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Sistem Penjaminan Mutu Internal Perguruan Tinggi
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DESIGN AND IMPLEMENTATION OF “WRITING INTERNAL QUALITY ASSURANCE DOCUMENTS FOR INDONESIAN HIGHER EDUCATION INSTITUTIONS” TRAINING PROGRAM

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Abstract

According to the Law of the Republic of Indonesia Number 12 Year 2012 on Higher Education, quality assurance system in Indonesian higher education institutions is established through three (3) means: Internal quality assurance, external quality assurance and higher education database system. Higher education institutions are allowed to design their own internal quality assurance system. However, higher education institutions often stumble in the process of designing an internal quality assurance system that works for them. Eventually they find it difficult to consistently implement the internal quality assurance system that they have created and gain little advantage from the system. In 2019, President University was among the several universities selected by the Ministry of Research, Technology and Higher Education to mentor several other higher education institutions who needed help in implementing internal quality assurance systems in a mentorship program known as “*Program Asuh Menuju Prodi Unggul*”. A part of this program is a hands-on training session for internal quality assurance key personnels that aimed at helping them in writing internal quality assurance documents. To check whether the training program is effective, a pre-test and post-test were given to every participant, and the result showed that at the end of the training program, all participants have better understanding on how to design and apply internal quality assurance system.

Keywords: internal quality assurance, spmi, penjaminan mutu internal, training

Introduction

In December 2018, Indonesian’s Ministry of Research, Technology and Higher Education through its Directorate General of Learning and Student Affairs (*Ditjen Belmawa*) announced that higher education institutions that have been accredited “A” are encouraged to assist other higher education institutions that still needed support in the area of quality assurance. The program was called “*Program Asuh Menuju Prodi Unggul 2019*” or “*Program Asuh 2019*” in short. President University’s proposal was accepted and the university was assigned to mentor five (5) private higher education institutions.

From June 2019 to July 2019, the participants came from five (5) institutions that joined intensive hands-on training sessions followed by internal quality assurance documents writing sessions.



At the end of the program, they were expected to return to their institutions equipped with internal quality assurance policy, some key standards, procedures, forms and internal audit instruments. President University as the mentor will still continuously monitor the progress of these higher education institutions in their internal quality assurance implementation to ensure they are successful in the next accreditation process.

The authors were tasked to design and implement a training session that specifically addressed the issues of writing internal quality assurance documents. The guidelines on how to write internal quality documents were based on the Internal Quality Assurance Guide Book (*Pedoman Sistem Penjaminan Mutu Internal: Pendidikan Akademik – Pendidikan Vokasi – Pendidikan Profesi – Pendidikan Jarak Jauh*) published by the Directorate General of Learning and Student Affairs, Ministry of Research, Technology and Higher Education (Direktorat Penjaminan Mutu, 2018).

According to this guidebook, each higher education institution must be equipped with the following internal quality assurance documents:

1. Quality Policy Document
2. Standards
3. Manuals
4. Forms

Although higher education institutions are allowed to design their own internal quality assurance system, there are certain rules to follow. First, the standards used by the higher education institution must include the 24 Higher Education National Standards, in Indonesian this is known as *Standar Nasional Perguruan Tinggi* or *SN DIKTI* in short (Permenristekdikti No. 44 Tahun 2015).

Second, Internal Quality Assurance System in Indonesia is also expected to follow a cycle of:

1. *Penetapan Standar* (Setting of standard)
2. *Pelaksanaan Standar* (Implementation of Standard)
3. *Evaluasi Standar* (Evaluation of Standard's implementation)
4. *Pengendalian Standar* (Control of Standard's implementation)
5. *Peningkatan Standar* (Improvement of Standard)

This cycle is commonly known by the acronym of PPEPP. (Direktorat Penjaminan Mutu, 2018).

Therefore, higher education institutions are required to have manuals that provide guidance for users on how to implement each step of these PPEPP cycle for each standard.

