



"Development of Internal Quality Assurance System Document to Support Good Practices in RPL Implementation at Politeknik Negeri Bali."

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Abstract—Internal Quality Assurance System (IQAS) in higher education is a system used to ensure that all education and teaching processes, research, and community service activities carried out by the higher education institution are implemented effectively and meet the established quality standards. The implementation of the Recognition of Prior Learning (RPL) program at Politeknik Negeri Bali should refer to the internal quality assurance system conducted by the Center for Learning Development and Quality Assurance (P4MP). However, the existing IQAS document does not specifically address SPMI-RPL, necessitating the development of a document to support good practices in RPL implementation. The urgency of this research is to qualitatively develop the SPMI document to enable the realization of good RPL program practices. Primary and secondary data are used in this study, collected through observation, interviews, documentation, and focus group discussions (FGD). The data is processed and analyzed descriptively and qualitatively. The research results in the development of the RPL quality assurance document, which will serve as a reference for monitoring and internal quality audits, ensuring consistency in the implementation processes of RPL programs across various study programs within Politeknik Negeri Bali. Additionally, the reporting process for RPL implementation can be facilitated through the application sierra.kemendikbud.go.id.

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

I. INTRODUCTION

Quality assurance is a system in quality management. A method for running an extensive and integrated organization is quality management. A quality management system's primary goal is to prevent errors in the process by making sure that each stage is continuously monitored and managed [1].

In order for an institution's quality to be produced, improved, and maintained and to be assured and acknowledged by the community, quality assurance is a systematic and ongoing process. One of the key elements influencing the competitiveness of higher education institutions is highlighted in Law No. 12 of 2012 on Higher Education and Permenristekdikti No. 62 of 2016 addressing the Higher Education Quality Assurance System. Higher education quality assurance is carried out to assess how well academic policies are applied and how high the quality of the graduates they generate, as well as to increase competitiveness among universities, both domestically and internationally. Even if it is possible to exceed these norms, universities are encouraged to meet the quality standards set by the government [2] [3] [4].

In universities, internal quality assurance system implementation usually runs into difficulties. These include the lack of commitment to quality assurance among stakeholders in education due to inadequate understanding of the need for it. Additionally, efforts to improve education quality uniformly are hampered by the academic community's inconsistent grasp of the idea of educational quality assurance. Additionally, there is a lack of commitment on the side of those in charge of and involved in higher education procedures to continually ensure and improve educational quality. The problem is made worse by the lack of trained human resources, especially auditors who support the internal quality assurance system. Additionally, the implementation frequently degenerates into a routine, making it difficult to gauge the success of continuous improvement [5].

Based on an evaluation conducted by the Ministry of Research and Technology in the early 2020s and based on a letter from the Director of Learning with the number 792/B2/TU/2018 dated September 14, 2018, implementing the Recognition Prior Learning Program (RPL), particularly Type A, Bali State Polytechnic was named one of the top ten Best Polytechnics in Indonesia. Numerous Study Programs at Bali State Polytechnic have used this RPL program based on the Assignment Letter. However, it appears that there is no uniformity in the implementation process as more and more study programs employ RPL systems. This is due to the fact that the execution of this program has never been the subject of an RPL Quality Assurance Audit. Since there is no RPL Quality Assurance Document that may be utilized as a guide when performing the RPL Quality Assurance Audit, the RPL Quality Assurance Audit has not been performed. The RPL Quality Assurance Audit compares RPL services to the requirements for establishing high-quality RPL services. Because the core of RPL is a collaboration between the community, individuals, and industry as learners and higher education institutions, the implementation of a quality RPL program would boost public and industry confidence as individual learners towards the Bali State Polytechnic.

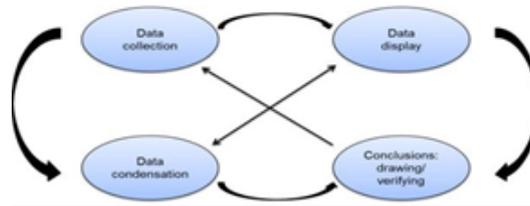
Based on the foregoing, it is important to prepare an internal quality assurance document for the RPL program within the Bali State Polytechnic as a standard for implementing a quality RPL program.

