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DEVELOPMENT OF QUALITY ASSURANCE MONITORING INSTRUMENTS TO MAINTAIN HIGHER EDUCATION QUALITY

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ABSTRACT
The purpose of this research is to assess the reliability of the quality assurance monitoring instrument in order to improve the presentation of supporting data for study program accreditation. A case study was chosen as the research method. Internal quality assurance measures at UNSOED's Faculty of Economics and Business are the focus of this study. According to the findings of this study, the Faculty of Economics and Business's quality assurance monitoring tool is valid and effective. This instrument can be used as a reference to complete the data tabulation required for the study program accreditation procedure.
KEYWORDS: *quality assurance, monitoring instrument, study program accreditation*

INTRODUCTION

Determination of Quality Assurance (Quality Assurance) for all Higher Education through the Higher Education Quality Assurance System (SPM-Dikti) has been established based on the Law of the Republic of Indonesia No. 12 of 2012. The quality of higher education is the achievement of educational goals and graduate competencies that have been determined by the institution higher education in its strategic plan or conformity with established standards. Quality assurance is all activities in various parts of the system to ensure that the quality of the product or service produced is always consistent as planned / promised. In quality assurance, there is a process of determining and fulfilling quality standards of education management in a consistent and sustainable manner, so that all stakeholders get satisfaction.

The Minister of Research, Technology and Higher Education of the Republic of Indonesia (2016) explained; "The quality of higher education is the level of conformity between the implementation of higher education and the Higher Education Standards consisting of the National Higher Education Standards and the Higher Education Standards set by Higher Education".

The large number of universities in Indonesia is not necessarily correlated with improving the quality of Indonesian human resources. Because most of these universities do not have good quality. Therefore, higher education institutions need to make improvements to continue to improve their quality. Quoting the Minister of Research, Technology, and Higher Education of the Republic of Indonesia, it is concluded that the conformity of the instrument with the characteristics of higher education with national standards is needed to coordinate and make internal and external quality assurance more qualified.

In this case, Jenderal Soedirman State University located in Purwokerto with a vision that is “to be recognized by the world as a center for developing rural resources and local wisdom', especially the Faculty of Economics and Business as a national university to participate in following the established policies. The elements of the instruments are very helpful in passing the quality assurance target limits. The instruments available at UNSOED are adequate, however, the instruments they have are seen as not following the dynamic character of the UNSOED Faculty of Economics and Business considering the growth of higher education and the increasing number of students in line with the demands to maintain and improve the quality of higher education which is also getting bigger.

Therefore, special aspects are needed as well as new instruments that are in accordance with the characteristics of the Unsoed Faculty of Economics and Business in the context of establishing a quality assurance system that is able to effectively maintain internal and external quality assurance. Conducting research on this matter is expected to be able to determine the instruments needed, appropriate and able to accommodate the object of evaluation of this program. In addition, it is also hoped that the determination of these instruments and systems can be an effective quality assurance investment and can relatively improve the quality of universities, especially the Faculty of Economics and Business.

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The importance of research is because the level of quality standards of universities and students continues to rise and because of the incompatibility of currently available instruments. This research activity was also carried out to see how big the influence of the new instruments for the Faculty of Economics and Business UNSOED amidst the ever-increasing rate of higher education and students.

Quality Insurance

Every educational institution, including tertiary institutions, is required to implement national education standards (SPN) as stipulated in Government Regulation Number 19 of 2005 [4] . In order to carry out With the SPN, universities are required to implement an internal quality assurance system (SPMI). SPMI is a systemic activity of quality assurance of higher education by universities (internally driven), to supervise the implementation of higher education by universities on a continuous basis (continuous improvement), as regulated in Article 50 paragraph (6) of the National Education System Law jucto Article 91 of PP No. 19 of 2005 . SPMI aims to ensure the quality of higher education held by each university higher education institutions, through the implementation of the Tridharma of Higher Education, in order to realize the vision and meet the needs of the university's internal and external stakeholders. College quality Higher education is the conformity between the implementation of higher education with the National Education Standards, as well as standards set by the university itself based on the vision and needs of the stakeholders . In general, it can be stated that what is meant by quality assurance is the planning, implementation, control, and development of higher education quality standards consistently and continuously (continuous improvement/kaizen) , so that stakeholders , both internal and external, obtain satisfaction.

