

# Urgency of Internal Quality Guarantee System to Improve Higher Education Quality

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## ABSTRACT

The internal stakeholder satisfaction is one indicator of the success of higher education quality. From the description above shows that the application of the internal quality assurance system in higher education is very important in improving quality, so that it can produce graduates in accordance with what is expected by stakeholders. The Internal Quality Assurance System is made as a basis for controlling the management of high quality education with National standards and meets the Republic of Indonesia's government regulations. The process of the Internal Quality Assurance System cannot be separated from the quality policy, the quality objectives of the implementation of education, as well as all quality documents that must be socialized to all academicians and the leadership of the institution to be implemented optimally. There are three things Urgency in the application of the Higher Education Internal Quality Assurance System, namely: Education Quality Assurance Standards, Research Quality Assurance Standards, and Quality Assurance Standards for Community Service.

**Keywords:** *quality assurance, education, research, service*

## 1. INTRODUCTION

The quality assurance of tertiary institutions in Indonesia was only officially begun in 2003, namely the issuance of guidelines for higher education quality assurance. The factors that most spurred the quality assurance movement according to [1] are the imperatives of tertiary institutions to carry out quality assurance, in addition to demands for accountability and qualifications of graduates. Author [2] asserted that quality assurance in tertiary institutions as a whole is very important because the target of education is not only for academic purposes, but for the whole person. But [4] on the other hand its presence can be based on other reasons such as dissatisfaction from education staff and students as well as insistence on the limited and most important thing is the demand to take responsibility for the institution. Further [3] quality Higher education in Indonesia is still inferior to our neighbouring countries in the Southeast Asian region. That is why efforts to improve the quality of education

have come to the attention of education experts and the government to make it happen.

In the current era of global competition, higher education in Indonesia faces a very important challenge to continue to improve the quality of competitiveness at the regional, national and international levels. Author [5] argues that the era of globalization is an era of quality competition. So universities in the era of globalization must be based on quality, how universities in educational service activities and human resource development have advantages.

Higher education is encouraged to pursue better quality standards because of technological innovation and pragmatic market behaviour. In human resource management it is stated that every person in an organization has the right to develop himself in order to improve and progress his career [6]. Quality in the sphere of education in tertiary institutions means that the functions, objectives, and standards set and implemented in the sphere of tertiary institutions are appropriate, fulfilling the requirements, expectations,

and satisfaction of stakeholders. Universities that do not improve will be abandoned by stakeholders [7].

According to [8] article 53 and Article 52 paragraph (4) of the Higher Education Law, SPM Directorate of Higher Education consists of an internal quality assurance system (SPMI) and an external quality assurance system (SPME). Higher education quality assurance activities carried out in a system called the internal quality assurance system of higher education that aims to ensure the quality of higher education organized by each university, through the organization of Higher Education Tridharma, in order to realize the vision and meet the needs of internal and external stakeholders of higher education [4]. SPMI is a systemic activity of higher education quality assurance by each tertiary institution independently to control and improve the implementation of higher education in a planned and sustainable manner [9]. According to [3] that SPMI in a university Higher education is an independent activity of the relevant tertiary institution so that the process is designed, carried out, and controlled by the tertiary institution concerned without interference from the government.

SPMI of Higher Education is run through several stages namely the process of implementing internal quality assurance, self-evaluation, internal audit, and corrective actions. This must be supported by the commitment and performance of higher education process actors, as well as the organization of quality assurance agencies, so that the quality control process can run effectively accompanied by positive quality evaluation results.

The quality of education in tertiary institutions should be an achievement of the vision, mission, and objectives of tertiary institutions adjusted to the expected competencies of graduates, quality policies and academic quality standards that have been set, and include aspects of input, process and output based on professionalism through organizing Tri Dharma College. Quality assurance institutions as SPMI practitioners must ensure that SPMI is implemented with the aim of ensuring the quality of education through the organization of the Tri Dharma of Higher Education. SPMI also plays an important role in answering various problems related to education as well as a tool to analyse the challenges of tertiary education. Therefore, referring to the concept outlined above, this paper will actually focus its discussion on the urgency of SPMI on improving the quality of higher education.