II. METHODOLOGY

Through the use of a qualitative research design, this study is descriptive. Qualitative research is more concerned with preserving an event, looking at prospective issues, comprehending the significance of an event, researching processes, creating phenomena, and developing hypotheses. [6]. To ensure the quality of the RPL program's implementation, this study aims to go into further detail on the implementation process.

The appropriate and adequate informants were chosen in accordance with the study problem's requirements. Using the purposive sample technique, researchers in this study chose informants with the intention of gathering as much information as they could to address a variety of topics connected to the research aims [6]. The Focus Group Discussion technique is employed to help decision makers understand the attitudes, beliefs, and understanding of participants regarding the topic being studied in order to produce an objective internal quality assurance document. This technique aims to produce a more specific understanding of all respondents. [7] [8].

This researcher's method for processing data involves first gathering the data, which is then subjected to a thematic analysis. The stage of data analysis used in this study is based on Miles and Huberman's four-part data analysis process, which includes data collection, data reduction, data presentation, and drawing inferences or verification.[9] [10] [11].



Interactive Analysis Model For Qualitative Data (Miles and Huberman, 1994)

By comparing the data to the same source using various methodologies, the triangulation methodology is used to validate the research data and assess the veracity of the data. [6]

III. RESULT AND DISCUSSION

Internal Quality Assurance System is a systemic activity of higher education quality assurance by universities to continuously monitor the delivery of higher education by universities for stakeholder satisfaction [5]. Implementation of the Internal Quality Assurance System at Bali State Polytechnic 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 Bali State Polytechnic is an independent activity, so that the quality assurance process is designed, implemented, controlled, and evaluated on its own without government intervention.

In Law No. 12 of 2012, Chapter III, which is concerned with quality assurance, it is stated that quality assurance is carried out through five main steps, which are referred to as PPEPPs and stand for determination (Penetapan), implementation (Pelaksanaan), evaluation (Evaluasi), control (Pengendalian), and improvement (Peningkatan) of higher education standards. This means that each university must adopt the Internal Quality Assurance System using the five key steps. [4][12]



PPEPP Cycle (UU No 12 Tahun 2012)

In order to ensure the effectiveness and efficiency of the Internal Quality Assurance System (SPMI) at higher education institutions, a number of papers must be developed and handled. Common SPMI documents typically prepared by higher education institutions include: 1. SPMI Policy: This document contains the commitment of the higher education institution to enhance the quality of education and services provided to students and the community. It outlines the objectives and goals that the institution aims to achieve in relation to quality assurance. 2. SPMI Manual: This written document provides practical guidance on how to establish, implement, evaluate, control, and improve SPMI standards. It serves as a practical handbook for the implementation of these standards, providing step-by-step instructions and processes. 3. SPMI Standards: These are criteria that indicate the expected level of performance and are used to measure and specify quality requirements and performance standards for individuals or work units within the higher education institution. 4. SPMI Forms: These written documents provide guidelines for creating documents and contain a collection of forms used in implementing higher education standards. They are used to record and document specific information or activities when implementing higher education standards. The implementation of SPMI involves regular evaluation and performance measurement processes, which help higher education institutions identify weaknesses and issues within the academic system. This allows for prompt improvements and enhancements to be made. Additionally, the Recognition of Prior Learning (RPL) program is one area that requires evaluation in its implementation to identify weaknesses and challenges. The evaluation process helps in ensuring the effectiveness and efficiency of the RPL program and enables continuous improvement. The purpose of developing SPMI is to establish a system for independently controlling higher education provision by higher education institutions. It provides a framework for quality assurance and helps ensure that the institution is able to meet its goals and objectives. SPMI also includes principles, management practices, and best practices for implementing and maintaining quality assurance in higher education.

In the context of the Internal Quality Assurance System (SPMI) in Indonesia, the Directorate General of Higher Education (DIKTI) has established the National Higher Education Standards (SN Dikti). SN Dikti includes several documents related to SPMI in higher education institutions. Here are some types of SPMI documents based on SN Dikti:

1. Higher Education Quality Policy:

This document contains the policies, vision, mission, and objectives of higher education institutions in maintaining and enhancing the quality of education. This policy must align with DIKTI's guidelines and commit to implementing SPMI.

2. Internal Quality Assurance Standards (SPMI): This document contains the standards that higher education institutions must meet when implementing SPMI. These standards cover various aspects, including curriculum, teaching and learning, facilities, assessment systems, faculty management, research, community engagement, and quality management.

