Development of Monitor and Evaluation System of Learning Process Towards ASEAN University Network-Quality Assurance Criteria

Venny Darlis[1,*] Dian Rani Yolanda[2] Verinita[3]

[1]*Department of Management, Universitas Andalas, Padang, Indonesia*
[2]*Department of Management, Universitas Andalas, Padang, Indonesia*
[3]*Department of Management , Universitas Andalas, Padang, Indonesia*
Corresponding author. Email: vennydarlis@eb.unand.ac.id

ABSTRACT
In this globalization and internationalization era, a university is required to improve its performance. Likewise, the Management Department of the Faculty of Economics, Andalas University, prepares itself to go global to obtain certification on the quality assessment of a study program that is recognized at the ASEAN level, known as the ASEAN University Network-Quality Assurance. Therefore, this study aims to: prepare learning standards under the ASEAN University Network-Quality Assurance criteria, know the achievement of expected learning outcomes, determine the factors that hinder the achievement of expected learning outcomes in the Management Study Program and design monitoring programs and evaluating feedback from students on an ongoing basis. Online to 150 students. There are four stages to be carried out: planning, taking action, developing, and evaluating. Raw data obtained from students will be analyzed quantitatively using tools in the form of SPSS software. There are 11 criteria developed to monitor and evaluate the student teaching and learning process, namely the criteria for graduate learning outcomes, criteria for graduate work profiles, criteria for curriculum structure and study materials Teaching and Learning Approach Criteria, Student Assessment Criteria, Lecturer Quality Criteria, Education Personnel Criteria, Student Quality Criteria, Facility and Infrastructure Criteria, Quality Improvement Criteria and Output criteria. Eighty assessment items can be used as instruments in the future. In order for the assessment to increase from period to period, it is necessary to understand and socialize it with lecturers and stakeholders so that the teaching and learning process goes well.

Keywords: Expected learning outcomes, ASEAN University Networking Quality Assurances, Improvement

1. INTRODUCTION

The higher education curriculum is an institutional mandate that must be renewed according to the development of higher education needs as outlined in Graduate Learning Outcomes. Andalas University Educational Development and Quality Assurance Institute has a curriculum standard to be implemented and developed continuously [1],[2]

Facing the era of globalization and internationalization, a university is required to improve its performance. Likewise, the Management Department of the Faculty of Economics, Andalas University, prepares itself to go global to obtain certification for the quality assessment of a study program assessed at the ASEAN level known as the ASEAN University Network-Quality Assurance.

Likewise, the Learning Outcomes of Graduates and the ASEAN University Network-Quality Assurance standards are known as Expected Learning Outcomes. The Expected Learning Outcome of the management study program has been prepared based on the University, Faculty, and study programs' vision and mission. The Expected Learning Outcome from the Management Study Program consists of 9 components.

Table. 1 Expected Learning Outcomes (ELO) of the Management Study Program

Expected Learning Outcomes
ELO1 –Able to acquire general knowledge about Business and Management
ELO2 – Able to understand the concepts of specific business functions; a) finance, b) marketing, c) entrepreneurship, d) human resource, d) strategic management with an international outlook.
ELO3 – Able to analyze and build up convincing arguments and present their multi directionally critical comments on management and business activity
ELO4 –Able to communicate effectively on management and business activity.
ELO5 – Able to work both in teams and independently on management and business activity.

ELO6 – Able to solve problems and make a decision on management and business activity.
ELO7 – Able to design information & communication technologies in practices.
ELO8 – Able to implement "Andalasian" character and Lifelong learning in a business environment
ELO9 – Able to lead with an entrepreneurial spirit and business ethic

Source: Self Assessment Report from the Management Study Program (2019)

In line with the higher education internationalization program through the ASEAN University Networking Quality Assurance, instruments were developed to monitor and evaluate the study program's educational process. This instrument to monitor and evaluate in the study program is prepared based on the components and standards below.

