Evaluation of Internal Quality Assurance Implementation at Atma Jaya Catholic University

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Absract. This study evaluates the implementation of quality assurance at a private university in Indonesia, namely Atma Jaya Catholic University, Jakarta (UAJJ). The aim is to find out the quality (merit) and benefits (worth) of implementing the SPMI program at UAJJ comprehensively because stakeholders do not understand it. UAJJ itself has implemented SPMI (Internal Quality Assurance System) consistently since 2017 based on the PPEPP model cycle (*Penetapan*=Determination, *Pelaksanaan*=Implementation, *Evaluasi*=Evaluation, *Pengelolaan*=Management, and *Peningkatan*=Improvement) as an implementation guideline. This qualitative method uses the evaluation of the CIPP model developed by Stufflebeam. The CIPP model consists of the Context, Input, Process, and Product components and each related sub-component. The components and sub-components become the object of this research. The results and data analysis show that the implementation of Internal Quality Assurance in the UAJJ is of high quality and beneficial for all stakeholders. The conclusion and discussion materials are that quality assurance efforts and internal QA implementation, both at UAJJ, other higher education institutions, and professional researchers need to develop and seek internal QA implementation strategies to ensure the health of higher education institutions, especially in the three core values, namely student learning, research, and community service.

Keywords: *Evaluation, CIPP Model, Quality Assurance, Higher Education*.

Introduction

The education quality assurance system in Indonesia refers to the laws and regulations. Specifically for higher education, "The RI Law no. 12 of 2012 very clearly regulates the QA of higher education in Indonesia. In 2020, new laws and regulations were issued to replace the previous SNPT (National Higher Education Standards) legislation, namely Permendikbud No. 3 of 2020. The essence of the SNPT has not changed. Thus, the implementation of quality assurance is conducted by the SNPT organization. (Direktoral Jenderal Pendidikan Tinggi, 2006, p. 1.18). Standards/core values remain the same, namely student learning, research, and community service." (Beny Mite, Akbar, & Madhakomala, 2022, 1 July, p. 133).

The laws and regulations and the needs of the UAJJ based on the vision and mission as well as its objectives are the backgrounds for the implementation of SPMI at UAJJ as a quality assurance program. Thus, this study evaluates the implementation of QA at one of the private universities in Indonesia, namely Atma Jaya Catholic University, Jakarta (UAJJ) based on an internal quality assurance system (SPMI: stands for *Sistem Penjaminan Mutu Internal*), namely an internal QA program 2017 that uses the PPEPP cycle model (determination, implementation, evaluation, management, and improvement).

Problem

This study wants to evaluate the internal QA program implemented at UAJJ from 2017 to 2020. The focus of the research is to obtain empirical information findings about the quality (merit) and benefits (worth) of the implementation of the QA program internal UAJJ since 2017. The sub-focus and at the same time the object of this research are four components of the evaluation of the CIPP (context, input, process, and product) model from Daniel Stufflebeam

Why is this research looking for merit and worth in implementing SPMI at UAJJ? The reason, in the FGD, many stakeholders did not understand the quality and benefits of the internal QA

program comprehensively, the problem of this research lies in the quality (merit) and benefits (worth) of SPMI or internal QA.

Starting from the sub-focus of the research, the formulation of the research problem is detailed in four important questions, namely:

1. How is the context of the program as a whole and built on regulations/legality, policies, needs analysis, goals, objectives, and strategies in the existing guidebooks and how to formulate the context so that it meets the internal needs of the QA program?
2. How the SPMI application planning is realized.
3. How is the process of implementing SPMI or internal QA effective, and
4. What are the results of the internal QA program and their impact on stakeholders

Theoretical Framework

QA needs to be conducted with continuous improvement of quality standards and their application (Legčević & Hećimović, 2016, p. 75).

QA institutions have a responsibility towards higher education and the wider community, it can trust in the education system nationally and internationally be guaranteed (Prisacariu, 2015, p. 119).

Evaluate the QA in education is to answer is the extent to which the objectives were achieved, and whether the program achieved its intended objectives (McDavid & Hawthon, 2006, p. 15) The CIPP (context, input, process, and product) evaluation model from Daniel Stufflebeam (Stufflebeam D. L., 2002, pp. 279-317), (Stufflebeam & and Anthony J.Shinkfield, Evaluation, Theory, Models, & Applications,, 2007, pp. 225-365), dan (Stufflebeam, L.S., & Chris, Evaluation Theory, Models, & Applications. Second Edition, 2014) provides feedback and assessment of program effectiveness for continuous improvement (Zhang, et al., 2011, p. 63);

The fact that the increasing number of students studying abroad was precisely because of the existing internal QA problems of higher education (Dontagic & Sarlic, 2015).

Method

The qualitative method of this study uses the CIPP evaluation model. The CIPP model evaluation research at UAJJ is integrated into the PPEPP model cycle used in the SPMI or UAJJ internal QA program.

