



## THE IMPLEMENTATION OF COLLABORATIVE LEARNING IN INTERNSHIP PROGRAM OF REFRAMING SPMI DOCUMENT

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### Abstract

On July 2019 an internship program of designing and writing SPMI (Internal Quality Assurance System) Documents was conducted with participants coming from 5 (five) Private Higher Education Institutions (HEI), namely 4 (four of whom came from West Java and 1 (one) HEI came from Papua. Selected HEI included in clusters 3 and 4 and they were prioritized from the 3T regions which are lagging, farthest, and outermost. This internship is one of the 5 (five) activities in the Belmawa Ristekdikti Grant, namely the Fostering Program towards an Eminent Study Program in 2019 by President University. During 5 (five) days internship program, each tertiary institution producing a draft of SPMI Documents which consists of Policy Documents, Manual Documents, Standard Documents, and Form Documents as an output. This activity aims to support the participants' from different background such as Internal Quality Assurance staff, Internal Quality Auditor, and Quality Control Group from Study Program to mastery both internal skills and the terms of internal quality assurance system implementation. Internships are carried out by applying a collaborative learning approach to the modification of four-step to five-step model. In addition to producing the draft SPMI Documents, each participant uploaded the draft SPMI Documents which were the results of individual tests on Google Drive as an initiation of the practice of making a Document Management System (DMS). The documents contained in the DMS will facilitate selected HEI in fulfilling the input data for SPMI Mapping in a short time. The modification method shows estimated success rate increased to 90%.

**Keywords:** SPMI document, Document Management System, quality assurance, Collaborative Learning

### Introduction

#### *Background*

A national program is held by the Ministry of Research, Technology and Higher Education and it is related to the quality assurance it must be managed professionally. The cycle of this program consists of need assessment, planning, implementation, and evaluation. All this time, the evaluation process has not been done systematically and not fully responsible for the program that has been conducted by those who got the grant. In fact the role of evaluation process is one of the most important aspects in determining whether the program has successfully accomplished or not, and that is the reason why the evaluation process is necessary to be done.

The process of Evaluation itself can be found in the document of Permenristekdikti number 62 that has been published in 2016. The cycle of the process is familiar or usually called as



PPEPP cycle (Dirjen Belmawa, 2018). SPMI (Internal Quality Assurance System) has 5 cycles which consist of:

- a. Establishing the Higher Education Standards (Penetapan Standar Pendidikan tinggi)
- b. Implementing the Higher Education Standards (Pelaksanaan Standar Perguruan Tinggi)
- c. Evaluating the Higher Education Standards (Evaluasi Standar Perguruan Tinggi)
- d. Controlling the Higher Education Standards (Pengendalian Standar Perguruan Tinggi)
- e. Enhancing the Higher Education Standards (Peningkatan Standar Perguruan Tinggi)

Higher Education Standards that has been stated in the establishing process consists of a National Higher Education Standards and it have to consists of the Higher Education Standards which was set by the Higher Education itself. Furthermore, based on Permenristekdikti number 44 that has been published in 2015, National Higher Education Standards is a component of National Higher Education Standards together with National Research Standard, and its consists of he National Standard of Community Services.

Based on Permeristekdikti number 62 that has been published in 2016, Higher Education has the following duty and authority:

- a. Planning, Implementing, Evaluating, Controlling, and Developing the Internal Quality Assurance System
- b. Establishing the SPMI documents which consists of:
  1. Kebijakan SPMI (Policy of Internal Quality Assurance System Documents)
  2. Manual SPMI (Manual of Internal Quality Assurance System Documents)
  3. Standar SPMI (Standard of Internal Quality Assurance System Documents)
  4. Formulir SPMI (Form of Internal Quality Assurance System Documents)
- c. Creating the bureau of Quality Assurance or integrated the Internal Quality Assurance System in Higher Education management, and
- d. Managing database in the level of Higher Education.

Through the needs assessment report (President University, 2019) has discovered the data about prospective institutions that will follow Fostering program as the table 1 below:

**Table 1. The condition of Higher Education before Fostering Program Towards Eminent Study Program 2019**

No	Institution	Description
1	1 <sup>st</sup> HEI in West Java	the standards of HEI have not referred to National Higher Education Standards
2	2 <sup>nd</sup> HEI in West Java	HEIs do not have the Standard that refers to National Higher Education Standards



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3	3 <sup>rd</sup> HEI in West Java	The HEIs' documents of National Higher Education Standard and Higher Education Standards established by Higher Education was not available yet
4	4 <sup>th</sup> HEI in West Java	HEIs only have two standards which are Document Standard and Information Technology Standards. Both standards have not yet referred to National Higher Education Standards.
5	5 <sup>th</sup> HEI in Papua	The Standard of HEI has already referred to National Higher Education Standard, but its standard have not has the exceeding standard, and it is still in the developing cycle of PPEPP.