Quality assurance is all efforts to maintain and improve the quality of the academic community carried out by educational institutions continuously and continuously. This activity must be carried out by educational institutions in a structured and well-planned manner and in accordance with the "Wheel of Deming" which consists of planning (plan), Implementation / Implementation (do), Evaluation (check) and Improvement / Improvement (action). In general, what is meant by quality assurance is the process of determining and fulfilling management quality standards in a consistent and sustainable manner, so that consumers, producers, and other interested parties obtain satisfaction.

The Faculty of Economics and Business in accordance with the Faculty Statutes has a Quality Assurance Group at the Faculty level. The Faculty Quality Assurance Cluster is a supporting unit of the Faculty which is responsible to the Dean in terms of standard control and quality assurance of Faculty Institutions. In carrying out its duties, it refers to the Implementation Guidelines from the University LP3M. The Faculty's Quality Assurance Cluster is tasked with: 1) Disseminating the Quality Assurance System (SPM) to the academic community at the faculty level; 2) Facilitating the preparation of faculty quality documents, 3) Carrying out monitoring and evaluation of the implementation of higher education within the faculty in the academic field, 4) Carrying out monitoring of the follow-up to the results of internal quality audits within the faculty, 5) Carrying out assistance in preparation for accreditation of study programs within the faculty, and 6) Coordinate with LP3M University.

The resources needed in the implementation of higher education quality assurance policies include human resources and resources that are mobilized. The number of human resources who have the ability to manage quality assurance, both PD Dikti, SPMI, SPME will determine the success of implementing higher education quality assurance policies. In carrying out the duties and main functions of the Faculty Quality Assurance Group, of course, there is still a need for a lot of evaluation, because not all tasks can be carried out properly and continuously. So that through this research, it is hoped that the Faculty Quality Assurance Cluster will be able to improve its performance and carry out all its duties properly.

Discuss the relevant related literature, but do not feel compelled to include an exhaustive historical account. Assume that the reader is knowledgeable about the basic problem and does not require a complete accounting of its history. A scholarly description of earlier work in the introduction provides a summary of the most recent directly related work and recognizes the priority of the work of others. Citation of and specific credit to relevant earlier works are signs of scientific and scholarly responsibility and are essential for the growth of a cumulative science. In the description of relevant scholarship, also inform readers whether other aspects of this study have been reported on previously and how the current use of the evidence differs from earlier uses. At the same time, cite and reference only works pertinent to the specific issue and not those that are of only tangential or general significance. When summarizing earlier works, avoid nonessential details; instead, emphasize pertinent findings, relevant methodological issues, and major conclusions. Refer the reader to general surveys or research syntheses of the topic if they are available. Demonstrate the logical continuity between previous and present work. Develop the problem with enough breadth and clarity to make it generally understood by as wide a professional audience as possible (Beck & Sales, 2001). Do not let the goal of brevity lead you to write a statement intelligible only to the specialist.

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METHOD

The research method used is the Research & Development method by adapting the Gall and Borg model [9] with the object of development being an internal quality assurance instrument within the Faculty of Economics and Business UNSOED. The initial investigation method will be carried out to find out the real condition of the quality evaluation tool at the Faculty of Economics and Business that is currently being used, whether the completeness of its elements has met in terms of structure, composition and content (content) and evaluation indicators so that it is feasible to use.

The next stage is the design of evaluation tools. Once designed, the device will be validated by experts to determine its feasibility before being implemented. The type of instrument that is the focus of the assessment and feasibility is in terms of structure, indicators, form and use of language. Each component is assessed by an expert as a validator using the indicators that have been developed.

