

# Implementation Of Education Quality Assurance System To Improve Internal Quality Assurance Department Of Family Welfare Education (PKK) Universitas Negeri Medan

Fatma Tresno Ingtyas<sup>1</sup>, Dina Ampera<sup>2\*</sup>, Siti Wahidah<sup>3</sup>, Ismail Jahidin<sup>4</sup>

<sup>1,2,3</sup> Universitas negeri medan, Medan, Indonesia

<sup>4</sup> UIN Suska Riau, Pekanbaru, Indonesia

\*Corresponding author:

Email: [dist.tira@gmail.com](mailto:dist.tira@gmail.com)

## Abstract

Quality assurance is a series of related processes and systems for collecting, analyzing, and reporting data on the performance and quality of educators and education personnel, programs and institutions. The quality assurance process identifies aspects of achievement and priority for improvement, provides data as a basis for planning and decision making and helps build a culture of continuous improvement. This study aims to describe the implementation of the Internal Quality Assurance System (SPMI) as an effort to improve the quality of education in the PKK Department, Faculty of Engineering, Unimed. This study is a qualitative research with case study method. The research was conducted at the Department of Family Welfare Education (PKK) Faculty of Engineering, Unimed, with the subject of the Department of Quality Assurance Team (TPMJ PKK). Data collection techniques: direct observation, document and archive searches, and interviews. The results showed: (1) TPMJ policies and concepts in the form of academic documents and quality documents were prepared by TPMJ PKK; (2) TPMJ PKK as coordinator in planning and implementing learning in the PKK Department; (3) The implementation of the TPMJ is carried out by preparing a design in the form of the TPMJ PKK Cycle; (4) Obstacles faced: leadership commitment, number of auditors, TPMJ PKK activities become routine; (5) Steps to be taken: providing quality assurance experts, building a spirit of quality assurance; (6) Evaluation of TPMJ PKK Implementation is carried out every year; (7) Utilization of the results of TPMJ PKK implementation: building a culture of quality, accreditation; and (8) Development of TPMJ PKK implementation refers to the standard management of BAN PT.

**Keywords:** Quality Assurance, Internal Quality in the Department of Family Welfare Education (PKK).

## I. INTRODUCTION

Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation and state, so that Education is a very important basic human need. The problem of education that is felt today is the low quality of education in various types and levels of education. This strategic role of higher education continues to pay attention to and apply the values of the humanities and sustainable empowerment, and also plays a role in increasing the nation's competitiveness in the face of globalization in all fields. Therefore, higher education is needed that is able to develop science and technology and produce intellectuals, scientists, and/or professionals who are cultured and creative, tolerant, democratic, have strong character, and dare to defend the truth for the benefit of the nation. Higher education quality assurance is the process of planning, fulfilling, controlling, and developing higher education standards consistently and continuously, so that the internal and external stakeholders of the university, namely students, lecturers, employees, the community, the business world, professional associations, government can obtain satisfaction with the performance and output of universities.



Fig 1. Education Quality Assurance System

This quality assurance activity is a manifestation of the accountability and transparency of higher education management. In accordance with Law Number 12 of 2012 concerning Higher Education, the Higher Education Quality Assurance System (SPMPT) consists of an Internal Quality Assurance System (SPMI) and an External Quality Assurance System (SPME). SPMI is developed by universities, while SPME is carried out through accreditation. The Internal Quality Assurance System (SPMI) in a university is an independent activity of the university concerned so that the process is designed, executed, and controlled by the university concerned without interference from the government. The government makes guidelines in the implementation of SPMI which aims to provide inspiration on various aspects that are generally contained in SPMI in a university. This is done because each university has different specifications, in terms of history, vision and mission, organizational culture, organizational size, structure, resources, and leadership patterns. In order for universities to always implement the Internal Quality Assurance System to be able to meet the demands of the growing needs of stakeholders, SPMI must also always be adapted to these developments on an ongoing basis (continuous improvement). Medan State University in this case, especially the Department of Family Welfare Education, tried to pioneer and develop the concept of the Department of Quality Assurance Team (TPMJ). The concept includes the definition of quality assurance, quality assurance implementation cycle, organization, documentation system, and human resources. TPMJ in the PKK Department is carried out together with the faculty guarantee under the auspices of the Quality Assurance Office (KJM University) in charge of planning and implementing the overall quality assurance system at Unimed.

