

The Process to Determine Quality Standards to Ensure the Quality of Graduates

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Abstract—The aim of the research is to describe the process of internal quality assurance conducted by the higher education, especially in determining quality standards to ensure the quality of graduates. This study used a qualitative approach, using case study design. Data were collected by deep interview, observation, and documentation. Data analysis was performed interactively with three phases which includes data reduction, presentation, and verification/conclusion. The result showed that the standard setting include standards needed in covering university level, faculty, and the level of department or study program. Referring to the standard determine by vision and mission of the university, the rules of national education, the national standard of education, the law of teachers and lectures, National Accreditation Board, and The Association of Southeast Asian Nations University Network Quality Assurance. The standards required involving various parties: *Wali Amanat*, the senate, rector, department, dean, lecturers, and students, the quality assurance agency, community leaders, alumni, and the profession association. Internal quality standards required by the College to be in line with the vision, mission and objectives that will be achieved the colleges. The involvement of stakeholders in the setting of standards will make it easier in the implementation.

Keywords—the process of determine; quality assurance; quality standards

I. INTRODUCTION

Globalization creates stronger international competition, especially in the fields of economics, science and technology. Djojonegoro [1] states that the process of global competition is increasingly open, which is marked by the emergence of several free trade zones, demanding the Indonesian to take advantage of this atmosphere. The world competition era is getting tighter due to the globalization process in various fields.

Thus, the challenge is to improve the competitiveness of the Indonesian people in producing quality works as a result of mastery in science and technology. In this era, only countries that excel in the economic field and mastery of science and technology will be able to benefit greatly. If the quality of our human resources is weak, then many opportunities that cannot be maximally utilized, missed or wasted.

Economic globalization and the information technology revolution are two major forces that greatly affects Indonesian universities. If national higher education institutions are not

able to respond to this challenge, it is estimated that the institution will not be able to maintain its existence in the community, and then the possibility of losing its role [2]. In brief, Mosley [3] states that globalization refers to the opening of markets to competitors throughout the world. Meanwhile Sorondo [4] concluded that the impact of globalization caused a gap between developed and developing countries. However only developed countries which are immediately respond effectively to the impact of globalization by implementing policies to improve the quality of education.

We need to realize that in order to master the era of global competition, we have disadvantages in terms of human resources, especially the mastery of science and technology. In the future, the ability to compete in the economics will be determined by the ability of a nation in the creation and utilization of science and technology. Changes and rapid global development demands excellence of human resources, in order to compete in a competitive climate. Therefore, the development of human resources is an absolute necessity, and in this case the universities have a very strategic role. One of the main indicators of improving the quality of human resources can be seen from the increasing level of education, in addition to other indicators [5].

The low quality of higher education graduates in Indonesia is suspected that internal quality assurance is still carried out incidentally (unsustainably), sporadically, and in general is not carried out with full awareness of the function and role in improving the quality of higher education. This condition is a direct result of the centralization of the management of higher education has been done. As a result, most of the people, even university administrators, still think that the study program is considered qualified if it gets recognition from the government or national accreditation board. Meanwhile, monitoring and evaluating the quality of a study program tends to be carried out only to fulfill the requirements of the authority, and not based on the needs of universities.

Meanwhile, the level of human resource competition in the national and international labor markets continues to increase along with the increasing of science and technology in various fields of the business, as well as the need for ever higher levels of professionalism. Job seekers from higher education are increasingly demanding the attention of higher education providers to always make adjustments to the curriculum,

process and learning materials to the development of the workforce. Improving the quality and relevance of education should be the target of continuous quality improvement as part of the overall higher education quality assurance system, because quality and relevance are two important aspects that are interrelated and have a direct contribution to improving the nation's competitiveness in human resources [6].

In order to deal with the era of globalization of information, democratization, and highly dynamic regional autonomy, this requires all universities to develop a new academic paradigm based on global, national, regional, local, and institutional insights in the form of academic policies, which are able to anticipate the changing changes. Every university needs to realize that as a producer of labor, it must begin to respond to how important it is to face the globalization, so that all universities need to adjust their vision and mission and objectives, so as to produce graduates who can meet global demands. Therefore, universities must guarantee and improve quality, because prospective students are increasingly critical and selective in choosing universities [7]. Thus improving the quality of education through quality assurance in universities must be seen as important and must be done. So that the role of universities as institutions of labor providers must adjust to market needs, that produces graduates who not only have the knowledge and skills that can compete nationally but also internationally.

