

Quality assurance and its impact from higher education institutions' perspectives: Sequential Explanatory Strategies for Alumni

Irawati Sabban¹, Irfan Hi. Abd Rahman

¹Prodi Pendidikan Guru Sekolah Dasar, Universitas Pasifik Morota, Indonesia

²Prodi Teknik Lingkungan, Universitas Pasifik Morotai

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* Correspondence:
Irawati Sabban

E-mail:
irawatisabban@gmail.com

Abstract

Background of the study: The implementation of quality assurance at Morotai Pacific University does not improve and improve the quality of higher education implementation in the Border Area of Morotai Island Regency. This is evidenced by until now the University of the Pacific Morotai does not have university accreditation.

Purpose: This research aims to find objective, accountable evidence in helping universities make improvements in developing quality universities and improve strategies in carrying out quality assurance at the college.

Method: This research uses mixed methods with sequential explanatory strategies implemented of alumni at the Morotai Pacific University of North Maluku as the Border Region of the Republic of Indonesia.

Findings: The results showed that there are still many graduates of pacific morotai universities who do not have a job, and are looking for work. While the perspective of alumni on ability in the academic field is focused on aspects of graduates who have special competencies, general competence, personality competence, and infrastructure. The addition of teaching staff is also one of the concerns of alumni to meet the ratio of lecturers to students.

Conclusion: This article defines the essence of the parameters and dimensions of quality assurance of universities in Indonesia, especially at the Morotai Pacific University in North Maluku through the application of quality assurance models.

Keywords: alumni, quality, graduate, quality assurance

Introduction

Regulation of the Minister of Education and Culture of the Republic of Indonesia No. 3 of 2020 concerning National Standards of Higher Education affirms the National Standard of Higher Education must: a. be met by every University to realize the national education objectives; b. as a basis for the granting of a license for the establishment of a College and permission for the opening of the Study Program; c. used as the basis for the implementation of Learning based on the Curriculum in the Study Program; d. serve as the basis for the implementation of Research and Community Service; e. as the basis for the development and implementation of internal quality assurance systems; and f. used as the basis for the determination of the criteria of the external quality assurance system through accreditation.

SPMI Higher Education in Indonesia is depicted in the following image.

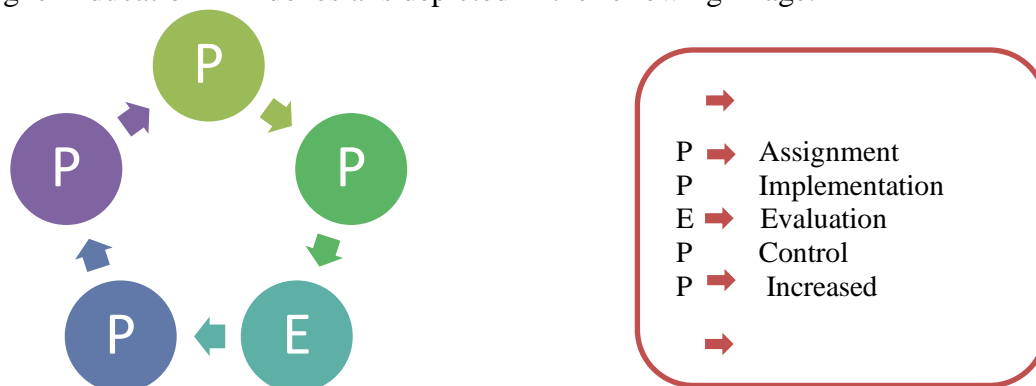


Figure 1. SPMI Higher Education in Indonesia

The result of SPMI assessment is SPME or accreditation. The continuous quality improvement cycle further ensures the movement and efforts to improve the quality of universities that are more effective, efficient, and accountable. Quality Assurance is an assessment procedure used in evaluating the quality of institutions ([Mariusu, Danielab, Lilianac. 2014](#)).

