Quality Assurance Systems For Teaching Learning Process In University

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ABSTRACT

Research aims to comprehensively examine the quality assurance system of learning processes in universities that focuses on the study of how universities manage the quality of learning components so that they form an alignment in conducting quality learning processes. The method used is a qualitative method with a case study approach. The results show that the quality assurance system of the learning process has not demonstrated the quality of the quality standards set by reviewing how institutions implement quality assurance systems to manage the quality of learning components. This research recommends the need for bench marking and mentoring in the implementation of quality assurance system of learning process at university.

Keywords: teaching learning process, quality assurance systems, quality standard

INTRODUCTION

The study of quality assurance systems in university learning process has continued to evolve, but as a major researcher examines the quality assurance system at the university only by focusing on one of the essential components of learning processes such as research by Manarbek, Zhakupova Kaliyeva and Hezi (2020) on The University-Industry Cooperation: The Role Of Employers In Quality Assurance Of Education; Arif, Altay and Karaduman (2016) about Quality Assurance Issues in Higher Education Sectors of Developing Countries; Case of Northern Cyprus; Satori and Irawan (2013) on the Influence of Regulation, Financing and Public Participation on the Management of the Facilities of School Infrastructure, and Its Impact on effective Learning in junior High school in Sukabumi City; Prisacariu (2015) on the New Perspectives of Quality Assurance in European Higher Education; Yunizar and Komariah (2016) on the Influence of Higher Education Management Capacity and Education Marketing Mix of Education Quality; Darmawan (2016) on the Influence of Learning Services, Infrastructure Facilities, Institutional Cooperation, and Graduates to Student Satisfaction; and research of Ulpha and Dedy (2016) on Education Management, Learning Facilities and School Quality. Previous research that has been conducted has not touched comprehensively all essential components of learning process into an alignment in the quality assurance system of learning process at university.

Even many researchers have more observed only from the reviews of quality assurance systems implemented such as research conducted by Josep Grifoll (2016) on External Quality Assurance Agencies and Excellence in Higher Education; Joseph Besong (2016) on Mechanisms For Quality Assurance Of Universities In Cameroon; Mercurius, Budi and Deden (2018) on Modeling of Quality Assurance Information

Systems For ISO-Certified Higher Education Institutions; Angela, Carlos, Carranza and Cecilia (2014) on Quality Assurance Systems of Higher Education, the Case of European Institutions: Origin, Evaluation and Trends; Marta and Naumov (2014) about Quality Assurance Systems In Polish And Ukrainian Higher Education. A Comparative Analysis; Gorea and Natalia (2015) about Legislative Bases for Quality Assurance in Romanian Higher Education; and research conducted by Veronika, Zamir and Xhevair (2017) on How The Triangle Of Bologna Quality Assurance, A National Legal Framework And Internal Quality Enhancement Supports Institutional Improvement.).

However, the research discussing the quality assurance system of components in the learning process at the university by review it based on the seven basic elements of quality philosophy, quality standard, quality goals, quality structures, quality process, quality control cycle, and quality evaluation are still very rarely done. In fact, the study of the quality system of assurance systems by reviewing how managed learning components are essential to be identified so that the improvement in the quality of learning process in universities can be achieved by based on the quality management of the learning process. As described by Gaffar (2019:13) that the components in the learning process demanded a reliable managerial system that functioned to manage the entire component into a complex learning process.

LITERATURE REVIEW

Quality Assurance

Quality according to Sanjaya Mishra (2007:11) is the totality of features and characteristics of products or services that have the ability to fulfill expressed or implied needs. Quality according to Josep Grifoll (2016:11) can be (a) certain input combinations such as program quality, lecturer quality, student quality, curriculum and learning facilities, and output in the form of something that is even measured in numbers, (b) a culture of the input maintainer

and in the form of cycle progress to produce a better output (ethos), or (c) a list of expected targets (whether achieved or not). When quality is considered a necessity, thus focusing the definition of quality on the boundaries of excellence, in various fields, the term of excellence is traditionally associated with extraordinary quality both in accordance with standards and beyond the standards set. Laila EL Abbadi (2011:123) explained that quality as a new requirement in higher education directs education institutions to strive to meet the general or special quality standards set directly or indirectly by its customers (students, communities, or the industrial world). Then there are several indicators that can be used to measure the quality in the educational institutions, among others (1) high moral value; (2) Excellent examination results; (3) The support of parents, business and local community; (4) Plentiful resources; (5) Application of the latest technology; (6) strong and purposeful leadership; (7) The care and concern for pupils and students; (8) A well-balanced and challenging curriculum (Sallis, 2005).

