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Implementation of Internal Quality Assurance Standard Operating Procedures as an Effort to Improve Academic Performance in the Faculty of Education Science

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ABSTRACT

This research aims to analyze the Standard Operating Procedure (SOP) model for internal quality assurance at the UNESA Faculty of Education and to develop an SOP model for implementing internal quality assurance within the faculty. Article 52 of Law 12 of 2012 concerning Quality Assurance of Higher Education states that Higher Education Quality Assurance is a systematic activity to improve the quality of higher education in a planned and sustainable manner (Ministry of Law and Human Rights 2012). Indonesia is still considered low in terms of quality and quality of education, therefore quality assurance at the education level is very important to be implemented. The research method used is qualitative by conducting interviews in the Quality Assurance Cluster of FIP UNESA which has implemented a similar program, in addition to observation, data reduction, data display is also carried out in this study, so as to obtain accurate data. The results showed that SPMI FIP UNESA was successful and received criteria in accordance with the applicable SOP standards with a value of 88.81%. SPMI at FIP UNESA did several things to develop the SOP, including (1) conducting discussions and validation among various parties, (2) Ploting aspects of SOP assessment and (3) Implementing achievement targets and planning annual achievement targets.

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INTRODUCTION

The quality standards of education in Indonesia are still considered low because the conditions of higher education are still not maximized in carrying out effective learning activities, which can affect the credibility of higher education that cannot satisfy stakeholders. The implementation of higher education must improve its input, output and outcome to improve the existence of higher education, these efforts are made so that higher education does not experience sequential conditions (Paputungan, Ansar, and Mas 2021). Quality education is the most important pillar in producing competent and competitive human resources. In Indonesia, quality assurance is central in efforts to improve academic achievement and ensure the quality of educational services, especially in higher education.

Article 52 of Law 12/2012 on Higher Education Quality Assurance states that Higher Education Quality Assurance is a systematic activity to improve the quality of higher education in a planned and sustainable manner. With the introduction of SPMI in higher education, it is expected that universities will gain autonomy, rather than relying solely on the government to assess their adequacy, the quality of higher education is focused on assessing and meeting the needs of the wider community (Ministry of Law and Human Rights 2012). The Education quality assurance system aims to meet the National Higher Education Standards (SN-Dikti). In addition, the purpose of higher education quality assurance is to ensure the quality of higher education administration in terms of input, process and output, based on laws and regulations, fundamental values, vision and mission of higher education (Paputungan, Ansar, and Mas 2021; Sulastri 2022). In an effort to realize performance for the implementation of the implementation in the field of education as a tool to measure and evaluate success, one of the important elements that must be owned by the faculty of education is a procedure that has standards, also known as Standard Operating Procedures. The appropriate SOP as a performance assessment tool based on technical, administrative and procedural indicators will be applied as a guideline for carrying out tasks in accordance with functions in accordance with work procedures, work procedures and work systems in the unit concerned (H. Asbeni, Tohardi, and Rusdiono 2013). The Education System Law No. 20 of 2003 requires that quality assurance in higher education must be held and implemented. Higher education quality assurance can include the process of planning, fulfillment, control, and development of standards and sustainable, colleges consistently provide fulfillment of education quality assurance so that internal and external stakeholders of higher education both students, lecturers, employees, communities, businesses and professional associations, governments gain satisfaction with the performance and output of higher education (Soedibyo 2003).

Universities are required to carry out and implement SPMI as Article 3 of Permenristek No. 62 of 2016 concerning SPM Dikti, which includes: (1) SPM Dikti consists of: Internal and External quality assurance systems, (2) SPMI is planned, implemented, evaluated, controlled and developed by universities. (3) SPME is planned, evaluated, implemented, controlled and developed by BAN-PT and/or LAM through accreditation according to their respective authorities. (4) The output of SPMI implementation by higher education institutions is used by BAN-PT or LAM for determining the accredited status and ranking of higher education institutions or study programs (Gunawan and Waluyo 2022). Article 52 paragraph (2) of Law No. 12/2012 on Higher Education, SPMI is carried out through the establishment, implementation, evaluation, control, improvement of higher education standards (dikti standards), with several quality cultures, namely mindset, attitude pattern and behavior pattern must be based on dikti standards (Gunawan and Waluyo 2022). According to Tambunan (2013: 86) in (Sulastri 2022) explains that SOP (Standard Operating Procedures) basically includes standard operating procedures that exist in an organization and are used to ensure that all decisions, actions and use of facilities are processes carried out by members in an organization so that the organization functions effectively, efficiently, consistently, standardized, and systematically.

