



INTERNAL QUALITY ASSURANCE : MECHANISM OF TOTAL QUALITY MANAGEMENT

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Article DOI: <https://doi.org/10.36713/epra11833>

DOI No: 10.36713/epra11833

ABSTRACT

This research aims to analyze the availability and implementation of internal quality assurance to the production of total quality management. We use document analysis of data collected from the unit of internal quality assurance of the postgraduate program. The results of the research show that planning, implementing, evaluating and controlling, and developing are better documented and implemented.

The presence of teamwork and leadership in the unit of internal quality assurance has produced better TQM implementation. We emphasize the theoretical contribution of the important role of controlling through quality assurance to prevent zero defects.

KEYWORDS: *internal quality assurance, total quality management, document of quality.*

INTRODUCTION

The vital processes in management are planning, organizing, directing, commanding, controlling, and leading (Wren & Bedeian, 2017). We extend from research (Ajpru et al., 2014; Arogundade & Belo, 2019) which has explained the important role of external quality assurance, to internal quality assurance.

Paper (Sallis, 2010) has explained internal quality assurance to prevent “default product” from the education process. They started with inspection, detection, prevention, and continuous improvement. Quality assurance is different from quality control. Quality control focuses more on designing quality in education and preventing product failure. As a result, a fault-free product is produced. More clearly, education results differ from manufacturing results, where inputs, processes, and outputs have been standardized to implement quality control. When education is a service, customers may have different perceptions from one another.

Semarang State University is one of the public-private parties demanded by the Institution of Accreditation of the Republic of Indonesia to provide more quality services to users by preventing default products/output or outcomes. Thus, internal quality assurance (SPMI) is used to avoid product defaults in higher education (Kemendikbud, 2018). SPMI documents are SPMI policy, manual of SPMI, standard, and Form of SPMI, of SPMI. The purpose of our paper is to describe the availability and implementation of SPMI documents at Semarang State University.

LITERATURE REVIEW

Education Service Products

Services are different from products resulting from the production process. First, there has been direct interaction between providers and end-users. Education services are delivered directly from person to person and unseparated services from providers. Different products that do not demand the absolute presence of the interaction of both. Time is the second element of educational services. The time of purchase and consumption is the same, or the service must be delivered from the provider at the same time as the consumption needs of end-users (Baser & Kilinc, 2015; Sallis, 2010).

The third difference is that services are not like products that can be repaired. Intangible products are educational services, so it is often too difficult to describe educational products that will be sold to end-users. Customers are equally difficult to describe the desired product that has been expected (Yusof et al., 2012).

Quality Control, Quality Assurance, and Total Quality Management

Quality control is based on detecting or eliminating components in the final product that are not up to standard or have zero defects. Education as a service product and quality control activities include inspection and testing to determine whether standards have been met. In contrast, quality assurance is carried out before and during the educational process. As a result, prevention of the cause of the error is first given a solution. Quality control is designing quality into processes to ensure that products are produced to predetermined specifications (Sallis, 2010).

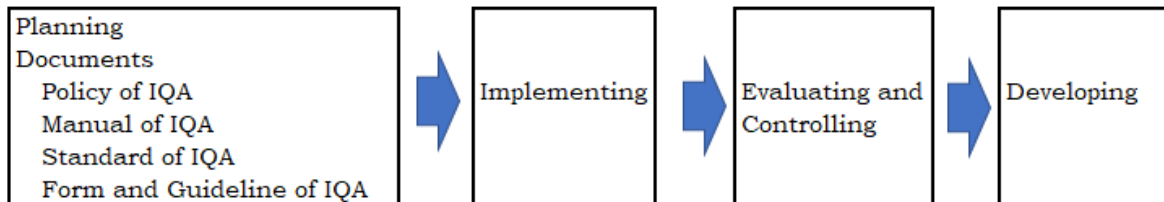
Quality assurance is the team's responsibility and not of the inspectors, although inspections can play a role in determining quality assurance. A higher level of quality is total quality management (TQM) is combining quality assurance and expansion and development. TQM is creating a quality culture where the goal of each staff member is customer interest-oriented, and there is a dedicated quality assurance unit to ensure the TQM culture has been carried out.

Total Quality Management: Internal Quality Assurance in Higher Education

Kaizen is the Japanese philosophy of large-scale TQM divided into small-scale and realistic. The result is a careful improvement, process by process, issue by issue, year on year. This makes it easier through incremental changes, not always more change-oriented (Sallis, 2010).

