

Conference Paper

Education Quality Assurance Management in the Faculty of Health Science, Singaperbangsa Karawang University

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Abstract

This research was conducted at the Faculty of Health Sciences, Singaperbangsa Karawang University, and aims to describe the depth of Education Quality Management at the Faculty with a focus on planning, organizing, and monitoring. The research method used is qualitative with descriptive methods. Data was collected through observation, interviews, and documentation studies. Sources of data came from several key informants, namely the Gugus Jaminan Mutu (GJM), the Gugus Kendali Mutu (GKM) and the Badan Penjaminan Mutu (BPM). The results of this study indicate planning should include analysis of the needs of each study program with communication, consultation and coordination, building teams, evaluating and revising quality standards on an ongoing basis in the implementation of activities which are then approved by the Vice Dean I. The next step is organizing the process by reviewing the rules, determining the organizational structure and job descriptions, asking each study program to determine and assign personnel. Finally, supervision requires the implementation of the academic quality assurance system and the evaluation of this system via various measures.

Keywords: quality management, planning, supervision

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1. Introduction

The quality assurance system in Indonesia is regulated in article 52 of Law No.12 of 2012 concerning higher education which is further elaborated by the Minister of Research and Technology No.44 2015. The quality assurance of higher education is a systemic activity to improve the quality of higher education in a planned and sustainable manner and carried out through the process of determining, implementing, evaluating, controlling and improving higher education standards [1]. Higher Education Quality Assurance is the process of determining and fulfilling the management standards of higher education in a consistent and sustainable manner, so that stakeholders get satisfaction [2].

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Responding to the development of various policies on quality assurance and demands for continuous quality improvement at the Singaperbangsa Karawang University better known as Unsika, formed a quality assurance system consisting of interrelated parts. These sections are the organization, documentation and implementation cycle. In general, the quality assurance task of the Unsika is to oversee so that the quality standards set can be properly formulated, carried out in an orderly manner, and evaluated periodically to continuously improve the quality standards of the elements. The quality assurance organization in Unsika consists of (a) Badan Penjaminan Mutu (BPM) at the University level in the integrated quality management function. (b) BPM Unsika is led by a Chairperson and two central heads, namely the Head of the Quality Assurance Center and the Head of the Quality Audit Center. (c) Gugus Jaminan Mutu (GJM) at the Faculty or institution level are in the quality assurance function. And (d) Gugus Kendali Mutu (GKM) at the level of the Study Program or work units that function for quality control. The Quality Assurance Group (GJM) Faculty of Health Sciences (Fikes) is a Quality Assurance institution which is under the auspices of the Quality Assurance Agency (BPM) of Singaperbangsa Karawang University.

This research is focused on management of education quality assurance at the Faculty of Health Singaperbangsa Karawang University by focusing on planning, organizing and monitoring. This study aims to determine: (a) Quality assurance planning at the Faculty of Health Sciences Singaperbangsa Karawang University. (b) Organizing quality assurance at the Faculty of Health Sciences, Singaperbangsa Karawang University. And (c) Supervision of quality assurance at the Faculty of Health Sciences, Singaperbangsa Karawang University.

2. Methods and Equipment

This research was conducted using a qualitative research approach and descriptive method. The setting taken in this study was the Faculty of Health, Singaperbangsa Karawang University (Fikes Unsika). This research was carried out from July 2019 until September 2019. Sources of data were obtained from several informants involved in the management of education quality assurance activities, including GJM Coordinator Fikes Unsika as key informants, as well as several other supporting informants such as Gugus Kendali Mutu (GKM) and the Badan Penjaminan Mutu (BPM). While additional data sources include documents and documentation as well as the Unsika portal website. The steps of data analysis techniques in qualitative research include data classification / coding, data reduction, data exposure, data analysis, data display, and data verification.

