

Evaluation of Academic Quality Assurance Program at Sultan AMAI State Islamic Institute Gorontalo

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Abstract

This study aims to determine the evaluation of the academic quality assurance program at the Sultan AMAI State Islamic Institute of Gorontalo. The method used in this research is the descriptive method with the CIPP model (Context, Input, Process, Product). Data collection techniques used were observation, interviews, and documentation. The results showed a lack of alumni readiness to enter the business and professional world so that there were some alumni from one of the departments who had a long waiting period; There are still many departments/study programs that are accredited C. There is still a lack of professional staff in the field of research and community service; There is still a lack of research and community service involving students; Lack of application/transfer of technology as a result of community service with community needs; Internal service programs were still dominant; The community service partnership network has not been maximized; Not yet well-coordinated the target areas/villages; Weak monitoring and evaluation of community service programs, so that it cannot be ascertained that its implementation is in accordance with the scientific field.

Keywords: Program Evaluation, Academic Quality Assurance, Islamic Institute

Introduction

Higher education is a formal institution that is expected to produce competent workers who are ready to face the work industry which is increasingly developing along with technological advances. Work skills, adaptability, and a dynamic mindset are challenges for human resources, which should be obtained when receiving a formal education in tertiary institutions. Academic quality assurance is a process in which customers, stakeholders, clients, or other interested parties feel satisfied that academic quality standards are consistently achieved (Klefsjö et al., 2008).

To provide such assurance, it is necessary to establish an academic quality management system. Part of this system is academic quality control, where the conformity of performance with standards is checked, and actions will be taken if conformance is not achieved, but in general quality assurance is also a process of establishing and fulfilling management standards consistently and continuously so that consumers, producers, and other interested parties get satisfaction (Robinson & Malhotra, 2005; Rowlands, 2012).

Thus, higher education quality assurance is the process of determining and fulfilling higher education management standards consistently and continuously, so that stakeholders get satisfaction. For this reason, Tertiary Education Institutions select and set their own higher education standards for each educational unit. The selection and setting of standards are carried out in a number of aspects called quality items (Biggs, 2001; Sadler, 2005).

Universally, the implementation of quality assurance in a higher education institution aims to maintain and improve the quality of the implementation of the Tri Dharma of Higher Education

which is standardized in a sustainable manner (Belawati & Zuhairi, 2007; Kafid & Rohmatika, 2020). Quality assurance efforts can be carried out internally by the relevant tertiary institution, which is controlled and audited externally through accreditation activities carried out by the National Accreditation Board for Higher Education (BAN-PT). The collaboration of the quality assurance process internally and externally control or audit is expected to be able to guarantee the maintenance and continuous improvement of academic quality in a university, especially IAIN Sultan Amai Gorontalo.

Referring to the Republic of Indonesia Government Regulation (PP) Number 19 of 2005 concerning National Education Standards (SNP), it is mandatory for every education unit in the formal and non-formal channels to ensure the quality of education (Article 91 paragraph 1) which aims to meet and exceed the National Education Standards (Article 91 paragraph 2). The quality assurance process is carried out in stages, systematically and in a planned manner in a program that has a clear target and time frame (Article 91 paragraph 3).

In order to follow up on the demands of PP 19 of 2005, in 2008 IAIN Sultan Amai Gorontalo established the Education Quality Assurance Center, which is abbreviated as PPMP. Along with the journey process, IAIN Sultan Amai Gorontalo underwent a process of other change (Organization and Work Procedures), where the term Education Quality Assurance Center changed to a Quality Assurance Institute, abbreviated as LPM, where the Quality Assurance Agency is a technical implementer in the field of quality assurance at IAIN Sultan Amai. Gorontalo is under and directly responsible to the Rector.

IAIN Sultan Amai as an Islamic Religious College certainly has several policies as guidelines or benchmarks in carrying out academic tasks on campus. These policies are in the form of Ministry of Religious Affairs Policy, Vision and Mission of the Institute, Renstra, Academic Quality Standards, Quality Manuals. But have these policies been understood and implemented by all academicians? whether the program has been implemented well or not and how big is the level of implementation and whether the quality assurance program implemented is in accordance with the procedures or standards set by the Higher Education. To answer that, the researchers felt the need to evaluate the academic quality assurance program implemented at the IAIN Sultan Amai campus.

The evaluation used in this research is program evaluation using the CIPP model (Context, Input, Process, and Product). What is included in the context component is policy support. The input component is the resource, the process component is the implementation, and the product component is the accreditation value and the quality of the graduates (Zhang et al., 2011). Furthermore, by knowing the results of the implementation evaluation of the academic quality assurance program, actions will certainly be taken to improve and try to be even better than the previous one.

Based on the description above, the researcher is interested in conducting research to evaluate the quality assurance program of IAIN Sultan Amai Gorontalo. As an institution that implements a quality assurance program, of course in realizing it, there are many resistance or obstacles faced both internally and externally. Therefore, it needs to be evaluated so that it can be seen where the strengths and weaknesses are in the implementation of the academic quality assurance program. Furthermore, by knowing the results of the evaluation of the implementation of the academic quality assurance program, actions can be taken to improve and try to be better than the previous one.