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Therefore, in order to be able to implement the PPEPP cycle, in addition to requiring knowledge, it is necessary to develop skills using instruments, to analyze the results, and to design the follow up process.

#### *Rationale*

Therefore by conducting the internship program, it is expected that participants will have expertise and habits in order to lead the establishment of a quality culture.

#### *Objective*

The Internship program was aimed the participants' from Quality Assurance unit (Satuan Penjaminan Mutu Internal), Internal Quality Audit (Audit Mutu Internal) and the Quality Control Group (Gugus Kendali Mutu) Study Program to mastery both of internal skills and the terms of SPMI (Internal Quality Assurance System) implementation.

#### **Theoretical Framework**

Under the Constitution of Manpower in Yustisia (2016), internship program is part of a job training system that is organized in an integrated method by working directly under the guidance and supervision of instructors or experienced workers in order to master certain skills or expertise. Internship becomes an important instruction for adult learners in training and development, for example in the administration of education, public services, and counseling (Sharma, 2006). An internship is a component of activities aimed at supporting the enhancement of the capabilities of those PTS participants quality assurance team to its institutions who held the fostering Program (Dirjen Belmawa, 2019).

Collaborative Learning is a learning methodology used in the learning and teaching process that involves a group of students who work together to solve problems, complete assignments or



produce the products (Armiati and Sastramihardja, 2017). Collaborative Learning is included as the acquisition domain which has a 20% success rate according to the research that has been conducted by the University of Wisconsin in Armiati and Sastramihardja (2017).

The exercise implementation model consists of four steps (Crone and Hunter in Kamil, 2003). The first step is preparing a study group. Then, identify learning needs and analyze the objectives of the exercise. After that, choose and develop learning methods. The final step is to assess the implementation and results of the exercise. This model of exercises is very relevant to the situation of Institutions who followed the fostering program.

## Method

The preparation of SPMI Documents Internship was carried out with 5 (five) steps which refer to the modified four-step created by Crone and Hunter method as follows:

1) Preparation

It begins by referring to the need assessment report regarding the existence or status of SPMI Documents in the selected HEI.

2) Implementation

The internship was conducted for 5 (five) days by combining the activities of both individuals and groups as follows:

- a. Presentation of material by the team of interns
- b. Workmanship by the participants
- c. Group presentation
- d. Feedback from other participants and facilitators

3) Evaluation

Evaluation of Internship program was performed by completing form regarding the facilities during the event, committee evaluation forms, and program evaluations. Also, each Higher Education Foster representatives gave testimonies that documented in video format.

4) Monitoring the accomplishment of key performance indicators

The monitoring will be held a month after the program of internship is accomplished.

5) Reporting

The person who in charge for the event have to report the implementation internship to the Chairperson of Fostering Program towards an Eminent Study Program in 2019.



## Result and Discussion

### *Preparation*

The preparation was carried out by identifying the training needs and referring to the needs assessment report that has been done previously. One of the target and outputs of the internship program is to accomplish the key performance indicators of Foster Programs toward an Eminent Study Programs 2019 which can be seen in table 2 below:

