

Implementation of an Integrated Quality Assurance System in Improving Learning Quality

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Abstract: The purpose of this research is to find out how the system, principles of improvement, and model of developing an integrated quality assurance system improve the quality of learning. Judging from the type, this research is library research including the type of library research. Library research is research, whose data collection is done by collecting data from various literatures. The approach used in this research is a qualitative approach, which emphasizes its analysis of the process of drawing comparative conclusions and on analyzing the dynamics of the relationship between observed phenomena using scientific logic. The data were analyzed by data reduction, data display, and conclusion drawing. The results showed that there are management procedures and tools for creating qualitative changes in learning quality. Starting from the input in the form of policies, systemized application processes, and outputs in the form of achieving the profile and quality of graduates.

Keywords: Integrated, Learning Quality, Quality Assurance System

A. Introduction

Total Quality Management is a much broader concept, which not only emphasizes the results aspect but also the quality of people and the quality of the process (Seyfried, M., & Pohlenz, P., 2020). In this case, the quality that is emphasized is the quality of learning which has a broader scope, both extracurricular and extracurricular co-curricular learning, even the quality of learning not only includes products and services, but also includes processes, environment, and people. The most important application of *Total Quality Management* is the comprehensive involvement of everyone in the organization or institution to change the old culture into a new, more competitive culture (Chen et al., 2020).

Higher education has great potential to be the best in carrying out the role of the Tridharma of Higher Education. With continuous improvement and carried out continuously while still based on the principles of Good University Governance by prioritizing aspects of transparency, accountability, responsibility, independence,

and fairness. Good University Governance is the principle guided by all stakeholders in the context of realizing good governance for a university (Addink, 2019). Quality management is an action taken to maintain the level of quality desired by the university. This action includes a series of other activities such as determining quality standards, necessary regulations, and other aspects that can determine the quality of services or services. The main goal is for the long-term, in order to increase customer satisfaction and customer loyalty is stable or even continues to increase.

The quality assurance system integrates quality assurance organized by each university called Internal Quality Assurance with External Quality Assurance called Accreditation based on one database and information managed in the Higher Education Database (Mursidi et al., 2019). To implement the Higher Education Quality Assurance System, the Directorate General of Higher Education has also revised the Higher Education Quality Assurance Guidelines book published in 2003 and published the Higher Education Quality Assurance System book in 2009 which is equipped with good practices in various national education standards based on the autonomy of Higher Education as stipulated by the National Education Law, this book also aims to inspire universities in determining and implementing the Higher Education Quality Assurance System model.

Most universities are more concerned with accreditation or SPME than with SPMI, indeed accreditation is always the goal of improving the quality of study programs or universities. Once accreditation comes out, the institution no longer conducts internal quality evaluations. In the law, the SPMI process must be carried out by universities at least once a year. If study programs or universities only improve quality solely to achieve good accreditation scores, there is a tendency that internal quality will not improve. The most important thing to achieve good accreditation is to apply the Continuous Quality Improvement (CQI) pattern (Barach & Kleinman, 2018). By improving internal quality first, it is certain that the accreditation process will also be good. Some early indicators such as The statute stipulate that one of the university's objectives is to "Form future leaders with character". The occurrence of a paradigm shift from time to time which started as an education-based university (teaching-based university), then slowly turned into a research-based university (research-based university) and is currently in the paradigm of an entrepreneurship-based university (entrepreneurship-based university) which produces graduates with hard skills and soft skills makes the selection as a research location in this dissertation even more appropriate.

The integrated quality assurance system in education deals with a holistic philosophy of organizational functions based on productivity and achievement, the concept of quality, teamwork, and customer satisfaction (Asnawan, 2021). The concept of MMTP (Integrated Quality Management in Education) comes from TQM

"Total Quality Management". Quality comes from the English word "Quality" which means quality. Quality means something related to passion and self-esteem. In accordance with its existence, quality is seen as the highest value of a product or service. Quality is the degree of excellence of a product or work, both in the form of goods and service. Quality education services will produce quality graduates. Furthermore, Deming, (2010) says that quality is: "What is quality? The basic problem anywhere is quality. What is quality? A product or a service possesses quality if it helps somebody and enjoys a good and sustainable market. Trade depends on quality".

