Training and Assistance in Preparation of Internal Quality Assurance System Documents for Private Universities in Dumai City, Riau Province

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Abstract

Higher Education Quality Assurance is a systemic activity to improve the quality of Higher Education in a planned and sustainable manner. Quality assurance in higher education is carried out through the establishment, implementation, evaluation, control, and improvement of Higher Education Standards known as the PDCA cycle. In order to implement the Higher Education Quality Assurance System in tertiary institutions, this community service activity provides training and assistance to private universities in Dumai City in the preparation of university internal quality assurance system (SPMI) documents. The Directorate General of Learning and Student Affairs, Ministry of Research, Technology, and Higher Education does not set a policy of one SPMI implementation model for all Universities, but provides inspiration on the implementation of essential things in SPMI that are required by laws and regulations. Therefore, universities are expected to develop an appropriate SPMI pattern for the state of the university itself. However, not all universities have the same understanding of the implementation of SPMI in accordance with the law. One of them was experienced by partners in this community service activity, namely 7 private universities in Dumai City. The Riau University PKM team participated in helping partner universities to assist in the preparation of SPMI documents based on the condition of partner universities through the Riau University Postgraduate PKM funds. The activity preparation period to activity reporting is 8 weeks. The target of the activity that has been produced is the preparation of the SPMI document at one of the partner universities.

Keywords: Quality culture, Community service, Internal Quality Assurance System, PDCA Cycle

INTRODUCTION

This activity is an improvement in the quality of academic and non-academic qualities in Higher Education based on the law. The Directorate General of Learning and Student Affairs, Ministry of Education and Culture, Research and Technology does not set a policy of Higher Education Quality Assurance System (SPMI) implementation model for all Universities, but instead provides inspiration on the essential implementation of SPMI which is required by legislation. It is deemed necessary to provide SPMI Guidelines for various levels of academic, vocational and professional education to guide the implementation of the SPMI Dikti. All universities in Indonesia are obliged to implement the Higher Education Quality Assurance System in a style that is most in line with the peculiarities of higher education as stated above, so that a Quality Culture can be developed in higher education with the regulation of the Higher Education Quality Assurance System (SPM Dikti) in the Higher Education Law.

Improving the quality of higher education is in accordance with the government's expectation that universities can facilitate, encourage, accelerate study programs in improving quality and can achieve the target of 8 (eight) Main Higher Education Performance Indicators (KPI PT) stipulated in the Decree of the Minister of Education and Culture Number 754/ P/2020 concerning IKU PTN and LLDikti in the Ministry of Education and Culture in 2020 (Dirjen Dikti Kemendikbud, 2020). Most universities are more concerned with accreditation or SPME than concerned with SPMI, this is because accreditation is often considered to be the goal of improving the quality of study programs or universities. In fact, if the accreditation

rating has been issued by BANPT, some universities no longer carry out quality evaluations internally. In the law, the SPMI process must be carried out by universities at least once a year. If study programs or universities only improve their quality in order to achieve good accreditation scores, there is a tendency that internal quality will not increase. The most important thing to achieve good accreditation is to apply the Continuous Quality Improvement (CQI) pattern (Bancin, 2017). It is certain that the accreditation process will also produce a better rating by improving the internal quality first,.

Therefore, this community service program proposes training and mentoring activities in making SPMI documents for partner universities, namely STIA Lancang Kuning Dumai. This partner university is a private university that was established with the aim of realizing the challenges of the need for highly educated human resources in accordance with the needs of the workforce in Dumai City in particular, Riau Province in general. This community service activity provides training to participants which aims to increase the understanding of trainees as is done in community service activities (Habyba, Sari, Hetharia, & Sugiarto, 2022), (Septrianda, Fahmi, Wilujeng, & Luth, 2020), (Mangruwa, Juddi, & Husain, 2018).