This study aims to a) compiling learning standards in accordance with the criteria of the ASEAN University Networking Quality Assurance, b) Knowing the achievement of the expected learning outcomes of students in the odd semester of the 20220/2021 academic year, c) knowing the factors that hinder the achievement of expected learning outcomes in the Management Study Program ; d) designing programs for monitoring and evaluating feedback from students online which are shared through social media such as

WhatsApp groups to students and e) providing recommendations for continuous improvement to the Head of the Management study program, Faculty of Economics, Andalas University.

[3] state that learning achievement focuses on transferable knowledge, skills and behaviors that can be observed and assessed. Learning outcomes answer several questions, namely: a) how do students describe ideas after graduating from learning activities; what unique strengths a student who has completed this learning activity should have; c) what it is important that students know and can do at the end of their learning experience; d) what are the main knowledge, skills and values and attitudes that students must have after completing this learning activity

[4] state that quality in education is defined through objectives, primary qualifications, organizational standards, didactic requirements, learning outcomes that depend on cognitive, psychomotor, and affective skills. New challenges bring changes in universities and lecturers' responsibilities, strongly influencing the quality assurance approach in education.

A quality assurance system is a way of checking, through continuous monitoring and evaluation of performance through evidence gathering, that each organization is continuously improving what it does and how it is doing. This system is encouraged internally by the institutions themselves to increase transparency, accountability, and quality assurance. There are many possible sources of feedback and ways of evaluation concerning the quality of learning, and the most common source of input, for teaching evaluation is feedback from students through survey activities [5]

Survey activities using online questionnaires on google form through feedback from students are an effective, efficient, and optimal way to measure indicators of improving learning quality. The results of this survey activity were used for various purposes, including being used as evidence to assist lecturers in modifying lectures to meet student needs as evidence of the quality of learning and performance indicators in the Management Study Program, Faculty of Economics, Andalas University.

2. METHODS

The subjects of this study were students. To increase student participation in answering the questionnaire's questions, the assessment of the learning process is distributed online to all batches of students in the Management study program. The completed questionnaire will be assessed and analyzed, and interpreted by the research team.

The essential parts compiled in the questionnaire are a) Conducting a lesson plan in the form of a Semester Learning Plan which contains mastery of knowledge, general skills and special skills, attitudes and values and an explanation of the lecture contract between lecturers and students: b) Implementation of learning which consists of making appropriate selection of appropriate learning methods and strategies to achieve Graduate Learning Outcomes and feedback from lecturers: c) Conduct learning assessments through observation of attitudes, values, rubric assessments through quizzes, assignments, Middle Exams, Final Exams.

This research was conducted for eight months, starting with preparing a proposal and ending with a presentation at an international conference in October 2020. This research was conducted in the Management Study Program of the Faculty of Economics, Andalas University, by the Research Team with students as respondents filling out an online questionnaire to assess the quality of learning.

This research is designed using descriptive research with online questionnaire distribution techniques. There are four stages to be carried out: planning, taking

action, developing, and evaluating. The raw data obtained from the students will be analyzed quantitatively using tools such as SPSS software. The evaluation step is carried out after the research results are analyzed and interpreted to evaluate learning quality through feedback from students. The research results will be used as the basis for corrective actions and recommendations for the Chair of the Management Study Program so that they will be used as the basis for improvements in learning methods, learning evaluation techniques, and input in the preparation of future curriculum revisions.

3. RESULTS AND DISCUSSION

The following is a breakdown of the number of online respondents who are the unit of analysis in this study.

Table 4 Distribution of Respondents

No	Student Force	Number of Students	Percentage (%)
1	2015	0	-
2	2016	11	7,3%
3	2017	44	29,3%
4	2018	22	14,7 %
5	2019	73	48,7%
	amount	150	100 %

Source: Analysis results (2020)

The following are the results of the evaluation, which were distributed via google form to 150 students. 11 criteria become instruments for monitoring and evaluating efforts towards fulfilling the ASEAN University Networking Quality Assurance criteria, namely:

1. Criteria for Expected Learning Outcomes

Based on the results of the questionnaire item,"the Semester Learning Plan statement formulated by the lecturer was able to increase the students' mastery of knowledge". Student agreed with the statement because, at the time of discussing the Semester Learning Plan (RPS) , students received comprehensive information about the course for one semester.

