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Research Article

Internal Quality Assurance System On Learning Management Standards In Midwifery D3 Study Program Lampung Province

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Abstract: In accordance with the mandate of the National Education System Law (Law No. 20 of 2003 Article 50) that the management of national education is based on national policies and national standards to ensure the quality of national education. The policy is strengthened again in article 51 paragraph (2) explaining that the management of higher education units is carried out based on the principles of autonomy, accountability, quality assurance, and transparent evaluation.

Furthermore, in Law No. 12 of 2012 Article 52 stated that the quality assurance of higher education is a systemic activity to improve the quality of higher education in a planned and sustainable manner, as well as quality assurance as intended through the principle of determination, implementation, evaluation, control, and improvement (PPEPP) of Higher Education standards.

Prodi D3 midwifery lampung province has declared itself through the vision as a study program that is able to produce qualified midwifery experts based on local wisdom with a global insight. The commitment is set forth in academic quality policy with the principle of quality culture management. Consequently, the History program established an internal quality assurance unit called the Quality Assurance Unit (UPM). UPM as the controlling unit of the Implementation of Internal Quality Assurance System (SPMI) plans, implements, and develops academic and nonacademic quality assurance system by compiling a script in the form of SPMI Policy, SPMI Manual, SPMI Standard, SPMI form document, and Oprational Prosedure Standard (SOP).

The quality policy of Prodi D3 midwifery in Lampung Province contains quality commitment to prioritize services to produce graduates who satisfy stakeholders. Therefore, quality standards must be formulated in accordance with the National Standard of Higher Education (SNDikti). Silkus spmi implementation in Prodi D3 midwifery adjusted to 5 (five) main steps namely PPEPP. UPM Prodi D3 midwifery lampung province as a quality controller must always conduct SPMI in accordance with 5 (five) main steps in a planned and sustainable as an effort to improve academic quality continuously (continuous quality improvement) especially the standard of learning management Good actions that must be done to ensure the improvement of academic quality, especially the management of defense in a sustainable manner by following 5 (five) main steps of implementing SPMI

Keywords: Internal Quality Assurance System, Learning Management Standards

1. Introduction

The implications on improving the quality of education itself, known as Total Quality Management (TQM), which is a management system that focuses on all staff, aims to continuously increase satisfaction for stakeholders, requiring a commitment to all members to improve all aspects of organizational management. This is in accordance with the concept of Edward Deming known as Kaizen widely introduced by Masaaki Imai in his book "Kaizen: "the key to Japan's competitive success" (1986), concluding: "Kaizen says that only by continuously, staying conscious and making hundreds of thousands of small improvements, it is possible to produce goods or services of authentic quality so as to satisfy customers. To achieve this by being active, there is continued motivation and small improvement from all members of the organization. The active participation of the commitment, clear strategy and patience is a process that runs continuously to achieve the desired goals (Cane, 1998:265) (Ismail, 2016).

Higher Education quality assurance has received a lot of attention in recent years, both in academic and practical. Professional associations have begun to take this issue seriously, one of which is the European Association for Quality Assurance in Higher Education which has formed a multi-year working group to explore how to measure the impact and network of international quality assurance agencies in Higher Education (Beerkens, 2018) in Norwegia using data from a representative survey among Norwegian academic staff, showing that the current quality assurance procedures are functioning in the implementation of Higher Education, and showing the possible implications for quality improvement in the College (Aamodt, 2018). While in nursing and midwifery education said that the internal quality assurance system is effective in improving the quality of teaching and assessment, especially in monitoring and evaluation that must be done routinely, especially in the curriculum, improving the competence of lecturers, and infrastructure facilities, especially laboratories (Essel, 2018).

Effective quality assurance is the goal of all quality education. Indonesia recognizes two systems in its quality assurance process, namely internal and external quality assurance. Internal quality assurance serves in improving quality, realizing the vision and mission, and as a means to obtain accreditation on the implementation of higher education. Meanwhile, external quality assurance is designed to ensure that institutions have implemented an effective internal quality assurance process. (Dill, 2010).

Internal Quality Assurance System (SPMI) is seen as one way to answer various problems and challenges of Higher Education in Indonesia, where universities are said to be qualified if able to set and realize their vision through the implementation of their mission, as well as able to meet the needs / satisfies stakeholders, namely the needs of the community, the world of work and professionals. Therefore, universities must be able to plan, run and control a process that ensures the achievement of quality on an ongoing basis, which is run internally by the relevant Universities.