The Directorate General of Learning and Student Affairs, Ministry of Research, Technology, and Higher Education does not set a policy of one SPMI implementation model for all Universities, but provides inspiration on the implementation of essential things in SPMI that are required by laws and regulations. This is based on the fact that each tertiary institution has its own characteristics, both in terms of the university's vision and mission, form, type and program of education, size, governance, and resource capabilities. Therefore, universities are expected to develop an appropriate SPMI pattern for the state of the university itself. However, not all universities have the same understanding of the implementation of SPMI in accordance with the law. One of them was experienced by the College of Administrative Sciences (STIA) Lancang Kuning Dumai which is a partner in the Community Service (PKM) activity of the Riau University team. The Riau University PKM team will participate in helping partner universities to assist in the preparation of SPMI documents based on the condition of partner universities through the Riau University Postgraduate PKM funds.

This service activity aims to help partner universities in understanding the Higher Education Internal Quality Assurance System (SPMI) through training activities and assistance in preparing SPMI documents so that partner universities can produce quality academic activities in accordance with the law and produce quality graduates according to standards. quality that has been determined by partner universities. It is hoped that this activity can contribute to private universities and partners, namely STIA Lancang Kuning Dumai in the preparation of SPMI documents for academic and non-academic activities.

In 2003, the Directorate General of Higher Education has initiated Quality Assurance activities in higher education. This Quality Assurance activity is supported by the government with the issuance of Government Regulation No. 19 of 2005 concerning National Education Standards (SNP), which states that SNP aims to guarantee the quality of national education. Thus, the implementation of quality assurance in addition to complying with the SNP also provides freedom for each university to develop quality assurance according to the history, vision, mission, culture, size, and various characteristics of the university. With this pattern of implementation, within five years of course various quality assurance implementations have taken place, both at the university level and at the national level. This diversity is not only wealth, but also best practices in implementing quality assurance in higher education. Then in 2006 the Directorate General of Higher Education has finished compiling and applying nationally the Higher Education Quality Assurance System or abbreviated as SPM-PT, which is a system that synergizes the activities of EPSBED, Quality Assurance, and Higher Education Accreditation. The purpose of SPM-PT is to ensure the quality of academic and non-academic aspects of higher education in Indonesia. In SPM-PT, EPSBED activities are developed into a Higher Education Database (PDPT), while Quality Assurance and

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

▪ The process of determining and fulfilling education quality standards consistently and continuously so that customers get satisfaction.
▪ The process to ensure that the quality of graduates is in accordance with the specified/promised competencies so that quality can be consistently maintained and continuously improved.

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

▪ Commitment
▪ Internally driven
▪ Inherent responsibility/supervision
▪ Adherence to the plan
▪ Evaluation
▪ Continuous quality improvement.

The Directorate General of Higher Education organizes the Program "Evaluation of the Implementation of the Higher Education Internal Quality Assurance System" to evaluate the implementation of SPMI in Universities. Based on the results of the evaluation of the Implementation of the Higher Education Internal Quality Assurance System, the Directorate General of Higher Education determines and announces universities that implement SPMI well, so that they can provide inspiration on best practices for implementing SPMI by various parties (Arifufin, 2021).

In the higher education quality assurance system, the imperative to implement quality control management is absolute (Fitrah, Ruslan, & Hendra, 2018). One of the quality control management models currently being implemented is PDCA-based quality control management (plan, do, check, and action). The principle of total quality management which is also the concern of PDCA-based quality control management, namely: first, attention must be paid to the process of continuously promoting quality improvement. Second, quality must be determined by the service users of educational institutions. Third, achievement must be obtained through understanding the vision and not by using rules. Fourth, educational institutions must produce graduates who have knowledge, attitudes, skills, character and have emotional maturity. This PDCA-based quality control process will result in continuous improvement of the quality of education. At the (check) stage, there are quality control points, where every organization of the educational process in each work unit in an educational institution must evaluate the implementation of its duties with predetermined quality standards or targets (Sulaiman & Wibowo, 2018).

Determination of quality control points must be carried out in each unit of activity for each quality item. If in the evaluation, the results show that it has been achieved the quality standard is determined as formulated in the planning, then the next planning process (plan) for the quality standard in the activity unit in the relevant quality item, must be improved. However, if the evaluation results show that it has not been achieved, then corrective action must be taken so that the quality standards/targets can be achieved.

