

# Urgency Internal Quality Assurance System: In The Recognition Prior Learning Program At Bali State Polytechnic

1<sup>st</sup> Ni Ketut Bagiastuti  
Tourism Department  
Politeknik Negeri Bali  
Badung, Bali, Indonesia  
[ketutbagiastuti@pnb.ac.id](mailto:ketutbagiastuti@pnb.ac.id)

2<sup>nd</sup> I.A. Kade Werdika  
Damayanti  
Tourism Department  
Politeknik Negeri Bali  
Badung, Bali, Indonesia  
[dayuwerdikadamayanti@pnb.ac.id](mailto:dayuwerdikadamayanti@pnb.ac.id)

3<sup>rd</sup> Ni Nyoman Sri Astuti  
Tourism Department  
Politeknik Negeri Bali  
Badung, Bali, Indonesia  
[nyomansriastuti@pnb.ac.id](mailto:nyomansriastuti@pnb.ac.id)

**Abstract**— Quality assurance is a system in quality management. The Recognition of Prior Learning program at the Bali State Polytechnic does not yet have uniformity in the implementation process and the internal quality assurance system audit process. SPMI at Bali State Polytechnic is an independent activity designed, executed, and controlled by internal quality assurance. The RPL quality assurance audit has not been carried out considering that there is no RPL quality assurance instrument document that can be used as a reference in implementing it. The urgency of this research will be to describe qualitatively the internal quality assurance system for the RPL program. The type of data used is based on primary data and secondary data with data collection techniques in the form of observation, interviews, and focus group discussions. The result of the research is to produce a quality assurance instrument document that will be used as a reference in conducting RPL quality assurance audits so that there is uniformity in the RPL program implementation process in study programs within the Bali State Polytechnic.

**Keywords**— *Internal Quality Assurance System, Recognition of Prior Learning*

Quality assurance is a system in quality management. Quality management is a procedure for managing a comprehensive and integrated organization. The main objective of a quality management system is to prevent errors in the process by ensuring that every step taken from the outset is monitored and controlled on an ongoing basis. [1]. Quality assurance is a systematic and continuous process that aims to produce, improve, and maintain the quality of an institution so that its quality is guaranteed and recognized by the community. Based on Law No. 12 of 2012 concerning Higher Education and Permenristekdikti No. 62 of 2016 concerning the Higher Education Quality Assurance System, which is an aspect that determines the competitiveness of higher education. Quality assurance in higher education is carried out to measure how effective the academic policies are

implemented and how high the quality of the graduates they produce, in addition to increasing competition among universities, both at home and abroad. Universities are encouraged to meet the quality standards set by the government even if it is possible to exceed these standards [2] [3] [4]

Implementation of the Internal Quality Assurance System in universities often encounters problems, including (1) awareness of the actors in the education process on the importance of quality assurance as a stakeholder's need is still relatively low; (2) understanding of the concept of education quality assurance system by the academic community to improve the quality of education is still not evenly distributed; (3) the commitment of the perpetrators of the higher education process in tertiary institutions, both those who lead and those who are led to always guarantee and improve the quality of education, is still relatively lacking; (4) The availability of human resources, especially auditors to support the Internal Quality Assurance System, is still not fulfilled; and (5) the implementation of the Internal Quality Assurance System often becomes a routine, making it difficult to measure the achievement of continuous improvement [5]

Politeknik Negeri Bali is one of the top ten Best Polytechnics in Indonesia based on an assessment from the Ministry of Research and Technology in early 2020, which was assigned based on the letter of the Director of Learning No. 792/B2/TU/2018 dated September 14, 2018, to implement the Recognition Prior Learning Program (RPL), especially Type A. Based on the Assignment Letter, several Study Programs within the Bali State Polytechnic have implemented this RPL program. However, as more and more study programs implement RPL programs, it turns out that there is no uniformity in the implementation process. This is because there has never been an RPL Quality Assurance Audit related to the implementation of this program. The RPL Quality

Assurance Audit has not been carried out considering that there is no RPL Quality Assurance Document that can be used as a reference in carrying out the RPL Quality Assurance Audit. RPL Quality Assurance Audit is an assessment of RPL services against the minimum standards for implementing quality RPL services. The implementation of a quality RPL program will increase public and industry confidence as individual learners towards the Bali State Polytechnic, because the essence of RPL is a partnership between the community, individuals, and industry as learners and higher education institutions.