The quality assurance of higher education in Indonesia is carried out with the PPEPP model, namely Determination, Implementation, Evaluation, Control, and Improvement of national standards of higher education. Indonesia is recorded to have the largest number of universities spread throughout the republic of Indonesia both state universities and private universities, the data in table 1 below.

Table 1. College data in Indonesia

Data	Sum
College	4.588
Courses	34.261
Lecturer	277.072
Student	8.912.584

Source: Higher Education Database 2020

Judging from the data on the number of lecturers in Indonesia with a total of 277,072 lecturers with details of academic qualification indicators data from PD Dikti (2020) lecturers with S2 amounted to 207,586, S3 amounted to 42,825 and S1 amounted to 30,612. Referring

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to the data gives the meaning that the ratio of lecturers and students is not proposional in accordance with the provisions. Judging from the output of higher education in Indonesia, graduates get decent jobs on average in 2020 is 57.35% (PD Dikti, 2020). Referring to the data provides the fact that almost some college graduates do not yet have a decent job. It is a fact that universities in Indonesia still have to be improved through the quality assurance system of higher education. Thus, the quality assurance model in Indonesia needs to be carried out in accordance with the model (PPEPP) of Determination, Implementation, Evaluation, Control, and Improvement depicted in figure 3 is expected to provide results to the quality culture. Higher education standards in Indonesia consist of national standards of higher education set nationally and higher education standards set by universities autonomously.

In Indonesia, the foundation of total quality management implementation is affirmed in Permenristekdikti No. 62 of 2016 concerning SPM Dikti, SPMI in a college is planned, implemented, evaluated, controlled, and developed by universities. Planning, implementation, evaluation and control, as well as the development of SPMI in a college, can be described as seen in Figure 6.

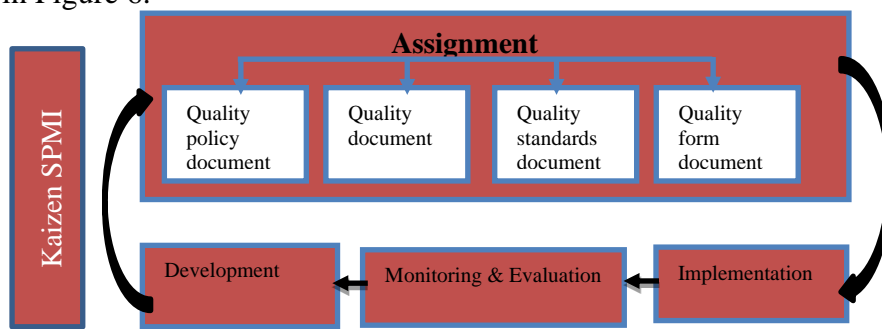


Figure 2. Implementation SPMI (Source: Quality Assurance Guidelines, 2018)

Thus, the implementation of SPMI is the act of implementing SPMI in universities starting from:

- SPMI Planning compiles and assigns all SPMI documents, namely SPMI Policy Documents, SPMI Manual Documents, Standard Documents in SPMI (Dikti Standards), and Form Documents used in SPMI;
- Implementation of SPMI Implements the contents of all SPMI documents that have been compiled and specified in the planning;
- Evaluation and Control of SPMI to evaluate and control the implementation of SPMI, namely finding various deficiencies in the implementation of SPMI, for correction or improvement measures; and
- Development Improves SPMI as a system (kaizen), which includes the improvement of SPMI plan and the implementation of SPMI in accordance with the corrections that have been made, so that SPMI is increasingly able to realize the quality culture of a college.

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The legal basis for the implementation of the Higher Education Quality Assurance System is higher education law No. 12 of 2012 affirming that quality higher education is higher education that produces graduates who are able to actively develop their potential and produce science and/or technology that is useful for society, nation, and country. As a Private University located in the region located on the border of Indonesia and Filifina, Morotai Pacific University has implemented Quality Assurance in accordance with the PPEPP cycle affirmed in the legislation. For approximately 7 years Morotai Pacific University experienced problems related to accreditation status or external quality assurance system. Of the 11 study programs of 6 faculties are still in the ranking of sufficient accretion status. This condition has implications for the status of instutui accreditation which until now has not been recognized by the National Accreditation Board of Higher Education.

