

## QUALITY MANAGEMENT OF INDONESIA HIGHER EDUCATION AND SUSTAINABILITY STUDY PROGRAM

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### ABSTRACT

*In global challenges the Indonesian Higher Education Institutions need to shift from local orientation to international one. This idea was raised due to the World Class Universities profiles have been integrated with Indonesia universities. This paper explored the “Quality Management and Sustainability of Study Program”. With document study, this research sought the philosophical backgrounds, implementations and current data of quality management of higher education. It was found that Indonesia still has few higher education institutions which already developed the quality management to make the outputs such as qualified alumnus and lecturers who produced high standard research reports and publications. The awareness of adopting industrial model, in sustainability of study programs, was found very low. Most of universities have not changed their management to be more open, qualified and sustained.*

**Keywords:** management; higher education; quality; outputs; sustainability

### INTRODUCTION

Quality management is a collection of activities related to certain qualities that have characteristics that conform to the standards of integrated quality management. Quality management (QM) is both a set of guiding principles and management style and that have been adopted by managers in organizations to improve competitiveness and organizational performance (Jaafreh, 2013). The main goal of quality management is to improve and meet stake-holder needs by removing deficiencies including error and rework (Schniederjans, 2015). To improve the quality of management, high school has a Quality Control (GKM) which covers the working area up to study program level. Quality Assurance System (SPM) is implemented through Unit Performance Audit on a routine every six months. Both quality control and quality assurance can be and often are led from the top down – i.e. they are managerial initiatives, clearly aimed at bringing down costs, improving processes, profitability and so on (Doherty, 2012). Indonesia’s Minister of Education and Culture Regulation no. 49 of 2014, on the National Standards of Higher Education, Standards are made as an effort to improve the quality of Higher Education of *Tridharma* (three main cores *Business*; -teaching, -research, and public service) of University. Through this system, an assessment of the performance of existing units can be obtained, so that unit evaluation and development can be done through the Performance Management Unit Meetings (RTM). The audit for the program study unit is usually focused on the Teaching-Learning problem, whereas for laboratories and other work units are directed to compliance between quality system guidelines and quality documents over the previous year. The internal auditor comes from the Quality Control Group (GKM), a centralized quality assurance unit of high school level.

It is crucial for controlling the management quality of higher education to meet the international standard quality by referring to standard requirements and Republic of Indonesia government regulation and accreditation requirement of National Accreditation

Board for Higher Education (BAN PT -*Indonesian*). This Quality Policy describes the elaboration of the interrelationships between organizational structure, quality policy, quality of education objectives and the Quality Assurance System internally. No.19 of 2005 on National Education Standards, The implementation of quality assurance of higher education has been regulated according to the Minister of Education and Culture No. 49 of 2014 on National Standards of Higher Education and Regulation of the Minister of Education and Culture No. 50 of 2014 on Quality Assurance System of Higher Education. The implementation of the quality assurance system is a decisive aspect to improve the competitiveness of universities. The Quality Assurance System of Higher Education (SPMPT) aims to ensure the fulfillment of the Standards of Systemic Education in a systemic and sustainable manner, thereby growing and developing a quality culture. Quality Assurance System for Higher Education consists of: Internal Quality Assurance System (SPMI) which will be implemented, controlled, and developed by universities. External Quality Assurance System (SPME) will be implemented, controlled, and developed by BAN PT and / or LAM (Independent Accreditation Board in Indonesia) through accreditation in accordance with their respective authorities. The autonomous authority in Higher Education demands prerequisite for the application of Good University Governance (GUG) first, especially in the aspect of accountability and transparency. Improvement and quality assurance can be the starting point to realize accountability and transparency in the implementation of higher education. Therefore, to realize the GUG at the University, the implementation of SPMI is a must.