RESULT AND DISCUSSION

Based on the results of FGDs that have been carried out with managers at the institutional, department and study program levels, quality assurance institutions at the faculty level, the resulting Academic Quality Achievement Assessment Matrix is as follows:

Table 1. Matrix of Academic Quality Achievement Assessment

No	*Information*	*Conclusion Value 4*	*Indicator*
1	Table 1 Tridharma Cooperation .	Amount cooperation in each field worth maximum determined from the number of DTPs .	Collaboration with universities in the fields of education , research and PkM in the last 3 years
		International Cooperation a minimum of 2.	Relevant international , national , regional / local level cooperation with study programs and managed by UPPS in 3 years last .
2	Table 2.a Selection Student	Ratio amount candidate participating students _ selection and those who passed the selection must more from 5.	Ratio amount registrant against the number of applicants who passed the selection in the main program.
3	Table 2.b Students foreign .	Score = ((2 x A) + B) / 3.	Percentage number of students foreign to amount all students.
4	Table 3.a.1) Lecturer Permanent Assigned College _ as support eye college.	Amount lecturer still assigned _ as support eye studying with field appropriate expertise _ with core competencies of accredited study programs of at least 12.	Adequacy the number of DTPs.
		Percentage comparison Among number of educated DTPS highest Doctor / Doctor Minimum Applied / Subspecialist with Amount lecturer still assigned _ as support eye studying with field appropriate expertise _ with minimum core competency of 50%.	Qualification DTPS Academic.
		Percentage number of DTPS that have position academic Professor , Lector _ Head , Lector compared with Amount lecturer still assigned _	Position DTPS Academic .

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		as support eye studying with field appropriate expertise _ with core competencies of accredited study programs have minimum value of 70%.	
		Percentage amount lecturer who has certificate of competency, profession , and/ or industry against amount all lecturers permanent minimum 50%.	Certification of competence / profession / industry of DTPS
		Ratio amount study program students to the minimum amount of DTPS is 25%.	Ratio amount study program students to the number of DTPs.
		Average amount guidance as mentor major in all programs/ semester maximum 6.	Assignment of DTPS as mentor main Duty end student
5	Table 3.a.2) Equivalence of Teaching Time Full (EWMP) Lecturer Permanent College .	EWMP values range from 12 to with 16.	Teaching Time Equivalence Full DTPS.
6	Table 3.a.3) Lecturer Not Stay assigned _ as support eye college .	maximum PDTT value is 10%.	Lecturer no stay .
8	Table 3.a.5) Lecturer Industry / Practitioner .	Percentage amount eye studying competence taught by the lecturer industry / practitioner with amount eye studying competence minimum 20%.	Involvement industry lecturer / practitioner .
9	Table 3.b.1) Acknowledgment / Recognition Lecturer .	Comparison amount confession on relevant DTPS achievements / performance with field skill in 3 years final with amount lecturer permanent assigned as support eye studying with field appropriate expertise _ with core competencies of accredited study programs of at least 0.5.	Recognition / recognition of DTPS expertise / achievements / performance
10	Table 3.b.2) Research on DTPS	Amount study with source financing abroad in 3 years _ final divided by 3 divided by NDTPS totaling at least 0.05	Activity relevant DTPS research _ field of study program in the last 3 years
11	Table 3.b.3) PkM DTPS.	Amount PkM with source financing abroad in 3 years _ final divided by 3 divided by NDTPS totaling at least 0.05.	Activity Relevant PkM DTPS _ with the field of study program in 3 years last .
12	Table 3.b.4) Performances / Exhibitions / Presentations / Publications DTPS Scientific .	Comparison amount publication in a journal international reputation , amount publications in international seminars , total presentation in forum on the level international with an NDTPS of at least 0.1.	Publication scientific with a relevant theme _ field of study programs produced by DTPS in the last 3 years
13	Table 3.b.5) Outcome Research / PkM Others - IPR (Patent, Simple Patent).	Comparison amount external study with an NDTPS of at least 1.	external research and PkM produced by DTPS in the last 3 years