Quality assurance, according to Aniskina (2015:373) is the monitoring of compliance results in the form of mastery over knowledge and skills, competencies and actions taken to avoid deviations (prevention or avoidance of irregularities) to a predefined quality standards. Satori (2016:144) gave an assertion that quality assurance is a set of processes and related actions to collect, analyse and report data on the quality of lecturers, personnel administration of education programs and performance agencies. Then according to Fattah (2012:2) explained that quality assurance is a common term used as another word for all forms of monitoring activities, evaluation or review of quality, quality assurance aims at the process to build trust by fulfilling requirements or minimum standards in accordance with the expectations of stakeholders. Fattah further (2012:4) elaborated that there are philosophical values in the perspective of Education Quality assurance system, which is used as the cornerstone of the

learning process of quality (1) Visionary leadership, (2) education focused learning, (3) Individual and organizational study, (4) appreciate lecturers, employees and partners, (5) responsive to change; (6) focused on the future, (7) Managing innovation, (8) Fact-based management, (9) Social responsibility, (10) focusing on value creation, and (11) perspective of the system

Learning Process

The learning process is core business in education, where in the learning process occurs interaction between lecturers and students through various strategies and methods designed to achieve learning outcomes effectively. Learning according to Heinich (2002:6) is the development of new knowledge, skills or attitudes where a person interacts with the information and the environment in which the environment is a learning environment in the form of lecturers, curriculum, learning facilities, psychological atmosphere, learning methods, media and technology used. As for Dale H. Schunk (2012:5) learning is a lasting change in behavior, or in a capacity that behaves in a certain way, resulting from practice or other forms of experience. In order to achieve the objective of learning the appropriate learning strategy according Gaffar (2019:12) Teaching and learning strategies is a variety of ways to teach the right, inspiring and effective teaching that occurs in the process of human self. It is further explained that the strategy of teaching learning is a method or a system of refinement and mastery of material with a model approach and certain teaching methods (Engkoswara and Komariah, 2015).

The university's learning process involves the six elements of responsibility as Gill Nicholls (2002), i.e. (1) Planning and preparation; (2) Implementation of the learning process; (3) Assessment and evaluation; (4) Learning review and quality improvement; (5) The visionary governance of academic administration, management and educational leadership; and (6) sustainable professional development. Then Townsend and Butterworth (1992:35) described ten components of a quality learning process (1) The effectiveness of university leadership, (2) lecturer participation and sense of responsibility, (3) Effective learning process, (4) programmatic development of lecturers, (5) relevant curriculum, (6) Clear learning objectives, (7) Adequate learning facilities, (8) assessment of the strengths and weaknesses of learning, (9) Effective communication both internal and external , (10) parental and community involvement in funding. The quality of teaching was key to the success of the school in shaping the competencies in both the attitudes, knowledge, and skills that students need for their future success (Firman Adam, Aan Komariah, Dedy Achmad Kurniady, 2020). In more detail Gaffar (2019:9) explained that teaching is the main task of lecturers who have a variety of very complex dimensions include, curriculum, student learning needs, learning outcomes, evaluation of learning outcomes, supporting infrastructure, effective management and superior university leadership. As illustrated below.
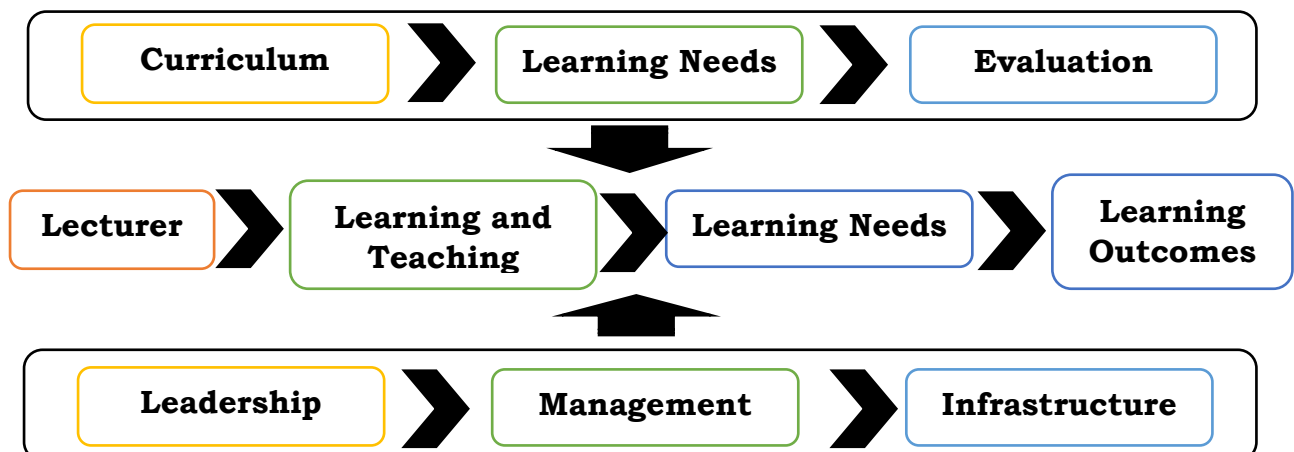
Figure 1. Teaching Learning Dimension in University (Gaffar, 2019)

