

Implementation of Internal Quality Assurance Private Higher Education (PTS) (A Case Study in the Islamic University of Indonesia and Muhammadiyah University of Yogyakarta)

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Abstract: *The purpose of this study is to describe: implementation of internal quality assurance on PTS and develop models of implementation of internal quality assurance hypothetical in private higher educations. The method used in this study is a descriptive analysis of qualitative approach. Data collection techniques covering interviews, observation and documentation. Conclusion the study shows that from the aspect of quality policy, organizational capacity, the process of implementation and impact of the implementation of internal quality assurance at both universities (UII and UMY) have shown that the effective implementation of quality assurance, characterized by institutional accreditation by the Accreditation rank A.*

Keywords: Quality Assurance, Quality Policy, Organizational Capacity, University Quality

1. Introduction

Quality assurance is the process of defining and managing the fulfillment of quality standards consistently and continuously, so that consumers, producers, and other interested parties to obtain satisfaction. Specifically, the purpose of quality assurance is to maintain and improve the quality of education in a sustainable manner, which is run by a higher education internally to realize the vision and mission, as well as to meet the needs of stakeholders through the organization Tridharma. Thus the university quality assurance in university is the process of defining and meeting quality standards of university management consistently and continuously, so that the stakeholders (students, parents, the world of work, government, faculty, support staff, and other interested parties) to obtain satisfaction. Education in university declared grade or quality, if

1. The higher education was able to define and realize its vision through the implementation of the mission (deductive aspect).
2. The higher education was able to meet the needs of stakeholders (inductive aspect) in the form:
 - a) Social needs
 - b) Needs of the world of work (industrial needs)
 - c) Professional needs (DEPDIKNAS, 2003)

Not to the appearance of higher education graduates who have special advantages to the challenge together. Education is not just educating be ready to use force in the labor market, but also help learners to become fully human. Thus the conditions conducive academic greatly to the success of a university in the roles and functions well. The higher education graduates are expected to be able to function as an agent of renewal in society (agent of social change agent), which is, understanding and open people's minds and intelligent in any field (politics, law, education, health, religious) and various other dimensions. The higher

education graduates are also expected to bring enlightenment and give effect to the improvement of the standard of living and welfare of the community.

Education quality assurance in higher education as argument by Martin & Stela (2007, page.34) that internal quality assurance higher education as follows: "The policies and mechanisms in an institution or implemented a program to Ensure that it is fulfilling its own purposes and meetings the standards that apply to university in general or to the profession or discipline in particular "thus, universities must be able to plan, execute, and control a process that ensures the achievement of quality education.

Quality assurance of Education in university can be organized through various quality control management model. One of the management model that can be used is the model of PDCA (Plan, Do, Check, and Action) which will result in sustainable development (continuous improvement) or kaizen quality of education in university. Quality assurance of higher education within the framework of the Director General of University is basically made up of internal quality assurance (internal quality assurance) and external quality assurance (external quality assurance). Internal quality assurance (internal quality assurance) as one of the sub-systems of the SPM-PT is what has been implemented by universities in Indonesia, while the external quality assurance of accreditation assessed. The internal quality assurance needs to be evaluated further success in improving the quality of university in a sustainable manner. Evaluation was then undertaken by a working group within the Directorate General of Higher Education Academic.

There are several things that underlie this research conducted at private higher educations, especially from PTS challenges both internally and externally. Challenges on the internal aspect can be seen from:

1. Some PTS does not yet have an internal quality assurance.

2. Submission of accreditation does not begin with the development of internal quality assurance, only to be ad-hoc.
3. Management partly PTS not provide certainty, confidence, and satisfaction of stakeholders.
4. Most of the Study Program in PTS and institutional accreditation is accredited C.

Realize the excellent service is an important aspect that must be done higher educations, besides embodied in the provision of adequate infrastructure, excellent service also always realized through the provision of academic and administrative quality, fast, and always in accordance with the demands or needs stakeholders. The goal of this excellent service is the satisfaction of stakeholders that includes students, faculty, staff, graduates users, and users of research and community service. Based on the above research background, the title of this research is the **implementation of Internal Quality Assurance of Private Higher Education (Case Study in Indonesian Islamic University and the University of Muhammadiyah Yogyakarta).**

2. Literature Survey

According to Martin and Stella (2007) quality assurance is "The policies and mechanisms implemented in an institution or program to ensure that it is fulfilling its own purposes and meeting the standards that apply to university in general or to the profession or discipline in particular."