## **QUALITY ASSURANCE**

The policy of the internal quality assurance system encompasses all aspects of higher education at the university with a primary focus on the aspects of learning and other aspects that support the learning aspect. Focus on the learning aspect is intended as a first step or a pioneer, because gradually the focus of the scope of internal quality assurance system policy will be developed so as to include other aspects that are not academic activities but extends to other activities such as aspects of human welfare, cooperation with international parties , research and community service. The Internal Quality Assurance (SPMI) is developed and implemented autonomously or independently by each university, either at the level of the unit managing the study program (department, department or other terms) or at the college level. SPMI is developed and implemented autonomously or independently by each university, either at the level of the unit managing the study program (department or other terms) or at the college level.

- a. The contents of the quality standard of the Department / Study Program refers to the standards of the National Accreditation Board of Higher Education (BAN-PT) consists of 7 standards (BANPT, 2008), namely: (1) Vision, Mission, Objectives and Objectives, and Achievement Strategies, (2) Management and Quality Assurance, (3). Students and Graduates, (4). Human resources, (5) Curriculum, Learning, and Academic Atmosphere, standard (6) Financing, Facilities and Infrastructure, and Information Systems and (7) Research, Service / Community Service, and Cooperation. The Quality Assurance System of the study program is coordinated by the organization of faculty quality assurance system under the name of Faculty Quality System Guarantor (PSMF) which has a line of coordination with the organization of quality assurance system of University with the name of Quality Assurance Agency (BPM). The quality documents for the study program level are of two kinds, namely Quality Procedures and Work Instructions. Assessing the effectiveness and efficiency of organizational performance so as to encourage the

improvement of the achievement of the quality objectives of the STUDY PROGRAM through the development of Internal Quality Assurance System (SPMI) supported by human resources with a mutual pattern of togetherness and upbringing and based on the basic values of noble morals: worship, credible and accountable.

- b. Encourage the management, lecturers and education staff of the Study Program to meet the competency standards in accordance with their respective duties and functions so as to contribute to support the Program Compilation of healthy work with stakeholders.
- c. To strive for the fulfillment of national and international standards, facilities and the development of effective, transparent and accountable asset management.
- d. Encourage adequate funding with the principle of autonomy, reducing the dependence of funds from the government and parents of students through the ability to obtain, manage and develop self-fund, efficient in the use of funds and transparent and accountable in financial management.
- e. Anticipating the impact of education, research and community service operations that can contaminate and disrupt human safety and sustainability of the campus environment, creating a safe, comfortable, healthy, clean, orderly and beautiful environment.

Quality Procedures are coordinative action steps used to regulate the work and relationships between departments and units within organizations, where in this case it is to regulate outgoing course relationships. Quality Procedure is prepared with all organizations at the University with BPM coordination, referring to National Education Standards no. 19 of 2005 and ISO 9001: 2008. The quality standard is a set of benchmarks for the performance of the education system that includes inputs, processes, outcomes, outputs and educational benefits to be met by work units. It is accepted that good governance and use of quality standards are critical to ensuring quality in education (The Commonwealth Education Hub, 2016). A quality standard consists of several parameters (assessment elements) that can be used as a basis for measuring and defining unit quality and feasibility. Institutions of higher education, faculty, students, and businesses can serve as contributing architects in ensuring education established quality standards (Hall et al, 2012).

Work instructions are detailed and technical steps in the study program. This document is prepared by the study program using the standards set by community development agency (BPM). In accordance with the quality assurance cycle, a periodic Internal Quality Audit program will be conducted to check compliance with the University's quality assurance system. Therefore, at internal level there are formed quality assurance systems of education in which there are supported and monitored efforts to systematically improve quality at university (Ulewicz, 2013). Implementation of quality assurance in the Department / Study Program, among others, with the following: group of lecturers in the field of science that assess the quality of test questions, syllabus, and final project, and external examiner. The quality assurance system runs according to the quality assurance standards; there is feedback and follow-up, supported by complete documents.

- i. Quality assurance in the Study Program: (1) the existence of quality assurance policy, (2) documentation system, (3) following up on implementation report, and (4) accreditation of study program. There is an effective program evaluation and quality control policy. The program review system is very good (there is a valid way of validation).
- ii. There is a very good quality documentation system.