## 2. METHODOLOGY

In this study, researchers sought to uncover plans and strategies for increasing teacher competency in increasing competitiveness. The approach used in this study is a qualitative approach with emphasis on the

description and analysis of phenomena that appear on the research object. The researcher uses a qualitative approach by applying the case study method. Data collection techniques are observation, in-depth interviews and documentation.

## 3. RESULT AND DISCUSSION

### 3.1. Higher Education Quality

Talking about quality is not a simple and easy problem, because quality is abstract. And [6] explain the concept of quality itself is often considered a relative measure of the goodness of a product consisting of quality design and quality of conformity. Actually is an interesting topic in the development of a college. Quality improvement is actually a problem that is closely related to policies, commitments, and priorities of the development of higher education institutions. Author [10] explained that quality is the standard to show the quality of excellence from something.

In higher education quality complexes, quality itself will be considered when able to: 1) meet the needs of the community; 2) presenting figures who are able to make a positive contribution to their development; 3) print out the people needed in the world of work; 4) give birth to creative people; 5) productive and high innovation in opening up jobs, and 6) giving birth to people who are professionals in developing their knowledge in accordance with their qualifications [11]. Quality implies the degree of superiority of a product in the form of goods or services. Writer [11] states that quality is used to show the superiority of a product or service. Quality concept according to [12] that quality has many meanings such as: degree of action, in accordance with requirement, overall satisfactory characteristics in the use of the product. While [13] that quality is something different for different people and depends on the time and place or said in accordance with the objectives. While [14] states that quality means compliance with requirements. Requirements that allow to measure quality by knowing that something that meets certain requirements to be said to be of quality. Therefore, improving the quality of tertiary institutions, the author wants to say that it is not an easy product and requires a long process, because the main thing needed is: 1) a plan that is truly complete, and 2) a high commitment to achieving the vision, mission and goals. There are two things that become tools to analyse the quality of Higher Education according to [11] the quality of higher education can be analysed from two views: 1) quality in fact that is the actual quality as a result of the learning process in accordance with the qualifications of educational goals and basic competencies possessed by graduates, and 2) quality in perception, namely the quality of graduates who are pursued with customer satisfaction and increased interest of external customers towards graduates.

To achieve this, of course, tertiary institutions are assisted by several internal institutions within the tertiary institution. Like the Higher Education Quality Assurance Institute. Quality assurance institutions are

institutions that have the duty to ensure that the learning process in higher education is in accordance with the vision, mission, goals, and in accordance with agreed and enforced standards [11].

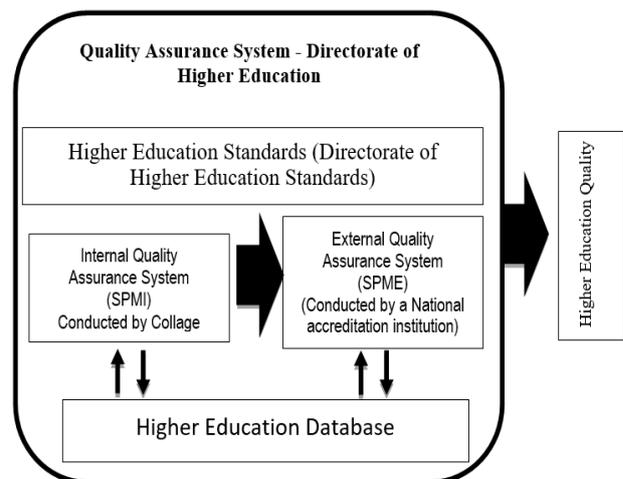
Due to the existence of a university quality assurance institution, of course the quality development evaluation carried out by each tertiary institution can be measured properly. Writer [14] emphasizes that the implementation of quality assurance is certainly relative and varied. The concept of quality assurance is based on three views: 1) basically quality assurance is a form of releasing responsibility, decentralizing responsibility for decision making at the level of educational institutions [15], 2) higher education unit quality assurance is a consistent and continuous fulfilment of higher education quality management standards [16], and 3) in general the aim of education quality assurance is to plan, achieve, maintain, and improve the quality of education in a sustainable manner in certain education units [13]. From several combinations of existing views, the red threads are obtained, namely: 1) responsibility regarding the quality of higher education is entirely left to the university concerned; 2) there are two key higher education quality assurance activities, namely the establishment and fulfilment of higher education quality management standards; 3) the quality of higher education must be planned, achieved, maintained, and improved consistently; 4) the quality of university graduates must meet the expectations of all stakeholders.