Producing these documents require significant time and effort. Small to medium-sized private higher education institutions with limited number of manpower often find it hard to be able to cope with the demands of producing internal quality assurance documents. "Writing Internal Quality



Assurance Documents for Indonesian Higher Education Institutions” Training Program was designed to specifically address this issue, the participants will learn about how they can effectively create internal quality assurance documents that work for their institutions.

The training was designed using the ADDIE model which stands for Analysis, Design, Development, Implementation, and Evaluation (Branson, 1975). To evaluate the training’s effectiveness, participants were required to complete a pre-test and a post-test that contains questions that assess their understanding of how to write internal quality assurance documents. The pre-test is conducted at the beginning of the training session and post-test is conducted at the end of the session. If the participant shows a significant improvement results in the post-test, that means the training is effective. In addition to that, the participants were required to submit a copy of their internal quality assurance documents’ drafts so the trainers can further evaluate the outcome of the training.

Theoretical Framework

Addie Model for Instructional Design

To ensure that the training is conducted effectively, the authors used the ADDIE model in the design process. ADDIE was created for military use but throughout the decades, it has been used to develop training materials in various fields from Human Resources to Biomedical (Cheung, 2016).

Some experts criticized that ADDIE model is not effective and efficient (Gordon & Zemke, 2000). However, the authors found ADDIE is useful as a way to breakdown the complexity of designing and implementing this training.

Result and Discussion

Thus this training will be explained using the ADDIE phases. The five (5) phases of ADDIE are Analysis, Design, Development, Implementation and Evaluation.

Analysis - The analysis phase is for gathering information about what are the things that must be accomplished in the training. To get the right picture, President University’s Quality Assurance team conducted observations and interviews with quality assurance staffs in the five (5) participating private higher education institutions from 4 April 2019 to 18 April 2019. The results are summarized in Table 1.



Table 1. Summary of the quality assurance conditions in participating institutions

Parameter	Condition
Institution's Accreditation Rank	2 out of 5 are unaccredited by National Accreditation Board for Higher Education institutions (<i>BAN-PT</i>). Remaining 3 had "C" rank.
Study Programs' Accreditation Rank	All institutions' study programs ranked "C" or lower (expired accreditation status or unaccredited)
Internal Quality Assurance Documents	All institutions have some internal quality assurance documents but still below what is required by the Ministry of Higher Education.
Monitoring and Evaluation Process	None of them conducted regular monitoring and evaluation process.

Based on this result, the authors concluded that "Writing Internal Quality Assurance Documents for Indonesian Higher Education Institutions" training targeted to these participants have the following objectives:

- 1) To provide trainees with a clear understanding of the 24 Higher Education National Standards (*Standar Nasional Perguruan Tinggi* or *SN DIKTI*) and their relations to internal quality standards.
- 2) To instill the concepts of internal quality assurance and its importance
- 3) To guide trainees in developing their quality standards and internal quality assurance documents
- 4) To guide trainees on how to implement internal quality assurance process consistently

Design - Design phase is mostly about the training's delivery strategy based on what the participants have learned in the analysis phase. For this training, the authors focused not only on the objectives but also the trainees' characteristics. The trainees are lecturers who are also in charge of directing internal quality assurance process in their institutions, this means they are considered adult learners. Adult learners have distinct characteristics because they have acquired on-the-job experiences and they have different learning motivations compared to young learners. Therefore the training must be designed with the six (6) assumptions of adult learning process (Knowles, Holton III, & Swanson, 2005) – also known as andragogy.



These six (6) assumptions are:

1) Need to know

Young learners do not always see that the reason they need to learn something is because they will apply it later in their lives, they learn in order to pass their examination. Adult learners want to know why they need to learn something before deciding to learn it. They know that learning will cost them time, effort and money, so they need to really see what the benefits are. Therefore the training must be designed in a way that will invoke this “need to know” from the trainees.