The implementation of the education quality assurance system in higher education in accordance with the Higher Education Quality Assurance Guidelines (2003) can be implemented, if several prerequisites are met, namely: commitment, paradigm change, and mental attitude of the actors in the higher education process, as well as organizing quality assurance. at the Department level. Implementation of quality assurance at the Department level often encounters obstacles/obstacles in the field, including; awareness of the actors of the education process about the importance of quality assurance as a stakeholder need is still low, the commitment of the actors of the higher education process to guarantee and improve the quality of education is still lacking, understanding of the concept and implementation of SPMPT by the academic community is not evenly distributed, governance and work mechanisms of quality assurance has not been fully developed, the empowerment of human resources, especially lecturers to support the quality assurance system has not been optimal, and the use of information and communication technology to support the internal quality assurance system has not been optimal. The concept and implementation of the Higher Education Quality Assurance System at Unimed has been created and disseminated to all leaders, administrators, lecturers, students, and education staff at the university and faculty levels. The successful implementation of SPMI at Unimed cannot be separated from the participation of the entire academic community in supporting internal quality assurance activities for stakeholder satisfaction. Nevertheless, some obstacles are still encountered in the implementation of SPMI at Unimed. The main obstacle felt was the commitment of leaders at the university, faculty, department, and study program levels, related to their relatively low position and busyness as a quality assurance human resource as well as a lecturer.

The TPMJ activity which became a routine caused no improvement which resulted in boredom. The implementation of TPMJ at the Department level often encounters problems, including: (1) awareness of the actors in the education process on the importance of quality assurance as a stakeholder's need is still relatively low; (2) understanding of the concept of education quality assurance system by the academic community to improve the quality of education is still not evenly distributed; (3) the commitment of the perpetrators of the higher education process in tertiary institutions, both those who lead and those who are led to always guarantee and improve the quality of education, is still relatively lacking; (4) The availability of human resources, especially auditors, to support SPMI is still not fulfilled; and (5) the implementation of TPMJ often becomes a routine, making it difficult to measure the achievement of continuous improvement. From the background explanation above, this research can be formulated as far as the implementation of the internal quality assurance system in an effort to improve the quality of education in the Department of Family Welfare Education.

## II. THE NATURE OF QUALITY ASSURANCE

Quality implies the degree (level) of the superiority of a product (work) either in the form of goods or services. Understanding quality, in general, is a description and overall characteristics of a product or service that shows its ability to meet customer needs, expectations, and satisfaction. Oakland (1993) states that "Quality is used to signify 'excellence' of a product or service". Quality is used to indicate the "excellence" of a product or service. A product or service is said to be of high quality if it has advantages over other products or services. Macdonald (1993) stating "A useful definition is, 'quality means conformance to requirements'. That allows us to measure quality. We know when we do or do not conform to requirements". Quality assurance is carried out through the establishment, implementation, evaluation, control, and improvement of higher education standards. The quality of education in higher education is most often defined as "fitness for purpose", hence quality assurance refers to the policies, attitudes, actions, and procedures required to ensure that quality is being maintained and improved. Quality assurance is intended to ensure accountability and/or to bring about improvement. Hedwig & Polla (2006) explained that quality assurance is a continuous routine work and must be carried out continuously and is not an ad hoc activity. Therefore, the process of monitoring (monitoring) and evaluation needs to be applied continuously with the emphasis that this activity is not looking for faults but to take continuous corrective actions. The quality assurance system will produce good, creative, innovative university graduates who are able to create jobs with their knowledge and technology which are indicators of the success of quality higher education.

The education quality assurance system is a system designed to improve the quality of education in a programmatic and sustainable manner through the stages of establishing, implementing, evaluating, controlling, and improving education standards. A quality assurance system is used to produce graduates who are able to develop science and technology as an indicator of the success of quality education. Total Quality Management is an approach to improve the competitiveness, effectiveness, and flexibility of the entire organization. TQM is a people-focused management system that aims to increase customer satisfaction at a low cost. Macdonald (1993) stated that "TQM is, therefore, a change agent which is at providing a customer-driven organization". TQM is a change agent aimed at driving organizations to be customer-oriented. Thus, all activities in the organization are aimed at meeting customer needs and satisfaction. TQM aims to meet customer expectations, and if possible, exceed them. In addition, customer expectations continue to change and increase from time to time, and therefore TQM is a philosophy of continuous improvement. TQM itself is not an end goal, but an intermediate goal that is still undergoing a long process. Permendiknas Number 63 of 2009 Article 1 paragraph (1) explains that "the quality of education is the level of intelligence of the nation's life that can be achieved from the implementation of the national education system". If this integrated quality management is implemented in accordance with the provisions taking into account the dynamics of the development of the world of education and society, there will be changes that are quite effective for improving the quality of national education. The terms higher education and higher education are often perceived as the same, whereas in fact, the two terms have different meanings. Higher education is education on the path of school education at a higher level than secondary education. Higher education is an educational unit that organizes higher education.