- iii. All reports are acted upon. Accredited by regional or international accreditation bodies.

According to the book BAN -PT (2011) Human Resources College is a lecturer and educational staff that includes librarians, labors, technicians, and administrative personnel responsible for achieving the objectives of the overall quality of the program *Tridharma* University. Lecturers are a major resource component that is a professional educator and scientist with fundamental tasks and functions of transforming, developing, disseminating and applying science, technology and the arts through education, research, and service / community service. Lecturers determine the quality of academic implementation of universities.

Colleges have educational staff, consisting of librarians, labors, technicians, and administrative staff with qualifications and quality of performance and the amount that is in accordance with the needs of the existing universities in the college concerned. Universities plan and implement quality improvement programs of lecturers and education personnel in harmony with needs, to realize the vision and carry out its mission. The universities cooperate with other universities to obtain much needed non-permanent lecturers.

According to BAN PT (2011), the Higher Institutions elements of assessment cover the followings:

- a. Completing human resource management system.
- b. Monitoring and evaluation system, as well as track record of academic performance of lecturers and performance of education personnel.
- c. Implementation of monitoring and evaluation, as well as track record of academic performance of lecturers and performance of education personnel.
- d. Number of permanent lecturers.
- e. Education lecturers remain.
- f. Full-time lecturer with professorship at universities, institutes and high schools, and head lectures for polytechnics and academies, heads of lecturers.
- g. Number of lecturers who follow the learning task.
- h. The number of lecturers is not fixed.
- i. Number and qualifications of education personnel (librarian, laboratory, technician, operator, programmer, administration, etc.).
- j. Certificate of competence for technicians, labors, analysts, and librarians.
- k. Efforts to increase qualifications and competence of education personnel.
- l. Instrument of lecturer satisfaction survey and educational staff on human resource management system
- m. Implementation of lecturer satisfaction survey and education personnel on human resource management system.
- n. Utilization of lecturer satisfaction survey results and education personnel on human resource management system.

The study program codes are based on the knowledge family and are aligned as follows:

- a. The first column of the study program code states the level of study program according to the Level of Curriculum based on Indonesia National Qualification Framework (KKNI) in accordance with Presidential Regulation no. 8 of 2012 on KKNI;

- b. The second column of study program code states the type of study program (1 = Academic, 2 = Vocational, 3 = Profession, 4 = Applied);
- c. The third column of the study program code states the clumps of science (1 = Religion, 2 = Humanities, 3 = Social Sciences, 4 = Natural Science, 5 = Formal Science, 6 = Applied), in accordance with Law No. 12 of 2012 on Higher Education;
- d. The fourth column of the study program code states the study program.

The name of the study program follows the provisions of the Minister of Education and Culture No.73 of 2013, No. 49, 81 and 87 of 2014, the name of the study program should describe the correct field of knowledge reflected in the learning achievement formula (CP) of each study program.

In addition, Law No. 12 of 2012 on Higher Education (UU DIKTI) affirms the integration of the quality assurance of higher education in a system with a change in the name of the quality assurance system of higher education into a system of quality assurance of higher education in short of SPM Directorate General of Higher Education (DIKTI) consisting from internal quality assurance system, external quality assurance system or accreditation and education database. The challenge will be the implementation of ASEAN Economic Community on January 1, 2015 which guarantees the continuity of free circulation (free flows), they are: Free Flows of Goods, Free Flows of Service, Free Flows of Investment, Free Flows of Capital, and Free Flows of skilled Labor in ASEAN including Indonesia. To face the Free Flows of Service and Flows of skilled Labor, the world of higher education in Indonesia should always improve the quality of education, so that graduates and research results have competitiveness not only in ASEAN but also at the world level.