According to researchers, the accreditation status of the institution is very influential on the resulting graduates. This research is to find objective, accountable evidence in helping universities make improvements in developing quality universities and improve strategies in carrying out quality assurance at the college. However, universities are obliged to provide quality higher education to be able to help in developing the potential and the welfare of human resources, especially in the border region of Indonesia - Filifina.

[Elassy \(2014\)](#) explains that crystallizing the definition of quality is difficult for two reasons. First quality is a relative concept; Both qualities are used in a variety of contexts. The findings obtained that the understanding of quality in education must be consistent with the understanding of the educational process itself.

The quality assurance model in Indonesia is adopted from deming plan, do, check, and plan functions but in its application using the philosophy of kaizen or countinuous quality improvment. In accordance with the results of [Jagdeep \(2015\)](#) the countinuous quality improvment program evolved from a traditional manufacturing system that concentrates on production to reduce waste and improve product quality, to a comprehensive, systematic methodology that focuses on the entire organization. This is because, the TQM component focuses on customer, employee participation, continuous improvement, good leadership & vision and operations management. Strategies to improve employee performance by implementing TQM and a culture of knowledge sharing ([Nasser and Abdallah. 2020](#); [Habtoor. 2015](#)).

The results of research conducted by [Ian Tudor \(2007\)](#) TQM have an effect on employee performance, where the moral impact is shown in (Continuous Improvement, Employee Participation, and Operations Management), while the impact does not appear at all for some other components (i.e. customer focus, leadership and vision), this does not negate the importance of this dimension. While by [Lee Harvey \(2006\)](#) the impact of external quality assurance is the increasing performance indicators including: the establishment of an internal quality assurance team, institutional declarations that external processes as a cause for improvement, student feedback shows positive changes to the ability of graduates.


Method

This research uses mixed methods of research, where the study combines two forms of research, namely qualitative research and quantitative research. Mixed methods research design is a research approach that combines or associates qualitative and powerful forms (Creswell, 2009). Furthermore Creswell shared three mixed method strategies and a number of variations:

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sequential mix method stratetgi, concurrent mix method strategy, and transformative mix method procedure. The design used in this study is a sequential explanatory strategy. This strategy starts from quantitative methods first by testing a particular theory or concept, then followed by qualitative methods by exploring a number of cases individually (Creswell, 2009). Here is a visualization of the research design with sequential explanatory.

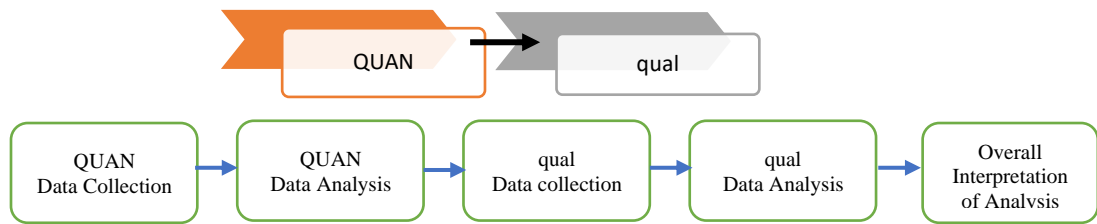


Figure 3. Sequential Explanatory Strategies

Sequential Explanatory Strategies are strategies used by researchers that lean more towards quantitative processes. The process of mixing or mixing data in this strategy occurs when quantitative initial results inform the qualitative data collection process (Creswell, 2009).

The population in this study was an alumnus of Morotai Pacific University in North Maluku which numbered 164 people. Sampling used is an insidental sampling technique, because Morotai Island Regency consists of Island Villages so access to the islands takes a long time and cost. Researchers decided to conduct research with incidental or nonprobability sampling techniques with anyone who coincidentally/incidentally met with the researcher can be used as a sample. Thus obtained 60 people to be given the instrument questionnaire and 10 people as key informants in netting data with interview instruments. The results of the research are as follows.

