# The Implementation of Quality Assurance System as an Effort to Improve Quality of Education High School Teacher Education Labuhanbatu

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*Abstract*- **Higher Education is a formal educational institution has a goal to produce Human Resources (HR) quality that has the knowledge, skills and technology needed by the world of work. Therefore, universities have a mission to achieve the goals of national education. The purpose of this research was to described the implementation of Internal Quality Assurance System (IQAS) as an effort to improve the quality of Education High School Teacher Education (HSTE) Labuhanbatu. This research was conducted at HSTE Labuhanbatu with research subject of Quality Assurance Office (QAO) HSTE Labuhanbatu. This type of research used qualitative research using case study. Techniques of collecting research data using interviews, documents, direct observation, and archives. The result of research: The concept and policy of IQAS can be in the form of quality documents and academic documents compiled by quality assurance office HSTE labuhanbatu, Implementation of IQAS was carried out by designing the form of IQAS cycles, QAO HSTE labuhanbatu was the coordinator in implementing and planning IQAS at HSTE labuhanbatu, There were obstacles faced by the leadership commitment, the number of auditors, the IQAS activity becomes routine, Utilization of the results of IQAS implementation can build a culture of quality, accreditation. The results showed that internal quality assurance in high schools and education sciences can improve the quality of education in HSTE Labuhanbatu. Conclusion: Implementation of internal quality assurance system as an effort to improve the quality of education HSTE Labuhanbatu.**

*Keywords*- **Implementation of IQAS, Quality Assurance, Quality of Education**

## I. Introduction

Education provides the possibility of human beings to get "opportunity", "hope", and knowledge in order to live better. The amount of opportunity and hope depends on the quality of education. Education can also be a force for changein order for a condition to get better.Quality education is of course to actively learn and teach the formation of values needed.The most perceived educational problem today is the low quality of education in various types and levels of education. The low quality of education will inhibit provision of human resources who have the knowledge, proficiency and skills to meet the human resources of Indonesia's development.

Talk about of quality or grade, human resources education is very important in the process of improving the quality of human resources. Improving the quality or grade of education is a process that is integrated with the process of improving the quality of human resources itself. Recognizing the importance of the process of improving the quality of human resources, the government together with the private sector have both and continue to strive to realize the mandate through various efforts to develop a higher quality education or quality.

Higher education has a strategic role in educating the nation's life and advancing science and technology.Higher education plays a role in improving the nation's competitiveness in the face of globalization in all fields. Therefore it is necessary for higher education that is able to develop science and technology and produce intellectual, scientist, professional.

IQAS is a quality assurance conducted by a college institution in a manner defined by the implementing university. Parameters and methods of measuring results are determined by universities according to their vision and mission. By carrying out internal quality assurance, the higher education institution should conduct an internal evaluation called periodical self-evaluationSelf-evaluation is intended to promote sustainable quality improvement. IQAS HSTE Labuhan batu is described in detail in the Manual of Quality document.Implementation of quality assurance system of education in universities in accordance with the Guidelines of Quality Assurance higher education (2003, pp.16-19) can be implemented, if fulfilled several prerequisites, namely: understanding of the concept and implementation of IQAS by civitas academica uneven, governance and working mechanisms of quality assurance have not been built intact, empowering human resources, especially the lecturers to support the quality assurance system is not optimal,and utilization of information and communication technology to support internal quality assurance system not yet optimal. mental attitude of the actors of the higher education process, and organizing

quality assurance in college commitments, changes paradigm. Implementation of quality assurance system in universities often encounter obstacles that is the awareness of the actors of the education process about the importance of quality assurance as a requirement stakeholders decreased,the commitment of the higher education process team to guarantee and improve the quality of education is still lacking.

The concept and policy of IQAS can be in the form of quality documents and academic documents compiled by the quality office of HSTE Labuhanbatu still lacking. Since Directorate General of Higher Education Ministry of Research Technology and Higher Education Republic of Indonesia promote the university's quality assurance program in line with the new paradigm of higher education, the activity was further intensified through various quality assurance workshops and the establishment of institutions, units and team work. The instrument was responsible for handling the quality assurance system to monitor and evaluate and provide suggestions for improvements to management performance,both for study programs, institutions.

Implementation of IQAS in in universities often encounter problems, among others: (1) commitment of perpetrators of higher education process in universities, both lead and led to always ensure and improve the quality of education is still relatively low; (2) The availability of Human Resources ( HR) especially the auditor's staff to support the IQAS is still not fulfilled; dan (3) IQAS implementation often becomes a routine making it difficult to measure the achievement of continuous improvement. (4) awareness of the actors of the education process to the importance of quality assurance as the needs of stakeholders is still relatively low; (5) understanding the concept of quality assurance system of education by civitas academicians to improve the quality of education is still not evenly distributed;

Macdonald (1993, p.6) in stating "A useful definition is, 'quality means conformance to requirements'. That allows us to measure quality. We know when we do or do not conform to require-ments". Quality means conformity with requirements. An enabling requirement to measure quality by knowing that it qualifies to qualify.