The implementation of TQM in higher education begins with the determination process, and ends with an evaluation (Kemendikbud, 2018). The SPMI Policy Document contains an outline of how tertiary institutions understand, design, and implement SPMI in organizing higher education. As a result, TQM was produced in the higher education. This document was compiled and determined by the Chancellor of the University, and approved by the Senate of the University. This document is useful for (a) informing Higher Education stakeholders about the concept, structure, mechanism, and organization of SPMI in Higher Education; (b) fundamental factors for preparing manuals, standards, forms and guidelines.

Figure 1. Kaizen Model of TQM in Higher Education of Indonesia(SPMI)



The SPMI Manual Document is a document that contains technical instructions on ways, steps, or ongoing procedures by the responsible party (unit of quality assurance). This document is useful (a) guidelines for SPMI units in tertiary institutions, lecturers, and educational staff in implementing TQM in SPMI at universities; (c) guide how the Standards in TQM have been met and improved sustainably.

Standard documents contain various criteria, measures, benchmarks, or specifications for each higher education implementation activity. Higher Education to realize its vision and mission. Standard Documents in SPMI (Dikti Standards) are useful as (a) a means of control to achieve the vision, mission, and goals of higher education; (b) indicators showing the quality level of tertiary institutions; (c) benchmarks that must be achieved in the implementation of higher education by higher education internal stakeholders; (d) evidence of higher education compliance with laws and regulations and evidence to the public that tertiary institutions own and provide higher education services using standards

Documents Forms and guidelines are written texts containing a collection of forms used in implementing Standards in SPMI (Dikti Standards) or TQM, and function to record/record certain things, information, or activities when the Standards have been implemented.

RESEARCH METHOD

We use a qualitative approach with the data source being quality assurance documents at Semarang State University. Our document review identifies its availability and implementation in the TQM process. The stages of review for data analysis are (a) collecting SPMI documents for TQM (b) identifying and analyzing the availability of documents (c) identifying the implementation of SPMI documents in producing TQM.



RESULTS AND FINDINGS

We have identified and found a document of IQA policy in the postgraduate program of Semarang State University. Document archives have made it easier to implement, evaluate, control, and develop.

College Vision and Mission	Conservation University and an International reputable
Background and Purpose of SPMI	To produce TQM
SPMI Policy Outline	1) Principles and Principles of Higher Education SPMI; 2) Higher Education SPMI Goals and Strategies; 3) Scope of Higher Education SPMI (academic and non-academic fields or the fields of education, research, and community service); 4) Higher Education SPMI Management, namely PPEPP; 5) Organization of Higher Education SPMI (units/institutions or integrated in management); and 6) Number and name of Higher Education SPMI Standards (Dikti Standards);
SPMI Document Information	SPMI Manual Documents, SPMI Standard Documents (Dikti Standards), and SPMI Form Documents;
SPMI Policy Document Relations with various Higher Education Documents other,	including Statutes, and Strategic Plans

It is no different, the manual document of IQA has been found in 9 standards set by the Institution of Accreditation. The unit of internal quality assurance of the postgraduate program has collected a complete summary of our findings.

Types of Manual	Standards
SPMI Manual – Planning	Vision, Mission, strategies ; Governance; Students ; human resources; Funding, and facilities; educational process; Research; Service to community; Outcomes from activities
SPMI Manual – Implementation	
SPMI Manual – Evaluation	
SPMI Manual – Controlling	
SPMI Manual - Developing	

In the evaluating and controlling stage, it has been carried out and processed as a guideline for developing in the next stage. SPMI increases as a system (kaizen), namely SPMI improvements and planning according to the corrections made (Spence, 2000).

The unit of internal quality assurance in the postgraduate program of Semarang State University is a lecturer from a multi-discipline background across functions. Their presence complements the need for increased implementation of TQM through IQA determined by the leader and teamwork.

First, the process that has been carried out is the leader of the unit of IQA explaining the planning and preparing and distributing the agenda at each meeting. She explained clearly about the approach, method, and technique to be used if a problem is found to prevent “zero defects”.

Leaders have a role in transforming TQM in all units, including the postgraduate program. Leaders commit to implementing the TQM process as a top-down approach. Leaders have spent more than 30 percent of their time on planning to develop because TQM saves them more time because of the presence of an across-function team.

Teamwork is the second keyword, not limited to curriculum and management functions. Teamwork must be expanded and given more authority to build a more effective TQM culture. The unit of team of IQA which is mixed between lecturers and staff has a big role in enhancing the TQM culture.



CONCLUSION

IQA in the postgraduate program of Semarang state university has explained the process of planning, implementing, evaluating and controlling, and developing. As a result, prevention mechanisms produce fewer “zero defects” of the outcome. The presence of leaders and teamwork in implementing IQA enhances a sustainable quality culture.

We leave it to the next research, what is the role of external quality assurance in TQM implementation. The next research suggestion is to complement the credibility of the data with triangulation methods, namely interviews and observation.

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