weaknesses or constraints that can hinder the implementation of the contents of the standard and take necessary steps to overcome these weaknesses or constraints b) *Formative evaluation* , which is an evaluation that aims to monitor *(monitor)*the standard implementation process to take control measures, if errors or irregularities are found that can result in the contents of the standard not being met, or strengthening the achievement of standard implementation; and c) *Summative evaluation* , which is an evaluation aimed at analyzing the final results of standard implementation so that it can be concluded.

Control is a follow-up to the results obtained from evaluation activities and can be carried out on the results of self-evaluation, internal audit, and on the results of

accreditation. If the evaluation results show that the implementation of the standard content is in accordance with what was planned, the control step is only in the form of an effort so that the positive things can continue to work properly. Conversely, if in evaluating the implementation of standards found errors, inaccuracies, shortcomings or weaknesses that can cause failure to achieve standard content or goals, control measures must be taken in the form of corrective or corrective actions to ensure compliance with orders / criteria in the standard.

Dikti Standard Improvement is an activity to increase or increase the content or extent of the Dikti Standards in SPMI. This is in accordance with what was conveyed by Prihantoro (2012) that in improving quality standards, the steps that must be taken are 1) determining the priority of the problem, 2) finding the cause of the problem, 3) examining the cause of the problem, 4) drafting the improvement, 5) carry out repairs, 6) examine the results of improvement, 7) prevent recurrence of problems, and 8) discuss the next problem.

METHOD

This study used a qualitative approach with a case study method to analyze, describe and explore the implementation of STKIP PGRI Sidoarjo internal quality assurance and STKIP Al Hikmah Surabaya from various sources of information that were used as research data and then analyzed.

Human data sources (informants) in this study are several parties involved in internal quality assurance such as the Head of the High School, chairman of the Quality Assurance Agency, Chair of the Study Program, lecturers, students and administrative staff. The technique

of selecting human data sources (informants) with a *snowball sampling technique (snowball sampling technique).*

The researcher is a key instrument with other supporting instruments, such as interview guides, observation guides, and documentation guidelines.

The points covered in this interview are about evaluating the implementation of internal quality assurance, including: implementation time, parties involved, activities carried out, how to do, results of evaluations, constraints faced, causal factors, ways to anticipate and their impact on institution. The interview was conducted with the LPM chairman, LPM vice chairman, and LPM secretary.

In this non-participatory observation, the researcher acts as a non-participatory observer, where the existence of researchers at the scene or activity only functions as a pure researcher whose purpose is to observe the implementation of SPMI activities especially about evaluating the implementation and then recording the results or recording them.

Whereas documentation studies are used to collect data from non-human sources, in the form of LPM news or announcements, SPMI quality policies, academic regulations, SPMI quality objectives, socialization results about quality assurance, pamphlets, diaries or drawings related to research. To test the validity of the data, researchers have several criteria and steps, among others , credibility, transferability, dependability, and confirmation.

RESULT & DISCUSSION

The results of research are presented as the results of validation and are the results of condensation processes of two schools that are the object of research. The results are divided into five parts.

1. Determination of Dikti Standard in STKIP

This standard setting is part of the internal quality assurance cycle. Standard setting is also an important thing that must exist, as found in several quality assurance models described in chapter II. In some of the quality assurance models, the standard setting is in the first place, both in the PDCA, Kaizen, SPM-PT models, as well as continuous quality achievement models.

Setting standards in an institution refers to the vision, mission and objectives of the institution. Existing standards play a role in the development of an institution. Institutional development can emphasize the advantages of tri dharma tertiary institutions, namely education, research, and community service. Quality institutions, in which there is the implementation of quality tri dharma too, the existence of supporting standards, and it is a long-term strategy that exists in a university to realize its vision.

Based on data analysis, the two high schools have set minimum standards and even exceed the national standards of higher education. Standard setting needs to pay attention to the aspirations and needs of the community, especially the community using graduates. Every college is expected to be responsive to the needs of stakeholders and be able to cultivate internal quality assurance and improve quality on an ongoing basis, so that stakeholders gain satisfaction as characterized by quality universities (Sutomo, 2012).