In implementing SPMI in a university, there are several main problems that provide instability in the implementation of SPMI itself, some of which are difficulties in monitoring PPEPP, then document limitations, difficulties in monitoring the campus internal audit process, as well as a long time in processing accreditation item assessments and difficulty in tracing monitoring and evaluation findings that arise. Internal quality assurance conditioning certainly requires a clear readiness study or SOP. The SOP review is an effort to find out the clear flow of internal quality implementation at the faculty level. In the SOP flow, the implementation of academic quality will be reviewed and adjusted to current needs and rules by the University Level Quality Assurance Agency (BPM).

From the description above, the SOP is prepared in order to improve the effectiveness of the performance of members to carry out activities and as a means of communicating activities in accordance with predetermined standards, as well as to follow up on the assessment of processes and control activities in SPMI. So it can be concluded that the SOP is an important mechanism that if it is not made and implemented as well as possible, the management process in an institution will be chaotic. Based on the background above, the objectives of this study are: (1) Knowing how the implementation of SPMI at the Faculty of Education, Surabaya State University, (2) Knowing how the evaluation and monitoring of internal quality assurance at the Faculty of Education, Surabaya State University, (3) Knowing how the follow-up of SPMI at the Faculty of Education, Surabaya State University.

METHOD

In the early stages, the method used was a qualitative descriptive approach. The activity was carried out in order to determine the success rate of SPMI implementation in the Faculty of Education, Surabaya State University. Indicators in this study include: (1) SPMI implementation, (2) monitoring and evaluation, (3) follow-up of SPMI implementation. Another purpose of this research is to analyze the SOP model for internal quality assurance at the Faculty of Education of UNESA and to develop an SOP model for the implementation of internal quality assurance within the Faculty. The subjects in this study were the Quality Assurance Task Force team, lecturers and students at the UNESA Faculty of Education. The type of data used in this research is primary data which includes data obtained directly in the field in the form of qualitative data which includes brief oral remarks containing information about STANDARD OPERATING PROCEDURE (SOP) in the Faculty.

Furthermore, the data obtained is secondary data, namely data obtained to complement primary data in the form of SOP report documents, documentation of meeting results, and other records that can be presented as data sources. The data collection techniques used in this research are: (1) interview, (2) observation, (3) questionnaire technique and (4) documentation. The interview technique was conducted to members of the quality assurance cluster, lecturers and students of the Faculty of Education, UNESA. Interviews can be used in this study for several purposes related to deepening understanding of the implementation of SPMI and analyzing the existing SPMI model in the faculty in order to obtain valid information as research data. In-depth interviews with the internal quality assurance group at the Faculty of Education of UNESA about SPMI can provide an in-depth understanding of their experience in carrying out the task of implementing and empowering the accreditation level in the faculty, while interviews with lecturers and students will provide information about the impact of accreditation on the teaching and learning system. This style of interview seeks to identify problems more directly by exploring the thoughts and ideas of the parties involved. By using interviews in this study, the researcher was able to explore in-depth understanding and nuances of how the development of internal quality assurance SOPs can contribute to creating effective and efficient academic performance.

FINDINGS AND DISCUSSION

1. Findings

Based on the research that has been carried out, the researcher gets the results of a report containing data related to the research road of internal quality development of FIP UNESA, which can be seen in Figure 1.