3. SPMI Manual:

This document provides guidance or technical instructions on the implementation of SPMI in higher education institutions. The manual explains the steps to follow, procedures to be performed, and instruments to be used in carrying out SPMI.

4. SPMI Forms: These are forms or worksheets used in

the implementation of the Internal Quality Assurance System (SPMI) to collect relevant information and document quality-related activities in higher education institutions or organizations. SPMI forms facilitate data collection, evaluation, and quality monitoring in accordance with established standards.

The development of SPMI is also necessary when higher education institutions carry out government-assigned programs such as Recognition of Prior Learning (RPL). In implementing best practices in RPL provision, an evaluation process is required, including the development of RPL-specific SPMI documents to facilitate Internal Quality Audits of RPL provision.

3.1. Steps in developing SPMI documents

To support best practices in the implementation of Recognition of Prior Learning (RPL) at the Bali State Polytechnic are as follows:

1. Needs Identification:

Identify specific needs and objectives for developing SPMI documents related to RPL at the Bali State Polytechnic. Involve various stakeholders, including teaching staff, administrators, and other stakeholders.

2. Policy and Regulation Review:

Review existing policies and regulations related to RPL at the national, regional, and institutional levels. Ensure that the developed SPMI documents adhere to existing guidelines.

3. Literature Review:

Conduct a literature review to understand best practices in RPL implementation. Identify models or frameworks that can be applied and tailor them to the needs of the Bali State Polytechnic.

4. Consultation and Participation:

Engage teaching staff, administrators, and other stakeholders in the SPMI document development process. Conduct consultations and open discussions to gather diverse input and perspectives.

5. Establish Policies and Procedures:

Based on the literature review and consultations, establish clear policies and procedures for RPL implementation at the Bali State Polytechnic. Ensure these policies and procedures cover aspects such as assessment criteria, recognition of competencies, record management, and verification processes.

6. Document Compilation:

Use the established policies and procedures to compile SPMI documents related to RPL. These documents should include a clear description of RPL objectives, administrative procedures, implementation stages, communication flow, and quality evaluation.

7. Validation and Revision: Validate SPMI documents by involving teaching staff, administrators, and other stakeholders. Accept input and recommendations from them and revise the documents as needed.
8. Implementation and Monitoring:
Once SPMI documents are approved, implement the established policies and procedures. Regularly monitor and evaluate the implementation of RPL to ensure compliance with SPMI documents and identify areas that may require improvement.
9. Continuous Updating and Development:
SPMI documents should be periodically updated. Review and update the documents in accordance with changes in policies, regulations, and relevant best practices related to RPL.

By following these steps, robust SPMI documents can be developed, which support best practices in RPL implementation at the Bali State Polytechnic. It is crucial to involve various stakeholders in the process to ensure the suitability and broad acceptance of these documents.

3.2. Developed SPMI Documents To Support Best Practice in RPL Implementation at Bali State Polytechnic

The SPMI document which has been developed to support the good practice of implementation of Recognition of Prior Learning (RPL) in Bali State Polytechnic under Permendikbud No. 8 Year 2022 covers various important aspects to run RPL in accordance with the provisions in force. This document aims to ensure that the implementation RPL at Bali State polytechnic is carried out with transparency, consistency, and meet the standards established by the regulations. These documents include:

1. SPMI Policy

SPMI policy to support good practice RPL in Bali State Polytechnic includes RPL objectives, clear assessment criteria, structured processes and procedures, assessment and verification by competent assessors, good track record management, training for related staff, regular document updates, and routine evaluation to improve implementation of RPL. This policy ensures that there are clear and transparent guidelines in recognizing the competence of the RPL participant at Bali State polytechnic



Internal Quality Assurance Standards (SPMI):