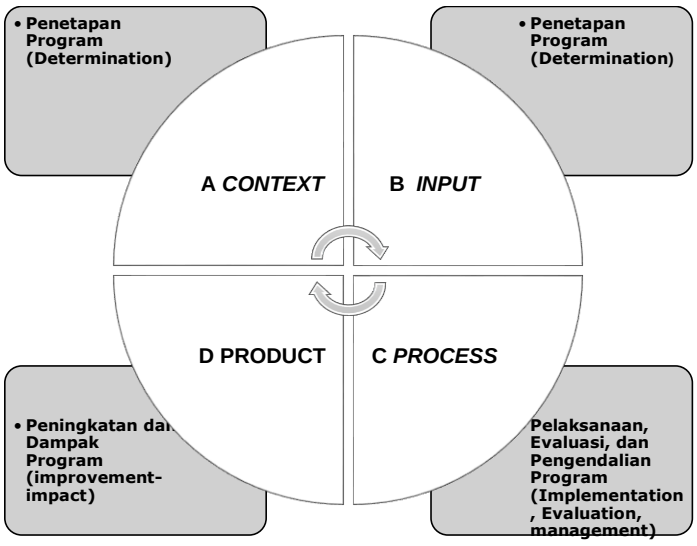

Figure 1: CIPP model evaluation research integrated with the PPEPP SPMI UAJJ cycle

Evaluation of Program Implementation as Context and Input

The evaluation of program determination in the five cycles of the PPEPP model is the same as the evaluation of the context component and the input component in the evaluation of the CIPP model.

Evaluation of Program Implementation as a Process

The evaluation of program implementation in the five cycles of the PPEPP model is the same as the evaluation of the process components in the evaluation of the CIPP model. Thus, program evaluation and program control evaluation are process components

Evaluation of Program Improvement as Product and Impact

The evaluation of program improvement in the five cycles of the PPEPP model is the same as the evaluation of product components which is also related to the evaluation of program benefits and constraints

Results

Relationship between context and input components

The quality of the context at the fourth level, which is the second highest level of the five viable options (1-5 levels). The quality of this context component is among the best of all SPMI evaluation results at UAJJ. The input component in the aspect of supporting capabilities reached the fourth level of quality according to respondents' assessments

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Relationship Between compo Context, Input, and Process Components

All items evaluated in the process component obtain a third level of quality. Considering the empirical data from the three components of CIPP the relationship between the evaluation results between context, input and process shows a declining

The results of the three CIPP components move from the fourth level (context) through the third and half level (input) and end at the third level (process).

Relationship Between Process Components and Product Components

The empirical data link between the process component and the product component, the graph goes up. The first point (process component) starts from the third quality (3) and the second point (product component) is at the third and a half level (3.5), because this number comes from the midpoint between the third level (3) and the fourth level (4).

The Impact of The SPMI Program: Benefits and Constraints

The benefits aspect as a product consists of three points of evaluation problems, namely the benefits of implementing SPMI for lecturers, students, study programs (prodi), faculties and benefits for the Quality Assurance Institute (LPM).

Conclusion

There are two important conclusions, namely the quality (merit) and benefits (worth) of SPMI. In general, the results of the evaluation research on the implementation of the UAJJ SPMI which has been going on since 2017 can be said to be of high quality, but it needs to be improved.

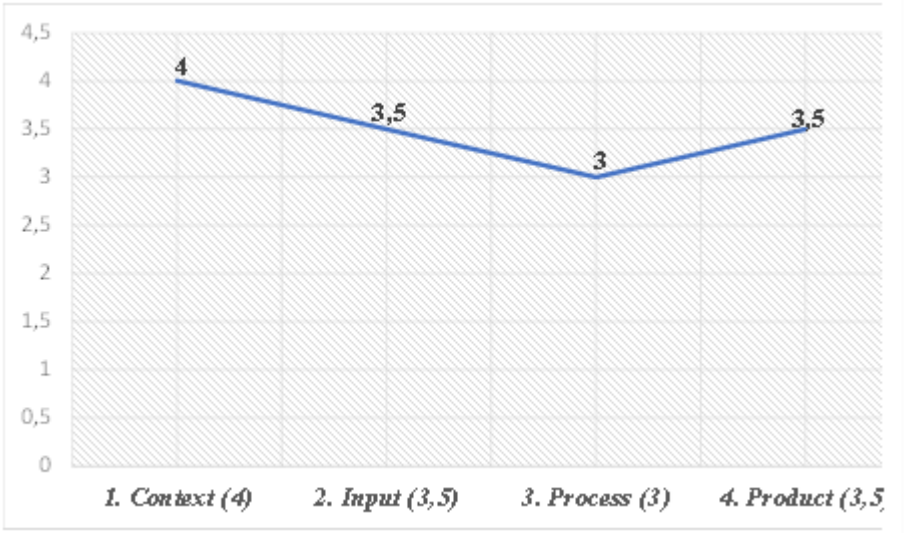

Figure 2. Conclusion of the results of the four components of CIPP

The context component reaches level 4 quality because the list of needs to improve quality is quite complete. The input components reach the level of 3.5 quality because not all requirements are available. The process component only reaches level 3 quality because the process is constrained. Why is the process constrained but getting better results? Of course, Empirical data in this study shows another fact: the persistence, willingness, and hard work of human resources, especially lecturers at the undergraduate to doctoral level, have a work culture (Lucandera & Christerssona, 2020) as a value of loyalty to the quality of UAJJ.

Higher education institutions wherever they are needed to maintain the health of their organizations in the field of internal quality assurance management consistently and their academic quality.

The implementation of core values in internal QA is not easy to implement entirely, but to see the potential of higher education, it is necessary to implement quality assurance and be internally driven.

Recommendation

In Figure 2, only the context component reaches the fourth level of quality (4). Therefore, UAJJ needs to improve the quality of the other three CIPP components.

The input component needs to be increased by half a digit to reach the fourth level of quality, by paying attention to two issues: budget and detailed procedural.

The process component needs to be increased by one digit to reach the fourth level, by paying attention to five issues: identification of implementation barriers, implementation activities, implementation monitoring, procedural advantages, and procedural compliance with the plan.

The product component needs to be increased by half a digit to achieve the fourth level of quality, by paying attention to three issues: timely graduates, community service products (PKM), and PkM publications.

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