Picture 1. Research Roadmap for the Development of SOP Model for Internal Quality Implementation of FIP

The SOP is an effort to find out a clear flow of internal quality implementation at the faculty level. In the SOP flow, the implementation of academic quality will be reviewed and adjusted to the current needs and rules by the University Level Quality Assurance Agency (BPM). Then the SOP will be designed and developed according to the latest rules. In the figure, it is explained that in 2020-2023 the activities carried out are analyzing the previous SOP for internal quality assurance at FIP UNESA, then continued in 2024, namely reviewing the SOP for internal quality assurance at FIP UNESA, and the current stage is developing the SOP for implementing internal quality assurance at FIP UNESA. In addition to the roadmap for developing the SOP model, researchers also obtained results in the form of data regarding the procedural framework where the stages of activity adapt the ADDIE approach commonly used in the development of educational programs including Analyze, Design, Develop, Implement, Evaluation (Branch, 2009) which is presented in table 1.

Activity Name	**Activity Implementation**
1. Needs and potential analysis stage	Implementation of quality assurance SOPs at the Faculty of Education Unesa level that have been carried out by the quality assurance cluster as a potential and identification of needs, a study of the strategic plan and Vision and Mission of FIP Unesa, as well as a study of quality assurance SOPs in FIP in the past, present and future through FGDs with stakeholders and those responsible for implementing

	quality in the internal and external Faculty of Education.
2. Prototype design stage	Assessing strategic issues related to excellent service in FIP and Unesa as a consideration in making prototypes by: a. determine the purpose of developing quality assurance SOPs in FIP based on needs analysis; establishing the baseline of quality assurance SOP in FIP b. determining the stages of achieving the objectives of implementing the SOP at FIP, and c. determine the strategy for achieving the objectives of implementing the SOP at FIP, which is the basis for developing the SOP at FIP. Then proceed with conducting validation with experts, followed by reflection and revision to improve the prototype design for developing quality assurance SOPs at FIP.
3. Development stage of quality assurance SOP at FIP	Conducting discussions and validation regarding the coverage and feasibility of all components in the prototype of the quality assurance SOP guide at FIP with all FIP management organs, the senate council, and the board of professors of FIP. Discussing the targets at each stage of the agreed time.
4. Implementation and socialization strategy design stage	Develop a draft strategy for implementing the SOP for quality assurance in FIP and its socialization both within the faculty, university, and the wider community (dissemination through seminars / conferences / writing articles).
5. Draft stage of monitoring grids	Complete the SOP for quality assurance in FIP with a monitoring design as a process of evaluating the implementation of the international higher education class study program at FIP.

Table 1. Procedural framework used in the development of internal quality assurance SOPs

The procedural framework that has been described above is a series of ongoing activities in Quality Assurance FIP UNESA. The quality assurance process carried out independently by educational institutions is an internal quality assurance system process. This internal quality assurance helps prepare education to undergo an external quality assurance process, therefore internal quality assurance (SPMI) must be able to create programs that are in accordance with the ideals to be achieved, namely superior quality (Fadhli 2020). The research we conducted also found the results of the presentation of effectiveness in carrying out the internal quality assurance system at the UNESA Faculty of Education, which can be seen in Table 2.

Num	SUB INDICATOR	AVERAGE SCORE	PRECENTAE	CRITERIA
1	FIP UNESA Quality Assurance Implementation	89	89.30%	Suitable
2	Evaluation and Monitoring of Quality Assurance FIP UNESA	89	89.45%	Suitable
3	Follow-up of FIP UNESA Quality Assurance System	87	87.70%	Suitable
Mean		**88**	**88,81%**	**Suitable**

Table 2. Summary of the Percentage Score of the Effectiveness of the implementation of the Quality Assurance System of FIP UNESA.

Table 2 shows the effectiveness of quality assurance activities that have been carried out by the Quality Assurance Cluster of FIP UNESA, in the table the quality assurance system is in appropriate criteria with an average acquisition of 88 and with a percentage of 88.81%. This result is obtained from each indicator which shows that SPMI FIP UNESA is in accordance with the established SOP standards.

In the report that has been found in our research, there is a research scale used by the quality assurance cluster to improve academic education at FIP UNESA, the gradation of the assessment scale questionnaire includes aspects of usability, feasibility and accuracy of the product. The explanation of the gradation of the research scale is explained in Table 3.