3. Results

The quality standards of the Fikes Unsika are formulated and established by referring to the vision (deductively) and the needs of stakeholders (inductively) which are specifically and measurably formulated and contain elements of ABCD (audience, behavior, competence, degree) [3]. This quality standard will be a reference in the process of carrying out the tasks and management of Unsika as a tertiary institution. For this reason, the development of quality standards will continue to be carried out and be improved on an on going basis in line with the achievement of the achievement of quality standards that will continue to be carried out and be improved on an ongoing basis in line with the achievement of the quality sources. In detail, the mechanism for determining, implementing and fulfilling standards as well as controlling and developing standards is described in the quality manuals of the Fikes Unsika.

Quality assurance planning at the Fikes Unsika begins by conducting inputs that include policies on quality assurance, quality assurance guidelines at the Faculty, quality goals and objectives, adequate facilities and infrastructure, work plans in previous years, reports on implementation of activities, available resources highly competent and dedicated. Then the process is carried out by holding meetings and meetings, analyzing the needs of each department by communication, consultation and coordination, forming teams, evaluating and revising quality standards in a sustainable manner towards the implementation of activities. After that, the output: the work program that was decided together in the meeting of the Vice Dean I in the academic field, the GJM and GKM Team which was approved by the Dean I was known by the Dean, and finally the outcome: accreditation and certification, institutional certificate and accreditation certificate, instruments, forms, forms, and SOP. In the planning process of Fikes Unsika quality assurance, it was found that the faculty was already good. A shared understanding of these various programs forms the basis of our high commitment to building commitment to provide the best for Fikes Unsika.

The next step is Organizing quality assurance at Fikes. The process begins with reviewing the rules, determining the organizational structure and job description, asking the department to determine & assign personnel, and issuing a letter of assignment. After that, the output: the organizational structure that was decided together in the faculty leadership meeting with the Dean and representatives of the Dean, GJM, Chair of the Study Program, and GKM. The quality standard of Fikes Unsika is guided by the internal quality assurance system of the Unsika which includes components that reflect the level of effectiveness and efficiency of quality higher education management. The

components included in the quality standards for implementing an internal quality assurance system in the Unsika are: (a) National education standards consisting of graduate competency standards, learning content standards, learning process standards, learning assessment standards, lecturer and education staff standards, standards learning facilities and infrastructure, and learning funding standards. (b) National research standards consisting of research results standards, research content standards, research process standards, research assessment standards, research standards, research facilities and infrastructure standards and research funding and financing standards. (c) National community service standards consisting of standards for the results of community service, community service content standards, community service process standards, community service evaluation standards, community service implementation standards, community service facilities and infrastructure standards, and community service standards funding standards and community service financing. (d) Higher education standards which include publishing standards, graduate standards, standard study periods used, soft skills standards, information systems standards, activity standards, cooperation standards, welfare standards, lecturer performance standards, written standards, ethical code standards.

Supervision of quality assurance at Fikes Unsika process begins with auditing the GJM work program and the mechanism for meeting the GJM work targets. Then monitoring the implementation of the academic quality assurance system at the departmental level of the Fikes study program, evaluating the implementation of academic quality assurance at the departmental level of the Fikes study program, auditing the implementation of academic quality assurance at the departmental level of the Fikes study program, reporting on the implementation of academic quality assurance periodically to the Dean, and follow-up. The successful implementation of quality assurance in various aspects of education is strongly influenced by the work culture / culture and the mindset of quality awareness of all lecturers, employees and students at the Fikes Unsika. For this reason, strong leadership and management initiatives are needed in the process of awareness and change in culture and work ethic continuously through socialization, workshops, publishing implementation guidelines and quality control guidance developed from the university level to the level of study programs so as to create an academic atmosphere that is expected. Quality standards that have been set at the institutional level are then conveyed to the relevant units. For each quality standard to be achieved, implementing units such as faculties, study programs, bureaus, and technical implementing units make plans for routine and development activities that have to set targets for achievement.

The next step in the implementation of quality standards is the determination of the procedures, preparation, implementation and resources needed for each activity designed to achieve quality. Preparation of implementing resources needs to be prepared through the process of training, workshops and discussions. Armed with these preparations, it is expected that the implementation of all components of the quality standard in the Fikes Unsika can proceed as expected.