Markum (2007) states: "Universities are educational units that provide higher education, namely education above the secondary education level, which includes diploma, bachelor, master, specialist, and doctoral education programs. Higher education is organized to prepare students to become members of the community who have academic and/or professional abilities who can apply, develop and/or create science, technology, and/or art. Mishra (2007) states: "In terms of level, higher education includes college and university teaching-learning towards which students' progress to attain the higher educational qualification. Higher education imparts in-depth knowledge and understanding so as to advance the students to new frontiers of knowledge in different walks of life (subject dominants). It is about knowing more and more about less and less. It develops the student's ability to question and seek truth and makes him/her competent to critique contemporary issues. It broadens the intellectual powers of the individual within in a narrow specialization, but also give him/her a wider perspective of the world around". Higher education which includes learning activities in colleges and universities directs students to achieve higher educational

qualifications. Higher education imparts deep knowledge and understanding so that students can become reformers in people's lives. Universities are complex organizations managed by supervisory board, chairperson, and other administrative personnel. Higher education institutions are equipped with an organizational structure consisting of academic and non-academic sections, which are grouped into four fields/affairs, namely: academic affairs, student affairs, planning and development affairs, and business and financial affairs. Each field/affair contributes to the social goals of the institution in collecting, storing, and disseminating knowledge.

The management of higher education as an educational unit that organizes higher education autonomously must be carried out by taking into account the principles of accountability, transparency, non-profit, quality assurance, and effectiveness-efficiency. The functions and roles of universities are very vital, namely as (a) a forum for student and community learning; (b) educational forum for future leaders of the nation; (c) center for the development of science and technology; (d) a center for the study of virtue and moral strength to seek and find the truth; and (e) the center for the development of the nation's civilization. The growth and development of universities in Indonesia today are experiencing increasingly fierce competition. This is caused, among others, by the impact of globalization, advances in science and technology, and the increasing number of universities. On the other hand, the interest of high school graduates to continue their education to a higher level in higher education is decreasing due to economic and practical considerations. The basic difference between internal and external quality assurance is that internal quality assurance refers to the policies and practices by which academic institutions self-evaluate in order to improve the quality of education. External quality assurance refers to higher-level policies to ensure the quality of educational programs and institutions. There are three approaches to assessing the quality of education in academic institutions, namely the first two approaches focus on external control, including processes derived from industrial models, while the third approach is an internal assessment, by empowering institutions and changes in organizational culture.



**Fig 2.** Internal and External Higher Education Quality Assurance System

The three approaches are: (1) professional accreditation based on the determination of criteria to determine academic quality prerequisites for allocating budget and academic accreditation; (2) External quality monitoring relies on a committee of experts from outside the institution that uses an evaluation process to assess program quality; and (3) academic audits are based on a combination of internal evaluation processes and reports to stakeholders. Academic audits assess the quality of the educational process and determine whether a unit is carrying out the activities necessary to produce and ensure quality improvement. The implementation of the higher education quality assurance system must be supported by the availability of accurate, complete, and up-to-date data and information about higher education. The data and information are managed by a database at each university. The results of the implementation of internal quality assurance by universities are an ingredient in the implementation of external quality assurance. The Internal Quality Assurance System (SPMI) is a systemic activity of ensuring the quality of higher education in higher education by universities (internally driven), to oversee the implementation of higher education by universities on an ongoing basis (continuous improvement). SPMI is an independent activity of the university

concerned so that the process is designed, executed, and controlled by the university concerned without interference from the government.

SPMI is run by universities internally to realize its vision and mission, as well as to meet the needs of stakeholders through the implementation of the Tri dharma of Higher Education. The SPMI concept, as stated in the Ministry of National Education (2010), states that a university is qualified if: the university is able to establish and realize its vision; tertiary institutions are able to translate their vision into a number of standards and derived standards; universities are able to implement, control; develop a number of standards and derived standards in items to meet the needs of stakeholders. The implementation of SPMI in universities can be controlled through various quality control management models. External monitoring or assurance includes a variety of quality evaluations conducted by individuals or institutions external to higher education institutions, including institutional-level accreditation and program assessment of teaching and research quality, audits or reviews of institutional procedures, and standard monitoring. The essence of SPME or accreditation is an assessment of the feasibility and quality assurance of a university or study program carried out by an independent organization or body outside the university (external quality review). In the implementation of SPME, the quality of the tertiary institution/study program is the totality of conditions and characteristics of the input, process, and output or service as measured by the SNP which determines and reflects the quality of the concerned university/study program.