### 3.2. The Urgency of SMPI Against Higher Education Quality

Law of the Republic of Indonesia Number 12 of 2012 concerning Higher Education article 53 states that the internal quality assurance system developed by tertiary institutions includes 10 standards, namely standards: content, processes, competencies of graduates, educators and education personnel, facilities and infrastructure, management, financing, assessment, research and community service. According to [17] explains that each tertiary institution can develop its own SPMI in accordance with its historical background, the basic values that animate the establishment of the tertiary institution, the number of study programs and human resources, facilities and infrastructure of the tertiary institution without other party's intervention. Further explanation from [17] that although every university can develop SPMI independently, but there are basic things that must be in SPMI every university. Minister of Technology and Research explained that basically the working principle of SPMI refers to the PT standard setting cycle, implementation of PT standards, and evaluation of PT standards, control of PT standards and improvement of PT standards [18]. The relation between the quality assurance charts is explained on Figure 1.

#### 3.2.1. SPMI for Education Quality Assurance Standards

National Education Standards that refer to regulation of Minister of Higher Education No. 44 of 2015 includes standard components: 1) graduate competencies; 2) learning content; 3) learning process; 4) learning assessment; 5) lecturers and education personnel; 6) learning facilities and infrastructure; and 7) funding for learning [19]. All standard components within the scope of education quality standards must be endeavoured to achieve the desired quality of both internal and external stakeholders. Improving the quality of education in tertiary institutions focuses on creating an active, effective, efficient, and conducive learning process that can provide students with academic and professional skills, so that the resulting graduates are ready to compete in the global market [20]. SPMI as a tool to ensure the achievement of quality education standards must establish a scope that has quality indicators in order to facilitate the evaluation process during the audit process. However, these indicators are only guidelines to measure the efficiency of the quality of learning. A good evaluation must be able to explain things that are expected to be considered as attributes of higher education quality, namely: 1) relevance of goals and objectives; 2) efficiency; 3) productivity; 4) effectiveness, and 5) accountability.



**Figure 1** Quality Assurance System

#### 3.2.2. SPMI for Education Quality Assurance Standards

The Independent Research Institute (LPM) through SPMI must ensure that research in tertiary institutions has a standard of high quality research results for the development of science and technology, community needs. Research and community service institutions are institutions that facilitate the field of research and community service. SPMI will monitor and evaluate the suitability of planning for the implementation of research, whether the research has been carried out in accordance with the LP2M road map, and has a match between the implementation, content, time, and budget of the research fund and the proposal. The study program must have a standard of researchers by looking at academic qualifications as well as the mastery of

researchers on research methodology and providing standards of research facilities and infrastructure that must meet the standards of comfort, health, and safety of researchers which must be ensured its development through SPMI.

### 3.2.3. *SPMI for Quality Assurance Research Standards*

In order to complete the urgency of SPMI, then of course it must be strengthened by existing principles in tertiary institutions, such as instilling that the university as: 1) Producing quality workforce. In this sense higher education is a process and students are considered as outputs that have value in the job market, and their success is measured by the level of income they earn during a career. 2) Training institutions for research careers. The quality of higher education is determined by the research achievements of lecturers and students if the quality and responsibilities of lecturers increase the quality of the education process. If the quality of the education process certainly results in quality education. The size of inputs and outputs is calculated by the number of staff who receives awards / win grants from the results of their research, both at the national and international level. 3) An efficient education management organization. In this sense, higher education is considered good if its relationship with available resources and funds, the number of students who go through the process of education is increasingly large. 4) Efforts to expand the enrichment of life. Growth in the number of students and the variety of types of programs offered. Lecturer to Student Ratio in accordance with regulations, the existence of funding that not only comes from tuition fees, is also seen as a measure of the success of higher education.

## 4. CONCLUSION

Internal stakeholder satisfaction is one indicator of the success of higher education quality. From the description above shows that the application of the internal quality assurance system in higher education is very important in improving quality, so that it can produce graduates in accordance with what is expected by stakeholders. The importance of an effort from the internal quality assurance system if the findings obtained are followed up by program planners and implementers to improvements in the future. SPMI was made as a basis for controlling the management of higher quality education with National standards and meeting the regulations of the Republic of Indonesia government. All academicians and institutional leaders to be implemented optimally.

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