In line with this opinion by the Finnish University Evaluation Council (2008, page.9) that quality assurance is "Refers to the procedures, processes or systems used by a university institution to safeguard and improve the quality of its education and other activities". Other authors, such as Vroeijenstin (1995) in Tram Nguyen (2012, page.76) argues that quality assurance is a "double Understanding related to the maintenance and enhancement, further stated Vroeijenstin that quality assurance requires a formal structure and constant attention." Lomas (2004) gives the view that "attention to the maintenance and improvement of standards is important because the need for higher education that has relevance for students, employees, and entrepreneurs.

According to Hall (2006) quality management, as follows:

The management of quality, distinguishes between accountability and enhancement: "Whereas accountability focuses on "proving" the existence of quality, enhancement focuses on "improving" the quality of processes and products (or outcomes)". He further notes that the notions of accountability and enhancement require harmonization; if too much emphasis is placed on accountability or compliance, discouragement exists for "the exercise of creativity and flexibility, the very processes which foster quality enhancement

This means that the quality assurance criteria for quality and consistent determination of the quality as well as to determine the extent to which a product or service meets these specifications, so as to further ensure the quality

assurance of the system to ensure the desired quality, however defined and measured.

Thus the higher education quality assurance in higher education is the process of defining and meeting quality standards of higher education management consistently and continuously, so that the stakeholders (students, parents, the world of work, government, faculty, support staff, and other interested parties) to obtain satisfaction . In this regard, the universities must be able to plan, execute, and control a process that ensures the achievement of quality in academic and non-academic.

The purpose of Quality Assurance in Higher Education, Law No. 12 of 2012 on Higher Education states that:

Higher education as part of the national education system has a strategic role in the intellectual life of the nation and advance science and technology by observing and applying the value of the humanities as well as acculturation and sustainable empowerment of the Indonesian nation. To enhance the nation's competitiveness in the face of globalization in all fields, required higher education are able to develop science and technology and intellectual produce, scientists, and / or professional cultured and creative, tolerant, democratic, strong character, and daring to defend the truth for the sake of nation.

To realize justice affordability and equity in higher education quality and relevant to the public interest for progress, independence, and well-being, the necessary restructuring of higher education in a planned, purposeful, and continuing to pay attention to the demographic and geographic aspects. Higher education functions as follows:

- a. Develop skills and character development as well as a dignified civilization in order to achieve the life of the nation;
- b. Civitas Academica develop innovative, responsive, creative, skilled, competitive, and cooperative through the implementation of the three responsibilities; and
- c. Developing Science and Technology to consider and apply the value of Humanities (Suroso, 2013, page.288).

Quality assurance of education becomes important to monitor and ensure each program / department and institution education units organized according to the standard quality of education. The purpose of quality assurance activities beneficial, both internal and external to the organization.

3. Methods/Approach

The method used is descriptive analysis through qualitative approach. The study was conducted in UII and UMY Yogyakarta. Informants in the study include the Chairman of BPM, Rector/Vice Rector, Dean, and Chairman Prodi, lecturers, students and community / graduates. Data was collected through literature studies and field studies using interviews, observation, and documentation. The data processing techniques through reliability, validity, triangulation and peer debriefing, while the data analysis technique is done through data reduction, data presentation, drawing conclusions and verification.

4. Results

Based on the research findings indicate that the two universities have implemented internal quality assurance in universities, faculties, departments / study programs, and other implementation unit to ensure compliance and certainty to the norms, standards, guidelines, regulations, and applicable manuals include quality policy, quality objectives, quality planning, quality manual, quality procedures, academic regulations, the competence of graduates, learning, human resources, and other resources that meet the expectations, requirements, and customer satisfaction as well as stakeholders. The advantages of the two universities can be seen from the commitment to produce the best graduates that UII and UMY build, maintain and improve the continued commitment to quality. Evidence of this is its commitment to the Quality Assurance Agency (BPM), in particular to the learning process and curriculum organized and offered by UII and St. Louis. Another advantage is shown that in the UII and UMY has had and continues to develop the institution as large and modern organization and no stranger to the flexibility with regard to the real conditions encountered. This is a consequence of the fact that the larger the organization, the more work, more and more part in it, the necessary coordination between departments. However, there are aspects that need attention of higher education that the evaluation mechanism of the internal quality assurance for the communication as a means of coordination among parts (faculty and organizational lines) has not run optimally, so it still looks there are parts that make the formulation and implementation of the work program runs itself without direction or clear vision of superiors. In order to operate properly, the quality assurance process requires special support from the institutional structure to make internal quality processes better and systematic (Reichert, 2008).