### III. METHODS

This research uses a qualitative approach with a case study method. In this study, the case studied was the successful implementation of the Department of Quality Assurance Team (TPMJ) as an effort to improve the quality of education and learning. This research was conducted at the Department of Family Welfare Education (PKK) Faculty of Engineering, State University of Medan. The target/subject of this research is the Department of Quality Assurance Team (KJM) along with all sections and personnel involved in learning activities in the Study Program, which are taken from the Head of Study Programs within the PKK (Culinary Management Education, Fashion Design Education, Make-up and Nutrition Education) department. The new paradigm of quality-oriented education and learning system recognizes four principles, namely (1) the principle of autonomy; (2) the principle of evaluation; (3) the principle of accountability, and (4) the principle of accreditation. The new paradigm of the education and learning system can be used for all levels of learning, such as the authority for self-regulation on the autonomy of each study program to receive classes. The data collected in this study are qualitative data derived from the results of data collection using data collection techniques in the form of questionnaires and interviews. The researcher is a key instrument that is equipped with other supporting instruments such as observation guides, interview guidelines, and documentation guides. The researcher made direct observations of various activities on the research subject, observed and recorded the office infrastructure of the Department and Study Program, human resources, as well as information and communication technology instruments and equipment used in the implementation and evaluation of TPMJ activities in the PKK Department.

The criteria that can be used to improve and determine the validity of the data, namely the degree of trust (credibility), transferability (transferability), dependability (dependability), and certainty (confirmability). In this study, researchers used the degree of confidence with triangulation techniques, both in data collection methods and data sources. Triangulation in this study was carried out through examining data on data collection methods, namely data from observations in the form of field notes, data from documentation in the form of letters and other written documents, and data from interviews in the form of interview transcripts. Triangulation is also carried out by checking data on sources of information in interviews, comparing the results of interviews from the Chair and Vice-Chair of the TPMJ. This research uses inductive analysis to draw a conclusion on things or events from the data that has been collected through observation, interviews, and documentation, which can be drawn towards general conclusions. The data analysis used in this study is an interactive model analysis with the main activities that are interrelated and occur simultaneously, namely: data reduction, data presentation, and drawing conclusions or verification. Presentation of data by organizing data that has been reduced and presented separately from one

stage to another. By looking at the presentation of the data, it can be understood what is happening and what must be done. Conclusion drawing/verification is carried out during and after the study. The conclusion is based on phenomena and patterns of relationships between phenomena. Research Results and Discussion Education quality assurance in the PKK Department is the process of determining and fulfilling quality standards for education management in a consistent and sustainable manner so that stakeholders (students, lecturers, education staff, parents, government, the world of work, and other interested parties) obtain satisfaction.

#### **IV. RESEARCH RESULTS AND DISCUSSION**

The Department of Family Welfare Education (PKK) has four study programs, namely the Catering Education Study Program, Clothing Design Education, Makeup, and Nutrition Education. The Department of Family Welfare Education (PKK) is led by a department head, 1 department secretary, 4 study program heads, 1 department quality assurance head, 4 quality assurance team members, and 6 laboratory heads. The Head of the Department has the main task of being in charge of all academic and administrative activities. one secretary has different duties, namely as the person in charge of academics and the person in charge of the general section. The Department of Quality Assurance Team is tasked with assisting the department head in controlling the quality of graduates on an ongoing basis. Then, the Head of the Laboratory serves as the coordinator and person in charge of each laboratory. In addition to the permanently formed teams, the head of the department is also assisted by implementing units, namely lecturers and employees who are given special assignments for an activity. In addition, the leadership element is assisted by employees as administrative implementers and academic implementing elements, namely lecturers. A very clear flow of authority/responsibility and cooperation will create a conducive, passionate, high-spirited, and dynamic situation. The things above are certainly very helpful in achieving the overall goals of education. The secretary of the department and at the same time the head of the department of quality assurance has the task of assisting the head of the department/study program in the activities of the leadership, administration, supervisor, and financial administration management of the department/study program. Academic implementers (lecturers) are professionals and scientists with the main task of transforming, developing, and disseminating science and technology, through education, research, and community service.

