Management Of The Internal Quality Assurance System (IQAS) In Improving The Quality Of Higher Graduates

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Abstract.

This paper aims to describe the other side of the management of the internal quality assurance system (IQAS) in improving the quality of university graduates. Quality improvement management based on university graduates is a new alternative in education management which emphasizes more on independence and creativity. The development of the quality assurance system management is designed to improve the community's ability to manage educational change in relation to the overall objectives, policies, planning strategies, curriculum initiatives that have been determined by the government and education authorities. Therefore, the output of education demands a change in the attitudes and behavior of all components that involve all people, both the community, in viewing, understanding, helping as well as observers who carry out monitoring and evaluation. This study uses a descriptive analysis method approach. A method approach that is used to analyze, describe and summarize various conditions, and situations from various data collected from observations regarding the problem under study during the research. The problem of the low quality of higher education is the reason for the government to provide a policy by presenting an internal quality assurance system (IQAS) in universities. The internal quality assurance system (IQAS) is managed independently by the university concerned. Then in the management of higher education quality is carried out on an ongoing basis. This study aims to analyze the role of the internal quality assurance system (IQAS) in improving the quality of higher education.

Keywords: Quality Management; Internal quality assurance system (IQAS)

I.   INTRODUCTION

The changing times demand changes in all aspects, including changes in the management of higher education institutions. The management of this university is an effort of universities to keep up with the times. Standardization is a reference for all management carried out by universities. All universities must meet the standards that have been set in order to continue to maintain their existence. The low quality of higher education in Indonesia can be seen based on the results of accreditation of universities and study programs. So that the pattern of quality assurance is not only carried out by external parties, but also must be carried out autonomously by universities in accordance with Regulation of the Ministry of Research, Technology and Higher Education Number 62 of 2016 concerning the system. This higher education quality assurance system aims to ensure the fulfillment of higher education standards in a systemic and sustainable manner. So it is hoped that the quality culture will grow and develop in the university environment. This is done by the universities themselves to control the implementation of higher education according to the standards set by the government as guidelines. Assurance of the quality of higher education is an effort made by universities as implementors to produce competent generations as graduates. In its journey, the Indonesian people have made many efforts for the success of their education sector. Facing an open era in this democratic world, people will make rational choices, especially in the world of education, including in terms of quality (Baharun, 2012). Improving the quality of education equally is a necessity for the existence of a nation without distinguishing the cultural, religious and ethnic identities of its people.

Therefore, it is natural that this nation always strives to improve the quality of its education because this is indeed a necessity and necessity in order to achieve the ideals of the nation and achieve the goals of national education equally and equally. So, in the Indonesian context, the goals of national education are realized in the goals and functions of National Education as stipulated in the Law on the National Education System Number 20 of 2003 (Baharun, 2017), as quoted as follows: "National education functions to develop

capabilities and shape character and a dignified national civilization in order to educate the nation's life, aims to develop the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. (Law on National Education System NO. 20 of 2003: article 3). The implication of that hope requires quality humans to always be able to solve problems of their life needs independently based on faith and piety to God Almighty and be able to contribute in realizing the creation of a just and fair society. good luck Sir The most appropriate strategy to bring people to be able to tread the quality of their lives can be done with a stimulant and professional coaching approach. Our universities are already lagging behind other countries in the Southeast Asia region. So this is a very ironic thing for a large nation but its human resources are still not competent. Based on Law No. 12 of 2012 concerning Higher Education and Regulation of the Ministry of Research, Technology and Higher Education No. 62 of 2016 concerning the Higher Education Quality Assurance System, which is an aspect that determines the competitiveness of higher education.

So that this becomes a guideline for the implementation of higher education management that can give birth to higher education quality as a result. However, not all universities implement this internal quality assurance system because of the various obstacles that each university has, including competent human resources (HR) and inadequate infrastructure and implementation of the internal quality assurance system. Based on the Minister of Research, Technology and Higher Education Number 62 of 2016 concerning the Higher Education Quality Assurance System (HEQAS) which states that 3 (three) quality assurance systems consist of : (1) Internal Quality Assurance System (IQAS) which includes planning, implementation, evaluation, control and improvement. (2) External Quality Assurance System (EQAS) (3) Higher Education Database (HEDb) This is an effort to improve the quality of higher education, to provide equal opportunities for every university in managing its institution [Directorate General of Higher Education, Ministry of National Education. (2003). Guidelines for quality assurance (quality assurance) in higher education. Jakarta: Directorate General of Higher Education, Ministry of National Education]. However, not all universities can implement an internal quality assurance system based on the management approach in it. Management is needed in the management of higher education to accommodate the internal and external quality assurance system as well as in optimizing reporting on the higher education database. So that an internal quality assurance system management is needed in developing a university in achieving accreditation standardization.