4. Discussion

The focus of the first research, namely quality assurance planning begins with setting goals or a series of objectives, formulating current conditions, identifying all facilities and obstacles, developing plans or a series of activities to achieve goals, and finally in the planning process including development, assessment, and selection the best or most satisfying alternative activity for achieving the goal [4]. This is supported by the theory put forward by Handoko in the planning stage to create a quality assurance work program at Fikes Unsika by setting clear targets with decisions about the desires or needs of the organization to be achieved according to needs through the guidelines of prescribed standards, Then formulating the current conditions of the targets to be achieved or the resources available to achieve these targets is very important,

because the targets and plans concern the future [5]. Only after the current conditions are analyzed can plans be formulated to illustrate the plan for further activities. This stage requires information, especially the allocation of financial funds and statistical data obtained through communication in meetings. Furthermore, all strengths, weaknesses and facilities, and obstacles in the work program of GJM Fikes need to be identified to measure the ability to achieve goals. And the last one develops an activity plan to achieve this final stage of the goal in the planning process must develop, evaluate, monitor, and choose the best or most satisfying alternatives in order to realize a strong, influential and effective faculty quality assurance.

Furthermore, the process of organizing quality assurance can be carried out with the following five steps procedure: (a) Carrying out a reflection on plans and goals. (b) Assign basic tasks. (c) Divide the main tasks into part tasks (subtasks). (d) Allocating resources and instructions for the tasks of this section. (e) Evaluating the results of the organizational strategy implemented [6]. This is supported by the theory at GJM Fikes Elementary the organizing process in quality assurance by carrying out plans and targets and then setting out the main tasks so that the planning can be realized so that the objectives are achieved, then dividing the tasks main tasks become part tasks

afterwards allocating resources and instructions for part tasks by becoming activities that can be logically carried out by one person to be efficient and have no idle time, and finally evaluate the results -the results of the organizing strategy implemented to coordinate the work of the FJ Unsika GJM teams into an integrated and harmonious unit in achieving organizational goal.

Third is quality control supervision according to the theory put forward by Dessler and Phillips that there are 3 main steps in the supervision process, namely: (a) establish some type of standards or targets (b) measure actual performance against these standards (c) identify deviatons and take corrective [7]. This is supported by the theory put forward by Dessler and Phillips that the step in the supervision process at Fikes Unsika, namely the quality assurance process, requires a process of improvement that is preceded by a self- evaluation process that needs to be done regularly. This self-evaluation is intended to review the factors associated with continuous improvement that determine the success of the quality assurance system that is carried out operationally [8]. The quality improvement process will involve systematic steps as follows (a) Identification of the problem, this step determines the activities to be evaluated, the expected goals, the schedule of activities, identifies in detail what is done, the steps that need to be done, how to monitor and evaluate focused and workable. (b) Determine the current status of the observed activity, this step is carried out through self-evaluation and shown to study the existing problems and to obtain data related to the problem being examined. (c) In depth study of the problem to determine the cause and the corrective steps that need to be done. Discussions with other parties involved in quality assurance can be carried out to expand the possibilities of improvement, making improvements aimed at returning the activities as planned. (d) Monitor the results of improvements, monitoring is done by comparing the results with what is planned. Comparative results obtained can be used to see whether the correction made has been successful in returning activities in accordance with what was planned or should be sought an alternative better solution. (e) Implementation of improvements, when the proposed solution has successfully solved the existing problem, then the steps that have been taken can be used as a standard for later use.

5. Conclusion

Quality assurance management at Fikes Unsika through 3 stages, the first is planning includes analyzing the needs of each study program by communicating, consulting and coordinating, building teams, evaluating and revising quality standards on an ongoing

basis in the implementation of activities which are then approved by the Vice Dean I. The next step is to organize the process carried out by reviewing the rules, determining the structure organization and job description, ask each study program to determine and assign personnel and issue letters of assignment, and finally the supervision is to evaluate the implementation of the academic quality assurance system, to evaluate the implementation of academic quality assurance, conduct quality assurance audits at the Fikes study program level and regularly reported to the Dean through Vice Dean I.

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Conflict of Interest

The authors have no conflict of interest to declare.

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