The administrative executor has the task of carrying out general administration, equipment, finance, personnel, and education in the department/study program. In addition to the components mentioned above, to support activities in the branch of science and technology in the department. This activity is carried out with reference to the Implementation of the Tri dharma of Higher Education which begins with self-evaluation related to all activities carried out in the fields of 1. Education and teaching, 2. Research and development of scientific works, 3. Community service, and 4. Other supporting activities. This evaluation activity is manifested in the form of this Department Quality Assurance Team (TPMJ) Report which is assessed and verified with the principles of mutual honing, compassion, and care. This activity is expected to encourage an increase in the professionalism of lecturers in the Family Welfare Education Department (PKK) which will have implications for improving the academic atmosphere in the Family Welfare Education Department (PKK). Evaluation is carried out periodically, meaning that this evaluation is carried out at a fixed time period, namely once a year. This is to maintain accountability to stakeholders related to higher education performance. Lecturer Performance Instruments Lecturers are professional educators and scientists with the main task of transforming, developing, and disseminating science, technology, and art through education, research, and community service. The main task of the lecturer is to carry out the tri dharma of higher education with a workload of at least 12 (twelve) credits and a maximum of 16 (sixteen) credits in each semester in accordance with their academic qualifications with the following conditions:

1. Conducting education and teaching carried out in universities
2. Conducting research related to the field of science which is facilitated by universities, government institutions, other institutions both at home and abroad, as well as independently in accordance with statutory regulations.

3. Conduct community service which is carried out through community service activities organized by the university concerned or through other institutions in accordance with the laws and regulations
4. Carry out supporting activities for the tri dharma of higher education by being actively involved in student activities, higher education, and other academic activities in accordance with the laws and regulations. Implementation of the elaboration of the Lecturer Workload (BKD) of lecturers.
5. The Study Program in the Family Welfare Education Department (PKK) has a role and responsibility in organizing the learning process in accordance with established standards and to be involved in the creation of quality human resources through its vision and mission. Therefore, it is necessary to monitor and evaluate the learning process in the Department of Family Welfare Education (PKK).

The teaching and learning process and the creation of a conducive academic atmosphere are carried out through innovative learning processes using electronic facilities/pre-facilities and the latest methods in PBM. To ensure a good teaching and learning process, periodic monitoring of the implementation of learning activities is carried out, both regarding the frequency of attendance of lecturers/students as well as the suitability of the lecture substance in accordance with the Semester Learning Plan (RPS). Learning Monitoring is carried out once per semester, to evaluate the performance of lecturers it is also used as a tool to evaluate how far the learning targets have been met. The evaluation aims to improve the quality of learning including evaluation of the method of delivering material and the presence of lecturers, the content of the material for each course, student motivation, and difficulties that arise in the process of interaction between lecturers and students. The interaction of lecturers and students in academic activities is not only in the learning process in the classroom, but can also be in research activities, community service, and non-academic activities (co-curricular/extra-curricular, reasoning, etc.) with the aim of improving students' soft skills. For this reason, universities facilitate all these activities in order to foster a conducive and quality academic atmosphere by providing the necessary facilities and infrastructure, including adequate student guidance rooms, reading rooms for students and lecturers, library facilities integrated with the faculty library, and internet connection. quickly and widely through lecturer-student interactions, and the academic community.

**Table 1.** Learning Monitoring and Evaluation Instruments

No	Question	5	4	3	2	1
	<b>Early Learning Activities</b>					
1	The lecturer explains the syllabus at the beginning of the lecture.	0.21	0.35	0.41	0.03	0
2	The lecturer conveys information about the learning objectives to be achieved.	0.4	0.31	0.2	0.09	0
3	Lecturers inform the competencies that must be achieved by students.	0.16	0.33	0.45	0.06	0
4	The lecturer explains the outline of the material to be studied during one semester at the beginning of the lecture.	0.25	0.34	0.41	0	0
5	The lecturer informs the type of lecture assignments that will be done in one semester.	0.6	0.34	0.06	0	0
6	The lecturer explains the relationship between his course and other subjects.	0.11	0.27	0.23	0.33	0.06
7	The lecturer explains the rules contained in the lecture contract.	0.65	0.29	0.06	0	0
8	Lecturers convey reference sources used in lectures	0.1	0.27	0.2	0.4	0.03
9	The lecturer explains the components of the assessment of learning outcomes.	0.33	0.35	0.15	0.12	0.05
10	Lecturer explains the benefits of courses in life	0.43	0.12	0.17	0.11	0.17

The audit results show achievement of 88.55%. Some of the good things in implementing this standard are 1) Every semester there is an upgrading of materials, methods, and even tools/media; 2) RPS is made by the lecturer in charge of the course and then discussed with a group of peer lecturers; 3) RPS is delivered online and/or directly to students at the first meeting at the beginning of the semester; 4)

Prioritizing two-way interaction between students and lecturers, and 5) RPS is reviewed periodically and adjusted to the development of science and technology.