There are some steps in standard setting diction:

- a. Preparing and studying various materials in setting standards in the following areas: legislation in the field of higher education, university-based values, vision, mission and objectives of higher education, SWOT (strengths, weakness, opportunities, threats)
- b. Conduct benchmarking or other high-level comparative studies if deemed necessary for information, experience, and advice.
- c. Organize meetings involving internal and external stakeholders STUDY PROGRAM as a vehicle for advice, thought materials, ideas, or information that can be used to formulate standards STUDY PROGRAM
- d. Formulate all standard of dictation which will be the benchmark in the implementation of education in the STUDY PROGRAM, where the number of standards has been listed in the SPMI policy of Higher Education. In formulating the standard language structure norms or rules contain elements: ABCD, namely Audience (subject), Behavior (predicate), Competence (object), Degree (description)
- e. Conducting public test to internal and external stakeholders of STUDY PROGRAM to get suggestion for improvement as well as socialization.
- f. Make standard improvements to the STUDY PROGRAM by taking into account public tests, including editors or language structures in standard statements
- g. Establish the enforcement of the standard of the High School by the rules of the university leader based on the mechanism set forth in the statutes of the STUDY PROGRAM.

The formulation of standard DIKTI can be done by:

- a. An ad hoc team established and authorized by a college leader composed of all structural officials only or a combination of some structural and lecturer officials

- b. Institution / quality assurance unit of STUDY PROGRAM as the coordinator or facilitator of standard formulation DIKTI with the help of all units in STUDY PROGRAM according to domain / work area or competence of party who served in that unit

### **IMPLEMENTATION OF HIGHER EDUCATION STANDARDS**

The essence of the standard execution stage in the STUDY PROGRAM is the STUDY PROGRAM running all the standards that are already rector and vice rector, dean, head of institution, bureau chief, and head of department, lecturer, education staff and student. Often there is the view that the party who must implement the standard DIKTI in SPMI is the institution / office / Unit quality assurance at the college, this is not true because:

- a. Universities that do not have an institution / office / Quality Assurance Unit will be deemed not to implement the standard of discipline in SPMI
- b. Other units in the college environment will be deemed to have no functions and duties in the SPMI
- c. It is impossible for the institution / office / Quality Assurance Unit to perform all the standards of the dictation considering that the standard domain of DIKTI is precisely the domain of the faculty or unit of the study program.

### **EVALUATE THE STANDARDS OF HIGHER EDUCATION**

At this stage, the college and all units within it must evaluate the process, output and outcome of the implementation of each STUDY PROGRAM standard which may take the form of:

- a. Diagnostic evaluation is an evaluation aimed at identifying weaknesses or obstacles that can hinder the implementation of standard contents and take the necessary steps to overcome the weakness of the constraints.
- b. Formative evaluation is an evaluation aimed at monitoring the process of implementation of standards to take control measures, if found errors or deviations that may result in the contents of the standard is not met, or strengthen the achievement of the implementation of standards.
- c. Summative evaluation is an evaluation that aims to analyze the final results of the implementation of standards so that it can be concluded, about the effectiveness, success and impact of the implementation of standards. Included in the evaluation of this final outcome is also an activity called audit. If the Summative evaluation conducted by an external party is called accreditation.

Internal Quality Assurance System (SPMI) standards, in the form of quality documents that must be measurable or valuable are the result of collective agreements. Quality standards, both academic and management, are defined as the target reference in the organization of processes and the implementation of academic and management activities. The quality standard is not an attempt to uniform output / output. The existence of more quality standards is expected to be a boost for the best performance of each individual, work unit, and university as a whole.

### **CONCLUSION**

Data obtained and analysis gives the conclusions as follows;

1. The Standards of Academic Quality and Management Quality Standards include input, process and output standards and can be both quantitative and qualitative. Now

the integration of the quality assurance of higher education in a system. It was the quality assurance system of higher education which has been shifted into a system of quality assurance of higher education (in short of SPM Directorate General of Higher Education (DIKTI) which is consisting either from internal quality assurance or external quality assurance system or accreditation and education database.

2. The quality documents for the study program level are of two kinds, namely Quality Procedures and Work Instructions. Assessing the effectiveness and efficiency of organizational performance so as to encourage the improvement of the achievement of the quality objectives of the Study Programs through the development of Internal Quality Assurance System (SPMI) supported by human resources.

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