It is necessary to change the mental attitude to apply the planning function seriously in the implementation of higher education, because quality control management is based. PDCA in

the high quality assurance system, planning is a key factor in improving the quality of sustainable higher education. Planning on a macro scale is the master development plan (RIP) of higher education, and on a micro scale is the preparation of the syllabus/lecture program unit (RPP/SAP). Therefore, the mental attitude of preparing plans like this in the administration of higher education is only for the fulfillment of licensing or accreditation requirements, it must be abandoned and converted into planning preparation as a very need in the relevant quality points, must be improved. However, if the evaluation results show that it has not been achieved, then corrective action must be taken so that the quality standards/targets can be achieved.

SPMI functions to control the implementation of higher education to ensure the fulfillment of higher education standards in order to realize quality higher education. The higher education quality assurance system consists of an internal quality assurance system and an external quality assurance system. In the implementation of SPMI quality assurance activities, it is necessary to plan, implement, evaluate, control, and develop the higher education institution. Meanwhile, SPME activities are planned, implemented, evaluated, controlled, and developed carried out by the National Accreditation Board for Higher Education (BANPT) and/or Independent Accreditation Institutions (LAM) as well as international institutions through accreditation in accordance with their respective authorities. Through this community service activity program, it is necessary to train in the design and implementation of a good quality assurance system, so that the learning process and other academic activities can run smoothly and in accordance with the expectations of the National Education System Law for Partner Universities in this case are Private Universities in the City. Dumai, Riau Province.

METHOD

The activity began with discussions with partner universities via online to explore information and plan outreach activities and preparation of socialization materials and assistance for Internal Quality Assurance System (SPMI) documents at STIA Lancang Kuning Dumai Campus. The problems observed from private universities in the city of Dumai are that they have not been consistent in implementing internal quality assurance on their respective campuses and the lack of understanding of the application of SPMI in the learning process. The solutions offered are

- The team provides an understanding of the design and manufacture of the Internal Quality Assurance System (SPMI)
- The team provides assistance in the preparation of SPMI documents
- The team provides good practice from UNRI's experience in implementing SPMI

The form of service activity is in the form of counseling which will be held on August 27, 2022 in the Lancang Kuning Dumai College of Administrative Sciences (STIA) Campus Hall which was attended by approximately 30 participating lecturers representing 7 Private Universities in the city of Dumai, namely:

- STIA Lancang Kuning
- AMIK/STMIK Dumai
- STT Dumai
- STIE Dumai
- Akper Sri Bunga Tanjung
- IAITF Dumai
- Politeknik Perikanan Kelautan Dumai.
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RESULTS

The community service activity teaches participants how to prepare higher education quality assurance documents. At the beginning of the training, participants were given a questionnaire which aimed to measure the extent to which participants understood the

material provided by the resource persons. The results showed that 30 percent of participants did not understand higher education quality assurance. After the training, nearly one hundred percent of the participants were able to distinguish between internal and external quality assurance. However, 95 percent of the participants knew that their university already had quality assurance documents. Activity documentation is published in various print and electronic mass media as shown in Figure 1.

CONCLUSIONS And RECOMMENDATIONS

Community service activities in the form of training and mentoring activities for the preparation of Internal Quality Assurance System documents for private private universities partners in Dumai City were held on August 27, 2022, attended by 30 participants consisting of university leaders and lecturers representing the quality assurance of study programs and universities. The activity lasted 1 full day by presenting 3 materials which include Internal Quality Assurance System (SPMI), External Quality Assurance System (SPME), and Internal Quality Audit (AMI). It is hoped that through this PKM activity, it can improve the quality of private universities in Dumai City.

Based on field observations, the service team recommends that the implementation of training activities and assistance for the preparation of the SPMI document must be carried out continuously and needs to be evaluated in its application. The condition of partner universities which are newly developed private universities makes it difficult for partners to carry out SPMI document preparation activities. In addition, an adequate speed internet network is needed to connect with partner institutions. All costs arising from implementing the preparation of SPMI documents can be budgeted in the finances of each university. Thus, any difficulties that arise regarding the SPMI can be anticipated immediately before its implementation in the next PDCA cycle.

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APPENDIX

Figure 1. Publication of activities in the Riau Pos