Oakland (1993, p.5) stated that "Quality is used to signify 'excelence' of a product or service". Quality is used to indicate the "superiority" of a product or service. A product or service is said to be of quality if it has advantages over other products or services. Tjiptono & Diana (1995, p.2) stated: "The concept of quality itself is often regarded as a relative measure of the good of a product or service consisting of the quality of design and quality of conformity. Quality design is a function of product specification, while the quality of conformity is a measure of how far a product meets the requirements or specifications of quality that have been set". Explanation the quality of the outline is description and overall characteristics of a product or service that demonstrate it is ability to meet customer needs, expectations, and satisfaction.

Efforts to improve the quality of universities were continuously conducted. One effort for that was developing Quality Assurance at University. With Quality Assurance was expected to grow a quality culture ranging from; how to set standards, implement standards, evaluate the implementation of standards and continuously strive to improve standards Continuous Quality Improvement. Appropriate of Constitution Number 12 of 2012 article 52it was stated that the quality assurance of higher education is a systematic activity to improve the quality of higher education on a planned and sustainable basis. Quality assurance was through the determination, implementation, evaluation, control, and improvement of higher education standards. The quality of education in college was most often defined as "suitability for purpose", Therefore quality assurance refers to the policies, attitudes, actions and procedures necessary to ensure that quality is being maintained and enhanced. The quality assurance is intended to ensure accountability and to bring about improvement. In Addition ConstitutionNumber 20 of 2003 mentioned that the management of higher education units implemented based on the principle of autonomy, accountability, quality assurance, and evaluation are transparent. Further, in Hedwig & Polla (2006, pp.1-3) explain the quality assurance iscontinuous work routineand must be continuously performed. Therefore, the process of evaluation and supervision (monitoring) needs to be applied continuously with the emphasis that these activities take action continuous improvement. Quality assurance system will produce a good quality of graduates to complete his studies at a higher level, to work and be accepted in the world of work, accepted to work, achievement, following the development of society and the productive.

TQM (Total Quality Management) is an approach oriented to improving the quality of products produced by an institution, the organization for customer satisfactionand to cope with an ever-changing environment. In order thatthere must be continuous improvement by the institution. Reynolds (1994, pp.7-8) stated: "TQM aims to meet customer expectations, and were possible exceed them. Moreover these ex-pectations are contantly increasing. Five years ago I was satisfied with a train journey from London to Leeds which lasted three hours. Now I expect it to last only two. afterwardsAkinmola, E. A(2014, pp 3-4) TQM recognizes that customer expectations will usually increase over time, and it is therefore a philosophy of continuous improvement. TQM itself is a jour-ney, not a destination". TQM aims to meet customer expectations, and if possible can over it. In addition to customer expectations are constantly changing and increasing over time, and therefore TQM is the philosophy of continuous improvement (continuous improvement). TQM TQM itself is not the ultimate goal but the intermediate goal is still undergoing a long process. Macdonald (1993, p.6) stated that "TQM is therefore a change agent which is aimed at providing a customer driven organisation". TQM is a change agent aimed at directing organizations to customer-oriented. Thus all activities within the organization are intended to meet customer needs and satisfaction. TQM does not work for the benefit of others, but focuses on customer restitution.

Afterward, Regulation of the Minister of National Education Number63 Year 2009 Article 1 paragraph (1) explains that "the quality of education is the level of intelligence life of the nation that can be achieved from the application of national education system". In line with the regulation, the quality assurance of education is implemented in an effort to ensure that the process undertaken by educational institutions in accordance with the standards determined. Markum (2007, p.19) stated: "Colleges are educational units that provide higher education, namely education above secondary education, which includes diploma education programs, undergraduate, master, specialist, and doctorate. Higher education are organized to prepare learners to become members of the community who have academic and professional skills that can apply, develop and create science, technology and art ". Then the terms higher education and college are often perceived the same, while in fact the two terms have different meanings. Higher education is education on the path of school education at higher levels than in secondary education.Universities are educational units that provide higher education.

Subsequently Tampubolon (2001, p.71) stated that higher education is understood as a production process and presentation of academic and professional education services, or higher education services, which can be implemented for prospective students who already have primary and secondary education services.And higher education is an educational institution that produces and presents services for high education. Higher education is organized to prepare students to be human beings who have the academic and professional ability to educate the nation's life. Mishra (2007, p.5) state: "In term of level, higher education includes college and university teaching-learning towards which students' progress to attain higher educational qualification. Higher education imparts in-depth knowledge and understanding so as to advance the student to new frontiers of knowledge in different walks of life (subject dominans). Kemudian McPheat(2015 pp 7-8) It is about knowing more and more about less and less. It develops the student's ability to question and seek truth and makes him/her competent to critique on contemporary issues. It broadens the intellectual powers of the individual within in a narrow specialization, but also give him/her a wider perspective of the world arround". Higher education in it learning activities in colleges and universities can lead students to achieve higher educational qualifications.