The reality that occurs most universities are more concerned with accreditation or SPME than attaching importance to SPMI, indeed accreditation has always been the goal of improving the quality of study programs or universities. Once accreditation comes out educational institutions no longer conduct quality evaluation internally, so that the impact on the teaching and learning process such as the curriculum is less updated, lecturers are varied in providing learning methods, and infrastructure facilities that have been widely unfit to use, so that the competence of graduates produced less meet the expectations of stakeholders (Apri, 2018)

Learning management standards are minimum criteria on planning, implementation, control, monitoring and evaluation, as well as reporting of learning activities at the Study Program level, which should refer to:

1.1. Standard competency of graduates

Graduate competency standard is a minimum criteria about qualification of graduate ability that includes attitudes, knowledge, and skills stated in the formulation of graduate learning achievements, used as the main reference for the development of learning content standards, learning process standards, learning assessment standards, standards of lecturers and educational personnel, standards of learning facilities and infrastructure, learning management standards, and learning financing standards. The formulation of compulsory graduate learning achievements: a. refers to the description of the learning achievements of KKNI graduates; and b. have equality with the qualification level at KKNI (Mendikbud, 2020).

1. 1. The attitude as referred to in Article 5 paragraph (1) is correct and cultured behavior as a result of internalization and actualization of values and norms reflected in spiritual and social life through the learning process, student work experience, research and/or community service related to learning, if necessary the standard of attitude can be increased by the Higher Education along with ministries, other ministries, LPNK, and / or professional organizations, as well as the business world and the industrial world related to Vocational Education to be held (Mendikbud, 2020).
2. Knowledge is a systematic mastery of concepts, theories, methods, and/or philosophies of certain fields of science obtained through reasoning in the Learning process, student work experience, research and/or community service related to learning (Mendikbud, 2020).
3. Skills are the ability to perform performances using concepts, theories, methods, materials, and/or instruments, obtained through learning, student work experience, research and/or community service related to learning, including:

a. general skills as general work skills that must be possessed by each graduate in order to ensure the equality of graduates' abilities according to the level of the program and the type of Higher Education can be added by the Higher Education; and

b. special skills as special work skills that must be possessed by each graduate in accordance with the scientific field of the Study Program, must be prepared by: 1). forum of similar Study Programs or other equivalent names; or 2). manager of the Study Program in the event that it does not have a forum of similar Study Programs

4. Student work experience in the form of experience in activities in a certain field at a certain period of time, in the form of job training, practical work, field work practices or other similar forms of activities. The formulation of attitudes, knowledge, and skills is a unified formulation of graduate learning achievements proposed to the relevant director general in accordance with its authority to be determined to be achievements graduate learning. reviewed and determined by the Minister as a reference for similar Study Programs. Provisions on the preparation, proposal, assessment, determination of the formulation of graduate learning achievements) are stipulated by the Ministerial Regulation (Mendikbud, 2020).

1.2.Learning content standards

Learning content standard is a minimum criterion of the level of depth and breadth of learning materials. The depth and breadth of learning materials refers to the achievements of learning graduates from KKNI, in professional programs, specialists, masters, masters of applied, doctoral, and applied doctorates, must utilize the results of research and results of Community Service.

1.3.Learning Process Standards

Learning process standards are the minimum criteria on the implementation of Learning in the Study Program to obtain graduate learning achievements, including:

1. The characteristics of the Learning process consist of:

a. Interactive nature that graduate learning achievements are achieved by prioritizing the process of two-way interaction between students and lecturers.

b. Holistic that the Learning process encourages the formation of a comprehensive and broad mindset by internalizing the excellence and wisdom of local and national.

c. Integrative that graduate learning achievements are achieved through an integrated Learning process to meet the overall achievements of graduate learning in a single program through an interdisciplinary and multidisciplinary approach.

d. Scientific that graduate learning achievements are achieved through the Learning process that prioritizes scientific approaches so as to create an academic environment based on the system of values, norms, and rules of science and uphold religious and national values

e. Contextual that graduate learning achievements are achieved through a learning process tailored to the demands of problem solving skills in the realm of expertise

f. Thematic that graduate learning achievements are achieved through a learning process that is tailored to the scientific characteristics of the Study Program and is associated with real problems through a transdisciplinary approach

g. Effective that graduate learning achievements are achieved successfully by prioritizing the internalization of materials properly and properly within the optimum period of time

h. Collaborative that graduate learning achievements are achieved through a shared Learning process that involves interaction between individual learners to generate capitalization of attitudes, knowledge, and skills.

i. Student-centered that graduate learning achievements are achieved through a learning process that prioritizes the development of creativity, capacity, personality, and needs of students, as well as developing independence in finding and discovering knowledge.