Through these aspects it is not optimal quality assurance is a continuous routine work and should continue to be done and not an activity that is ad-hoc. Therefore, the process of monitoring and evaluation needs to be applied continuously with emphasis that this activity is not to find fault but to undertake continuous improvement actions. Internal monitoring and evaluation process can be carried out by a team of independent and consists of several personnel, who must be free of interest, not the personnel who will be auditing unit, having an honest attitude, egalitarian, non-partisan, and does not find fault.

Thus, the internal quality assurance push against internal quality control and external quality assurance accreditation as widely used by most countries in the world. Many countries use external quality assessment as an instrument to monitor the quality of higher education institutions, value added for quality assessment and quality assurance will show credibility objectively. Nevertheless guarantee the quality should be a continuous process and should not be regarded as a one-time activity for accreditation only.

Keep the underwriting process is consistently performed is the process of monitoring (monitoring) and internal evaluation that is in the process of loading audits, assessment and evaluation. This activity although theoretically be

broken, but it is practically not separated from one another. Monitoring activities should always be based on data or facts, based on the work processes prevailing in the unit and on the business plan. Evaluation can only be done if the monitoring results have been obtained. If the work cannot be measured achievement of the work plan cannot be controlled. If not controlled it cannot be repaired and this has resulted in the unit cannot compete. If it cannot compete then it cannot survive. Thus the development of internal quality assurance (IQA) is actually much more important than the external quality assurance (IQE). This means that internal quality assurance is control over the quality development built by universities, while the external quality assurance as an instrument to gain the prestige of the institution quality management.

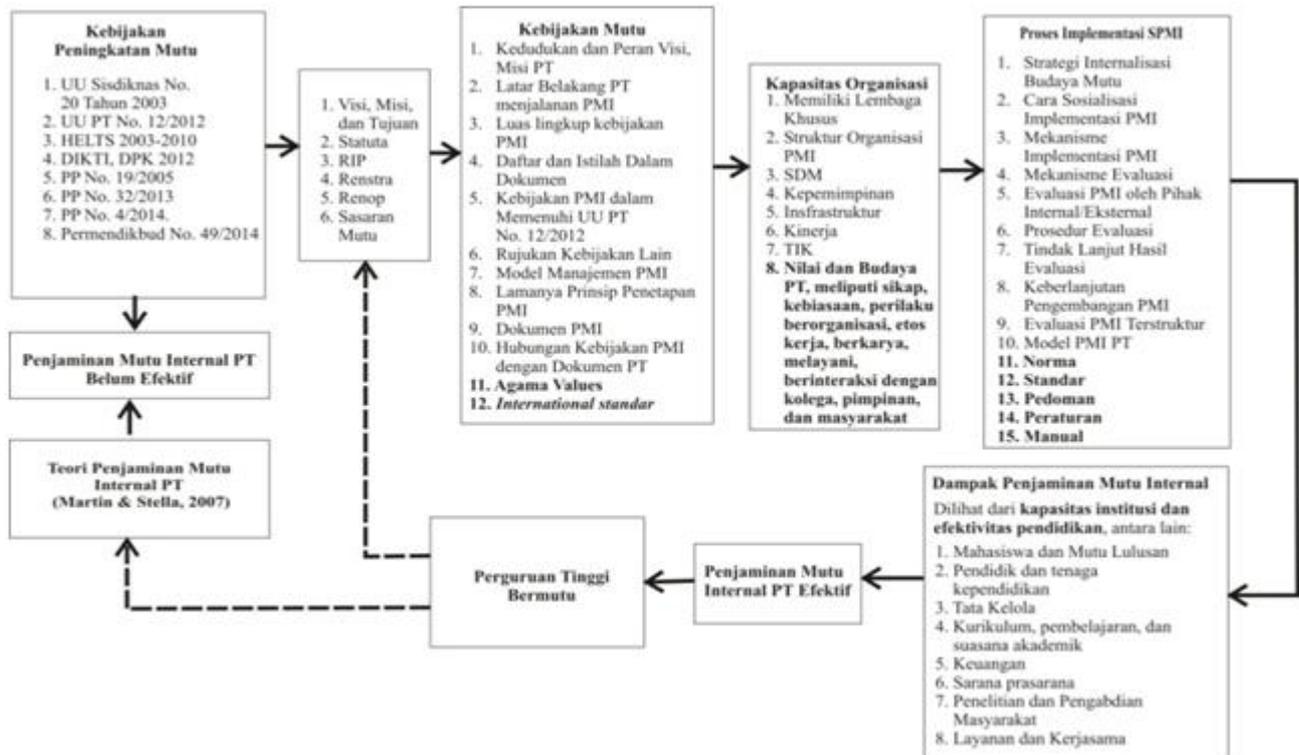
Impact of internal quality assurance in UII and UMY can be seen from both institutions accredited institution accredited from BAN-PT indicated by the institutional capacity is reflected in the availability and adequacy of various basic tools needed for education and views of the effectiveness of education is reflected by the availability of a number of input, process, and an atmosphere that is done in the educational process and the product of academic activities. It is shown from several aspects, among others: 1) Students and Graduates; 2) Teachers and Education Personnel; 3) Governance; 4) Curriculum, Learning and Academic Atmosphere; 5) Funding / Finance; 6) Infrastructure; 7) Research and Community Services; and 8) Services and Cooperation.