Learning Process Quality Assurance system

Quality assurance, according to Sallis (2012:59) is the fulfillment of product or service specifications consistently or produce products or services that are always good since the beginning (right first time every time), quality assurance is designed in such a way as to ensure that the learning process that is organized resulted in a predefined specification service and quality assurance of the learning process is a means of conducting a learning process that is free. Tutko and Naumov (2014:121) outlined the standards and guidelines for higher Education Quality Assurance as follows (1) Policies and procedures for quality assurance; (2) Periodic approvals, monitoring and review of programs and awards; (3) Student evaluation criteria, rules and procedures; (4) Quality assurance on the qualifications and competencies of Lecturers;(5). Availability of learning resources for students; (6) Information systems for collecting, analyzing, and using relevant information; and (7) information for the public. Quality assurance is designed in such a way as to ensure that the education service process results in a predefined learning specification process, quality assurance of learning process is

a way of organizing a process of free learning from defects and errors (Sallis, 2012). There is a different focus in understanding the quality assurance system, the experts concentrate more on achieving the standard set, others emphasize a quality improvement aspect, and some definitions speak of procedures, processes and mechanisms as key, while some other definitions refer to it as a quality culture, or stakeholder needs, Local level understanding/system of quality and quality assurance will also depend on the objectives that should be achieved by the quality assurance system (Matey and Iwinska, 2016).