Based on the results of the analysis of the frequency distribution, it can be concluded that the Graduate Learning Outcomes that have been formulated by the lecturers in the Management Department are judged by students to be in line with the vision, mission, mastery of general, specific knowledge and skills as well as mastery of attitudes and are also able to reflect the needs of stakeholders who consisting of lecturers,

students, alumni, and graduate users.There are 48% of students who "strongly agree" that the Semester Learning Plan formulated by a team of lecturers is able to increase a positive attitude towards students.

2. Criteria on the graduation job Profile of the Study Program

Regarding the job profile of graduates from the Management study program, most of the students '"agreed" that the lecturer spoke about the semester learning plan in class at the first meeting (69,3 %) . Information about the vision, mission, and job profiles of management study program graduates can be accessed on the Management study program web, and they assess the information on the graduate job profiles to be comprehensive. : Entrepreneurs, Managers, Business Consultants, Professionals, Researchers, and Lecturers are assessed by students that not all lecturers provide information and socialize that there are six graduate job profiles in the Management study program. For this reason, the Management study program will again inform the lecturer so that the first lecture provides socialization about the job profile of graduates of the Management study program.

3. Criteria on Curriculum Structure and Study Materials

Regarding the Curriculum Structure and Study Materials in the Management Study Program, most students assess that the curriculum is designed based on conformance with the CPL, is structured to achieve the Expected Learning Outcome (ELO), and the curriculum structure contains courses sequentially per semester by accompanying prerequisite courses with average grades highest on the third statement item. There are 51% of students who stated "strongly agree" that the curriculum structure contains courses in sequence by accompanying several prerequisite courses.

4. Criteria for Teaching and Learning Approaches

Regarding the Approach to Teaching and Learning in the Management Study Program, students assess that the educational philosophy known as SEJATI (Patience, Empathy, Honesty, Fairness, Responsibility, and Sincerity) is well communicated. In the item statement that teaching and learning activities in the Management Department support lifelong learning that teaches soft skills and hard skills. There are 45% of students who answered "strongly agree" that the "SEJATI " educational philosophy is communicated well by the lecturers.

5. *Criteria for Student Assessment*

Regarding Student Assessment in the Management Study Program, students provide an assessment that student scores including the timeline, methods, regulations, weight distribution of assessments, rubrics, and quality scores are communicated by the lecturer with the students in the first lecture. There were 47% of students who rated "strongly agree" that student grades, methods, rules and quality of grades were communicated by the lecturer at the first meeting.

6. *Criteria for Quality of Lecturers*

Regarding the Quality of Lecturers in the Management Study Program, students assess that the lecturers at the Management Program master the teaching material provided, the lecturer explain the teaching material clearly, the lecturer explains the teaching material well, the lecturer organizes the course material well so that it makes learning more accessible, the lecturer can communicate two directions so that it is easy to understand, the lecturer gives assignments that help to understand the material and gives the highest score to the point that the lecturer is dressed neatly and correctly. The lowest assessment is given to the statement that the lecturer provides the material provided by the semester learning plan. In this case, it needs to be socialized.

7. *Criteria for Educational Personnel*

Regarding the Quality of Education Personnel in the Management Study Program, students provide an assessment that the competence of education personnel in the Management study program is generally of fair value, education personnel in the Management study program have worked according to their position description, education personnel available in the Management study program provide professional services as expected by students. There are 40.6% of students who give an assessment of "strongly agree" that the competence of education personnel in the Management study program is generally good.

8. *Criteria on Student Quality*

Students give the highest assessment on the Andalas University campus, which has a green and beautiful physical environment regarding the quality of students in the Management Study Program. Students consider that the Andalas University campus has a social environment that provides space for socializing with friends and lecturers, and they agree that the campus has a comfortable environment. There were 68.6% of students who gave a "strongly agree" assessment that

the Andalas University Campus has a green physical environment.