Result and Discussion

A percentage of survey results show that 47% are looking for a job; 31% do not yet have a job; 15% continued their studies to postgraduate; and 7% already have a permanent job including self-employment.



Diagram 1. Results of First Generation Unipas Graduate Survey

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This data shows that the quality improvement of Morotai Pacific University should be done with a comprehensive study considering that Unipas is the only private university located in Morotai Island Regency. There are several things in strategizing to improve the quality of graduates in universities, among others: (1) improving the qualifications of lecturers with further education to S3 must be personed by universities, (2) The output produced must be based on a mature process and supported by good inputs, and (3) synergy cooperation in supporting the implementation process and college resources. The results of this study confirm that the qualifications of lecturers are currently a must of every lecturer to have a level of education strata three. Unipas Morotai currently only has 3 lecturers numbering 1 person. This can be seen from the qualification data of Unipas Morotai lecturers that researchers get from the dokemen study as shown in the table below.

Activities in the analysis of interview data or qualitative data are carried out reduction, display, and conclusio drawing/verification measures. From the results of data analysis obtained novelty this study is as follows.

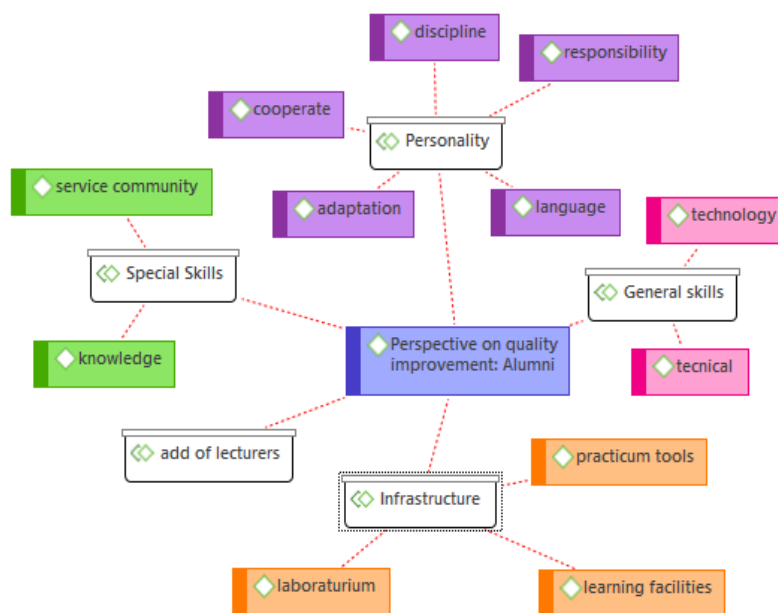


Figure 4. Qualitative Data analysis results

Universities are tasked with implementing PPEPP Dikti Standards through the implementation of SPMI, namely The Establishment of Dikti Standards, Implementation of Dikti Standards, Evaluation of the implementation of Dikti Standards, Controlling the implementation of Dikti Standards, and Continuous Improvement of Dikti Standards. Then spmi externals are required accreditation to LAM and / or BANPT to obtain accreditation status and accredited ranking of study programs and / or universities (SPMI, 2018). After all the result of SPMI is SPME and is branding for marketing graduates (Brendan, Kim Shyan, & Violeta, 2003). Don Houston (2007) and Andrei, et al. (2015) that the focus of continuous improvement is the basic principle of total quality management to provide compliance with specified specifications. Therefore, higher education institutions are required to ensure that the benchmark of quality is not met only on paper, but also in practice (Kehdinga, 2016). The assurance system in Europe has important procedural elements namely self-evaluation, external evaluation, and public reporting (Amaral & Joao, 2010).