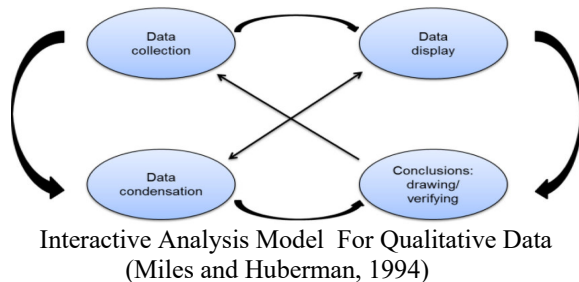
Based on the foregoing, it is important to prepare an internal quality assurance document for the RPL program within the Bali State Polytechnic as a standard for implementing a quality RPL program..

I. METHODOLOGY

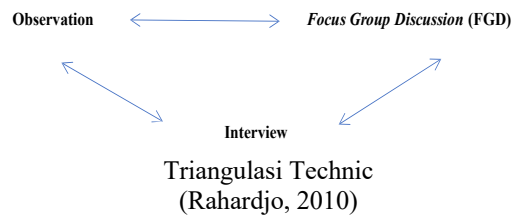
This research is descriptive by using a qualitative research design. Qualitative research is research that is more focused on perpetuating an event, exploring to find potential problems, understanding the meaning of an event, researching processes, constructing phenomena, and finding hypotheses. [6]. This study is intended to discuss more deeply the process of implementing the RPL program to ensure the quality of its implementation.

To answer the research problem, the selected informants were determined based on the principles of adequacy and suitability. In this study, researchers selected informants intending to capture as much information as possible to answer various questions related to the research objectives using the purposive sampling technique [6]. To produce a more specific understanding of all respondents, the Focus Group Discussion technique is used to facilitate decision makers in understanding the attitudes, beliefs, and understanding of participants regarding the topic being studied, so that it is expected to produce an objective internal quality assurance document. [7] [8].

The approach in data processing used by this researcher is the data obtained which is then analyzed thematically. The stage of data analysis in this study is based on the components in Miles and Huberman's data analysis which consists of four activities, including data collection, data reduction, data presentation, and drawing conclusions or verification.[9] [10] [11].



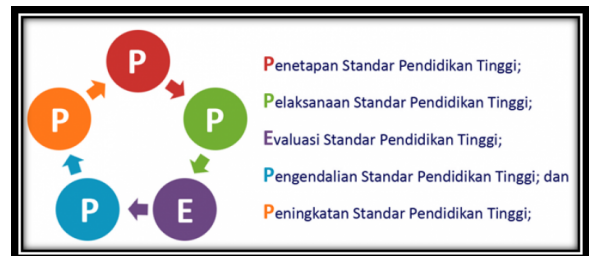
The triangulation technique is used to validate the research data, and to test the credibility of the data, it is done by checking the data to the same source with different techniques. [6]



II. RESULT AND DISCUSSION

Internal Quality Assurance System is a systemic activity of quality assurance of education by universities to supervise the implementation of higher education by universities on an ongoing basis for stakeholder satisfaction. [5]. Implementation of the Internal Quality Assurance System at Politeknik Negeri Bali is carried out as a necessity because the quality of education does not only depend on the government but also depends on the assessment of stakeholders. The implementation of the Internal Quality Assurance System at Politeknik Negeri Bali is an independent activity, so that the quality assurance process is designed, implemented, controlled, and evaluated on its own without government intervention.

Law Number 12 of 2012 Chapter III concerning Quality Assurance, it is stated that quality assurance is carried out through five main steps abbreviated as PPEPP, namely Determination (Penetapan), Implementation (Pelaksanaan), Evaluation (Evaluasi), Control (Pengendalian), and Improvement (Peningkatan) of Higher Education Standards. This means that the five main steps must be present in implementing the Internal Quality Assurance System in every university [4][12]



PPEPP Cycle (UU No 12 Tahun 2012)

Quality assurance in the implementation of RPL is the establishment and adherence to assessment policies, processes and practices that ensure the knowledge and skills of individual learners are recognized so that they can successfully follow the Education process in a study program to obtain a qualification level. There are six stages in the implementation of the RPL program as part of the quality assurance of this program. RPL plays a very important role in providing opportunities to increase opportunities for lifelong learning by giving recognition to the knowledge and skills one acquires from work experience and non-formal or informal education. When individuals feel that their knowledge and skills are valued,

many people rely on the integrity of the RPL process and the validity of the results.

