

Models Of Sustainable Quality To Improve Implementation Of Quality System Of Qualified Enterprise

by Yulmaini Yulmaini

Submission date: 28-Oct-2020 10:27PM (UTC-0500)

Submission ID: 1420535634

File name: 905-2555-1-PB.pdf (168.43K)

Word count: 1824

Character count: 10927

Models Of Sustainable Quality To Improve Implementation Of Quality System Of Qualified Enterprise

Fitria¹, Yulmaini², Elida Purba³, Murhadi⁴

Informatics and Business Institute Darmajaya^{1,2}, Lampung University^{3,4}
fitria@darmajaya.ac.id¹, yulmaini@darmajaya.ac.id², elida_purba@unila.ac.id³,
murhadi.1964@fp.unila.ac.id⁴

ABSTRACT

The implementation of quality assurance is based on documents, namely academic documents and quality documents. Academic documents as a plan or standard. The academic document contains the direction/policy, vision-mission, educational standards, research, and community service, as well as academic rules. In contrast to academic documents, quality documents as instruments to achieve and meet established standards. The quality documents consist of quality manuals, procedure manuals, work instructions, supporting documents, and forms. [6] University Quality Assurance It is a Stakeholder concept where university quality assurance system is performed on the basis of internal quality assurance, external quality assurance and program implementation permit. Internal quality assurance is quality assurance conducted by university institution in the way that defined by implementing university. The parameters and methods of measuring the results are determined by the college according to its vision and mission. By carrying out internal quality assurance, the higher education institution should conduct an internal evaluation called periodical self-evaluation. Self-evaluation is intended to seek Guidance of Quality Assurance System of Higher Education with continuous quality improvement.

Keyword :

1. Introduction.

University Quality Guarantor It is a Stakeholder concept where university quality assurance system is performed on the basis of internal quality assurance, external quality assurance, and program implementation permit. Internal quality assurance is quality assurance conducted by the institution of higher education in the way defined by the implementing university. The parameters and methods of measuring the results are determined by the college according to its vision and mission. By carrying out internal quality assurance, the higher education institution should conduct an internal evaluation called periodical self-evaluation. Self-evaluation is intended to seek Guidance of Quality Assurance System of Higher Education with continuous quality improvement.

While the external quality assurance is the quality assurance performed by accreditation bodies such as BAN-PT or other institutions in the manner specified by the accrediting institution that performs. Parameters and methods of measuring results are established by the accrediting institution that performs. Accreditation institutions represent the

community so that they are independent. Accreditation by accrediting agencies is intended to conduct an external evaluation to assess the feasibility of higher education institution programs. In addition to assessing the feasibility of the program, accreditation is also intended to provide suggestions for improvement in striving for continuous quality improvement. [5] The external quality assurance hereinafter referred to as accreditation. By the Directorate General of Higher Education for educational units that meet the requirements of education programs. The procedures and parameters used are determined by the Directorate General of Higher Education in accordance with the existing provisions. Licensing other than intended as an external evaluation is also to assess the feasibility of compliance of the program. Thus, university quality assurance as a whole is intended to continuously improve the quality of higher education institutions. [5] The stipulation of standards and quality assurance mechanisms is the authority of universities, the important is the effort of benchmarking the quality of continuing higher education.

2. Research Method.

A. Model Basic Model SPM-PT

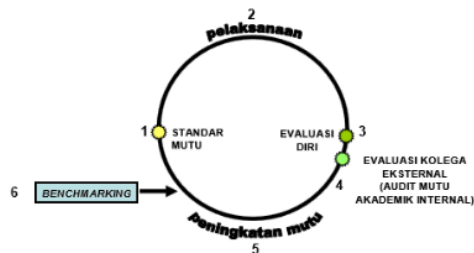


Figure 1. SPM-PT Basic Model

While the model of sustainable quality achievement as follows:

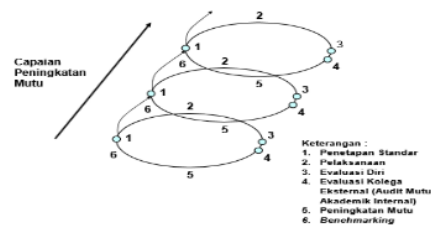


Figure 2. Model of Sustainable Quality Achievement

In order to easily implement the basic model of SPM-PT is required understanding and knowledge about cycle components and activities as follows.

