Internal Quality Assurance System Management in Improving the Performance of Private Higher Education Institutions in Bandung City

(Case Study at Islamic University of Bandung and Pasundan University)

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Abstract

This study aims to conduct a comprehensive analysis of the implementation and effectiveness of the internal quality assurance system applied in private higher education institutions located in Bandung City. This research covers the stages of standard setting, policy implementation, process evaluation, quality control, and efforts to improve the standards of higher education established by the Directorate General of Higher Education (Dikti) as the education regulator in Indonesia. By conducting this research, it is expected to gain a deep understanding of the role and positive impact generated by the internal quality assurance system in improving the quality and performance of private higher education institutions in Bandung City.

In the Republic of Indonesia Law No. 20 of 2003 on the National Education System, higher education institutions are given policies and autonomy in managing education within their institutions. This autonomy allows universities to manage their institutions independently without relying on government legalization or centrally determined quality control. Higher education institutions have the responsibility to achieve their vision and mission in an optimal manner.

The Minister of Research, Technology, and Higher Education of the Republic of Indonesia Regulation No. 62 of 2016 on Quality Assurance System for Higher Education explains important concepts related to quality assurance in higher education. There are two main components in the

quality assurance system for higher education: the Internal Quality Assurance System (SPMI) implemented by the universities themselves, and the External Quality Assurance System (SPME) or accreditation conducted by independent institutions such as BAN-PT or LAM.

SPMI involves internal activities of the universities to ensure the quality of their higher education. Universities develop internal quality standards, carry out evaluations, improvements, and continuously enhance the quality of education. SPME involves external evaluation and assessment processes by independent institutions to assess the quality of higher education provided by universities. Data related to SPMI and SPME are stored in the Higher Education Database (PDDIKTI).

Universities are expected to improve the quality of higher education through SPMI and SPME, with the aim of promoting quality, relevant, and producing competent graduates. In 2019, there were still a number of universities that were not accredited or received low ratings. Therefore, internal quality improvement and enhancement are important for universities to achieve better accreditation.

The Ministry of Education and Culture of the Republic of Indonesia conducted a clustering of universities based on the performance mapping of academic universities in Indonesia. This mapping involves aspects of human resources and student quality (input), institutional management of universities (process), short-term performance achievements of universities (output), and long-term performance achievements of universities (outcome). This clustering helps provide information about the quality of universities to the public and prospective students.

Private universities in Indonesia, including those in Bandung, play an important role in providing quality higher education. However, there are still challenges in improving the performance of private universities, such as a lack of awareness of internal quality assurance systems, limited human resources and infrastructure, and challenges in implementing established quality standards. Efforts to improve and enhance internal quality are important to improve the quality and achieve better accreditation.

In 2019, the majority of universities in Indonesia were not accredited, accounting for 48% of the total number of universities. Only 2% of national universities obtained accreditation with an A rating. This indicates the need for improvements in the internal quality assurance system at universities in order to achieve the highest accreditation rating. (Pusparisa, 2021)

In Region IV of the Higher Education Service Institution, there are 72 private universities (PTS). Out of this number, 17 PTS (23.6%) are not accredited, 14 PTS (19.4%) have obtained C accreditation, 36 PTS (50%) have obtained B accreditation, and only 5 PTS (6.9%) have obtained A accreditation. (LLDIKTI Wil IV, 2022)

In August 2020, the Ministry of Education and Culture of the Republic of Indonesia released a clustering of universities based on the performance mapping of academic universities in Indonesia. This mapping uses four main aspects: human resources and student quality (input), institutional management of universities (process), short-term performance achievements (output), and long-term performance achievements (outcome). The goal is to provide an overview of the quality and achievements of universities in Indonesia and assist prospective students in choosing the right university. The results of the 2020 clustering showed the existence of 5 clusters of universities with the number of universities in each cluster: cluster 1 (15 universities), cluster 2 (34 universities), cluster 3 (97 universities), cluster 4 (400 universities), and cluster 5 (1,590 universities).

The vision of the Islamic University of Bandung is to become an independent and leading Islamic

university in Asia by 2033, while the vision of the Pasundan University is to become an Entrepreneurial University guided by Islamic values and Sundanese culture by 2037. With such visions, the fact that the performance assessment by the Ministry of Education and Culture placed them in cluster 3 in 2020 poses a challenge for both private universities in Bandung to continually improve their quality and performance.

This research aims to study the implementation and effectiveness of the internal quality assurance system in private universities in Bandung. By analyzing the factors that influence the success of the system, this research will identify steps for improvement and development that can enhance the performance of private universities in Bandung. The results of this research are expected to provide a deeper understanding of the role and impact of the internal quality assurance system in improving the performance of private universities in Bandung.