Determination of quality standards by involving stakeholders (stakeholders) and referring to standards at a minimum and even exceeding national standards, shows that tertiary institutions have realized that the quality of graduates of a university does not only depend on the assessment of the government, but also considers the assessment that comes from the community, especially the community using graduates. Determination of quality standards for a college can be considered as a public statement regarding the commitment of higher education institutions to their customers, both internal and external (Sallis, 2008). In Act No. 20 of 2003 National Education System Article 91 states that the determination of quality standards is a form of fulfillment of obligations especially for educational unit institutions in carrying out education quality assurance, namely to meet or exceed national education standards.

Higher education is part of the community, it is evident that in the preparation of standards, in addition to the participation of academics, stakeholders are also included in the parties involved. This is the basis that universities cannot escape the reality that develops in their society and environment.

2. Implementation of Dikti Standard in STKIP

Socialization of a standard or policy is basically a process of introduction, explanation, and communicating about the substance of policy into a language that is easily understood and carried out by communicators to the communicant especially for policy implementers so that they truly understand and are expected to respond positively and support policies (Sutomo, 2012: 340).

In order for the socialization process to succeed well, it is necessary to choose the right form of socialization and the principles of communication that the communicator must do, including (1) interest in the message material, (2) attracting attention to communicants, (3) using teaching aids, (4) mastering the message material, (5) repeating the important part, (6) having uses, and (7) do not assume that

everyone has understood the message that we have given, therefore it needs feedback (Usman, 2008: 396). Standard socialization carried out by high schools studied through lecturer meetings conducted routinely, banners, frames, bulletin boards, and social media (whatsapp group, website) can facilitate the achievement of internal quality assurance.

The implementation of quality assurance starts from the implementation of existing standards and requires full support from all elements both directly and indirectly involved, such as leaders, lecturers, staff, bureaus, and students, especially the implementing commitments of these standards and exemplary leadership. This is in accordance with what was stated by Firdaus (2011) that without commitment, the higher education quality assurance will stagnate or may not even be successful.

The role of the quality assurance organization in implementing standards is as a guardian and reminder in carrying out an activity, battering ram and motivator in carrying out the tri dharma of higher education, as well as evaluating the standards that have been implemented. This is also in accordance with the opinion of Li Wang (2014) who said that Quality Assurance is a control strategy, institutional autonomy, and academic freedom which remains a concern to compete in the global market.

The implementation of a standard is carried out by means of administrative preparation on the standards prepared, preparation of SOPs, socialization of the contents of the standards that have been set, according to work procedures, and the most emphasized is to make the quality culture in each job.

Broadly speaking, the results of this study, especially on the implementation of standards are a part that must exist and exist in each quality assurance model. Standards that have been planned or established must be implemented so that they can be known whether or not the standards are met.

3. Evaluation of Dikti Standard in STKIP

Evaluating the implementation of standards is a very important thing in improving standards. Evaluation must be carried out by institutions in an effort to periodically improve and improve quality as part of internal quality assurance.

In the higher education quality assurance system, a tertiary institution and all units within it must carry out evaluation or assessment or assessment of processes, outputs, and outcomes of each implementation of the Dikti standard in SPMI. This aims to determine weaknesses or constraints, carry out monitoring, and also analyze the final results of implementing a standard. Some models in quality assurance term this evaluation with other terms, as in the PDCA and Kaizen models using the check word, while the SPM-PT model and continuous quality performance models use the term self-evaluation. Evaluation of the implementation of standards in the PPEPP cycle, has the intention to find information on how the implementation of standards, outcomes, and their impact.

Based on data analysis, the two high schools have carried out evaluations of the implementation of standards that are carried out periodically and continuously with different times between the standards. This evaluation is carried out by the audience of each standard which is his responsibility such as lecturer, education staff, head of bureau / unit. The involvement of lecturers, education staff and

the head of the bureau / unit in evaluation activities is a form of togetherness in the management of higher education, and can facilitate the implementation of evaluations. This evaluation is also the duty and responsibility of the head of the high school. Just responsibility, is not enough without a commitment. This is in accordance with the opinion of Firdaus (2011) and also Sulaiman (2016) who in his research confirmed that commitment from the leadership is very necessary to guarantee and improve the quality of higher education.

The evaluation activities carried out by these two high schools were by monitoring the implementation of the standards, recording and recording all findings in the form of errors and irregularities, conducting checks, making reports and reporting them to the leadership. This means that evaluation activities carried out based on facts and data based on the form or document recording as findings. These findings which must then be followed up in accordance with Hedwig (2007) 's opinion that, the most important thing in monitoring activities is how these findings can be followed up for improvement.