**Table 2 Key Performance Indicators and the Output**

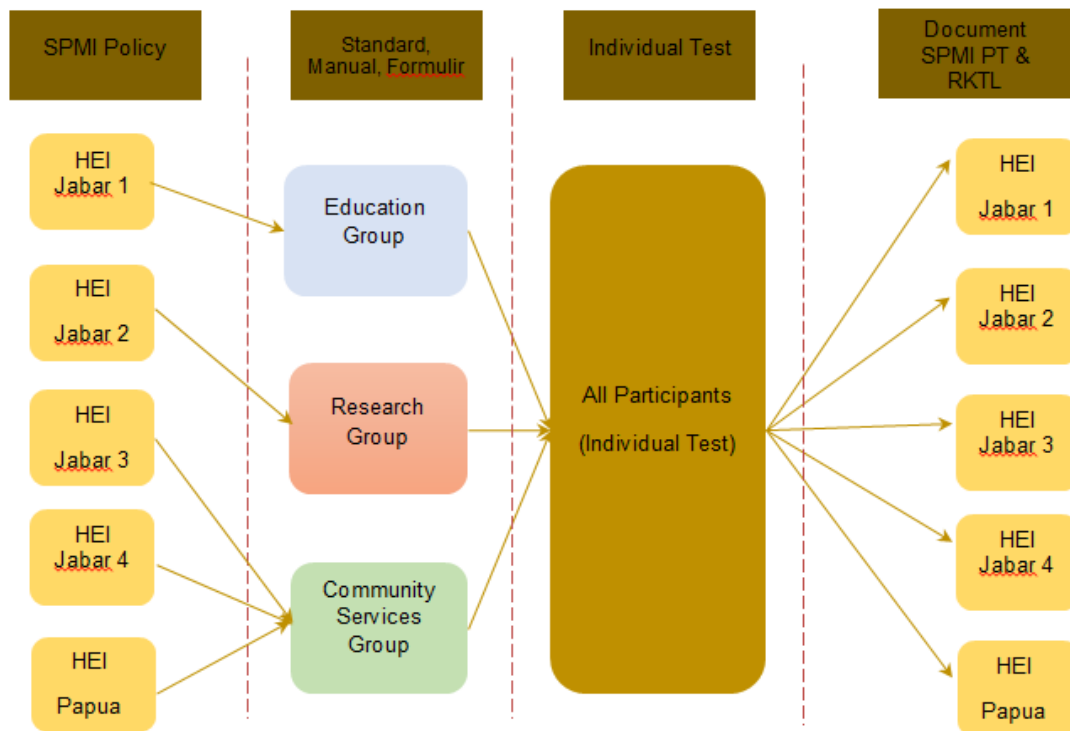
No	Key Performance Indicators	Output
KPI-2	The compilation of In SPMI documents that have been tested and ready to be implemented according to the PPEPP cycle (Establishing, Implementing, Evaluating, Controlling, and Enhancing) in the study program at Higher Education Institution.	Draft of SPMI Documents from each Higher Education Institution.
KPI-3	The implementation data of SPMI in Higher Education Institution was filled through SPMI Mapping website or link below: ( <a href="http://spmi.ristekdikti.go.id/pemetaan">spmi.ristekdikti.go.id/pemetaan</a> )	SPMI documents were uploaded to the online media such as Google Drive or others by Higher Education Institution (Document Management System) which will be used for SPMI Mapping and in order to find the softcopy of document easily by anyone who needs that document.

In this Internship program it was targeted that each Higher Education Institution produces outputs of SPMI Draft Documents which consists of:

1. Kebijakan SPMI (Policy of Internal Quality Assurance System Documents)
2. Manual SPMI (Manual of Internal Quality Assurance System Documents) minimum 24 standard x 5 manual
3. Standar SPMI (Standard of Internal Quality Assurance Documents) minimum 24 SN-Dikti
4. Formulir SPMI (Form of Internal Quality Assurance Documents) minimum 24 Forms

*Implementation*

The Internship as a part of Fostering Program towards the eminent Study Program 2019 was conducted on July 2019. This event was attended by participants from 5 (five) Higher Education Institutions and took place at President University. In general, the SPMI Documents Internship workflow is carried out as shown in Figure 1.



**Figure 1 Workflow Internship Reforming SPMI Documents**

On the first day the participants were given material about the introduction to design and writing SPMI documents: Kebijakan SPMI (Policy of Internal Quality Assurance System) and continued with the practice. Then after ISOMA (Istirahat, Sholat, dan Makan siang) or well known as the break time and lunch, all participants were divided into 3 (three) groups. The distribution is based on the SN-Dikti grouping, namely Education, Research, and Community Service in accordance with Permenristekdikti Number 44 Year 2015 and the revision of Permenristekdikti No. 50 Year 2018. Educational Group consists of participants from HEI West Java 1, Research Group consists of members of HEI West Java 2, and Group Community Service consists of HEI Jabar 3, HEI Jabar 4 and HEI Papua, known as the Nusantara group. Each group is required to make 8 standards in accordance with the division of the group as shown in Figure 2 below:

<b>Education</b> <b>HEI West Java 1</b>	<b>Research</b> <b>HEI West Java 2</b>	<b>Community Service</b> <b>Nusantara</b>
1) Standar Kompetensi Lulusan 2) Standar Isi Pembelajaran 3) Standar Proses Pembelajaran 4) Standar Penilaian Pembelajaran 5) Standar Dosen dan Tendik 6) Standar Sarpras Pembelajaran 7) Standar Pembiayaan Pembelajaran 8) Standar Pengelolaan Pembelajaran	9) Standar Hasil Penelitian 10) Standar Isi Penelitian 11) Standar Proses Penelitian 12) Standar Penilaian Penelitian 13) Standar Peneliti 14) Standar Sarpras Penelitian 15) Standar Pembiayaan Penelitian 16) Standar Pengelolaan Penelitian	17) Standar Hasil PKM 18) Standar Isi PKM 19) Standar Proses PKM 20) Standar Penilaian Pembelajaran PKM 21) Standar Pelaksana PKM 22) Standar Sarpras PKM 23) Standar Pembiayaan PKM 24) Standar Pengelolaan PKM

**Figure 2. Group Division**

Internships program also combined between group and individual activities. Group activities are designed with the purpose of increasing collaboration between participants. In addition, an Individual Test is also carried out to ensure that each participant has the experience in preparing SPMI documents, especially Standards, Manuals, and Forms independently. Each group will have a presentation of their work in front of other participants and facilitators to get feedback. Remedial notes will be assigned as tasks for the next meeting.