B. Methods

Viewed from the type, this research includes literature including the type of library research. Library research is research whose data collection is carried out by collecting data from various literatures. The literature studied is not limited to books but can also be in the form of documentation materials, magazines, journals, and newspapers. The emphasis of literature research is to find various theories, laws, propositions, principles, opinions, ideas, and others that can be used to analyze and solve the problem under study. The approach used in this research is a qualitative approach, which emphasizes its analysis of the process of drawing comparative conclusions and on analyzing the dynamics of the relationship between observed phenomena using scientific logic. Qualitative research is an approach that produces descriptive data in the form of written words from the people observed which are not expressed in terms used in quantitative research.

Qualitative research begins with assumptions, theoretical interpretive lenses, and a study of research problems that examine how individuals or groups interpret social or humanitarian problems. Referring to the theory above, this research will describe, reveal, and interpret data related to the application of an integrated quality assurance system in improving the quality of learning in higher education. By using qualitative methods, data can be found that is not observed and measured quantitatively, such as values, mental attitudes, habits, beliefs, and culture adopted by a person or group in a particular environment. In this case, the researcher will collect data in a natural situation, directly as it is without being influenced by other elements from outside the environment.

The research subjects in this study include all elements related to the implementation of an integrated quality assurance system in improving the quality of learning in higher education. The key informant is the Head of the Internal Quality Assurance Agency of the college. The data sources in this study are first; Human data sources are, the Internal Quality Assurance Agency, Faculty Quality Cluster, Department and Study Quality Clusters, administrative service officers in the academic field,

lecturers and students, and alumni. The data collection methods used in this research are observation, interview, and documentation.

C. Results and Discussion

Quality Assurance is supported by the government with the issuance of Government Regulation Number 19 of 2005 concerning National Education Standards (SNP), which states that SNP aims to ensure the quality of national education. Thus, the implementation of quality assurance in addition to being obliged to fulfill SNP also gives freedom to each university to develop quality assurance according to the history, vision, mission, culture, size, and various peculiarities of the university. With this implementation pattern, within a period of five years, there have certainly been various implementations of quality assurance, both at the college level and at the national level. This diversity is not only a wealth but also a good practice in implementing quality assurance in higher education.

Quality Assurance and Accreditation are respectively referred to as the Internal Quality Assurance System and the External Quality Assurance System. The Internal Quality Assurance System is seen as one way to answer various problems in higher education in Indonesia. In addition, SPMI is considered capable of answering the challenges of higher education. In general, the definition of quality assurance in higher education is:

1. The process of setting and fulfilling educational quality standards consistently and continuously so that customers get satisfaction.
2. The process to ensure that the quality of graduates is in accordance with the competencies set/promised so that quality can be maintained consistently and improved sustainably.

In other words, a college is said to be of quality if it is able to establish and realize its vision through the implementation of its mission (deductive aspect), and is able to meet the needs / satisfy stakeholders (inductive aspect), namely the needs of society, the world of work and professionals. Thus, universities must be able to plan, run, and control a process that ensures the achievement of quality. To realize it all, normative requirements are needed that must be met by every university. These requirements are contained in several principles, namely:

1. Commitment
2. Internally driven
3. Inherent responsibility/supervision
4. Adherence to plan
5. Evaluation
6. Continuous quality improvement

To evaluate the implementation of Internal Quality Assurance System in higher education institutions in order to obtain data and information on the implementation of Internal Quality Assurance System in all higher education institutions in Indonesia, the Directorate General of Higher Education organized the "Evaluation of the Implementation of the Higher Education Internal Quality Assurance System" program. Based on the results of the evaluation of the Implementation of the Higher Education Internal Quality Assurance System, the Directorate General of Higher Education determines and announces universities that implement SPMI well, so as to inspire best practices in the implementation of SPMI by various parties.