2) Learner’s Self-Concept

Adult learners feel that they are responsible for their own lives and need to be treated by others as being capable to direct themselves. Unlike young learners, it is hard for an adult learner to be in a situation which he or she feels that others are forcing them to do something that they do not want. The training must be designed to accommodate learner’s self-concept.

3) Role of Learner’s Self Experience

Adult learners are more experienced than young learners, not just because they are older, but also because they have been exposed to various jobs and life challenges. Most are good experiences that can enhance the learning process however experiences can also cause adults to close their minds to new ideas. So the training must be designed to discover biases and open the trainees mind to various approaches in internal quality assurance.

4) Readiness to Learn

Generally, adult learners are ready to learn when they really need the skills in order to cope with their current responsibilities. What if the trainees are not “ready” yet? Therefore the training should be designed to induce this readiness to learn too.

5) Orientation to Learning

Adults’ learning orientation is more task-centered. Will this help them deal with the problems that they face on their daily task? If yes, they will learn more effectively.

6) Motivation

While adult learners are responsive to some external motivators like getting promoted, earning higher salaries, but these are not as strong as internal motivators which is the motivation to keep growing and developing.

Based on these assumptions, the training is split into several subtopics, each subtopics are designed based on a simple three (3) steps pattern:



- 1) Give them a reason to listen. This can be done by stories followed by quick question to ensure that the trainer actively engages the audience.
- 2) Explain. After trainer gets the attention, explain the topic in a clear, concise manner.
- 3) Hands-on practice. Encourage trainees to start writing. They do not need to wait another day or wait several hours to start practicing, in fact they need to do it immediately.

This pattern is repeated for every subtopics that are being covered. The goal is to ensure a highly interactive training session that engages the trainees. (Opreaa, 2014) said, "Adults want to learn with pleasure, participating creatively in building their own knowledge.

From this point of view, it is important to create opportunities to involve them in stimulating learning in a creative and interactive way" (Opreaa, 2014). Creating interactivity is also possible because the topics are broken down into smaller pieces, this is done to avoid cognitive overload for the trainees (Pappas, 2014).

For example when explaining about standards, the trainer can begin by asking if the trainee knows the difference between the term *SN DIKTI* (National Standard of Higher Educations) and *Standar Dikti* (Higher Education Standards). Followed by explaining the definitions and how the two terms interact. Trainer can build more engagement by asking trainee what sort of standards that have been implemented in their institutions. Next followed by how to write a good standard statement and asking all trainees to write at least one standard statement that is applicable to their institutions.

Development

During the development, the training material is tested and then produced into a booklet that will be shared with the trainees. The booklet is written in Bahasa Indonesia titled "*Menyusun Dokumen SPMI itu Mudah*" ("Writing Internal Quality Assurance Documents is Easy"). Topics in the training booklet include:

To ensure the effectiveness of the training materials, a pre-test and post-test questions were drafted too. In the beginning of the training session, the trainees will be asked to answer the pre-test questions and at the end of the training, they will be asked to answer the post-test questions. The results will then be compared, an improvement in the result indicates the success of the training.

Pre-test and post-test questions are multiple choice questions, written in Bahasa Indonesia and they are essentially the same questions that tests trainees' understanding of internal quality assurance concepts, the questions are shown in Table 2.



Table 2. Pre-test and Post-test Questions

Instruksi: Lingkari satu atau lebih jawaban yang cocok

1. Di antara pernyataan-pernyataan di bawah ini, manakah yang paling tepat menjelaskan apa yang dimaksud dengan **mutu pendidikan tinggi**?
 - a. Tingkat kesesuaian antara penyelenggaraan pendidikan tinggi dengan Standar Dikti
 - b. Pola Pikir, Pola Sikap, dan Pola Perilaku berdasarkan Standar Dikti yang dilaksanakan oleh semua pemangku kepentingan (internal stakeholders) di perguruan tinggi
 - c. Hasil dari akreditasi yang merupakan kegiatan penilaian sesuai dengan kriteria yang telah ditetapkan berdasarkan SN Dikti
 - d. Penetapan Standar Dikti, Pelaksanaan Standar Dikti, Evaluasi pelaksanaan Standar Dikti, Pengendalian pelaksanaan Standar Dikti, dan Peningkatan Standar Dikti secara berkelanjutan