All must ensure that the assessment process is carried out consistently, fairly, validly, reliably, and by professional standards and laws and regulations. Thus, the RPL program has met the quality standards to ensure the integrity of the assessment results. Quality assurance in the implementation of RPL is the establishment and adherence to assessment policies, processes, and practices that ensure that the individual knowledge and skills of prospective RPL students are recognized so that they can successfully follow the Education process in a study program to obtain a qualification level. It is therefore important that each RPL system or program meets quality assurance standards to ensure the integrity of each decision and the results of its assessment. Diagrams depicting each stage in the RPL process are elements in the RPL process that must be quality guaranteed to ensure that a person's knowledge, skills, and abilities are recognized, valued, and recognized.

The RPL Quality Assurance Audit is one of the steps in implementing the quality assurance of the RPL program that has been implemented by study programs within the Politeknik Negeri Bali

There are 6 steps towards ensuring the implementation of a quality RPL, including:

### 1. Provide a broad and transparent explanation of the RPL process

The information provided can help everyone to understand what RPL is and what process to follow. This will help one to determine whether this RPL is relevant to his or her needs.

Information provided:

- a) Written clearly and shows each Step in the RPL process.
- b) Available in printed and electronic form.
- c) State the costs required and the schedule.
- d) Explain the roles and responsibilities of the people involved in RPL.
- e) Identifying standards, competencies, and learning outcomes.
- f) Provide information about personnel and contact addresses that can be contacted (including addresses for registration, consultation, or other service information).

### 2. Provide information about the requirements that must be needed

Each candidate needs to compare his knowledge, skills, and abilities with the learning outcomes needed for RPL. Candidates can do this activity alone or with the help of an advisor provided by the RPL organizing institution. This activity will help them to decide whether they are eligible to proceed with the RPL assessment application. Regarding this step, prospective RPL students need to:

- a) Identify and determine the purpose of submitting an RPL assessment.

- b) Reflect and identify learning outcomes that have been obtained through non-formal, informal, or experiential learning.
- c) Adjust their knowledge, skills, and abilities that are equivalent to or similar to the job standards, job descriptions, competencies, or learning outcomes of training institutions or formal training programs.
- d) Create an implementation action plan. Regarding this step, the organizing institution needs to:
  - 1) Provide standards, competencies, job descriptions, competencies, or learning outcomes.
  - 2) Make a self-evaluation tool for candidates.
  - 3) Provide career development information.
  - 4) Explain the assessment options that must be followed.

### 3. Explain the assessment process, methods, and criteria

Depending on the type of assessment used, one needs to prepare and complete the assessment process. This includes preparing an assessment kit, gathering evidence, taking a written test, demonstrating a skill set, or preparing a case study.

Regarding this step, the organizing institution needs to:

- a) Provide clear assessment criteria by the performance criteria of the competency unit or competency cluster, or the learning achievement criteria for the subject or learning module.
- b) Identify the certification, level of Education, or training required as part of the assessment.
- c) Identify available assessment methods that can be applied to the job or subject. Such as interviews, portfolios, written tests, task demonstrations, and case study analysis. Regarding this step, prospective RPL students need to:
  - 1) Collect concrete evidence or prepare to be able to explain how their knowledge, skills, and abilities can meet the criteria.
  - 2) Prepare and practice interviewing skills.
  - 3) Explain the written test and performance.

### 4. Conduct individual assessments to recognize the learning achievements of prospective students

Assessors must assess the evidence submitted by prospective RPL students and determine whether the criteria have been met. The requirements to become an RPL assessor are as follows:

- a) Expert and able to understand the learning material.
- b) Understand RPL methods, including flexible assessment, experiential learning, and evidence documentation.
- c) Demonstrate knowledge of adult learning principles.
- d) Prepare reports and provide constructive feedback for individuals and organizations.