The quality management of higher education programs is a comprehensive effort towards the implementation of total quality management in higher education that requires synergy, continuity, and a systematical tool of working design (systematic tool of working pattern) so that later it can really support efforts to achieve the quality of higher education expected by both institutions. The concept of quality assurance is a combination of three views, namely: First, "basically quality assurance is a form of devolving responsibility, decentralizing responsibility for decision making at the level of educational institutions". Second, "quality assurance of higher education units is the process of defining and fulfilling higher education quality management standards consistently and continuously in order to meet the needs of all interested parties such as students, parents, industry, government, lecturers, support staff, and other related parties" Leadership in Higher Education Quality Assurance System (Amaripuja, 2007). Third, "In general, the purpose of education quality assurance is to plan, achieve, maintain, and improve the quality of education in a sustainable manner in certain educational units".

Total quality management principles are also a concern of PDCA-based quality control management, namely: First, attention should be emphasized on the process of continuously announcing quality improvement. Second, quality must be determined by users of educational institutions. Third, achievement must be obtained through understanding the vision and not by using regulations. Fourth, educational institutions must produce graduates who have knowledge, attitudes, skills, character and emotional maturity". This PDCA-based quality control process will result in continuous improvement of the quality of education. In the (check) stage, there are quality control points, where each organization of the educational process in each work unit in the educational institution must evaluate the implementation of its duties with the predetermined quality standards or objectives.

Determination of quality control points must be carried out in each unit of activity for each quality item. If in the evaluation, the results show that the specified quality

standards have been achieved as formulated in the planning, then the next planning process (plan) for quality standards in the unit of activity in the quality item concerned, must be improved. However, if the evaluation results show that it has not been achieved, then corrective action must be taken so that the quality standards/goals can be achieved."

The results of Gunawan's dissertation research in 2017, explain that the results of this dissertation research are: Process of preparing Higher Education Quality Management planning on private campuses is still found that there are campuses that do not have strategic quality planning, for those who have the quality planning process is still not maximized in the process. The distinction of integrated quality management. This dissertation with previous research is that there are descriptive efforts of institutional quality management that show an increase in terms of accreditation both in study programs and universities. Furthermore, it is now strengthening scientific affirmation with the principle of *Wahdatul 'Ulūm*. Moreover, the development of soft skills is the focal point of this dissertation. Thus, the novelty of the research is able to find how integrated quality management and its role in developing the quality of graduates based on soft skills.

Mozin & Popoi (2018) with the journal title *Implementation of Total Quality Management in Efforts to Improve the Quality of Higher Education (Case Study at Gorontalo State University)*. The results of this study are: The implementation of TQM is carried out through the stages of preparation, planning, and implementation. In the preparation stage, the university conducts initial design or internal strengthening to recognize its potential. In the planning stage, the university has developed a long-term plan for effective management, using the PDCA cycle, namely plan, do, check, and act. At the implementation stage, management or university leaders have realized strategies and policies into action through team activation and establishing pillars or accelerating quality improvement. The difference between this dissertation research and the previous one is that it emphasizes the quality competence of graduates of Soft Skills-based State universities.

Therefore, planning must be placed as something very important in the implementation of work at all levels in the organization of higher education, especially for those who because of their position must carry out leadership duties. On the other hand, because all plans prepared at all levels that contain goals and objectives reflect a quality standard to be achieved, it requires firm leadership to move so that the task of planning is really carried out seriously with a sense of responsibility for the future of the higher education institution.

D. Conclusion

Sistem The quality assurance system aims to implement and improve the quality of higher education in a sustainable and consistent manner, which is carried out internally to realize the vision and mission of PT, as well as to meet the needs of stakeholders through the organizers of the tridharma of higher education. In the higher education quality assurance system, the need to implement quality control management is absolute. One of the quality control management models applied now is PDCA-based quality control management (plan, do, check, and action). As the goal of the basic academic unit of higher education, the leadership in the higher education quality assurance system is partly manifested as a control task for the implementation of lecturer tasks within the framework of implementing higher education quality assurance.

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