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First, the need for every university in Indonesia to further enable involvement in compiling educational programs that have direct implications for graduate outcomes. In fact, in Indonesia there is still minimal cooperation between universities and graduate users. Research conducted by [Chanphirun & Dahles \(2015\)](#) stakeholder involvement in higher education, namely government, development partners, college institutions, and industry requires collaboration but the reality is limited, this is an obstacle. These findings imply that policymakers, stakeholders, and institutional leaders need to promote collaboration. Governments and donors need to play a leading role through resource policies and interventions for college development and a key role in coordinating interactions among stakeholder categories. Industry and NGOs need to be active as supporting agents in providing input for PT to produce qualified graduates. In addition, higher education needs to develop the capacity of their staff and mobilize resources to build credibility to attract potential external funding sources and take initiatives for collaboration.

Second, the need to increase the value of accreditation of universities in Indonesia. In fact, in Indonesia there are not many universities that have superior accreditation, especially in the eastern part of Indonesia the problem of accreditation of universities becomes a problem for every university so that it has implications for the trust of the people in the east to provide education to the island of Java. This statement is in accordance with the results of [Ewell \(2010\)](#) that institutional accreditation is a form of transparency of the learning process and provides public perception of the quality of institutions. Accreditation in the U.S. is a gateway for institutions that want to compete internationally because accreditation serves as a marker of quality ([Ramirez, 2015](#)).

Third, the need for a thorough understanding for the academic community about integrated quality management. In fact, quality management is still a separate part for some universities so it has not become an integrated part of the college. Quality management if practiced with the concept of integration can contribute in a wider scope in the management of universities, and further improve performance in universities ([Manatosab, et al. 2015](#)). The process of working with TQM, faculty have found that it is useful to find quality improvement needs, with a focus on improvement, and as a tool to carry out improvements. ([Brown & Koenig, 1993](#)). The TQM framework in particular is a strategy that contributes to quality services holistically ([Dirkse & Rigard, 2020](#)).

Fourth, the need for student involvement in establishing internal quality assurance strategies. The results of research conducted by [Stalmeijer, et al \(2016\)](#) students have a role in internal quality assurance including providing strength, creating focus, finding common ground with staff, and looking at differences in strength analysis. Furthermore [Seyfried \(2019\)](#) the implementation of quality management in the future follows two implicit logics, either towards conformity logic or, conversely, towards consequentialism logic. The results of this study also showed that the socialization of quality managers is linked to this logic and that it influences their view of quality management in learning and teaching. TQM must be a total commitment from top to bottom and must cover the entire organization in order to have endurance and produce success determined by the institution.

TQM is a philosophy as well as a set of tools. When implementing TQM in individual institutions it must be tailored to suit individual entities, different colleges, departments, and cultures ([Michael & Motwani, 1997](#)). The education system has begun to realize that students as external customers of the education system should be provided with better and more enjoyable services as a focus in applying quality concepts relevant to education management

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([Cruickshank, 2003](#)). Because learning outcomes are new instruments in internal quality assurance ([Per Olaf, et al. 2016](#)), and self-evaluation, academic auditing is a common part of internal quality assurance ([Odhiambo, 2014](#)).

Conclusion

This article defines the essence of the parameters and dimensions of quality assurance for higher education institutions in Indonesia, especially at Pacific Morotai University in North Maluku through the application of the Quality Assurance Model of Determination, Implementation, Evaluation, Control, and Improvement (PPEPP). This model offers continuous improvement to provide quality higher education. This model offers a comprehensive evaluation of higher education delivery. This policy is confirmed in Government Regulation of the Republic of Indonesia Number 44 of 2018 as an educational intervention. However, in its implementation it is not significant with the results of thorough experimental research in Indonesian universities, and in the end the problem of equitable access to quality higher education becomes a problem that is never resolved. As a district located on the Indonesia-Philippines border which consists of islands, the solution in implementing a quality assurance model is to formulate a quality improvement strategy that is relevant to socio-cultural and sustainable. Thus, graduates from Morotai Pacific University can apply their knowledge and knowledge in the job market. The limitation of this study is that this research was conducted limited to the locus of the Pacific Morotai University, studied on the academic aspect only, management and finance were not part of the research variables. So, the researchers suggest that further research is carried out to find out as a whole related to managerial and financial management at the Morotai Pacific University.


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