	Aspects Assessment	**Indicator**	**Sub Indicator**
1.	Usability	Product usage	- Benefits of quality assurance SOPs for the academic community - The importance of the quality assurance SOP for the academic community
2.	Feasibility	a. Practicality of the procedure b. Efficiency in terms of cost, time and effort	- Practicality of steps - Efficiency in terms of cost, time and energy
3.	Accuracy	a. Object accuracy b. Accuracy of purpose c. Procedural accuracy	- The accuracy of the quality assurance SOP for the academic community - The accuracy of the objectives with the quality assurance SOP developed - The accuracy of the steps - The accuracy of the use of time - Accuracy of the use of success criteria

Table 3. Gradation of SOP assessment scale in quality assurance of FIP UNESA

The gradation of the SOP Assessment Scale in FIP UNESA quality assurance, includes several aspects of assessment including usefulness, feasibility, accuracy, as these aspects have been carried out to minimize the failure of quality assurance activities themselves. This assessment scale is very important to be applied in education quality assurance, especially at FIP UNESA, because with this research scale, quality assurance will run more effectively and efficiently.

2. Discussion

Implementation of SPMI

The Internal Quality Assurance System (SPMI) is the content of article 53 of the Higher Education Law. SPMI is an education quality assurance activity carried out by universities independently and autonomously free from interference from other parties to improve the quality of higher education in a planned and sustainable manner. The policy and implementation of internal quality audits are carried out independently by universities without interference from any party (Arifudin, 2019; Sulaiman & Wibowo, 2016; Fadhli, 2020).

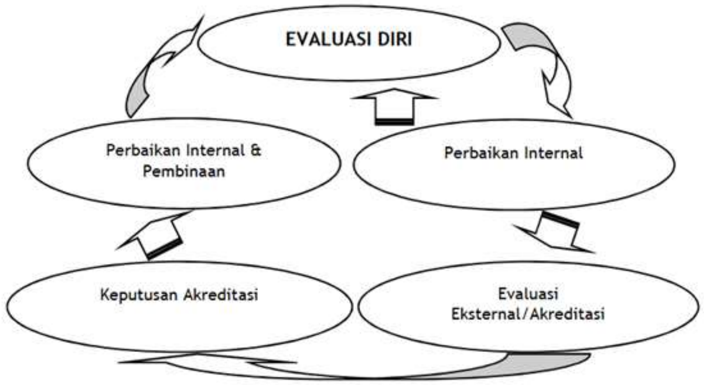
Our research is measured objectively through quality assurance activities (GPM) at the Faculty Level which has implemented academic quality assurance to improve the quality of education in the faculty environment. Currently, UNESA Faculty of Education has 22 study programs including S1, S2, and S3 study programs. The Faculty is currently offering international classes in eight study programs for the 2023/2024 academic year, which will likely lead to changes in the implementation of internal quality assurance. The follow-up that must be carried out is to organize the SOP for the implementation of internal quality at the faculty level. Internal quality assurance conditioning certainly requires a clear readiness study or SOP. The SOP review is an effort to find out the clear flow of the implementation of internal quality at the faculty level. In the SOP flow, the implementation of academic quality will be reviewed and adjusted to current needs and rules by the University Level Quality Assurance Agency (BPM). The implementation of the internal quality assurance system at FIP UNESA has reached 89.30%, which means that it is in accordance with the applicable SOP standards.

Quality universities, in the context of higher education institutions, are expected to meet societal needs, contribute positively to community development, create job opportunities, and produce a skilled and competent young generation (Yoga Budi Bhakti, Achmad Ridwan, and Riyadi 2022). (Fitrah, 2018) said that “to improve the quality of higher education, there are 2 things needed, namely a systematic plan and having a commitment in managing higher education that refers to the vision, mission, and goals that have been set”. There are 2 other things that are used as tools in analyzing the quality assurance system of higher education, namely, (1) quality in fact, namely quality based on achievements in accordance with the vision, mission and goals that have been set, and (2) quality in perception, namely the quality of graduates as measured by graduate users, the community and other stakeholders (Lubis, Dewi, Sihotang & Siburian, 2020; Nofrita, Rosyidi & Kamati, 2019).