Higher Education quality Assurance system according to the (Directorate of Quality Assurance, 2016:33) is arranged in a structure consisting of (1) Internal Quality assurance system which is a systemic activity of high education quality assurance by each college autonomously or independently to control and improve the implementation of higher education in a planned and sustainable manner; (2) External quality assurance system is a valuation activity through accreditation to determine the feasibility of courses and colleges; and (3) The database of higher education is a collection of data and information on the implementation of higher education of all universities in Indonesia that is integrated nationally.
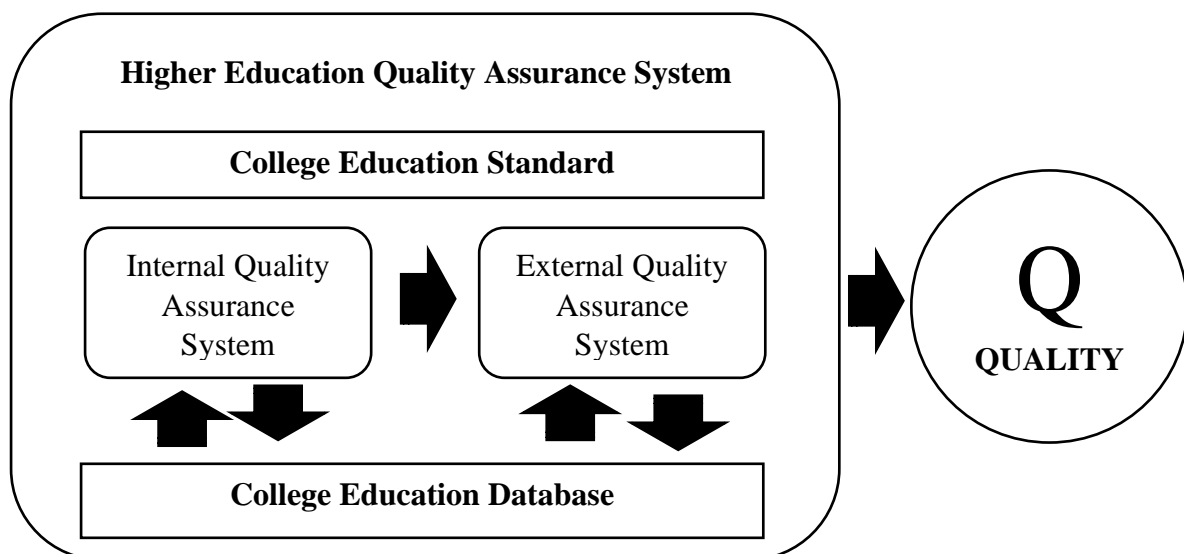
Figure 2 . Higher Education Quality Assurance System Mechanism (Directorate of Quality Assurance, 2016)

METHOD

The methods of research used were qualitative methods, qualitative research methods were judged most precisely because it can provide a comprehensive description of the quality assurance of the learning process in the university, in it included the governance of complex learning process elements in organizing a quality learning process. Qualitative research according to Creswell (2017:4) is a method for exploring and understanding the meaning by a number of individuals or groups of people considered to be derived from social or humanitarian issues. Research participants or analytical units in the research on the quality assurance system of learning process at this university were groups of objects or subjects that were used as source of data in research that forms can be human, objects, or documents. Research conducted at the University of Singaperbangsa Karawang and based on the focus of problems raised in this research, then the participants of the research or analysis unit covering the leadership of the University (Rector, Vice Rector, Dean and Chairman of the study Program), the lecturer. and student elements.

Data in qualitative research according to Satori and Komariah (2011:33) in the form of statements, writings, figures described and interpreted, images, symbols, styles, movements, attitudes or behaviors. This research seeks to obtain data that is required either in the form of event or learning process activities, policies related to the quality assurance system of the management process, institutional structure related to the learning process governance, the results of interviews with respondents who contact or directly involved in the learning process, and documents related to the implementation of the learning process so that researchers obtain relevant inputs to be processed into more meaningful

In order for more directed research, in accordance with the expected objectives, researchers used research instruments, i.e. document review, instrument interviews, observation guidelines and questionnaire instruments then presented the grid of research instruments in the table below.

Table . 1 Research Instrument Grid

No	Categori	Sub-Categori	Data Source	Instrumens Used
1	Quality Policy	Quality Philosophy	Quality Documents	Document Review Interviews
		Quality Standards	Quality Documents	
		Quality Objectives	Quality Documents	
2	Students	Learning Needs	Students	Google Form questionnaire
		Characteristic	Students	
		Potency	Students	
3	Lecturers	Qualification	Staffing Documents	Document Review Interviews
		Competency	Staffing Documents	
4	Curriculum	Planning	Curriculum Documents	Document Review Interviews
		Implementation	Curriculum Documents	

		Development	Curriculum Documents	
5	Learning Facilities	Availability Physical Condition Maintenance	Infrastructures Documents	Observation
6	Financing	Revenue Budget Allocation Realization	Financial Documents	Document Review Interviews
7	Learning Process	Planning Implementation Evaluation	Evaluation Lecturer Teaching Performance	Observation **Google Form** questionnaire