2. Learning process planning is prepared for each course and presented in the Semester Learning Plan (RPS) or other terms. RPS is established and developed by lecturers independently or jointly in the expertise group of a field of science and/or technology in the Study Program at least loading; a. name of Study Program, name and code of course, semester, Semester Credit Unit, name of lecturer; b. graduate learning achievements charged to the course; c. final ability planned at each stage of Learning to meet graduate learning achievements; d. study materials related to the ability to be achieved; e. Learning methods; f. the time provided to achieve the ability at each stage of Learning; g. student learning experience embodied in the description of the task that must be done by the student for one semester; h. assessment criteria, indicators, and weights; and i. list of references used.

3. The implementation of the Learning process takes place in the form of interaction between lecturers, students, and learning resources in a particular learning environment. The Learning Process in each course is carried out in accordance with The Semester Learning Plan (RPS) or other terms with learning characteristics.

The Learning Process related to research and community service by students must refer to the Standard, while the Learning Process through curricular activities must be conducted systematically and structured through various courses and with measurable learning burdens using effective learning methods in accordance with characteristics of courses to achieve certain abilities set in the course in the series of fulfillment of graduate learning achievements. Learning methods as can be chosen for the implementation of learning in courses include: Group discussions, simulations, case studies, Collaborative learning, Cooperative learning, Project-based learning, Problem-based learning, or other learning methods, which can effectively facilitate the fulfillment of graduate learning achievements.

Each course can use one or a combination of several methods and be accommodated in a form of Learning that can be: a. lectures; b. responses and tutorials; c. seminar; d. practicum, studio practice, workshop practice, field practice, work practice; e.research, design, or development; f. military training; g. student exchange; h. internship; i. entrepreneurship; and/or j. other forms of community service.

Forms of Learning in the form of Research, design or development must be added as a form of learning for four diploma education programs, undergraduate programs, professional programs, master's programs, applied

master's programs, specialist programs, doctoral programs, and applied doctoral programs, under the guidance of lecturers in order to develop attitudes, knowledge, skills, authentic experience, as well as improve the welfare of society and competitiveness of the nation. Medium Form of Learning in the form of Community Service must be added as a form of Learning for diploma four education programs, undergraduate programs, professional programs, and specialist programs. under the guidance of lecturers in order to utilize science and technology to advance the welfare of society and educate the life of the nation.

Learning forms can be done inside the Study Program and outside the Study Program. Learning form outside the Study Program is a learning process which consists of: a. Learning in other study programs at the same university; b. Learning in the same study program at different universities; c. Learning in other study programs at different universities; and D. Learning at non-tertiary institutions, which is carried out based on a cooperation agreement between Higher Education and Higher Education or other related institutions and the results of lectures are recognized through a mechanism Transfer of Semester Credit Units. The learning process outside the Study Program is an activity within the program that can be determined by the Ministry and / or Higher Education Leaders, carried out under the guidance of lecturers and only for undergraduate and applied undergraduate programs outside the health sector.(Mendikbud, 2020)

2.Research Methodology

This study uses a mixed method (Mixed Method Research), namely, by combining the types of qualitative and quantitative research. According to Creswell (in Lalu, 2016) of the three types of designs that exist, this research uses Design III: Quantitative as a complementary qualitative. is used when the researcher wants the method quantitative is used to extensively test findings resulting from qualitative methods (Lalu, 2016). The main focus of sequential exploratory design is to explore phenomena (nCreswell et al, 2010). Even so, the above design also went through two stages of research, of which priority or greater weight was given to qualitative. That is why quantitative data are used to assist in interpreting qualitative findings in the first stage. (Putra, 2017) It can be explained that in the first stage of research using qualitative methods, the steps are: determining the research setting where there is a problem, or potential. Furthermore, the researcher conducts a perspective theory study which serves to guide the researcher in collecting data and analyzing data. In the second stage, the researcher uses a quantitative method which functions to test the hypotheses found in the first stage. The steps are: determine the population and sample as a place to test hypotheses, develop and test instruments for data collection (Musliana, 2018).