Research Questions

The research questions in this study are as follows:

1. How does the establishment of Dikti standards in the internal quality assurance system improve the performance of the three pillars (education, research, community service) of private universities in Bandung?
2. How is the implementation of Dikti standards in the internal quality assurance system carried out to enhance the performance of the three pillars of private universities in Bandung?
3. How is the evaluation of the implementation of Dikti standards in the internal quality assurance system conducted to improve the performance of the three pillars of private universities in Bandung?
4. How is the control of the implementation of Dikti standards in the internal quality assurance system conducted to enhance the performance of the three pillars of private universities in Bandung?
5. How can the improvement of Dikti standards in the internal quality assurance system enhance the performance of the three pillars of private universities in Bandung?
6. What are the challenges faced in the establishment, implementation, evaluation, control, and improvement of Dikti standards in the internal quality assurance system to enhance the performance of the three pillars of private universities in Bandung?
7. What are the solutions to the challenges in the establishment, implementation, evaluation, control, and improvement of Dikti standards in the internal quality assurance system to enhance the performance of the three pillars of private universities in Bandung?

Research Methodology

This research adopts a qualitative approach to obtain a comprehensive understanding of the actual conditions in the field. This approach allows the researcher to interact directly with selected informants and gather data on social activities, perceptions, beliefs, and thoughts. This qualitative method generates descriptive data consisting of written and spoken words that are analyzed to identify relevant themes. The qualitative approach in this research is based on phenomenology and the constructivist paradigm, aiming to develop scientific understanding.

This research utilizes a descriptive method to describe existing conditions and phenomena without specific treatments. This method aims to gather information about the status of a phenomenon according to the actual situation at the time of the research. The resulting data are descriptive, in the form of words and images. The descriptive method is used in combination with the qualitative approach as it is more relevant to explain and describe information, events, and details regarding the management of the internal quality assurance system to enhance the performance of private universities.

The data collection methods used include

observation, interviews, and document studies.

Observation method is used by the researcher to directly observe the unique, distinct, and significant behaviors performed by the research subjects. Observations are conducted at the Islamic University of Bandung and the Pasundan University to obtain an overview of the implementation of the internal quality assurance system to enhance the performance of private universities in Bandung.

The interview method is used to construct an understanding of the internal quality assurance system. Interviews are conducted between the interviewer (researcher) and informant sources who have knowledge and experience related to the establishment, implementation, evaluation, control, and improvement of the internal quality assurance system standards. The researcher uses closed and open-ended interviews, as well as a combination of structured and unstructured interviews. Interviews are conducted with the leaders of private universities in Bandung.

The document study method is used to complement the data obtained through observation and interviews. The researcher collects data from various document sources, such as writings, images (photos), and monumental works related to the internal quality assurance system and the performance of private universities in Bandung. Document data is also used to study the background of the research and relevant contexts.

This research aims to answer the research questions related to the establishment, implementation, evaluation, control, and improvement of the internal quality assurance system to enhance the performance of private universities in Bandung. The data collected through observation, interviews, and document studies will be used to gain in-depth understanding of the phenomena under investigation.

Research Findings and Discussion

Research Findings

Based on the study of documents, observations, and interviews, important findings were obtained regarding Unisba and Unpas as higher education institutions implementing the Internal Quality Assurance System (SPMI).

First, Unisba and Unpas are higher education institutions that provide Higher Education, Research, and Community Service. These institutions have a strong commitment to the development of knowledge and technology, prioritizing academic freedom, academic discourse, and academic autonomy. Unisba and Unpas also strive to create an academic culture that functions as a respected scientific community capable of international interactions. They uphold the dignity of the Indonesian nation through efforts to improve the quality of higher education they provide.

Second, in accordance with Law No. 12 of 2012 on Higher Education (UU RI Dikti), Unisba and Unpas implement SPMI as an integral part of their vision and mission. SPMI is an internal quality assurance system that involves academic and non-academic standards. Its purpose is to ensure the planned and sustainable quality assurance of higher education and to ensure compliance with the established Dikti Standards. Unisba and Unpas implement SPMI through the cycle/stages of PPEPP, which include the establishment, implementation, evaluation, control, and improvement of Dikti Standards.

Third, Unisba and Unpas specifically adapt SPMI according to their historical background, core values, number of study programs, and available resources. In the context of Unisba, SPMI also plays a role in realizing the institution's vision and mission and serves as a measure of success in the External Quality Assurance System (SPME). Additionally, Unisba and Unpas incorporate Islamic values as characteristics of the institutions that influence the implementation of SPMI. This includes harmonizing the perception of Islamic values in academic and non-academic activities, integrating Islamic values with the developed disciplines of knowledge, and internalizing Islamic values in the behavior of all components of Unisba and Unpas.