FINDINGS/RESULTS

The quality policy of the learning process at Singaperbangsa University Karawang contained three elements of policy namely (1) The philosophical basis of quality policy of learning process which was the basic value that is the grip of the academic society in carrying out quality performance, (2) The purpose of organizing the learning process was achieved through the quality process, (3) The benchmark quality standard was a benchmark to assess the quality of the education process in the University. Then education process quality in university referred to the philosophy of quality that was (1) quality into the affairs and responsibilities of each citizen; (2) Character building towards the internalization of quality culture; (3) The integrity and service image; (4). Standards-based quality development; (5). stakeholders satisfaction orientation; and (6). Social responsibility. Strive to achieve quality objectives (1) improve academic quality beyond national standards for higher education; (2) To produce graduates who are professional and of noble character; (3) Produce, develop, and disseminate science, technology and the arts; (4) Improve the qualifications and competence of lecturers and education personnel; (5) Provide adequate academic facilities and infrastructures; (6) To apply innovations in science, technology, and the arts in the form of community devotion to improve community welfare; and (7) contributing to the planning, implementation and evaluation of development programs. The university set quality standards as a benchmark of quality achievement referring to the national higher education standards established by the Minister and Higher education standards established by the institution.

Observations of students ' learning needs to be successful in taking into consideration the learning needs of students who choose to attend a study program or university. There was a description that students ' learning needs were so vary in the past, but there were at least five learning needs identified (1) English proficiency; (2) ability to understand and operate information and communication technologies; (3) entrepreneurial ability; (4) The ability to communicate socially; and (5) ability to create and innovate. The university issued policies, regulations, and guidelines in the planning curriculum (curriculum design), implementation of curriculum (curriculum implementation), and curriculum development (curriculum development) as a guideline as well as the reference program in curriculum development (curriculum development) with stakeholder demands and expectations of the community about qualifications and competencies that must be mastered by graduates.

The characteristics of the university's learning process have its own characteristic where the learning process characteristics were seen in learning devices, learning system, the pattern of interaction between lecturers and students, teaching and learning activities, and the approach used in the learning process, demonstrating the characteristics of learning

process Interactive, holistic, integrative, scientific, contextual, thematic, effective, collaborative, and student-centered (student centered healthcare learning) were some characteristics of the learning process organized. Through student-centered learning, placing students as adults who are able to understand independently what is the need to learn from himself.

Based on the University accreditation document obtained data relating to the qualifications of the lecturer was known that from the total number of lecturers 460 lecturers there were 374 academic qualified Lecturers for graduate (master's) while the number of academic qualified Lecturers for postgraduate (professor) amounted to 86 lecturers. Where from the number of 374 academic qualified lecturers, graduates , 81 of whom are undergoing postgraduate (doctoral) education both at home and abroad. As for the qualifications of academic office or functional office owned by the lecturer, there were only 1 lecturers who have the academic office of Professor, 31 lecturers of functional Associate Professor, 104 academic Office of Assistant Professor, 245 academic Office of Instructor while as many as 41 lecturers still have no academic position. Then there are only 144 lecturers who have had certificate professional educators, meaning this number only reached 30% of the number of 460 lecturers overall. The ratio between the number of lecturers and students from the number of 27 courses has only 10 courses that have an ideal ratio between the number of lecturers and students ranging from the ratio of 1:20, while 17 courses have a ratio of lecturers and students who are not ideal, between exceeding the ideal ratio or less than the ideal ratio.

Referring to the results of interviews with the Vice rector of public finance, and Staffs supported with the document of finance report and financial performance process, the university allocated the budget in support of the learning process of 62% for the budget allocation of learning, where 48% of the amount was allocated for lecturers ' salary and lecturer certification allowances. Meanwhile, 33% of the budget was allocated for investment in facilities and infrastructure, and 5% is budgeted for the allocation of human resources investments. Policies and institutional programs have not been prioritized on the development of physical resources (facilities or infrastructure), because the leaders more see that human resource development was a more urgent and priority program. Policy on development and development of learning facilities directed to support the interests of the implementation of universities, both academically and non-academics. While to improve the quality performance of the university obtained data that the level of accreditation of the study program based on the national standards of the college that has been implemented by the program, obtained information that there are 15 courses have been conducting accreditation process and obtained the accreditation level B, 6 study programs obtained the rank C accreditation and there are 6 courses that are established to apply accreditation process to national accreditation body The condition illustrated that the quality assurance system of learning process implemented at university has not been able to achieve significant results.