3.Result and discussion

Developing an evaluation tool, because evaluating is obtaining data about something being researched, and the results obtained can be measured using standards predetermined by the researcher (Siyoto, 2015). For qualitative research, the research instrument is the researcher himself, while for quantitative research the instrument is made by the researcher and becomes a free tool that the researcher can make with full rights (Fadlilah, 2016).

1. The form of the instruments used in this study were as follows:

3.1. interview guidelines

A form of dialogue conducted by the interviewer to obtain information from the interviewee is called an interview. The instrument is called an interview guide. In practice, interviews can be carried out independently of meaning The interviewer is free to ask the interviewer anything without having to bring the guideline sheet. The requirement for interviews like this is that the interviewer must keep in mind the data that must be collected. Another case with guided interviews, the interviewer is guided by complete and detailed questions, like a questionnaire. In addition there are also free guided interviews, where the interviewer is free to conduct interviews using only guidelines that contain only the outline. (Aedi, 2010) This study used free guided interviews with an interview guide that contained an outline of the process and constraints in implementing SPMI on learning management standards.

3.2.. Observation sheet

Observation in a study is defined as focusing attention on an object by involving all the senses to obtain data. The instruments used in observation can be in the form of observation guidelines, tests, questionnaires, image recordings, and voice recordings (Aedi, 2010). The observation instrument in this study uses observation guidelines which contain all activities related to the implementation of SPMI on learning management standards.

3.3. Documentation

The form of documentation instruments consists of two types, namely documentation guidelines which contain outlines or categories to be searched for data, and check-lists which contain a list of variables for which data will

be collected (Siyoto, 2015). The form of documentation instrument in this study is a check-list. which makes data related to the implementation of SPMI on learning management standards