The logical consequences of open market policies also encourage Indonesian university graduates to compete closely in entering the international labor market. Conversely foreign university graduates also have the same opportunities to enter the domestic job market. To deal with the global labor market competition, for universities, both state and private, there is no other way except by quality assurance for the graduates. Therefore, the implementation of quality assurance is an indicator of organizational health and academic performance of a university, so that the quality assurance of higher education is an activity required by a university.

Along with the paradigmatic change in the management of autonomous universities, every university must make changes and adjust to globalization that require the increasing of quality standard. Thus quality assurance must be adjusted to the quality development that is always increasing. The existence of a university does not only depend on the organizer, but especially on the assessment of stakeholders about the quality of higher education. On the issue of an existence, Hiam [8] pointed out that if a company wants to continue to exist and do not want to be left competitors, so there is no other way but to do quality improvement, so that quality assurance is a way to save a company from bankruptcy.

Based on the above description, it can be said that quality assurance for a university is a condition sine quanon, meaning that every university, both public and private, must initiate quality assurance, so that an internal quality improvement will be achieved. If this is not done, then sooner or later the college will be abandoned by its customers.

In line with the foregoing statement, the Directorate General of Higher Education has issued a Quality Assurance Implementation Guideline, which explain that every university

is expected to carry out quality assurance internally in accordance with the vision, mission and objectives to be achieved. Higher education quality assurance is basically the process of determining and fulfilling the quality standards for the management of higher education in a consistent and sustainable manner, so that stakeholders (students, parents, the world of work, government, lecturers, supporting staff, as well as other interested parties) get satisfaction.

Furthermore, in conducting internal quality assurance, every university needs to reinforce the concept of quality according to its vision, mission and objectives. Therefore, the quality that will be guaranteed to be clear and measurable, for example, refers to quality standards sourced from the National Education Standards, the quality points in accordance with the Guidelines for Quality Assurance of Higher Education, quality standards according to the Asean University Network or other quality standards. Thus this activity will have implications for the preparation for the implementation of external quality assurance.

Higher education is declared good quality if the college is able to establish and realize its vision and mission also able to meet the expectations of stakeholders. Thus, universities must be able to plan, implement and control a process that ensures quality achievement. The process of setting quality standards is important in the internal quality assurance of a university. Judging from the policy aspect, the process of determining quality standards has strategic value because it is not only related to the quality that will be produced but also aspects of its implementation.

In order for the process of determining the quality standards in universities to run as expected, it is necessary to clarify what quality standards documents are needed, what are used as reference for setting standards, and who should be responsible for the availability of quality standards, and how procedures must be carried out. Thus the process of determining the quality standard will produce various documents that can be used as guidelines in the implementation of quality assurance and guarantee the quality of graduates.

Research on the standard quality process to ensure the quality of graduates was held at Gajah Mada University, Yogyakarta. This university has carried out internal quality assurance well, especially in terms of choosing the standard type and standard reference that will be used as well as the standard setting process carried out in stages with the involvement of various parties, especially graduates. Thus the process of determining quality standards can be used as good practice for other universities, especially in ensuring the quality of graduates.

II. METHODS

This study uses a qualitative approach with a case study design, with steps: choosing a case, determining the focus of the research, drafting the results of the study, and checking the results of the study. The researcher is conducted participant observations referring to the opinion of Spradley [9]. Research data was collected through in-depth interviews, observation, and documentation.

In qualitative research, data analysis is a process of analyzing the sorting and grouping of data with the aim of compiling propositions which will later become a theory as a result of research. Data analysis is an automated process of searching and compiling interview transcripts, field notes, and other collected material to improve understanding and enable someone to present everything that has been found to others. According to Bogdan and Biklen [10] it is explained that the analysis is carried out through the activities of analyzing data, arranging, dividing into units that can be managed, synthesizing, looking for patterns, discovering what is meaningful, and what researchers will research and decide to report systematic.

Data analysis in this study begins by examining all data that has been collected from various data sources, both during the data collection process and after the data is collected. The data analysis process is carried out through three activity paths as suggested by Miles and Huberman [11] and Mantja [12] which include (1) data reduction, (2) data presentation, and generalizing or compiling temporary conclusions and verification.

III. THE RESULTS

The research about the process to ensure the quality of graduates can be described into four parts which include the type of standards needed, references used in standard directions, who (actors) are involved in the preparation of standards, and the process or steps taken in the formulation and determination of a standard.