The whole element in the process of processing to develop a reliable governance or management (quality process) that can manage the whole element of the learning process leads to improving the quality of learning process according to the standard (quality standard) which has been established as a benchmark, ranging from university level, faculty, to the course (quality structures). Management facilitates the process of coordinating, synchronizing, accompanied by continuous coaching and controlling in order to fulfill the learning outcomes that have been established. Quality assurance System was an indispensable instrument in ensuring the governance of all components involved in the learning process (essential component) can be coordinated and managed (quality controls cycle) effectively in order to realize the process of learning quality.

DISCUSSIONS

The whole element in the process of the teaching and processing required quality assurance on governance or management (quality process) so that it can manage all elements of the learning process lead to improved quality of learning process according to standard (quality standard) that has been set as a reference quality for all parties or units (quality structures) involved in the quality process. Management facilitated the process of coordinating, synchronizing, accompanied by continuous coaching and controlling in order to fulfill the learning outcomes that have been established. Quality assurance was an indispensable instrument in ensuring the governance of all components involved in the learning process (essential component) can be coordinated and managed (quality controls cycle) in an integrated framework to realize the quality of learning process while meeting the expectations and demands of education stakeholders, described as Mercurius and Budi (2017:90) that the quality assurance system for higher education is absolutely necessary to ensure the quality of educational institutions, especially the course program, the College's National accreditation Board Accreditation activity is the standard for improving the quality of academic processes. The objective is to fulfill the quality standards set by the national accreditation body is a form of quality assurance conducted by the University institution, especially the study program in improving the quality of the learning process.

The competitive state of competition between universities demanded that institutions pay attention to the quality of education and institutional so as to have excellence in the competition. The strategy used to remain competitive was not merely relying on the reputation of the institution (brand) as a public university but how the learning process is organized so as to achieve learning outcomes and to give satisfaction to the students. The opinion that the college as a strategic sector capable of producing quality graduates and able to compete in the world of work both in and outside the country. University stakeholders such as society, users of graduates, parents, students and governments have a very diverse perception of quality, diversity of this perception into the background why the university set the quality standards to be used as a reference to the assessment of the entire quality process conducted by the university in the demands, hopes, aspirations and needs of all stakeholders (Raswan and Subarjo, 2019). Scope of assessment in the study of quality policy discussed according to the idea in the research Steven Hung (2017:713) that education policy represented the principles and government policy making in the education sphere as well as the collection of low and rules the govern operation of education systems. It can directly affect the education people engage in at all ages.

The need to learn to be a consideration or a reason for students when choosing a university or a course for their education, Gaffar (2019:11) confirmed that students come to college to study according to the aspirations and needs of his studies, students with various backgrounds and different learning needs to be responded and accommodated by lecturers in carrying out their duties on the curriculum that has been developed. After the researchers conducted identification and inventory of student learning needs concluded that students ' learning needs are very diverse, broadly, there are five students ' learning needs, among others (1) More specific foreign language skills are the mastery of English, (2) ability to understand and operate information and communication technology, (3) Mastering the ability of entrepreneurial (entrepreneurship), (4) control social communicating (human relation skills) , and (5) Mastering the need to learn in the form of creating and innovating skills.

With regards to the learning needs, Ade and Azmi (2019:213) in his research explaining that English is one of the skills needed by all students to achieve a better education process, mastery of good English competency, is one of the quality indicators of the students themselves. Institutional programs should give emphasis to the mastery of entrepreneurial skills and actualize entrepreneurial attitudes and behaviors in students (Sri and Dwi, 2013).

The university also needs to identify the potential and characteristics that students have as one of the few counseling services provided, search interest and potential students aimed at helping students understand the strength of their interests, making it easier to realize the choice of their direction (Febria and Meidyan, 2018). Quality learning is supported by a curriculum that is relevant to the demands of graduates, such as the research of Akmal and Reni (2018:40) concluded that the fact that the development of the curriculum is an attempt to find out how the plans and arrangements of objectives, content, and materials and the way used as guidelines for organizing learning processes that fit the development and need to achieve learning outcomes in a course Curriculum development was aimed at achieving common values, concepts, problems and skills that will be the content of the curriculum that is structured to focus on those values.