Suggestions for improvement proposed by the study program are; 1) Completing courses that do not have RPS 2) The RPS developed should contain student learning experiences embodied in a description of the tasks that must be done by students for one semester 3) it is necessary to improve the quality control activities of the learning process by monitoring, reviewing, improving periodically implementation of KBM 4) it is necessary to improve the quality control activities of the learning process with lecture material documents, instrument documents, and learning outcomes assessment results 5) study programs need to have standard procedures for evaluating student study results as well as continuous assessment and use to improve learning programs.

**Table 2.** Learning Monitoring and Evaluation Instruments when learning is carried out

No	Question	5	4	3	2	1
	<b>Learning Executor</b>					
1	The lecturer enters the class by greeting.	0.21	0.35	0.41	0.03	0
2	Lecturers connect learning materials with student experiences.	0.4	0.31	0.2	0.09	0
3	Lecturers focus students' attention on attending lectures.	0.16	0.33	0.45	0.06	0
4	Lecturers provide learning motivation to students.	0.25	0.34	0.41	0	0
5	Lecturers arouse students' interest in learning to attend lectures.	0.6	0.34	0.06	0	0
6	Lecturers seek active participation of students in lectures.	0.11	0.27	0.23	0.33	0.06
7	Lecturers strive for intensive student learning interactions.	0.65	0.29	0.06	0	0
8	Lecturers use various learning methods.	0.1	0.27	0.2	0.4	0.03
9	Lecturers use learning strategies that encourage students' curiosity.	0.33	0.35	0.15	0.12	0.05
10	Lecturers arouse students' interest. to ask a question.	0.21	0.35	0.41	0.03	0
11	Lecturers provide answers to student questions.	0.4	0.31	0.2	0.09	0
12	Lecturers provide reinforcement to student opinions.	0.16	0.33	0.45	0.06	0
13	Lecturers carry out classroom management activities.	0.25	0.34	0.41	0	0
14	Lecturers deliver lecture material in a structured way	0.6	0.34	0.06	0	0
15	Lecturers master the lecture material.	0.11	0.27	0.23	0.33	0.06
16	Lecturers provide examples that are relevant to the lecture material.	0.65	0.29	0.06	0	0
17	Lecturers apply various innovative learning models.	0.1	0.27	0.2	0.4	0.03
18	Lecturers apply the learning model in a fun way.	0.33	0.35	0.15	0.12	0.05
19	Lecturers provide constructive feedback to students	0.21	0.35	0.41	0.03	0
20	Lecturers carry out student-centered learning.	0.4	0.31	0.2	0.09	0
21	Lecturers give structured assignments to students.	0.16	0.33	0.45	0.06	0
22	Lecturers provide guidance on assignments done by students...	0.25	0.34	0.41	0	0
23	The lecturer returns the checked assignments to the students	0.6	0.34	0.06	0	0
24	The lecturer concludes the lecture material at the end of the lesson by involving students	0.11	0.27	0.23	0.33	0.06
25	Lecturers use interesting and varied learning media.	0.65	0.29	0.06	0	0
26	Lecturers encourage students to use technology and communication in learning activities.	0.1	0.27	0.2	0.4	0.03
27	Lecturers have authority in the learning process	0.33	0.35	0.15	0.12	0.05
28	Lecturers are firm in applying the agreed rules	0.21	0.35	0.41	0.03	0
29	Lecturers are friendly.	0.4	0.31	0.2	0.09	0
30	30The lecturer shows a wise and wise attitude in making decisions.	0.16	0.33	0.45	0.06	0
31	Lecturers are examples in attitude and behavior.	0.25	0.34	0.41	0	0
32	Lecturers control emotions in carrying out learning	0.6	0.34	0.06	0	0
33	Lecturers are fair in treating students.	0.11	0.27	0.23	0.33	0.06