Constraints faced during evaluation, causal factors, and how to anticipate them are part of follow-up. If the way to anticipate the cause of this problem has been adjusted to the root of the problem, then the evaluation will run smoothly and there will be no obstacles so that periodically it will be able to contribute to increasing a standard.

4. Controlling of Dikti Standard in STKIP

Control is a follow up to the results obtained from the evaluation activities. This follow-up can be in the form of a leadership meeting that will discuss specific actions with

cases that occur on a standard based on the findings. The existence of a quality assurance institution in an institution does not mean that it controls, the quality assurance agency does not have the authority to execute cases that occur. Quality assurance agencies only function as coordinators, facilitators and supervisors.

Based on the data, the two high schools have taken control of existing standards. This standard control is coordinated by the quality assurance agency and is assisted by the unit or related parties such as monitoring the contents of the standard, recording the deviations that occur, checking the causes of irregularities, examining and studying the causes, and reporting to the leadership for further corrective actions. The results of this study also found that in this control there were members of the quality assurance team who did not understand the meaning of control. The presence of a quality assurance team member who does not understand the meaning of this control will hinder the quality itself. This is as stated by Obiekezie, E., Nwadiaro, Timothy & Essien (2015) that the availability of adequate human resources is important for quality assurance.

Standard control in the PPEPP cycle is not the same as the term in other quality assurance models. In the PDCA model and Kaizen model there is the same term, that is, the action which is the last part of the cycle. This shows that this control is an action that is carried out on the results of the check. Whereas in other quality assurance models such as the SPM-PT model and continuous quality achievement models there is no control term, the term that exists after self evaluation is an internal academic quality audit. However, this is part of continuous quality improvement.

Based on the explanation above, it can be said that control has an important meaning in

the quality assurance system, especially in the effort of continuous quality improvement, because it is related to the next cycle. So that in the case of corrections / corrective actions carried out in accordance with the specified time limit, it will be able to overcome the existing constraints.

5. *Improvement of Dikti Standards in STKIP*

Standard enhancement is an activity of raising or increasing the content or extent of a standard. This standard improvement is also the last part of the PPEPP cycle, a standard cannot be increased if it is not first preceded by previous cycles such as evaluation. A standard that is implemented, will not be improved if evaluation has not been carried out and follow-up / control is finally able to improve quality. Quality is basically always changing and developing in accordance with the demands of the people, the advancement of science and technology, and the demands of the needs of stakeholders so that each tertiary institution needs to adjust and take corrective steps.

Based on data analysis in this study, the two high schools have carried out standard enhancement activities by related parties. The improvement of this standard is not only in quantity, but in quality the standard content itself. Activities carried out by these related parties are in accordance with the previous process, namely standard setting, implement-tation of standards, evaluation of the implementation of standards, standard controls, and then reestablish the standard with revision as a form of standard improvement.

In some existing quality assurance models, such as in the SPM-PT model and continuous quality achievement models, standard upgrading is the final part, and after that

followed by new standard setting. Whereas, in the PDCA model and Kaizen model, action is the end of a cycle, before returning to the planning stage without any improvement stage.

Quality improvement is based on the concept that every process can be improved and there is no perfect process. According to the management philosophy proposed by Arcaro in Sutomo (2012, 350) that if it is not damaged, fix it because if no repairs are made, other people will definitely do it. Higher education must always improve its quality with various efforts to satisfy its customers, if not then sooner or later the college will be left by the customer.

CONCLUSION

The SPMI STKIP policy is interpreted as a written guideline that describes STKIP's attitudes, actions and views on how to understand, design and implement SPMI in the delivery of services.

In implementing SPMI, the cycle of evaluation is carried out according to each standard. For example, the standard of lecturer recruitment is conducted once a year, for the standard extension of the study period conducted every 4 years, and for the standards in the field of education and teaching conducted every semester.

In carrying out evaluations, LPM is assisted by officials / competent and interrelated officers in each field. Evaluation is carried out by recording or recapitulating all findings in the form of irregularities, omissions, errors or otherwise from the implementation of each standard that is not in accordance with its contents. The results of the evaluation will be carried out control measures, especially regarding HR and if possible standard improvements will be made.

Based on the conclusions from the results of the study, it is necessary to accelerate the effort to print HR in accordance with the competencies needed. All activities are socialized intensively involving all academics in various quality assurance activities.

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