## II. Method

The method used in this research was qualitative used case study. According to Yin (2013, p.1) case studies are research strategies in which researchers carefully investigate a program, event, activity, process or group of individuals. Cases by time and activity, and researchers using various data procedures based on the time specified. In this study, the case studied was the implementation of IQAS as an effort to improve the quality of education in HSLabuhanbatu, in that many other universities have not succeeded in the implication of its IQAS.

This research was conducted at Quality Assurance Office HSTE Labuhanbatu. Held on January 2016 until May 2017. The subject of this case study is QAO HSTE Labuhanbatu and all the members involved in quality assurance activities. This research object of IQAS implementation by QAO HSTE Labuhanbatu namely vision and mission QAO, the purpose QAO HSTE Labuhanbatu, concepts and policies of quality assurance system, implementation and IQAS and organizing, evaluation of IQAS implementation, and benefit of IQAS result and development in the future.The instrument used in this qualitative research is the researcher himself. The researcher is a key instrument with other supporting instruments such as observation, documentation, interview.Researchers directly conduct direct observation to conduct direct observation on the activities of research subjects, observing and recording facilities and infrastructure, human resources and others that are used in the activities of IQAS in QAO HSTE Labuhanbatu.

Interview conducted with structural QAO HSTE Labuhanbatu to obtain relevant information related to IQAS HSTE Labuhanbatu in the preparation of standard, internal quality audit, monitoring, correction until the achievement of quality. Further, the documentation activities carried out by collecting reports on the activities of IQAS, the official announcement of IQAS HSTE Labuhanbatu, website, and others.

In improving and validity of data was criteria such as: degree of credibility, transferability, dependability and certainty. to ensure the validity of the interview data is made confirmation between the results of interviews with informants to ensure the correct results of interviews .The trick was to provide transcripts of interviews to informants to be given notes, additional information, and given approval

## III. Discussion

Implementation of IQAS in HSTE Labuhanbatu was intended to achieve the vision, mission and objectives HSTE Labuhanbatu and meet the needs of stakeholders HSTE Labuhanbatu both internal and external.For that need to be prepared IQAS based on the characteristics and specificities HSTE Labuhanbatu own applicable to all elements involved in the implementation HSTE Labuhanbatu.Quality assurance would be effective and sustainable if there was commitment from the leadership and all stakeholders to create and implement the IQAS policy. This policy was used as the basis for all activities in HSTE Labuhanbatu in order to achieve the vision of as a global Insighted University. The concept of IQAS policy was defined, fulfilled, evaluated and upgraded in various IQAS Standards continuously by all providers of higher education in HSTE Labuhanbatu in accordance with their respective duties and responsibilities. Efforts to guarantee the quality of education in QAO HSTE Labuhanbtu has been done since HSTE Labuhanbatu was formed in 1999. However, since Directorate General of

Higher Education Ministry of Research Technology and Higher Education Republic of Indonesiapromote promoting the university's quality assurance program in line with the new paradigm of higher education, the activity was further intensified through quality documents and academic documents with various quality assurance workshops and the establishment of institutions, units and team work. The instrument is responsible for handling the quality assurance system to monitor and evaluate and provide suggestions for improvements to management performance, both for study programs, institutions and for the HSTE Labuhanbatu level for sustainable increase and improvement (*Continous improvement*).

Through the Decision Letter (SK) of HSTE Chairman Labuahan Batu No.58 / STKIP-LB / X / 2010 dated 16 September 2010 has been formed Control and Development Team HSTE Labuhan Batu in charge of developing strategic guidance in HSTE Labuahan Batu. The team formulates the Vision, Mission and Purpose of HSTE Labuhanbatu which was further elaborated in the Strategic Plan HSTE Labuahan Batu. Furthermore, based on the decision of the Chairman of HSTE Labuahan Batu No.188 / STKIP_LB / I / 2011 dated January 2, 2011 formed the Monitoring and Evaluation Team Internal tingkat HSTE Labuhanbatu as an internal reference in monitoringwhile ensuring the commitment of HSTE Labuhanbatu in the implementation of the tasks of the operational units in academic development especially those related to academic quality assurance.