 2. Di antara dokumen-dokumen di bawah ini, dokumen mana sajakah yang bukan merupakan dokumen SPMI?
 - a. Dokumen Kebijakan SPMI
 - b. Manual SPMI
 - c. Statuta
 - d. Dokumen Standar
 - e. Renstra
 - f. Formulir

 3. Pernyataan dalam bentuk kalimat yang berisi sesuatu yang dicitakan atau diinginkan untuk dicapai dengan suatu tolok ukur atau spesifikasi tertentu adalah definisi dari
 - a. Visi Misi Perguruan Tinggi
 - b. Standar
 - c. Statuta
 - d. Renstra
 4. Standar Dikti ditulis dengan menggunakan struktur kalimat yang mengandung unsur ABCD,
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yaitu:

- a. Audience – Behaviour – Competence – Degree
 - b. Audience – Breadth - Competitiveness – Depth
 - c. Appreciate – Best – Competencies – Dosage
 - d. Aptitude- Behaviour – Core Values – Depth
5. Siapakah yang berhak untuk memilih dan menetapkan Tim Perumus Standar?
- a. Lembaga Penjaminan Mutu Internal Perguruan Tinggi
 - b. Badan Akreditasi Nasional Perguruan Tinggi
 - c. Kemristekdikti
 - d. Badan Penyelenggara Unit Pendidikan (Yayasan)
 - e. Pimpinan Perguruan Tinggi
6. Tahap P terakhir dari siklus PPEPP di dalam SPMI adalah tahap
- a. Penutup
 - b. Pengendalian
 - c. Penetapan
 - d. Pelaksanaan
 - e. Peningkatan
7. Pada sebuah pernyataan standar tertulis: “Setiap Dosen harus hadir memberi kuliah untuk matakuliah yang diasuhnya minimal 14 kali dalam setiap semester.”
Pada pernyataan di atas, unsur A adalah:
- a. Setiap Dosen
 - b. Setiap
 - c. 14 kali
 - d. Setiap semester
8. SN Dikti ditetapkan dalam
- a. SK Rektor masing-masing Perguruan Tinggi
 - b. SK Yayasan atau Badan Penyelenggara
 - c. Permenristek Dikti No. 44 Tahun 2015
 - d. Undang-Undang Nomor 12 Tahun 2012 Tentang Pendidikan Tinggi
 - e. Dokumen Kebijakan SPMI
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9. Naskah tertulis yang berfungsi untuk mencatat/merekam hal atau informasi atau kegiatan tertentu ketika Standar dalam SPMI diimplementasikan disebut
- Formulir
 - Proforma
 - Manual
 - Standar
 - Kebijakan
10. Berikut adalah manfaat memiliki dokumen Standar dalam SPMI , kecuali
- Sebagai sarana kendali untuk mencapai visi, misi, dan tujuan perguruan tinggi
 - Sebagai indikator yang menunjukkan tingkat mutu perguruan tinggi
 - Sebagai acuan kegiatan dan pengembangan jangka menengah perguruan tinggi untuk rentang waktu 5 (lima) tahun
 - Sebagai tolok ukur yang harus dicapai dalam penyelenggaraan pendidikan tinggi oleh pemangku kepentingan internal perguruan tinggi
 - Sebagai bukti kepada masyarakat bahwa perguruan tinggi memiliki dan memberikan layanan pendidikan tinggi yang terstandar
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Implementation

The initial training was conducted for three (3) days and followed by a full week of writing internal quality assurance documents. There were four (4) trainers and one (1) student that assist the trainers. The pre-test result of each participants (names are hidden) are shown in Table 3.