An internal quality assurance system pattern is needed based on the Permenristekdikti Internal Quality Assurance System (IQAS), which includes the following: Planning, Implementation, Evaluation, Control and Improvement. So that this research is expected to provide answers related to the management of higher education based on an internal quality assurance system to face the standardization that is needed by a university to continue to serve education. Considering that many universities have had their operations terminated because they do not meet the standards set by the National Accreditation Board for Higher Education (NABHE) for the quality assurance of higher education (HE IQAS). [Handoko, Management 2nd edition (Yogyakarta: BPFE, 2001: 129, 144-145).] In order to improve the quality of educational institutions, one thing that should not be ignored is the management used. And this is where the roles of stake holders and share holders are very decisive. In an educational institution, management has an important place [https://kbbi.kemdikbud.go.id/entri/pengambilan].Quality management in its implementation requires the active involvement of all members of the organization, starting from planning, control and improvement and development, and is aimed at all activities that occur within the organization. To realize these conditions, there are basic elements that need attention in quality management, namely implicit elements and explicit elements. Implicit elements are also called soft qualities, namely the organizational atmosphere that must be built to support the realization of organizational tasks. Management put forward by experts and thinkers, they provide explanations according to their respective points of view.

According to Stoner (1996:7) suggests that management is the process of planning, organizing, leading and controlling the work of organizational members and using all organizational resources to achieve organizational goals that have been set. [J.A.F. Stoner and C. Winkel, Planning and Decision Making in

Management, (Jakarta: PT   Rineka Cipta, 2003: 205).]This understanding gives the meaning that management is a series of activities that have the function of planning, organizing, moving, controlling and developing to achieve a goal. Quality has a very diverse understanding. Over time, the concept of quality is growing, at this time the understanding of the concept of quality is broader than just industrial activities. The modern understanding of the concept of quality is to build a modern quality system, which has the following characteristics: customer-oriented, active participation of all personnel. philosophy that quality is a way of life. The word quality is a relative term and has a different meaning for each person. Therefore the definition of quality is very varied, diverse and very interesting to observe. In general, the definition of quality is based on the orientation of the individual involved in it, as Reeves said. The research framework that is expected from the disclosure of the problems is an empirical condition regarding the quality management of Islamic boarding schools based on the quality planning process (plan), quality implementation, quality inspection and continuous quality improvement [J. Salusu, Strategic Decision Making, To Public Organizations and Nonprofit Organizations (Jakarta: PT. Gramedia Widiasarana Indonesia, 1996: 47 & 63).] management proposed by experts and educational institutions. Arcaro S. Jerome said that there are five characteristics of a quality school, namely: 1) Customer focus 2) Total involvement 3) Measurement 4) Commitment 5) Continuous improvement.

The quality of education will be influenced by the extent to which the institution is able to manage all its potential optimally starting from educational staff, students, learning processes, educational facilities, finances and including its relationship with the community.7 Operationally, quality is determined by two factors, namely the fulfillment of the specifications that have been set. predetermined and the fulfillment of the expected specifications according to the demands and needs of service users. The first quality is called quality in fact and the second is called quality in perception. In its implementation, quality in fact is a profile of graduates of educational institutions that are in accordance with the qualifications of educational goals, which are in the form of basic ability standards in the form of minimum academic qualifications that are mastered by students. Meanwhile, quality in education perception is the satisfaction and increasing interest of external customers towards graduates of educational institutions (Hasan Baharun, 2017). Management is a process or framework, which involves guiding or directing a group of people towards organizational goals or real purposes. Management is an activity, its implementation is "managing" management, while the executor is called a manager or manager.10 So, it cannot be denied that management is an important thing that touches, influences and even pervades almost all aspects of human life like body and blood. It has also been understood that with management, humans are able to recognize their abilities and their strengths and weaknesses. Likewise, in the dimension of Islamic education, management has become a term that cannot be avoided in order to achieve a goal. To achieve its goals, Islamic education must and must have good and directed management.

II.   METHODS

This study uses a descriptive analysis method approach. A method approach that is used to analyze, describe and summarize various conditions, and situations from various data collected from observations regarding the problem under study during the research. The problem in this study is the internal quality assurance system (IQAS) as an effort to improve the quality of education. The research that the researcher uses is field research, which is an in-depth investigation carried out with a field research procedure. This study also uses qualitative descriptive data, namely research aimed at describing or describing existing phenomena, both natural phenomena or human engineering. The data collected was then analyzed by the method of content analysis. So that in collecting data it can be flexible and can develop questions because researchers want to describe and analyze the implementation of quality management in universities. This study recommends that universities must remain a quality teamwork, in improving quality with structured roles and responsibilities, and become a model that can be used as an alternative concept for quality management research.