On the second day, all participants got the material about the introduction to design and writing SPMI documents: Manual SPMI (Manual of Internal Quality Assurance System). The manual is made based on standards that have been made on the previous day. Then participants presented their works to get feedback from other participants and facilitators. The remedial notes or feedback from other groups or facilitator become an assignment for the next day's meeting.

On the third day, the participants got the introductory to design and writing SPMI documents: Formulir SPMI (Forms of Internal Quality Assurance System). Forms are made based on standards and manuals that have been made in the previous days. Furthermore, after ISOMA, individual tests were performed to all participants. Each participant randomly chooses 1 (one) standard and then they must create a manual and a form for the chosen standard. Individual test results must be uploaded to Google Drive.

The use of Google Drive for online document storage is expected to make the participants familiar with google drive especially, Higher Education Institutions that do not yet have a





Document Management System. Google Drive can be accessed online, without the needs to have their own server and free. It is only requires internet quota to access the application.

On the fourth day, participants returned to their respective Higher Education Institutions to prepare SPMI Documents consisting of (1) Kebijakan SPMI, (2) Manual SPMI, (3) Standar SPMI Standards and (4) Formulir SPMI. Then on the last day, all Higher Education Institution participants submitted the draft SPMI documents.

### *Evaluation*

Evaluation was accomplished in two approaches, which is by the fulfillment of questionnaire and testimonials from representatives of Higher Education Institutions. The results of the implementation evaluation are divided into 2 (two) categories:

*Evaluation of Internship Program* - Participants felt that they had different experiences with the integrated program for the Internal Quality Assurance Unit, Quality Control Group, and Internal Quality Auditor. Internship is one of the 5 activities planned to achieve the main performance indicators and activity performance indicators. The experience of meeting and grouping in a multicultural atmosphere with 5 (five) different Higher Education institutions becomes unique and inspiring for the participants. Multicultural atmosphere is one of the uniqueness of President University besides entrepreneurial spirit and global mindset. The multicultural atmosphere is increasingly thick supported by facilitators and committees who also come from different tribes and provinces. However, there were some participants who complained about the accelerated program because there were parallel activities that were completed faster than the expected time. This is a record for future improvement of the internship program.

*Evaluation facilities and Committees* - Overall participants were satisfied with the facilities, especially the availability of the President Medical Clinic (PMC), which was accessible 24 hours and was free for participants. Weather and climate differences, as well as the tight schedule of internships affect the health of participants. However, with the availability of this facility the participants are eased. From the testimony it was found that the committee was very responsive to the participants' complaints.

### *Monitoring the Accomplishment of Key Performance Indicators*

During the internship program, several forms of documents had not been made because all of the data was left in Higher Education Foster. Then, through the monitoring and evaluation program were carried out confirmation and verification at Higher Education Foster regarding the progress of the preparation of SPMI Documents. All Higher Education Foster has drafted the





SPMI Documents but has not yet been validated by their foundation. Therefore, it is estimated that the success rate of this program is around 90%.

### *Reporting*

Reporting to the chairperson of Fostering Program towards an Eminent Study Program in 2019 is carried out step by step. The first step is a program report that is reported after the internship is accomplished. The second step of the report was conducted after monitoring HEI regarding the accomplishment of key performance indicators.

Based on the monitoring results, the modification of the Crone and Hunter training model in Kamil (2003) has proven to be effective in achieving the KPI and internship outcomes that have been determined. The modification method shows success rate increased from 20% if only use collaborative learning (University of Wisconsin in Armiami and Sastramihardja, 2017) to 90%. The steps taken start from preparation, implementation, evaluation, monitoring the accomplishment of KPI and outcomes, and Reporting.

### **Conclusion**

The following conclusions can be drawn based on the description that has been explained in the previous sections:

- 1) This internship program provides experience in preparing SPMI documents (Policies, Manuals, Standards, and Forms) for SPMI, AMI and GKM from 5 (five) Higher Education institutions.
- 2) Draft of SPMI documents for each Higher Education institution has been made.
- 3) The existence of SPMI Documents draft which are the results of individual tests on Google Drive as an initiation of the practice of making a Document Management System (DMS) at Higher Education Institutions. The documents that contained in the DMS will facilitate Higher Education Institutions in fulfilling the input data for SPMI Mapping in a short time.
- 4) Validation of the four-step to five-step model at Higher Education Institutions with different characteristics is needed for future work.

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