2. SPMI Manual

Manual SPMI (Internal Quality Assurance System) for good practice Recognition of Prior Learning (RPL) at the Bali State Technical Institute which implements the management of SPMI Establishment, Implementation, Evaluation, Control, and Enhancement is a guide document that regulates the implementation measures RPL with a focus on SPMI management. In addition, this manual will explain the steps to implement the RPL that should be followed in a structured manner. This includes registration procedures, proof collection, competence assessment, and verification by a trained team. Evaluation is also an important component of this manual. Evaluations are conducted on a regular basis to ensure the effectiveness of the implementation of the RPL and to evaluate compliance with the established policies and procedures. Control is also an important aspect of this manual. This includes setting up of track record management mechanisms, data privacy, as well as security and confidentiality of RPL participant information. Furthermore, this manual will cover steps to improve RPL practices at Bali State Polytechnic. It may involve manual updates and revisions in accordance with current policy developments and practices, and carry out continuous improvement and improvement actions based on evaluation results and feedback. By implementing the SPMI manual that adopts SPMI management that includes Setup, Implementation, Evaluation, Control, and Enhancement, Bali State polytechnic can ensure that RPL is run consistently, in compliance with established standards, and continuously improve its quality according to the evaluations and improvements carried out.



SPMI Manual

3. RPL Standard SPMI

(Internal Quality Assurance System) for Good Practice Recognition of Prior Learning (RPL)

4. RPL Form SPMI

RPL Form SPMI

according to the Regulations of the Minister of Education, Culture, Research, and Technology (Permendikbud) No. 8 Year 2022 at Bali State Polytechnic is a set of criteria and indicators that govern the implementation of qualified RPL in the institution. In this standard, it will be briefly outlined the requirements to be fulfilled under Permendikbud No. 8 of 2022. This standard covers aspects such as the purpose of the RPL, registration procedures, collection of supporting evidence, assessment of competence, and verification by a competent team in accordance with the provisions laid down in Permendikbud. In addition, this standard also governs the management of RPL participant track records, including the privacy and data confidentiality policy, in accordance with the provisions of Permendikbud No. 8 Year 2022. It is important to ensure that personal information and RPL participants' data are treated properly and only used for the purposes of quality assurance and recognition of competence according to applicable provisions. The SPMI standard for good practice RPL based on Permendikbud No. 8 Year 2022 at Bali State Polytechnic may also include training requirements and capacity enhancement for RPL-related staff, such as assessors and verification teams, which are in accordance with the provisions set out in the Permendikbud. (Appendix 3) By implementing the SPMI standard that regulates good practice of RPL based on Permendikbud No. 8 Year 2022 in Bali State Polytechnic, it is expected that the implementation of the RPL can comply with the provisions in force and ensure the recognition of fair competence and in accordance with the standards established by the regulations.

(Internal Quality Assurance System) for Good Practice Recognition of Prior Learning (RPL)

pursuant to the Regulations of the Minister of Education, Culture, Research, and Technology (Permendikbud) No. 8 Year 2022 at Bali State Polytechnic is a document used to collect information and data related to the implementation of RPL in accordance with the provisions laid down in the regulations. This form is designed to facilitate the administrative process in the execution of the RPL. It contains personal information of the participant RPL, such as name, address, contact, as well as previous educational and work experience information relevant to RPL. This form may also include the section that requests the participants RPL to include supporting evidence, such that certificates, transcripts of values, or work portfolio. SPMI forms for good practice RPL based on Permendikbud No. 8 Year 2022 in Bali State Polytechnic can also include questions or statements related to the assessment criteria established by the regulations. RPL participants are asked to provide information relevant to the evaluation criteria in order to evaluate competence accurately and objectively. (Appendix 4). Using this form, Bali State Polytechnic can collect consistent and complete data from RPL participants. This SPMI form can also be used as a reference and monitoring document to ensure that the implementation of RPL at Bali State Technical School is in accordance with the provisions laid down in Permendikbud No. 8 Year 2022. The use of this form helps to ensure the existence of appropriate documentation and facilitates the tracking of information RPL participant as well as facilitating the verification and evaluation process related to the recognition of competence.

IV. CONCLUSION

The SPMI document development steps for RPL at Bali State Polytechnic include needs analysis, stakeholder participation, formulation of clear guidelines, socialization, providing training to related staff, monitoring implementation, and conducting evaluations for sustainable improvement. With these measures, it is hoped that RPL can run well, transparent, and in accordance with applicable standards, benefit the public and support the recognition of the competence of RPL participants. The SPMI documents that have been developed to support good practice RPL in Bali State Polytechnic include the SPMI Policy, Manual SPMI RPL, RPL Stanadar and SPMI forms that will be used in good practice of the RPL at Bali State Technical so that the implementation of the Program RPL is quality and quality.

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