No	Question	5	4	3	2	1
34	Attractive looking lecturer.	0.65	0.29	0.06	0	0
35	Lecturers are willing to accept suggestions from students.	0.1	0.27	0.2	0.4	0.03
36	Lecturers get to know the students who attend lectures.	0.33	0.35	0.15	0.12	0.05
37	Lecturers show tolerance for student diversity.	0.21	0.35	0.41	0.03	0
38	Lecturers carry out lectures in accordance with the allotted time.	0.4	0.31	0.2	0.09	0
39	Lecturers check student attendance every lecture.	0.16	0.33	0.45	0.06	0
40	Lecturers appreciate students who attend on time.	0.25	0.34	0.41	0	0
41	Lecturers use research results to support lecture activities.	0.6	0.34	0.06	0	0
42	Lecturers take advantage of the results of community service to support lecture activities.	0.11	0.27	0.23	0.33	0.06

The results obtained in the even semester of 2020/2021 for the academic field were 84.7% of students stated that they were satisfied and very satisfied in getting services in the academic field. In terms of quality, the score is very good, but there are still complaints that are felt by students in the academic section. Sometimes lecturers are difficult to meet due to the interests of lecturers outside campus (lecturers attend meetings outside campus). The results obtained in the even semesters of PBM activities, the average student stated that they were satisfied and very satisfied, namely 86.4% in receiving services at PBM (Teaching and Learning Processes), and in the quality figures, they entered very good numbers, only complaints were felt by the students. students, namely there are lecturers who teach not according to schedule, hopefully, this can be further improved because lecturers take part in meeting activities both internally and externally, this is due to online learning.

The results obtained in the even semester of learning in the laboratory, on average, students stated that they were satisfied and very satisfied, as many as 25% in receiving services in the laboratory, and in terms of quality, the numbers were not good, because of the current pandemic atmosphere, laboratory activities were also greatly reduced. Another complaint felt by students was that there were no lockers in the laboratory so that students' bags and belongings were still carried anywhere, so they could interfere with practical activities in the laboratory room. The audit results show that several things in this standard still require attention, including 1) Lack of library materials (for certain study programs); 2) The number of facilities is limited, however, there have been efforts to increase it through educational donations from students; 3) There is no micro-teaching lab yet, so it is difficult for students to practice teaching; and 4) The maintenance program for tools and materials in the laboratory is in accordance with the needs, but unfortunately, the building for the laboratory is still lacking.

**Table 3.** Learning Monitoring and Evaluation Instruments when assessing learning outcomes

No	Question	5	4	3	2	1
	Assessment of Learning Outcomes					
1	Lecturers use a variety of assessment instruments to assess learning outcomes.	0.12	0.16	0.33	0.23	0.16
2	Lecturers assess transparently.	0.11	0.1	0.47	0.2	0.12
3	The lecturer returns the exam answer sheet that has been checked.	0.02	0.12	0.38	0.33	0.15
4	Lecturers provide opportunities for students to confirm grades.	0.12	0.19	0.43	0.17	0.09
5	Lecturers assess fairly and objectively.	0.23	0.44	0.15	0.12	0.06
6	The value given by the lecturer can trigger the enthusiasm of students to improve learning outcomes.	0.49	0.22	0.12	0.14	0.03
7	Lecturers carry out assessments in accordance with the objectives of the lecture.	0.34	0.45	0.11	0.08	0.02
8	The lecturer informs the exam schedule.	0.89	0.11	0	0	0
9	Lecturers allocate exam time according to the number and level of difficulty of the questions.	0.67	0.23	0.1	0	0
10	The lecturer gives an assessment of the student's attitude	0.8	0.2	0	0	0
11	Lecturers assess student skills.	0.85	0.15	0	0	0

No	Question	5	4	3	2	1
12	Lecturers assess student learning activities	0.45	0.28	0.11	0.13	0.03
13	The lecturer asks short questions to find out the material that has not been mastered by students	0.15	0.21	0.49	0.11	0.04

There are several opportunities for improvement that the Study Program can do: 1) To improve the quality of student Final Assignment assessment, Study Program can use Turnitin; 2) The application of an assessment for learning assessment system (assessment for learning), so as to obtain feedback that can affect the quality of learning; 3) The proportion of teaching time-sharing and carrying out activities outside of academics should be well-coordinated so that there is no overlap in the implementation.

## V. CONCLUSION

The perpetrators of the higher education process at a university, both those who lead and those who are led, must have a high commitment to always guarantee and improve the quality of higher education they hold. Without this commitment in all organizational lines of a higher education institution, surely the quality assurance of higher education at the higher education institution will run sluggishly, and may not even be successful. There are various ways that can be chosen to garner commitment from all lines in a university, depending on the size, structure, resources, vision and mission, history, and leadership of the university. The civil service system in the Study Program has begun to take shape and is running well. This is indicated by the existence of a study program secretary who assists the head of the study program in carrying out his duties and obligations at the study program level. In addition, there is also one study program staff who helps with administrative and financial tasks.