The seriousness of HSTE Labuhanbatu in improving and developing the quality assurance of education was also seen with the formation of IQAS in charge of assessing and developing the quality assurance system in academic implementation, which was detailed as follows: Plan and implement quality assurance system at QAO HSTE Labuhanbatu; Develop and encourage the implementation of quality assurance system at QAO HSTE Labuhanbatu; Coordinate the implementation of continuous quality improvement; Monitor and implement the implementation of education quality assurance.

Quality assurance organization in QAO HSTE Labuhanbatu was described in detail in Quality document. At the end of 2014, a draft quality document containing, among others, Quality Policy, Quality Procedures, Quality Standards and Quality Goals has been completed.In 2014, the document has been socialized to the academic units to get input and suggestions for improvement to perfection of the document. Finally in October 2014, the quality document has been established by the Chairman as a reference for the implementation of quality assurance in QAO HSTE Labuhanbatu.The implementation of quality assurance, based on the quality manual, has been implemented in each academic unit at the beginning of 2015.Meanwhile, before implementation quality assurance training has been conducted in each academic unit to increase their awareness about quality assurance.In the same year, a quality assurance unit was established at the high school level to assist in the implementation of quality assurance at HSTE Labuhanbatu.Implementation of IQAS in HSTE Labuhanbatu was implemented as a necessity

because the quality of education depends not only on the government but also on the stakeholders appraisers. Implementation of IQAS as an integral part of the quality assurance system of education in QAO HSTE Labuhanbatu implemented by the preparation of Internal Quality Assurance System (IQAS)design which is operationally called IQAS Cycle of QAO HSTE Labuhanbatu which carried out following the one-year period. The IQAS Cycle of QAO HSTE Labuhanbatu consists of seven steps or stages: (a) standard setting, (b) implementation, (c) monitoring, (d) self evaluation, (e) internal quality audit, (f) correction formulation, and (g) quality improvement.The establishment and fulfillment of management standards consistently and continuously so that consumers, producers and other interested parties obtain satisfaction.Thus, the quality assurance QOA HSTE Labuhanbatu with the process of determining and fulfilling the standard management QAO HSTE Labuhanbatu consistently and sustainably, in order that stakeholders get satisfaction. For that, QAO HSTE Labuhanbatu selects and sets its own standard of higher education for each unit of education. The selection and standard setting was done in a number of aspects called the quality items.The standard is required by QAO HSTE Labuhanbatu as a basic act in order to realize the vision and carry out its mission. These baselines include, among other things, minimum criteria and criteria from various aspects related to the provision of higher education in QAO HSTE Labuhanbatu.In addition, the standard is also intended to spur the QAO HSTE Labuhanbatu in order to improve it was performance in providing quality services and as a tool to encourage the realization of transparency and public accountability in the implementation of the main task.The quality standard is also the minimum competence / quality demanded of the relevant graduates, which can be measured and can be described as parameters and indicators. In a continuous quality improvement cycle, standards need to be evaluated and revised / improved through benchmarking ssustainably. The standards set by the government listed inGoverment Regulation Number 19 of 2003 on National Education Standards (NES) is set as minimum as possible to provide flexibility to each unit of education and High Pergurian to develop the quality of service in accordance with the study program and the expertise of each.

Therefore QAO HSTE labuhanbatu was the coordinator in implementing and planning IQAS at HSTE labuhanbatu.In the establishment of standards formulated in accordance with the rules of law It was supported by human resources (HR) who have competence in the field of quality assurance. QAO HSTE Labuhanbatu coordinate in implementing and planning IQAS at HSTE Labuhanbatu. In order that IQAS in HSTE Labuhanbatu performed well.The obstacle implementation of IQAS such as the lack of leadership commitments that have multiple tasks.Leaders always change the rules that have been prepared IQAS in order that the implementation of IQAS not implemented.Therefore the leader puts all lecturers who have lektor departments who have many duties in the academic field in order that in holding their work meetings always hit with their activities. And the leadership is not always monitor QAO which was always empty.Utilization

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of IQAS implementation results other than used in educational planning, also used to foster the spirit of work better, awaken awareness to build a quality culture, in order that would realized continuous improvement. Externally, the results of IQAS implementation are used related to preparation in facing external accreditation, in this case was National Accreditation Board. QAO HSTE Labuhan Batu has also helped HSTE Labuhanbatu in the preparation of accreditation port folio of institutions National Accreditation Board of Higher Education.

## IV. Conclusion

The concept and policy of IQAS could be in the form of quality documents and academic documents compiled by the quality assurance office of HSTE Labuhanbatu. Then the implementation of SPMI is done by designing the form of IQAS cycles. Quality Assurance Office (QAO) HSTE Labuhanbatu was the coordinator in implementing and planning IQAS at HSTE labuhanbatu. There were obstacles faced by the leadership commitment, the number of auditors, the IQAS activity became routine. Utilization of the results of IQAS implementation could be build a culture of quality, accreditation and national certification.

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