- Standard Setting.
- Implementation (including monitoring).
- Self Evaluation.
- Evaluation of External Colleagues (hereinafter referred to as Internal Academic Quality Audit).
- Quality Improvement (including benchmarking).

3. Discussion.

3.1 Implementation and Monitoring.

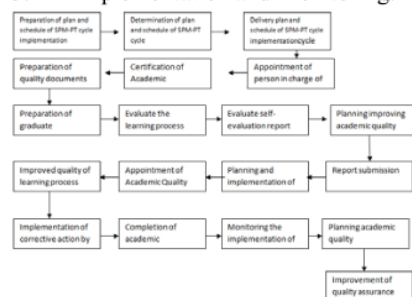


Figure 3. Implementation and Monitoring Procedures

3.2 The Role of Self-Evaluation in Quality Improvement.

Self-evaluation in higher education units is an integral part of the process of development of the educational unit. The level of institutional maturity can be traced from self-evaluation results over a certain period. This document will be very useful for the next leader especially in improving the quality of education unit. From the self-evaluation can be seen several things, among others:

- The strengths, weaknesses, and opportunities of educational units
- Priority development and investment in educational unit
- Level of preparedness of education unit for external evaluation
- Accountability of educational unit

3.3 Quality improvement recommendations.

The development plan is one of the outcomes of the self-evaluation activities that should be briefly presented at the end of the report. This development plan is a global, concise and clear picture that is the solution to the problems identified and the right steps to gain a competitive advantage. In summary, the development plan can be categorized into two namely:

3.4 Quality improvement.

The quality assurance process is not only an activity to ensure that the promised quality can be fulfilled but also includes continuous quality improvement through activities, monitoring, and evaluation (money), self-evaluation, audit and benchmarking. Quality assurance cycle begins with the determination of quality standards to be achieved within a certain period and then this standard is implemented with the maximum effort to be fulfilled. To see the progress of the implementation of the standards and to ensure that the direction of this implementation is in accordance with the plan, it is necessary to monitor and evaluate. Self-evaluation is done primarily to see the strengths and weaknesses of education units in relation to standard fulfillment efforts.

The next stage is the Internal Academic Quality Audit to see compliance with predetermined quality standards. The results obtained from the stages of monitoring and evaluation, self-evaluation, and internal quality audit and

supplemented by input from all stakeholders, are used as a consideration in improving the quality. There are two kinds of quality improvement: quality improvement to achieve established quality standards and quality improvement in the context of improving the quality standards achieved through benchmarking. If the results of self-evaluation and audit indicate that the established quality standard has not been achieved, immediate corrective action must be taken to achieve the standard. Conversely, if the results of self-evaluation and audit states that the established quality standards have been achieved, then in the next planning process quality standards are enhanced through benchmarking. Benchmarking is a standard benchmarking effort both between internal parts of the organization and with external standards on an ongoing basis in order to improve quality. The objective of quality improvement is to achieve the quality standard that has been set for educational units that have not met the standard, while for the education unit that has met the quality standard, quality improvement aims to the improvement of new standards, and equally important is in order to satisfy stakeholders.

3.5 Benchmarking.

Benchmarking is not copying or copying. It is the process of studying, observing others or other organizations and adapting their good practices to be applicable within the organization itself. More than just goal setting, benchmarking is used to understand the processes used to achieve the best results. Benchmarking should first involve research and understanding of internal work procedures, then look for "best practices" with other organizations or agencies, then match them with those that have been identified and ultimately adapt them in their own organizations to improve their performance. Basically, benchmarking is a way of learning from others systematically, and changing what we do.

3.6 Benchmarking Process.

The benchmarking process usually consists of six steps:

- 1) Determine Which Will Be Benchmarked.
The team will define the target process, its limits, the operations covered and its sequence and its inputs and outputs.
- 2) Determining What Will Be Measured.
The team tasked with reviewing the

elements in the process in a flowchart and discussing the size and standard of focus. Examples of measures are, for example, the duration of completion, the completion time for each element of work, the time for each decision point, the variations in time, the amount of backflow or repetition, and the likelihood of errors in each element.