Table 3. Pre-Test Result

No	Institutions	Pre-test	Average
1	PT A	6.5	
2	PT A	7.0	
3	PT A	7.0	6.9
4	PT A	7.0	
5	PT A	7.0	
6	PT A	-	
7	PT B	5.0	
8	PT B	6.5	5.9
9	PT B	5.5	
10	PT B	6.5	



11	PT B	6.5	
12	PT B	6.0	
13	PT B	5.0	
14	PT C	7.0	6.8
15	PT C	7.5	
16	PT D	6.0	
17	PT D	5.5	5.5
18	PT D	5.0	
19	PT E	2.0	
20	PT E	1.5	1.8
21	PT E	2.0	

And the post-test results of each participants (names are hidden) are shown in Table 4.

Table 4. Post-Test Result

No	Institutions	Post-Test	Average
1	PT A	8.5	
2	PT A	8.0	
3	PT A	7.5	7.5
4	PT A	8.5	
5	PT A	8.5	
6	PT A	4.0	
7	PT B	8.0	
8	PT B	6.0	
9	PT B	6.5	
10	PT B	6.5	6.9
11	PT B	8.0	
12	PT B	6.5	
13	PT B	7.0	
14	PT C	9.0	7.5
15	PT C	6.0	
16	PT D	7.5	
17	PT D	6.5	6.8
18	PT D	6.5	
19	PT E	6.0	
20	PT E	7.0	6.3

So the improvement of understandings for trainees from each institutions are:

- PT A (N=6) scored average 6.9 in pre-test and scored 7.5 in post-test, a change of 8%
- PT B (N=7) scored average 5.9 in pre-test and scored 6.9 in post-test, a change of 16%
- PT C (N=2) scored average 6.8 in pre-test and scored 7.5 in post-test, a change of 10%
- PT D (N=3) , Biak scored average of 5.5 in pre-test and scored 6.8 in post-test, a change of 23%.
- PT E (N=3), scored average of 1.8 in pre-test and scored 6.3 in post-test, a change of 250%.

The positive changes detected in the post-test result is a good indication that the training has been successful.

However, there is a caveat, due to the short amount of time between the pre-test and training process, the authors did not heed the guideline that when more than 60% of participants answer certain questions correctly for knowledge (or in the desired direction) then the training material should have been adjusted to focus more on the areas where participants scored low and remove the questions where they scored high from the post-test (Davidson, 2004).

Evaluation

After the training is completed, questionnaires were distributed to gather more information about the training process. The trainees were asked to choose one answer from a Likert scale of 5 where 1 means “Strongly Disagree”, 2 means “Disagree”, 3 means “Neither Agree nor Disagree”, 4 means “Agree”, and 5 means “Strongly Agree”. The result is summarized in Table 5.

Table 5. Survey on Training Process Questions

Questions	Scale				
	1	2	3	4	5
1. I understand the objectives of this training				11	11
2. The content of the training is exactly as what I hoped for				12	10
3. The content of the training is useful for my work in IQA			2	14	5
4. The facilitator showed understanding of the topics presented				5	17
5. The facilitator explained in a good pace				15	7
6. The facilitator was friendly and helpful				6	16

The result of this survey indicated that the trainees were satisfied with the training session.



Conclusion and Future Work

Based on the evaluation result and after a review session, the Authors concluded that the training was well implemented although there are plenty of rooms for improvements.

These include:

- 1) Slides used can be designed better so trainees can have better visuals.
- 2) Training workbook booklet should have been printed for better impact.
- 3) If it were not because of the Mentoring Program (Program Asuh 2019), it will be difficult to gather participants. Therefore, this training should be transformed to electronic format for future use.
- 4) Electronic format can be in the form of micro learning where the materials are split into small and understandable chunks (Mohammed, Wakil, & Nawroly, 2018) and trainees can access them easily whenever they are.

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