The internal quality assurance system is a breakthrough in the framework of managing universities, both public and private, which are still developing and have the opportunity to be better based on the findings of internal quality audits (Najwa, Iqbal, and Aryani 2023). Quality assurance is a series of activities in the process of determining and meeting management standards consistently and continuously so that customers, producers/ service providers and other interested parties are satisfied. Higher education quality assurance can be said to be a process of determining and fulfilling higher education management standards consistently and sustainably, so that stakeholders are satisfied (Fikri 2020). After SPMI is considered good enough, the Higher Education institution makes a request to LAM (Independent Accreditation Agency) or BAN-PT (National Accreditation Board for Higher Education) to assess the feasibility of study programs and universities through accreditation (Sitorus and Dahlan 2024).

Monitoring and Evaluation

The purpose of self-evaluation is to evaluate and improve the quality of education provided by the university. The self-assessment process helps to ensure that educational provision meets established national and internal standards, self-evaluation provides the information necessary to make informed strategic choices. Self-evaluation is the basis for external certification. Through self-assessment, universities can build a culture of quality among all stakeholders, including faculty, students, and administrators. This encourages all stakeholders to continuously strive to improve the quality of education. The following concept of self-evaluation that can be applied in higher education can be seen in Figure 2.



The concept of self-evaluation in SPMI (Fikri 2020).

The Basic Concept of Education Management and the Role of SOPs provide self-assessment results that can be used for updating the basic data of universities and study programs in the form of comprehensive profiles, plans, continuous improvement of study programs and internal quality assurance for universities and their study programs and prepare them for external assessment or accreditation. In some universities, self-assessment is an ongoing challenge and becomes a culture in student life. The evaluation system and procedures applied in other universities may vary, depending on the needs of the university itself/needs of each party requesting the HEI report/self-assessment of the study program. Self-assessment aims to create a comprehensive profile of an institution using current data. Self-assessment can be in the form of continuous planning and self-development, internal quality assurance of study programs / Higher Education facilities, providing information about study programs / Higher Education facilities, and the local community. Conducting self-assessment with certain parties/stakeholders who require it in preparation for external assessment (certification).

Monitoring and evaluation in the implementation of SPMI contains 89.45% data, which means that it is in accordance with the applicable SOP standards. Monitoring in this case is carried out by supervising and monitoring the progress of a program. The objectives of the monitoring itself include: (1) knowing the level of achievement of the UNESA Faculty of Education, (2) Identifying problems that occur during the program (3) Providing the information needed to make the right and careful decisions in the improvement and suitability of the program / activities being implemented.

Follow-Up

The follow-up of the quality assurance system has a percentage of 87.70%, which means that the implementation of the follow-up of SPMI activities of the Faculty of Education Sciences UNESA has fulfilled the applicable SOP standards. This shows that the follow-up of the implementation of standards in SPMI is carried out in accordance with the established SOP. The SOP that has been issued by the internal quality assurance unit is not only merely implemented and monitored and evaluated but after that it is followed up continuously for quality improvement (Paputungan, Ansar, and Mas 2021). In our research, we found outcomes and targets for follow-up activities organized by SPMI FIP UNESA.

The results of the M&E conducted will be the benchmark of this follow-up process. Whether the results are good and the implementation can be continued or there are still implementation deviations and/or incomplete SOP documentation so that they are immediately corrected within the agreed time limit between the internal unit team and the work unit team. With standardized SOPs in place, all academic processes in the faculty, such as curriculum planning, teaching, evaluation, and student guidance, can be implemented consistently. This helps ensure that every lecturer and staff follow the same procedures, thus maintaining the quality of learning.

CONCLUSION

Based on the results of the research and discussion that has been carried out, we examine the effectiveness and implementation of SPMI at the Faculty of Education, UNESA. The implementation of SPMI at this faculty has been running and operating well, the activities carried out are in accordance with the SOP standards that have been set. Quality assurance at FIP UNESA also develops SOPs to improve academics in the faculty, several ways have been done to develop SOPs including; (1) Conducting discussions and validation between various parties, (2) Ploting aspects of SOP assessment and (3) Implementing target outcomes and planning annual achievement targets. From the SOP development carried out, the hope for the future is that SPMI FIP UNESA will always maintain its quality and quality, so that it can provide the best for educators and their members.

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