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14	Table 3.b.5) Outcome Research / PkM Others – IPR (Right Copyright , Product Design Industry , etc.)		
15	Table 3.b.5) Outcome Research / PkM Others - Technology Appropriate , Product , Work Arts , Social Engineering .		
16	Table 3.b.5) Outcome Research / PkM Others - Books with ISBN , Book Chapter .		.
17	Table 3.b.6) Works Cited Scientific DTPS .	Comparison amount cited article _ with the number of NDTPS is at least 0.5.	Work article DTPS cited within 3 years _ last .
18	Table 3.b.7) DTPS Products /Services Adopted by Industry /Society.	Comparison product / service DTPS work	Products / services DTPS work adopted by industry / society in 3 years last .
19	Table 6.a Involving DTPS Research Student .	Percentage comparison Amount title deep DTPS research implementation involve study program students in 3 years final with title DTPS research in 3 years last is a minimum of 25%.	Deep DTPS research implementation involve study program students in 3 years last.
20	Table 7 Involving DTPS PkM Student .	Percentage comparison Amount title deep DTPS devotion implementation involve study program students in 3 years final with title DTPS research in 3 years last is a minimum of 25%.	PkM DTPS which in its implementation involves study program in 3 years last.
21	Table 8.a GPA of Graduates .	Average GPA of graduates in the last 3 years at least 3.25.	Graduate GPA . RIPK = Average GPA of graduates in the last 3 years
22	Table 8.b.1) Achievement Academic Student .	Comparison performance student in the field academic in 3 years final in scale international compared amount students at the time of TS is a minimum of 0.1%.	Performance student in the field academic in 3 years last .
23	Table 8.b.2) Non - academic Achievements Student .	Comparison performance students in non- academic fields in 3 years final in scale international compared amount students at the time of TS is a minimum of 0.2%.	
24	Table 8.c Study Period Graduate.	Average study period between 3.5 to 4.5 years .	study period .

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25	Table 8.d.1) Waiting Time Graduate .	waiting time graduate of not enough from 3 months .	waiting time . WT = time wait for graduates to get first job in 3 years, from TS-4 to TS -2.
26	Table 8.d.2) Conformity Field Work Graduate .	Field suitability work current graduate get a job first in 3 years , from TS-4 to TS -2 at least 60%.	suitability field of work PBS = Field suitability work current graduate get a job first in 3 years, from TS-4 to TS -2.
27	Table 8.e.1) Place Work Graduate .	Comparison Amount graduates working in business entities multinational / international level _ with amount minimum 5% graduate .	Place level and size work graduates .
28	Table 8.e.2) Satisfaction User Graduate .	Score = STKi / 7.	User satisfaction level graduates .
29	Table 8.f.1) Performances / Exhibitions / Presentations / Publications Scientific Student .	RI = ((NA4 + NB3 + NC3) / NM) x 100% minimum 1%.	Performances / exhibitions / presentations / publications scientific student , which is generated independently _ or with DTPS, with relevant title _ with the field of study program in 3 years last
30	Table 8.f.3) Student Products / Services Adopted by Industry /Society.	Amount product / service creation students adopted by industry / society _ in 3 years Last at least 2.	Products / services student work , produced independently _ or Together with DTPS, which is adopted by industry / community within 3 years last .
31	Table 8.f.4) Outcome Resulting Research _ Student - HKI (Patent, Simple Patent).		
32	Table 8.f.4) Outcome Resulting Research _ Student - HKI (Right Copyright , Product Design Industry, etc.)	NLP = 2 x (NA + NB + NC) + ND > 1.	external research and PkM produced by students , both independently _ or with DTPS in the last 3 years
33	Table 8.f.4) Outcome Resulting Research _ Student - Technology Appropriate , Product , Work Arts , Social Engineering .		

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34	Table 8.f.4) Outcome Resulting Research _ Student - Books with ISBN , Book Chapter.	

CONCLUSION

The Faculty of Economics and Business already has special aspects and tools that are new and in accordance with the characteristics to create a quality assurance system that is able to maintain internal and external quality effectively. This research has found suitable and valid indicators to maintain the quality of quality assurance. The indicators made based on stakeholder discussions are good and suitable for improving the quality of tertiary institutions. The indicators above have also been used as a reference for accreditation at the Faculty of Economics and Business.

The next research suggestion is to make indicators according to the latest accreditation standards, namely using LAMEMBA, so that this can be aligned with quality improvement in the Faculty of Economics and Business.

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