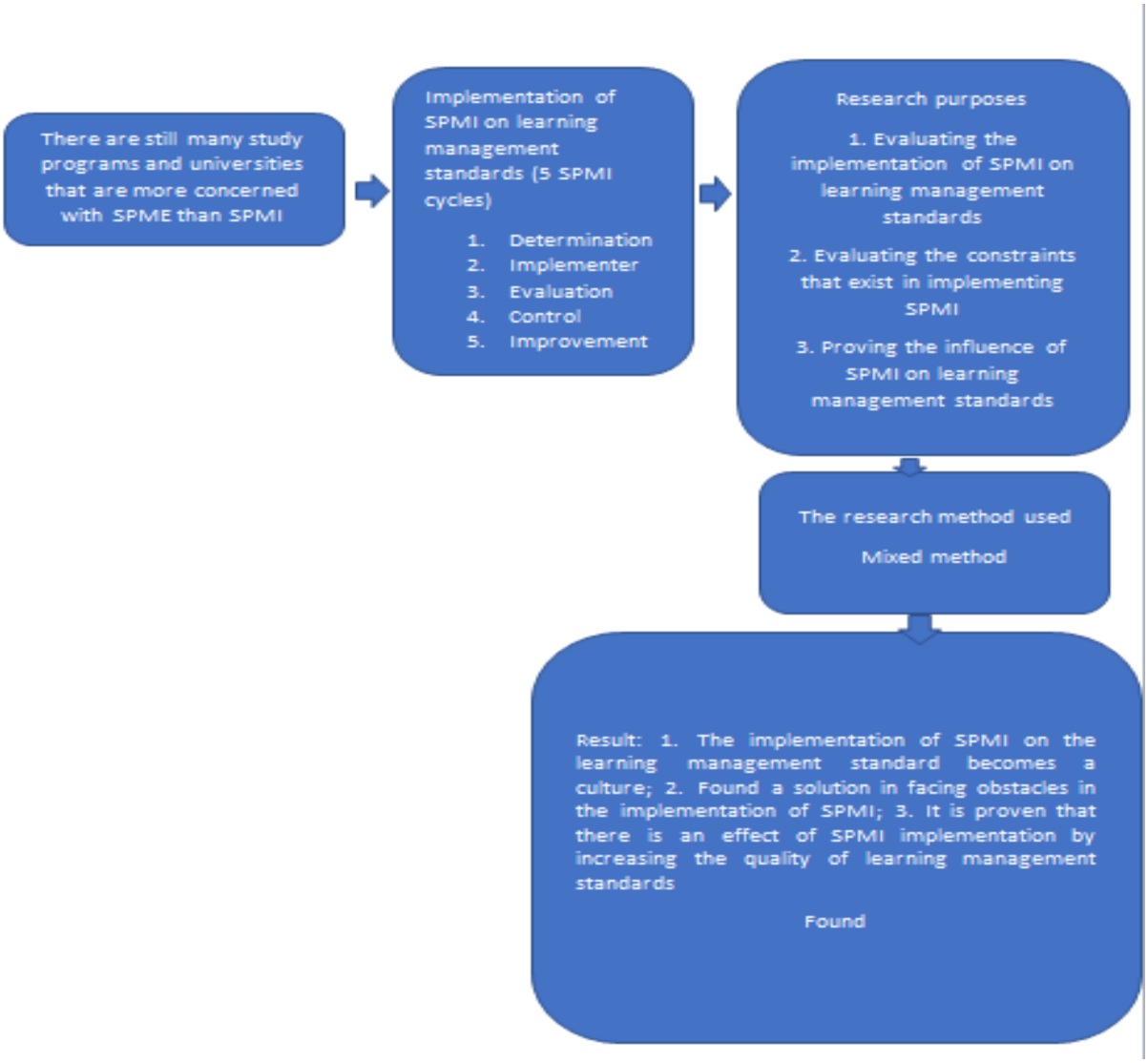
3.4.. Questionnaire or Questionnaire

Questionnaire or questionnaire is a method of collecting data, the instrument is called according to the name of the method. The form of a questionnaire sheet can be in the form of a number of written questions, the aim is to obtain information from the respondent about what he or she has experienced and know (Aedi, 2010) this research uses a closed questionnaire, the respondent just needs to choose the answer that has been provided.

Quality is very important to improve a program, especially in midwifery education where graduates must have qualified competencies because it is related to the care given to mothers throughout their life cycle, therefore according to Ahmed (2012) in his research, quality must be implied in the form of TQM in the field. education so that quality is guaranteed.

In Indonesia, higher education quality assurance is made into a higher education quality assurance system consisting of an internal quality assurance system, an external quality assurance system and a Higher Education Database (Kemenristekdikti, 2016). The internal quality assurance system known as SPMI has been socialized since 2006 and is seen as a solution to various problems. Higher Education in Indonesia. In addition, SPMI is considered capable of responding to the challenges of higher education. However, there are still many study programs or universities that only improve the quality in order to achieve a good accreditation score, which causes the tendency for internal quality to not increase. Therefore, the most important thing in order to achieve good accreditation is to apply the Continuous Quality Improvement (CQI) pattern, by implementing the SPMI. The implementation of SPMI in vocational education is carried out in stages, so in vocational education learning management standards must take precedence because it is directly related to the quality of graduates and student satisfaction. SPMI itself is a systemic activity of higher education quality assurance by each higher education institution autonomously to control and improve the implementation of higher education in a planned and sustainable manner, aims to improve the quality of higher education in a planned and sustainable manner which is carried out through 5 stages in the SPMI cycle, while learning management standards are the minimum criteria for planning, implementing, controlling, monitoring and evaluating, as well as reporting learning activities at the Study Program level, which must refer to graduate competency standards, learning content standards, learning process standards, teaching staff lecturer standards, and infrastructure standards. Based on existing problems and theories, the purpose of this study is to evaluate the implementation of SPMI on the learning management standards and the obstacles in implementing SPMI itself as well as proving the effect of SPMI implementation on learning management standards, to achieve these objectives the method used in this study is Mixed Methods with a sequential explanatory design. So that it is hoped that a quality culture will be created in the study program, by implementing SPMI properly and finding solutions to overcome existing obstacles and prove that with the implementation of SPMI good will improve the quality of learning management standards so that the competence of graduates can be trusted by users and students quickly get a job, and the accreditation value will increase.

Table 2.7 Framework



5.Conclusion

The implementation of SPMI in Prodi D3 Midwifery of Lampung Province on the standard of learning management is carried out on the basis of regulatory demands related to the management of higher education and is a routine activity conducted in each semester. At this time Prodi D3 Midwifery Lampung Province almost all have quality assurance units (UPM) but in its implementation there is still a willingness in implementing 5 (five) steps in SPMI, especially on controlling and improving standards, for the determination of standard D3 midwifery program lampung province already has important documents, namely policy documents and manual documents even though the contents of the documents are not up to standard so that the application on the implementation of standards in the form of Standard documents and fomulir documents are rather difficult to make, in addition to the understanding of the concept and imlementation of spmi implementation on the implementing party (study program managers, lecturers, educational personnel) low. Because it does not know the purpose and benefits obtained in implementing SPMI, so that activities in the management of defense that includes planning, implementation, monitoring, evaluation and reporting are only carried out as routine activities of the study program

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