**5. Announce the results of the assessment**

The RPL implementing agency is obliged to notify the results of the assessment to prospective RPL students. Formal or informal feedback on the assessment is provided by the RPL assessor or representative. Some agencies may prepare formal transcripts or detailed reports. Assessment results include:

- a) License to professional practice, achieved or not achieved, including specific details about gaps or differences in learning outcomes.
- b) Competency certification, achieved or not achieved, including specific details on gaps or differences in learning achievement.
- c) Obtaining academic credit, given or not given including recommendations for learning achievement gaps.

**6. Prepare a follow-up evaluation tool**

Prospective RPL students and RPL organizers review the results obtained. Based on the results of the assessment, they can plan their next steps, identify new goals, prepare for another assessment, The next few steps to pass the RPL program:

- a) Participate in learning to meet differences in learning achievement gaps,
- b) Self-study, including activities at work
- c) Setting up additional RPL activities.
- d) Look for opportunities to appeal

Based on the six steps of implementing quality RPL as mentioned above, it will be possible to design a quality assurance instrument document for the Bali State Polytechnic RPL program.

Based on the description of achieving a quality RPL implementation, then the RPL Quality Assurance instrument document must be designed as follows:

IMPLEMENTATION STEPS	YES	NO
<b>EXPLAINING THE RPL PROCESS (WHAT IS THE RPL PROCESS DONE)</b>		
Provide clear information both in print and electronic media.		
Explain each step of the RPL process (eg cost, schedule, and responsibilities).		
Provide clear information about standards, competencies, job assignments, or learning outcomes of a course.		
Provide information about the contact person to be contacted.		
<b>PROVIDE INFORMATION ACCORDING TO YOUR EXPECTED NEEDS</b>		

Conduct training for RPL advisors?		
Provide consulting services to prospective RPL students?		
Assist candidates in identifying suitable programs.		
Provide adequate resources to assist in self-evaluating learning outcomes and experiences.		
Assist in identifying and articulation of the learning outcomes that the candidate has compared to the learning outcomes/competencies of a program.		
<b>EXPLAINING THE PROCESS, METHOD, AND ASSESSMENT CRITERIA</b>		
Identify the specific learning required for a course.		
Provide a detailed list of self-evaluations to identify individual learning outcomes that are equivalent to the learning outcomes/competencies of a course.		
Provide information to assist prospective RPL students in identifying the type of evidence, or how to prove the fulfillment of learning outcomes/competencies of a course		
Provide specific information about documentation, evidence gathering, interviews, written exams, case studies, and product samples expected.		
Provide opportunities for prospective RPL students to practice knowledge and skills by simulating actual situations.		
Provide opportunities for prospective RPL students to contact learning material experts		
Provide criteria on how the evidence will be assessed		
Assist prospective RPL students to learn how to promote and present their knowledge, skills, and abilities		
<b>DO ASSESSMENT</b>		
Provide adequate training for assessors or learning materials experts?		
Accommodating the difference between theoretical and practical learning		
Assist and identify the objectives of RPL implementation.		

Offer flexible assessment options.		
Validating the authenticity of the evidence?		
Validate assessment results to ensure reliability between assessors		
<b>PREPARING ASSESSMENT RESULTS</b>		
Documents needed when the candidate has not been successful?		
Inform the candidate about the results of the assessment.		
Provide evidence to candidates who pass in the form of a license, and the acquisition of credits.		
Document the results of a successful RPL assessment.		
Provide explanations to those who do not succeed in the form of reasons for not succeeding (eg incomplete evidence, knowledge gaps with skills that are still needed to meet criteria?)		
<b>GIVING ADVICE FOR THE NEXT STEPS</b>		
Provide an offer to meet with prospective RPL students after an assessment to:		
Reviewing the results of the assessment?		
Identify the objectives of RPL for other study programs.		
Re-register?		
Congratulations to those who have succeeded.		

### III. CONCLUSION

Referring to the Guidelines for the Higher Education Quality Assurance System, namely the internal quality assurance system implemented by universities, the RPL internal quality assurance system is part of the higher education SPMI document where the scope is quality assurance for the implementation of RPL. Quality assurance in the implementation of RPL is the establishment and adherence to assessment policies, processes, and practices that ensure that the knowledge and individual skills of prospective RPL students are recognized so that they can successfully participate in the education process in a study program to obtain a qualification level. This can be achieved by implementing the six steps for implementing quality RPL.

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