Overall, these findings highlight the commitment of

Unisba and Unpas to quality assurance in higher education through the implementation of the internal quality assurance system. They adapt the system according to their unique contexts and values, incorporating Islamic principles as a guiding factor. The findings provide insights into the efforts made by Unisba and Unpas to continuously enhance the quality of higher education they provide while upholding their institutional values and contributing to the development of the Indonesian education system.

Establishment of Higher Education Standards in SPMI

Unisba and Unpas establish higher education standards through internal meetings involving the Unisba Quality Assurance Board/Unpas Quality Assurance Agency (Standard Division) and relevant parties at Unisba and Unpas. Quality standards formulated by the Standard Division and the team are determined in foundation regulations after approval by the senate. Dikti standards are divided into the National Higher Education Standards (SNDikti) and the Dikti Standards set by private higher education institutions, which must exceed the SNDikti. Unisba and Unpas have developed documents specifying the National Standards for Education, Research, and Community Service.

Implementation of Higher Education Standards in SPMI

The implementation of Dikti standards and institutional standards is integrated into the organizational structure of Unisba and Unpas at various levels, from the university level to the Program Study Unit (UPPS), as well as at the level of study programs, faculties, institutions, and other related units. All academic members of Unisba and Unpas are required to implement the established standards. The development of SPMI involves planning, implementation, evaluation, control, and enhancement of the SPMI.

Evaluation of the Implementation of Higher Education Standards in SPMI

Evaluation of the implementation of Dikti standards and institutional standards is conducted through monitoring, evaluation, internal quality audits, program study accreditation, institutional accreditation, and ISO certification. The Unisba Quality Assurance Board and the Unpas Quality Assurance Agency carry out internal quality audit activities at the program study and faculty levels, as well as Management Review Meetings after the internal quality audit. The evaluation results include the effectiveness of risk control, audit findings, corrective actions, and achievement of quality targets.

Control of the Implementation of Higher Education Standards in SPMI

The control of the implementation of Dikti standards and institutional standards is done by maintaining compliance with the established standards and taking corrective actions in case of deviations or obstacles. Management Review Meetings are conducted to evaluate and follow up on the results of internal quality audits and ensure that the standards in the SPMI are fulfilled.

Enhancement of Higher Education Standards in SPMI

Enhancement of Dikti standards and institutional standards is carried out for results that already meet the standards, with the aim of achieving stakeholder satisfaction. Decision-making regarding the enhancement of standards is based on data analysis and involves collegial participation. Units or officials responsible for implementing SPMI at Unisba and Unpas include leaders at various levels.

Discussion

Law No. 12 of 2012 on Higher Education, Article 52 paragraph (2), explains the implementation of quality assurance. This includes the establishment, implementation, evaluation (implementation), control (implementation), and improvement of Dikti standards. Therefore, all five steps must be present in the implementation of

the Internal Quality Assurance System (SPMI) in every higher education institution.

The quality assurance system for higher education consists of two aspects: SPMI, which is developed internally by the institution, and the external quality assurance system (SPME) conducted through the accreditation process. However, in this discussion, the main focus is on SPMI, emphasizing the internal steps taken by the institution.

Thus, in implementing SPMI, it is important to carry out these five steps internally within the institution. This aligns with the concept of "internal" in SPMI, where the institution is responsible for implementing and ensuring the successful execution of these steps.

Issues Faced

The process of managing the Internal Quality Assurance System to enhance the performance of the Tridharma of Higher Education, Unisba and Unpas, faces various issues that are perceived to hinder or even reduce the implementation of SPMI standards. Furthermore, these issues are not only limited to a single stage but appear in each stage of the cycle: establishment, implementation, evaluation, control, and improvement (PPEPP) of Dikti standards.

The issues faced by Unisba and Unpas in the management of the Internal Quality Assurance System are as follows:

Unisba and Unpas face limitations in terms of human resources, finances, and technology, which can affect the implementation of the Internal Quality Assurance System (SPMI). The lack of trained personnel and inadequate budget for infrastructure and technology to support SPMI can be barriers to its implementation.

There is a lack of awareness among faculties, lecturers, staff, and students regarding the importance of SPMI and their limited involvement in the process, hindering the management of SPMI and rendering it less effective.