A. Types of Standards

Based on the data of research findings on the process of determining quality standards, it can be described that the standards required for the implementation of internal quality assurance, especially to ensure the quality of tertiary graduates are the vision mission, academic policies, academic standards, quality manual, goals / scope, strategic planning, manual procedures work, supporting documents, and forms. Each quality standard document is prepared by those responsible through the established procedures.

B. The Use of References

Referring to the documents found, it can be explained that the references used in setting standards include the university's vision and mission, the national education law, national education standards, teacher and lecturer laws, quality points in the Quality Assurance Guidelines published by the Ministry Research, Technology and Higher Education, Higher Education National Accreditation Board, and ASEAN University Network Quality Assurance.

C. Who is involved

While referring to the results of interviews, observations, and documentation studies carried out, it can be explained that the parties involved in setting standards include trustees, university senates / faculties, chancellor's / vice chancellors, dean's / vice deans, study programs, academicians, quality assurance organizations, stakeholders, community leaders,

professional associations, industry and companies, as well as alumni.

D. Standard Determination Process

Based on the analysis of existing documents about Manual Procedure of Implementation Quality Assurance System Gajah Mada University [13] can be explained that the academic policy is arranged based on the validity of a policy. University-level academic policies are prepared by the Academic Senate, endorsed by the Board of Trustees and promulgated by the chancellor. Meanwhile the academic policy at the faculty level is prepared by the Faculty Senate, in its implementation can be assisted by the quality assurance group at the faculty level, approved by the Faculty Senate and promulgated by the dean. Furthermore, the procedure for preparing academic policies includes (1) the Faculty Working Meeting decides to prepare an academic policy which is submitted to the Faculty Senate. (2) The Faculty Senate forms an Academic Policy drafting team. (3) The concept of Academic Policy was discussed by the Faculty Senate through initial discussions by Development Commission of Academic Senate. (4) If improvements are needed, the drafting team will work on improvements in accordance with input from the Faculty Senate. (5) The results of improvements made by the team are re-discussed at the meeting of the Faculty Senate. (6) Approval / Ratification of the Academic Policy of the Faculty by the Faculty Senate shall be submitted in writing to the dean to be promulgated within the faculties. (7) The Dean issues a Decree concerning the Faculty Academic Policy that applies in the scope of the faculty by sending a copy to the chancellor. Furthermore, the rector will send it to the Faculty Academic Policy to the Academic Senate.

The next quality document is the Academic Standard, which can include General Academic Standards, Education, Research, and Community Service. includes (1) the Faculty Working Meeting decides to prepare academic policies which are submitted to the Faculty Senate. (2) The Faculty Senate creates an Academic Policy drafting team. (3) The concept of Academic Policy is discussed by the Faculty Senate through initial discussions by the Academic Development Commission to the Academic Senate. (4) If improvements are needed, the drafting team will work on improvements in accordance with input from the Faculty Senate. (5) The results of improvements made by the team are re-discussed at the meeting of the Faculty Senate. (6) Approval / ratification of the Academic Policy of the Faculty by the Faculty Senate shall be delivered in writing to the dean to be promulgated within the faculties. (7) The Dean issues a Decree concerning the Faculty Academic Policy that applies in the scope of the faculty by sending a copy to the chancellor. Furthermore, the rector will send it to the Faculty Academic Policy Academic Senate.

Academic regulations are academic statements that must be followed by all academicians consisting of Academic Executing Elements, University Supporting Elements, academic support staff, administrative staff, and students. University-level academic regulations are prepared by the chancellor and faculty-level academic regulations compiled by a team. Meanwhile the department-level academic regulations are made by (3) Design of Academic Regulations Department

of department staffs or team formed to assist majors. Manual procedures for the preparation of faculty academic regulations namely (1) The Faculty Meeting decides to compile Academic Regulations. (2) The Dean forms an Academic Regulatory Team. If there is already a concept compiled by a Team formed by the faculty management / Quality Assurance Cluster / Quality Assurance Secretariat, then the preparation can be continued. (3) If improvements are needed, the Compilation Team will work on improvements according to input. (4) The improvement results made by the team are discussed at the Faculty Meeting. (5) Faculty Academic Regulations are promulgated by dean to be used within the faculty. (6) The Dean sends copies of all Faculty Academic Regulations to the chancellor.