Quality learning was supported with qualified lecturers, adequate learning facilities and care, as Nyayu Research (2018:184) concluded that in order to produce a high-competitiveness and highly competitive graduate, all lecturers were required to have quality performance, which was a lecturer in active, creative, innovative and productive to prepare students to be part of the community who have academic and professional health in the field to apply , developing and disseminating science, technology and the arts. In connection with the effectiveness of the financing of supporting learning process according to Dedy (2012:174) that cost effectiveness analysis connecting the profit was not money with financial costs, this was done by measuring how effective a particular program fulfills its objectives, to know the effectiveness of financing the learning process, the process of analyzing is done by looking at the contentedness of the results obtained between inputs and/output Then Ulpha and Dedy (2106:26) explained that the learning facility is a facility and infrastructure that is used by lecturers in the learning process so that it can achieve the learning objectives. The

utilization of learning facilities needed to be managed properly to avoid waste and not precisely utilization of facilities, therefore, necessary management of the utilization of learning facilities in accordance with the principle so that the improvement of school quality can be achieved.

The whole components of learning process need to be managed so that it became an alignment so as to achieve learning objectives as according to Gaffar (2019:13) that the presence of various elements in the learning process demanded a reliable management that serves to manage the entire element that makes the learning process complex. The management facilitated the banded in the learning process through the process of coordinating, synchronizing, accompanied by continuous and directed coaching and control and effectively realizing the learning outcomes that have been established.

CONCLUSION

Based on the research conducted it was concluded that the quality policy implemented more prioritizes the development of the lecturers ' qualifications and competencies from the development of infrastructure. The university has not accommodated or adapted various students ' learning needs into the design, implementation and curriculum development policy as the basis and orientation of the curriculum management policy, or in other words has not put students as a subject (child oriented). The element of the lecturer is the leading guard who serves as the learning process executor, where the policy of the development of qualifications and qualification of lecturers is a policy of priority to the attention of institutions, development programs have been implemented both by the study program in particular and conducted coordinated by the university.

Furthermore, the development of learning facilities has not been a priority policy that is implemented by the institution, so if it is reviewed from the aspect of availability and the determination is still not able to meet the quality standards that have been set, the main problem

is the weakness of maintenance function (Maintenance) and the governance of learning facilities, so that when used can not be properly functioning. With regards to budget allocation, a large allocation of university budgets is allocated to lecturers ' salaries and lecturer certification allowances, and is allocated for investment in facilities and infrastructure, and human resources investment, meaning that institutional budget allocation has been enlisting the budget in the implementation of quality learning process.

In general, the quality assurance system of the learning process includes seven elements of quality philosophy, quality standard, quality goals, quality structures, quality process, quality control circle and quality evaluation. Seven elements of this quality provides the alignment in conducting quality assurance on the governance of the components of organizing learning processes such as development of qualifications and competency of lecturers, program fulfillment of students ' learning, planning, implementation and development of relevant curriculum, the provision of learning facilities that comply with the established standards and the provision of adequate funding capacity. Quality assurance on the governance of the elements is done to answer the demands of the stakeholders and to gain the trust of the stakeholders on the quality of the learning process organized by the university.

IMPLICATION FOR THE PRACTICE

Based on the conclusion outlined above, it is stated that the quality policy implemented by the University further puts the development of the qualifications and competence of lecturers as a top priority in creating a quality learning process so that it implications on leadership policies that have not prioritized in the development of university's infrastructure in support of the learning process. The second implication in relation to the implemented curriculum does not describe the students ' learning needs but more to the need for the expectations and demands of the workplace so that students are more positioned as learning

objects rather than as learning subjects. Policy on development of qualifications and competence of lecturers that implemented implication in the learning process held by lecturers still have not achieved the quality standards of the learning process that has been established. Fourth implication is not yet effective and efficient governance of learning facilities ranging from the procurement process to the treatment, then in relation to the policy of allocation of the learning process is adequate enough implications on the implementation of academic and non academic programs in support of learning. Implementation of the quality assurance system of learning implicates the quality of learning process that has not demonstrated excellence in quality as stipulated in the quality standards of the learning process.

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