Based on the results of the monitoring and evaluation of the learning process system that the presence of lecturers in giving lectures is quite good, this can be seen with 92% of lecturers' attendance. Meanwhile, student attendance is more than 85% in attending lectures. The achievement of the course is good, it can be seen from the percentage of achievement that is in accordance with the syllabus. The results of the performance of lecturers in the PKK Department are known that the lecturers' teaching schedules are well spread based on their fields of expertise. This can be justified because there are adequate lecturers so that they can divide the distribution of courses based on their field of expertise. However, the field of expertise of lecturers is still held by lecturers in more than one field, this is due to the sufficient number of lecturers which is correlated with student comparisons so that groups of lecturers and their fields of expertise still seem to join other fields. In the future, the study program will strive to attract more students by making more attractive promotions to the public to attract students' interest.

## REFERENCES

- [1] Ditjen Dikti Depdiknas. (2003). Pedoman penjaminan mutu (quality assurance) pendidikan tinggi. Jakarta: Ditjen Dikti Depdiknas.
- [2] Ditjen Dikti Depdiknas. (2004). Strategi jangka panjang pendidikan tinggi (HELTS) 2003-2010 menuju sinergi kebijakan nasional. Jakarta: Ditjen Dikti Depdiknas.
- [3] Ditjen Dikti Kemendiknas. (2010). Sistem penjaminan mutu perguruan tinggi (SPM-PT). Jakarta: Ditjen Dikti Kemendiknas.
- [4] Hedwig, R. & Polla, G. (2006). Model sistem penjaminan mutu dan proses penerapannya di perguruan tinggi. Yogyakarta: Graha Ilmu Kemendiknas. (2009).
- [5] Permendiknas Nomor 63, Tahun 2009, tentang sistem penjaminan mutu pendidikan. *Macdonald, J.* (2005). Understanding total quality management in a week, London: St Edmundsbury Press.
- [6] Markum, M.E. (2007). Pendidikan tinggi dalam perspektif sejarah dan perkembangannya di Indonesia, Jakarta: Direktorat Jenderal Pendidikan Tinggi Departemen Pendidikan Nasional.
- [7] Mishra, S. (2007). Quality assurance in higher education: An introduction, Bangalore, India: National Assessment and Accreditation Council.
- [8] Oakland, J.S. (1995). Total quality management: The route to improving performance, London: Butterworth-Heinemann Ltd.
- [9] Presiden. (2005). Peraturan Pemerintah RI Nomor 19, Tahun 2005, tentang standar nasional pendidikan. Republik Indonesia.

- [10] Undang-undang RI Nomor 20, Tahun 2003, tentang sistem pendidikan nasional. Republik Indonesia. (2012). Undang-undang Nomor 12, Tahun 2012, tentang pendidikan tinggi.
- [11] Reynolds, L. (1994). *Beyond total quality management*. Great Britian: Sheldon Press. Tampubolon, D.P. (2001). *Perguruan tinggi bermutu perguruan, paradigma baru manajemen pendidikan inggi menghadapi tantangan abad 21*. Jakarta: Gramedia Pustaka Utama.
- [12] Tellefsen, T.E. (1990). *Improving college management: An integrated system approach*. California: Jossey-Bass Inc., Publishers.
- [13] Tjiptono, F. & Diana, A. (1995). *Total quality management*. Yogyakarta: Andi Offset. 32 – *Jurnal Akuntabilitas Manajemen Pendidikan* Volume 4, No 1, April 2016 UNESCO. (2005).
- [14] *Guidelines for quality provision in cross-border higher education*. Paris: the United Nations Educational, Scientific and Cultural Organization.
- [15] Wijatno, S. (2009). *Pengelolaan perguruan tinggi secara efisien, efektif, dan ekonomis untuk meningkatkan mutu penyelenggaraan pendidikan dan mutu lulusan*. Jakarta: Salemba Empat.
- [16] Worthen, H. & Berry, J. (2002). *Bargaining for "Quality" in Higher Education: A Case Study from the City Colleges of Chicago (Versi elektronik)*. *Labor Studies Journal*, 27, 1-23.
- [17] Yin, R.K. (2013). *Case study reasearch: Design & methods*. California: Sage Publications, Inc.