The manual procedure for preparing academic regulations for majors includes (1) Working Meetings of the Department decides to prepare department-level Academic Regulations and create a team to prepare a draft Academic Regulations for the Department. (2) The Team prepares the draft of the Academic Regulations in the department with the speakers of the department staffs, the head of the study program, the head of the laboratory and the lecturers. (3) The Draft Academic Regulations of the Department are discussed in the Special Department Meeting for the event. If improvements are needed, the team carries out improvements according to input from the speakers. (4) The Department Meeting approves the Academic Regulations of the Department. (5) The Head of the Department makes a Decree of the Academic Regulations of the Department that applies in the scope of the department with a copy to the dean.

Every college must have a strategic plan, both at the university and faculty level. The person in charge of the preparation and implementation of the university's strategic plan is the chancellor. The university's strategic plan is approved by the Board of Trustees. The preparation and implementation of faculty-level strategic plans are dean and it is approved by the Faculty Senate. Preparation of the faculty strategic plan follows the procedure: (1) the faculty management draws up a strategic plan, proposed to be approved by the faculty senate. (2) faculty Senate considers and approves strategic plans. (3) the Dean enact strategic plans and send copies to the chancellor (4) the appointed faculty member or team, formulates the vision and mission of the faculty. (5) faculty/team administrators make a list of strengths, weaknesses, opportunities and threats, through external and internal analysis. (6) The appointed faculty / team organizers to list long-term goals as translation of the mission into strategic objectives. (7) Then they formulate and choose strategies to achieve strategic goals that can describe the faculty's strategy in achieving the long-term goals that are in the annual target. (8) They make a list of annual programs as a strategic implementation at the faculty level in the formulation of the strategy. (9) Next, they make a list of annual achievements as a faculty level strategy evaluation, then compare with the annual program. (10) The Dean delivered the formulation of a strategic plan to the faculty senate to be ratified. (11) The faculty Senate holds a meeting to ratify the strategic plan. (12) The Dean submits a strategic plan to the chancellor.

The important thing to ensure the quality of graduates of a university is the competence of graduates. The competence of graduates of a study program is needed to direct and determine the curriculum. Therefore, graduate competence is formulated jointly by the community of higher education, the professional community, the industrial community, and other users. Determination of graduate competencies is based on the results of in-depth research and studies that include knowledge, skills, abilities, and attitude, by giving more portions to the aspect of attitude. The stages of compilation of graduate competencies are: (1) Competencies of graduates are prepared by curriculum teams / other teams formed by the Decree of the Dean. (2) Competencies are prepared based on national references and input from the community of universities, stakeholders, and professional organizations. (3) The formulation of competence is approved by the Faculty Senate, then by the dean is sent to the chancellor. (4) The Chancellor continues the proposal for competence to the Academic Senate to be discussed and approved. (5) Based on the approval of the Academic Senate, the Chancellor determines the competence of graduates with the Chancellor's Decree.

Important documents related to quality assurance for a university are educational goals and curriculum. The curriculum is a set of written plans and arrangements regarding the content and study materials, lessons, the approach and assessment used as guidelines for the implementation of learning activities. Based on the review of the existing documents, it was found that the stages of preparation of educational goals and curriculum include: (1) Educational objectives and curriculum of study programs are prepared by curriculum teams or other teams formed by deans' decrees. (2) Educational objectives and curriculums are compiled based on national references, and input from community colleges, professional communities, industrial communities, and other users. (3) The educational objectives and curriculums are approved by the Faculty Senate are then sent by the dean to the chancellor. (4) The Chancellor continues the proposed educational objectives and curriculum to the Academic Senate for discussion and approval. (5) With the approval of the Academic Senate, the Chancellor determines the Educational and Curriculum Objectives with the Chancellor's Decree.

The next quality document is the Semester Activity Plan (RKPS), the stages of RKPS preparation include: (1) Inventing the learning material that has been held by lecturers. (2) Learning materials are enriched with new material added to learning material. (3) After selecting the material, the grouping of materials is arranged according to the time of delivery available in the semester that will run, taking into account holidays that may exist. (4) Learning materials that have been compiled in the order of delivery time are referred to as Pre RPKPS, then submitted to the head of the laboratory or group of fields of study to be reviewed by the team. (5) The RPKPS Pre are refined by lecturers / groups of lecturers to become RPKPS which will be valid for the coming semester. (6) Some RPKPS books with the identity of the school year are kept in the library to be read by students, or stored in the form of electronic information that can be accessed by students to find out the contents of the material in order to take the study plan subjects and also the preparation of the lectures.