UII and UMY already have and implement the quality policy as an effort to improve the stages of university teaching to the stage excellent teaching university in realizing superior universities both nationally and internationally. Advantages possessed by the two universities can be seen from the accreditation institution has obtained accreditation, this means that internal quality assurance has been implemented at both universities have generally been going well for internal quality assurance will be positively correlated with external quality assurance. Similarly views of internal quality assurance model application UII has got ISO and QS are based on standards-Stars and in UMY refers AUN-QA standards.

Both universities in implementing internal quality assurance capacity owned organization through leadership, information technology, infrastructure, finance, human resources, values and culture of the higher education which includes attitudes, habits, organizational behavior, work ethic, work, serve, interact with colleagues, leadership, and community with good results. Implementation of internal quality assurance at both higher educations at the university, faculties, departments / study programs, and other implementation unit to ensure compliance and certainty to the norms, standards, guidelines, regulations, and applicable manuals include quality policy, quality objectives, quality plan , quality manual, quality procedures, academic regulations, the competence of graduates, learning, human resources, and other resources that meet the expectations, requirements, and customer satisfaction as well as stakeholders.

Further views of the impact of the implementation of internal quality assurance in UII and St. Louis can be seen from both institutions accredited institution accredited from BAN-PT indicated by the institutional capacity is reflected in the availability and adequacy of various basic tools needed for

education and views of the effectiveness of education is reflected with the availability of a number of inputs, processes, and an atmosphere that is done in the educational process and the product of academic activities.



Hypothetical model of the Internal Quality Assurance for PTS

5. Conclusions

Conclusions as follows: 1) the quality policy in the implementation of internal quality assurance in UII and UMY an effort to improve the stages of university teaching to the stage excellent teaching university in realizing superior universities both nationally and internationally. 2) the capacity of organizations in the implementation of internal quality assurance in UII and UMY demonstrated through effective leadership, information technology, infrastructure, finance, human resources, values and culture of the higher education which includes the attitudes, habits, organizational behavior, work ethic, work, serve, interact with colleagues, leaders, and communities with good results. 3) The process of implementation of internal quality assurance in UII and UMY have implemented internal quality assurance in universities, faculties, departments / study programs, and other implementation unit to ensure compliance and certainty to the norms, standards, guidelines, regulations, and applicable manuals. 4) The impact of the implementation of internal quality assurance in UII and UMY shows that both universities have accredited institutions with accreditation ratings from BAN-PT indicated by the institutional capacity and effectiveness of education. 5) Development of internal quality assurance models in UII and UMY seen from the aspect of quality policy, organizational capacity, process and impact of the implementation of internal quality assurance, in general, have shown a model of good internal quality assurance through its own standard-setting and tailored to the characteristics of the higher education.

6. Future Scope

The results of hopefully this research can proceed with such judgments research include: 1) Improving the quality of education through the assessment of quality standards, 2) Assess the effectiveness and organizational performance system, 3) The creation of a two-way communication procedures, 4) Improvement of optimal service to stakeholders so as to obtain satisfaction, 5) Improving the quality of graduates in an effort to realize the PT grade.

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Author Profile



Maman Herman, born in Kudat on 04 February 1969 from a family of farmers in rural areas. Primary and secondary education pursued in the area of birth which is located in the hamlet village of RT 07 / RW 02 Margaharja village, district. Sukadana Kab. Kudat. He earned a Bachelor of Education Economics / Accounting (2004) with the predicate Cum Laude and Masters of Education (2009) from the University Galuh Kudat with predicate Cum Laude. Began teaching in 1995 at the elementary and MTS Margaharja. Being an Assistant Lecturer since 2004 and in 2007 became Lecturer remain until now in Guidance and Counseling Foundation Prodi Economics / Accounting and Assistant Lecturer at Prodi administrative Galuh University Graduate School of Education. Been a manager for 8 years in BPR Artha Mandiri Tasikmalaya ranging from 1996 to 2003. The author is now in charge at the University SBRC Galuh as Secretary for Community Services formerly the Secretary of the Head of Internal Audit and Evaluation at the University SPM Galuh.