The sequence of the establishment, implementation,

evaluation, control, and improvement of standards in SPMI tends to be complex and requires a deep understanding of the guidelines and requirements in place. The complex and lengthy implementation procedures make it difficult for the relevant parties to accurately and effectively carry out SPMI.

Adapting the SPMI standards to the specific conditions and characteristics of Unisba and Unpas poses its own challenges. This adaptation involves issuing various new policies by Unisba and Unpas to meet the predetermined SPMI standards. Although it requires extra time and effort, Unisba and Unpas continue to make relevant adjustments.

The coordination and communication system among the parties involved in SPMI, such as faculties, departments, and other related units, are considered ineffective and tend to hinder the integrated and efficient implementation of quality assurance standards and processes.

Rapid changes in higher education-related policies and regulations also affect the establishment, implementation, evaluation, control, and improvement of standards in SPMI.

Solutions to the Issues Faced

Knowing and acknowledging the issues faced is halfway to finding a solution. Unisba and Unpas need to consider several alternative solutions that can be implemented in the management of SPMI, which consists of the cycle of establishing, implementing, evaluating, controlling, and improving Dikti standards, as follows:

Allocate adequate resources to implement the Internal Quality Assurance System (SPMI). Unisba and Unpas take steps to strengthen the SPMI team with personnel who have appropriate training and competencies. Additionally, Unisba and Unpas allocate sufficient budget to build infrastructure and utilize technology that supports the implementation of SPMI. Accessibility to supportive resources such as training and reference materials is also continuously improved and enhanced.

Conduct socialization efforts to increase awareness and understanding among all relevant

parties regarding the importance of SPMI and its benefits in enhancing the quality of higher education. This can be achieved through various activities such as training programs, counseling, and sustained campaigns on SPMI. Additionally, involving all parties in decision-making processes related to standards and quality improvement increases their participation and understanding.

Simplify and integrate bureaucratic processes, coordination, and communication within the cycle of establishing, implementing, evaluating, controlling, and improving standards in SPMI. This simplification aims to establish effective and efficient flows of bureaucracy, coordination, and communication. Furthermore, to ensure effective coordination between units and departments, clear guidelines and procedures need to be provided by the institution.

Regarding the issue of aligning SPMI standards with specific conditions and characteristics, Unisba and Unpas will adjust the SPMI standards by considering their unique context and characteristics. The institutions need to develop relevant and implementable standards while considering their goals, vision, and mission.

Foster open, clear, and continuous communication among all parties involved in SPMI. Unisba and Unpas will ensure effective coordination between faculties, departments, and other related units. Additionally, they will facilitate regular information exchange to ensure that all parties are involved in decision-making processes and the implementation of SPMI standards.

To keep up with and anticipate changes in higher education-related policies and regulations, continuous monitoring of these changes is necessary for the institutions.

By implementing these solutions, Unisba and Unpas can address the issues faced in the management of the Internal Quality Assurance System and enhance the implementation of SPMI standards to improve the overall performance of their institutions.

Conclusion

Based on the research on the Internal Quality Assurance System (SPMI) in enhancing the performance of private higher education institutions at the Universitas Islam Bandung and Universitas Pasundan, the following conclusions can be drawn:

SPMI is a government policy regulated by laws and regulations related to higher education. The implementation of SPMI contributes to the improvement of the quality of private higher education institutions. The implementation of the cycle of Establishing, Implementing, Evaluating, Controlling, and Improving Standards (PPEPP) within SPMI has a positive impact on the performance of private higher education institutions.

Establishment of Dikti standards

Universitas Islam Bandung and Universitas Pasundan have successfully undergone the process of establishing Dikti standards. Both institutions have documents that meet the requirements and quality assurance bodies responsible for the implementation of SPMI. The establishment of good standards is reflected in excellent accreditation.

Implementation of Dikti standards

The implementation of SPMI at both universities is well-executed, as evidenced by their performance receiving excellent accreditation from BAN-PT.

Evaluation of the implementation of Dikti standards

The evaluation of the implementation of Dikti standards is conducted to ensure the proper implementation of standards. Evaluation through audits and monitoring contributes to the optimization of the tridharma of higher education.

Control of the implementation of Dikti standards

Control measures are taken as a follow-up to the evaluation results of the implementation of Dikti standards. Corrective actions are implemented to

improve the performance of private higher education institutions if the standards have not been achieved.

Improvement of Dikti standards

Higher education institutions need to continuously improve Dikti standards to enhance quality. The addition of standards and the enhancement of standard quality should be considered by conducting internal and external policy studies and analyses, as well as through benchmarking.

By implementing SPMI and the PPEPP cycle, it is expected that the performance of private higher education institutions will continue to improve in achieving better quality.

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