IV. DISCUSSIONS

Determine of standard that refers to the vision, mission, and objectives of universities and university values shows that the university has identity and diversity as guidelines in developing their institutions. The development of a college can emphasize the educational excellence (teaching university), research university or both. This is in accordance with the Long-Term Strategy of Higher Education to embody a quality institution.

Meanwhile, a university that has a vision to become a World Class Research University, should properly set world-class standards, including in the learning process must also support the vision of research-based learning. Therefore, several things must be prepared if a university wants to become a research university, especially those related to (1) organization and management, (2) research atmosphere, (3) the role of students in conducting research, (4) the role of lecturers as staff researchers, (5) supporting factors (research support), and (6) research funds [14].

Based on data analysis, universities have set minimum standards and even exceed national education standards. Standard setting needs to pay attention to the aspirations and real needs of the community, especially the graduate user community and an in-depth study. Based on the tracer study and the studies show that a high achievement index is not a guarantee of success in the working world, graduates who involved in extracurricular activities are tend to be more competent in taking careers. So it is reasonable and rational if a university in determining standards related to graduate competencies gives more portions to certain domains of learning experience, such as attitudes that emphasize success skills that lead to 3 pillars of success skills namely learning skills, thinking skills, and living skills. This is in line with the 4 pillars of education as stated by UNESCO which include learning to know, learning to do, learning to be and learning to leave together and supported by the results of research conducted by Coleman which shows that one's success in life, IQ is only contributed about 20% while the rest is determined by other factors. Thus the competence of graduates of a study program should be specific which characterized by study programs, arranged realistically, can be measured, and can be achieved by students, so that quality assurance is carried out is an effort to fulfill the promised standards.

Determination of quality standards by involving stakeholders and referring to minimum standards and even exceeding national standards, shows that universities have realized that the quality of graduates depends not only on the assessment of the government, but also on the assessment of the elements of society, especially the community of graduates. In addition, universities have also responded to the demands of globalization which require quality standards so that universities must adjust to the demands of national and international standards. Meanwhile the determination of quality standards for a university can be considered as a public statement regarding the commitment of higher education institutions to its customers, both internal and external. Whereas constitutionally the determination of quality standards is a form of fulfillment of obligations, especially for institutions of education units in carrying out quality assurance

of education, namely to meet or exceed the National Education Standards as stated in article 91 of Law No. 20 of 2003 concerning the National Education System.

The participation of academics and stakeholders in the preparation of standards can be understood not only as a form of appreciation given by universities, but more than that as evidence that universities are not ivory towers, but universities with all their activities are part of the community, so universities cannot break away from the reality that develops in society and its environment.

V. CONCLUSIONS

Based on focus, data exposure, research findings, and analysis and discussion, the results of this study can be concluded that the standards needed to carry out internal quality assurance for continuous quality improvement include standards required at the university level including vision, mission, academic policy, academic standards, academic regulations, and academic quality manuals. Likewise, for the faculty level also required academic standards, academic regulations, and academic quality manuals. While at the department/program level, availability of graduate competencies, study program specifications, procedure manuals, and work instructions and supporting documents.

The references used in setting standards are (a) the university's vision and mission, (b) the national education law, (c) national education standards, (d) the law of teachers and lecturers, (e) quality points in the guarantee guidelines Dikti quality, (f) National Accreditation Board for Higher Education (g) ASEAN University Network Quality Assurance. Parties involved in setting standards include the university senate / faculty, chancellor / vice chancellor, dean / vice dean, study program, academicians, quality assurance organizations, stakeholders, community leaders, professional associations, industry and companies, as well as alumni.

The process in determining standard setting are (a) Issuance of the rector's decree / dean concerning the Establishment of a Quality Assurance Team which includes authority and responsibility. (b) Preparation of quality documents for the level of universities, faculties and study programs. (c) Preparation of quality documents at the department level begins with the formation of a team tasked with preparing a draft text on quality documents involving the department management, the laboratory chairman, and the lecturer and then discussing and validating the department meeting. Furthermore, a quality document decree is issued which only applies to the scope of the department.

The process of setting quality standards for a university is the first step towards a quality institution. Therefore, the process of determining quality standards must be done properly and correctly through a procedure that can be accounted for, especially regarding graduate competency standards. The involvement of stakeholders is a form of accountability in managing higher education that will also facilitate aspects of its implementation. If a university is able to set quality standards that relates to customer needs and implemented consistently, then the quality of graduates will be guaranteed.

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