9. *Criteria for Facilities and Infrastructure*

Regarding the Facilities and Infrastructure criteria in the Management Study Program, students give the highest assessment in assessing the Unand library, which provides complete facilities to support the learning process. Likewise, the Unand library provides state-of-the-art facilities to support the learning process and the latest available computer laboratories to support teaching. Students assess that environmental, health, and safety standards and access for special needs students are available and feasible. There are 46.6% of students rated "strongly agree" with the statement that the computer laboratories available are up to date to support the learning process

10. *Criteria for Quality Improvement*

Regarding the efforts to improve quality in the Management Study Program, students give the highest assessment that the research output carried out by lecturers is used to improve learning and teaching. Likewise, the teaching and learning process results are evaluated continuously to ensure the relevance and appropriateness of the curriculum. Every year the Department of Management organizes a curriculum workshop to monitor and evaluate the ongoing curriculum. Students assess that the curriculum in the Management department and its development process will be evaluated regularly. There are 41.3% students who stated "strongly agree" that the learning process is evaluated continuously to ensure the relevance and appropriateness of the curriculum.

11. *Output Criteria*

Regarding the output in the Management Study Program, students give the highest assessment that the Management study program properly monitors the graduation and dropout rates, student research activities will be monitored and evaluated by the Management study program, the level of stakeholder satisfaction with the study program graduates will be monitored. There are 38% of students who stated "strongly agree" that the drop out rate was monitored by the Management study program well.

Based on the results of the research and discussion above, it can be explained that monitoring and evaluation activities in order to improve the quality of learning through the development of a monitoring system and evaluation of student learning and teaching processes towards fulfilling the ASEAN University Network-Quality Assurance criteria have not been running optimally because it requires a continuous improvement process so that there will

always be improvements and improvements in the quality of learning from time to time. Therefore, the ASEAN University Network-Quality Assurance assessment instrument is needed to measure and become an indicator for the Management study program towards ASEAN University Network-Quality Assurance certification. This instrument can be used as an output that results from research on quality assurance activities.

Monitoring and evaluation activities by distributing questionnaires online will be used as a standard assessment to improve teaching quality to fulfill the criteria required by the ASEAN University Network- Quality Assurance. Eighty assessment items can be used as instruments in the future. In order for the results of the assessment to increase from period to period, it is necessary to understand and socialize the monitoring and evaluation system of this learning process to lecturers and stakeholders so that the teaching and learning process goes well.

4. CONCLUSION

Monitoring and evaluation activities are carried out in the form of distributing questionnaires online. This will be used as an assessment standard to improve the quality of the teaching and learning process in an effort to meet the criteria required by AUN QA. There are 80 assessment items that can be used as tools / instruments in the future. In order for the assessment to increase from period to period, it is necessary to understand and socialize it to lecturers and stakeholders so that the teaching and learning process runs well in accordance with the criteria required by AUN QA

ACKNOWLEDGMENTS

REFERENCES

[1] Institute for Development and Quality Assurance (LP3M), Andalas University, 2014. Practical Guide to Implementing Student Centerde Learning (SCL). Andalas University Press , Padang

[2] Institute for Development and Quality Assurance (LP3M) Andalas University, 2015. Guidelines for the Formulation of Graduate Softskills in the Curriculum and Integration in the Learning Process, Andalas University Press, Padang

[3] Handen.R.M. *Learning Outcome And Instructional Objectives: Is There a Difference?* Medical Teacher 24 (2):151-155

[4] Komorowska, H, *Quality Assurance in Teacher Education,* Glottodidactica XLI/I, Adam Mickiewicz, University Press Poznan p: 24-38.2017

[5] Keane E and Mac Labhrain I, *Obtaining Student Feedback on Teaching and Course Quality .Centre for Excellence in Learning and Teaching* Briefing Paper, 2 National Uniersity of reland. Galway.2015