III.   RESULT AND DISCUSSION
1.   Quality Management

The development of quality management is an action taken to maintain the level of quality desired by the company. This action includes a series of other activities such as determining quality standards, required regulations, and other aspects that can determine the quality of a product or service. The term "quality" is the equivalent of the term in English, namely quality, meaning goodness or worth. Thus, definitively the term quality can be interpreted as goodness or value. At first the term quality was widely used in the economic field, especially in industrial organizations, where quality was defined as the characteristics of products/services determined by the customer, and obtained through process measurement and continuous improvement. [Hedwig, & Polla,. (2006). Model of quality assurance system and its application process in higher education. Yogyakar-ta: Graha Ilmu]. In higher education-based quality improvement management, it is expected to work in certain corridors, including the following: Resources; schools should have flexibility in managing all resources according to local needs. This is a combination of commitment to standards of success and expectations/demands of parents/community. This accountability aims to ensure that public funds are used in accordance with predetermined policies in order to improve the quality of education and if possible to provide information about what has been done. For this reason, each school must provide accountability reports and communicate them to parents/community and the government, and carry out a comprehensive review of program implementation for higher education.

2.   Internal Quality Assurance System (IQAS)

The purpose of quality assurance is to maintain and improve the quality of higher education in a sustainable manner, which is carried out internally to realize the college's vision and mission, as well as to meet the needs of stakeholders through the implementation of the Tridharma of Higher Education. Minimum Service Standards (MSS) are proclaimed as the minimum level of education services. IQAS applies to: (1) educational units or programs, (2) providers of educational units or programs, (3) district or city governments, and (4) provincial governments. However, the implementation of IQAS will require very large resources, human resource capacity and very high institutional capacity. Therefore, IQAS is used as an instrument to control the gradual and programmed implementation of the Education National Standard (ENS) which measures the performance of education management. Basically, SPM has a dynamic that increases from time to time towards Education National Standard (NES). In its preparation, IQAS was developed focusing on services at the local government level as education providers and at the education unit level. The IQAS at the education unit level contains indicators that are part of the overall National Education Standards (NES) indicators within budgetary capacity limits, and have the greatest leverage for improving the quality of education. The IQAS is prepared with a composition that reflects the improvement of inputs and processes in a balanced manner by taking into account the government's fiscal capacity.

Operationally, the implementation of education must be the realization of the Republic of Indonesia Law no. 20 of 2003 concerning the National Education System.Therefore, the implementation of national education must ensure equity and improve the quality of national education in the midst of global changes. [Republic of Indonesia. (2003). Republic of Indonesia Law No. 20, 2003, concerning the national education system.] Through national education, every Indonesian citizen is expected to become a human who fears God Almighty, has noble character, is intelligent, productive, and has high competitiveness, both in national and international relations. In this connection, all efforts need to be made so that the implementation of national education can be successful so that the goals of national education can be achieved. The new paradigm in education requires that graduates of educational programs must be able to compete in the international world, and have competencies that are in accordance with the development of science and technology and the needs of the world of work. In the context of escorting to achieve the goals of national education, it is necessary to guarantee and improve the quality of education starting from the implementation of program evaluation.In management it has become a must that "quality assurance is a milestone (milestone) of a development" (Directorate General of Higher Education, 2003). The statement is true, if development is a planned change and not an accidental event.

Therefore, it is necessary to understand how to carry out quality assurance in a comprehensive, structured and systematic way, so that the results can be used as a basis for quality improvement in order to achieve the desired or aspired goals. Quality assurance activities are used for various purposes as follows (1) to demonstrate the quality achievement of an institution or program of the institution. (2) as a managerial tool, which is intended to maintain the sustainability of the performance of an institution or program that has been achieved. (3) as a managerial tool, which is aimed at improving institutional programs. (4) as a managerial tool, which is intended for the preparation of future institutional development plans. (Source: Art & Humanities Research Council, 2007. Understanding Your Project: A Guide to Self Evaluation).[Republic of Indonesia. (2012). Law Number 12, Year 2012, regarding higher education.] Quality assurance is a systematic effort to collect and process reliable and valid data (facts and information), from which facts can be concluded, which can be used as the basis for management actions to manage the continuity of the institution or program. Therefore, the ability to implement quality assurance is an important factor for all institutions. Without the ability to perform quality assurance, no quality improvement can be achieved.

IV.   CONCLUSION

From the previous explanation and discussion, it can be concluded that in the management of the Internal Quality Assurance System (IQAS) in improving the quality of university graduates. It can be explained based on the descriptive research that has been done, it can be concluded that all processes of the Internal Quality Assurance System (IQAS) activities are designed, implemented, controlled, and evaluated autonomously by the university itself without the intervention of any party. The implementation of the higher education quality assurance system is made using very clear data and information about higher education which contains accurate, complete and up-to-date data. With the aim of providing quality, efficient, productive, and accountable higher education to its stakeholders, as well as being able to adapt to changing roles and functions. Therefore, in the role of the Internal Quality Assurance System (IQAS) the monitoring and evaluation stages are carried out continuously by emphasizing that this activity is not looking for faults but to take continuous improvement actions.From the findings of this study, it is hoped that they can be findings in quality assurance assurance for graduates in higher education. Thus, the process and the results of the decisions he takes really find a common ground for university graduates so that they have the ability in the long term.

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