- 3) Determine Who the Benchmark Team Will Do The Quality Improvement Team then determines the organization that will be the goal of this benchmarking. The necessary consideration is, of course, choosing another organization that is considered to be reputable and even the best in this category.
- 4) Data Collection / Visit.
The Quality Improvement team collects data on the size and standard that has been selected against the organization to be benchmarked. The search for this information can begin with what has been published: eg study results, market surveys, customer surveys, journals, magazines and more.
- 5) Data Analysis The Quality Improvement Team then compares the data obtained from the benchmarked process with the process data held (internal) to determine the gap between them. Of course also need to compare qualitative situations such as about systems, procedures, organizations, and attitudes. The team identifies why there are gaps (differences) and what can be learned from this situation. One very important thing is to avoid rejection; if indeed there is a real difference then that fact should be acceptable and then be aware that there must be things that are fixed.
- 6) Formulate Objectives and Action Plan The Quality Improvement Team determines the target of improvement to the process. These targets must be achievable and realistic in terms of current time, resources, and capabilities; also should be measurable, specific, and supported by management and people working in the process. Then the team can be expanded by involving a multidisciplinary that will solve the problem and develop a plan to establish the specific actions to be taken, the stages of the time, and who should be responsible.

4. Conclusion.

In the quality assurance cycle, there are stages when the unit of education must improve quality. This quality improvement stage is preceded by monitoring and evaluation activities, self-evaluation, and internal academic quality audit. In the case of established quality standards achieved, quality improvements are made by setting new standards through benchmarking processes.

Bibliographies

- [1] Anonim 2005, Evaluasi Program Studi, Direktorat Jenderal Pendidikan Tinggi, Departement Pendidikan Nasional.
- [2] Anonim 2005, Evaluasi Program Studi Berbasis Evaluasi Diri (EPSBED) Direktorat Jenderal Pendidikan Tinggi, Departemen Pendidikan Nasional.
- [3] Anonim 2006, Panduan Penyusunan Proposal Hibah Kompetisi, Direktorat Jenderal Pendidikan Tinggi, Departemen Pendidikan Nasional.
- [4] Anonim, 2005, Peraturan Pemerintah nomor 19 tahun 2005 tentang Standar Nasional Pendidikan , Jakarta.
- [5] Dikti, 2003, Pedoman Penjaminan Mutu Perguruan tinggi , DEPDIKNAS.
- [6] Evaluasi Program Studi Berbasis Evaluasi Diri (EPSBED) Manfaat bagi Pimpinan Perguruan Tinggi. 2005. Jakarta: Direktorat Jendral Pendidikan Tinggi Departemen Pendidikan Nasional.
- [7] Pedoman Penjaminan Mutu Pendidikan Tinggi. 2003. Jakarta: Direktorat Jendral Pendidikan Tinggi Departemen Pendidikan Nasional.
- [8] Peraturan Pemerintah No. 19, 2005 tentang Standar Pendidikan Nasional Republik Indonesia.

Models Of Sustainable Quality To Improve Implementation Of Quality System Of Qualified Enterprise

ORIGINALITY REPORT

45%

SIMILARITY INDEX

29%

INTERNET SOURCES

29%

PUBLICATIONS

7%

STUDENT PAPERS

PRIMARY SOURCES

1

garuda.ristekdikti.go.id

Internet Source

16%

2

R Widyati. "Design of quality assurance filing system", Journal of Physics: Conference Series, 2019

Publication

8%

3

H. Mukhtar, H. Kasful Anwar, Emmi Kholilah Harahap. "BENCHMARKING HEAD OF MADRASAH IN DOING MADRASAH TRANSFORMATION IN JAMBI PROVINCE", International Journal of Research - GRANTHAALAYAH, 2019

Publication

7%

4

www.pancabudi.ac.id

Internet Source

6%

5

docplayer.net

Internet Source

2%

6

Submitted to Universitas Jambi

Student Paper

2%

7

staff.uny.ac.id

Internet Source

2%

8

Submitted to Program Pascasarjana Universitas
Negeri Yogyakarta

Student Paper

1%

9

www.atlantis-press.com

Internet Source

<1%

Exclude quotes Off

Exclude matches Off

Exclude bibliography On