Methods

The method used in this research is descriptive method with the CIPP (Context, Input, Process, and Product) model is a data analysis model introduced by Stufflebeam (1980). CIPP is a research approach that uses acronyms from four dimensions, namely context evaluation, which

is an attempt to describe and detail the unmet needs of the environment.

The data in this study are related to the implementation of the academic quality assurance program using the CIPP evaluation model on the components of context, input, process, and product according to existing indicators. Therefore, the data collection techniques used are observation, interviews, and documentation.

Results and Discussion

There are several shortcomings, including: (1) There is still a lack of motivation for some lecturers to carry out research and community service activities every semester, this is due to a lack of support from the leaders of institutes, faculties, departments, study programs, especially in terms of providing sufficient budget for research and community service activities. (2) Not all lecturers have an academic rank, especially for permanent lecturers who are non-Civil Servants (Non-PNS) or permanent lecturers who have recently been appointed as Civil Servants (PNS). (3) There were still several lecturers who did not want to learn how to use learning technology or were unable to keep up with technological developments.

Academic Supporting Staff

IAIN Sultan Amai has 4 (four) laboratory assistants, 2 (two) of whom are language laboratory assistants, able to communicate both Arabic and English well. The composition of the TPA is in accordance with the needs, because since the recruitment process has been based on the analysis of the needs in each work unit, in the selection process, prioritizing is with a minimum of 2 (two) years of experience and maximum age of 30 years.

Educational personnel development is identified systematically according to individual aspirations, curriculum, and institutional needs. Further study, learning assignments are given based on needs by taking into account the factors of age, level of education, and the required courses at least 2 (two) years ahead, giving rewards (awards) for service and work performance that has been done. Then education and training are given based on technical needs in functional, structural, and managerial positions. A list of proposals for the development of educational personnel was submitted by the Head of the General Administration Bureau for Academic and Student Affairs (AUAK) by considering the same needs and priority scale, proportion, and rights. Each month a performance evaluation is carried out by making monthly performance reports and making Employee Performance Targets (SKP) at the end of each year.

Facilities and infrastructure

Based on the results of the research, several deficiencies or not in accordance with the criteria were found, including 1) The facilities for learning facilities, especially for the Faculty of Economics and the Faculty of Sharia (laboratories, etc.) were still not fulfilled because of the large number of students and priority fulfillment that had not been prioritized both in terms of conception, integration and suitability of funding. Some facilities are still under development, and cannot be completed in a short time (lecture building, laboratory, and parking building); 2) In each faculty or department, the available facilities are in accordance with the needs and are based on the effectiveness of the continuity of the learning process, however, for the Faculty of Economics and Sharia, the use of existing facilities have been manipulated due to limitations so that learning often does not work effectively; 3) IAIN Sultan Amai has a very large area, but it is not yet functioning properly, it still needs restructuring; 4) The area of land is proportional to the needs, even though on campus II part of the land is still not functioning; 5) The number of chairs and tables in each room is prepared according to the number of students/class. The availability of chairs and desks for lecturers, blackboards, but for the procurement of LCDs are not yet available in every class when needed, they can be loaned through the Faculties / Departments, the limited number of LCDs is only available in the exam room and hall 6) For campus I, each faculty/department has a lecturer's room with an area of more than 4m², does

not have privacy and the provision of work and storage furniture is still minimal, in contrast to campus II, lecturer rooms are in accordance with standards.

Funds / Budget

Based on the results of the research, several deficiencies or not in accordance with the criteria were found, including 1) The proportion of research and/or faculty funding for research and community service is still very small, nor is funding independent at research centers and service centers in accordance with what expected; 2) The lack of transparency in financial management because it is centralized, so it has the potential for misuse or financial management that is not optimal / right on target.

The minimal availability of funds for research activities, causes lecturers to be less motivated in carrying out research and community service activities each semester. 2020. This must be improved in the future, developing a research-based campus.

Curriculum

The number of credits that must be completed by students for the undergraduate level is 145-160 credits, and the curriculum used is based on the Indonesian National Qualifications Framework (KKNI) by integrating Islamic sciences with other general sciences. The learning materials for each department/study program include the development of intellectual, emotional, and spiritual intelligence. The learning materials for each department are synergized with local wisdom, the level of depth and breadth of learning materials in each department refers to the description of the learning outcomes of graduates from the Indonesian National Qualifications Framework (KKNI).

The implementation of the KKNI-based curriculum has not been fully implemented, the curriculum has not been oriented to the needs of the labor market, is still scientifically oriented so that it affects the competitiveness of graduates against the needs of the job market, although in every department or study program always updates the curriculum or revises the curriculum every 3 (three) Once a year or if needed, it is adjusted to the level of the needs of the job market/community of graduate users and all existing curricula in each department have been arranged in a balanced way between basic courses, personality development courses, work subjects, community life courses.

Academic Guidelines

In order to improve academic quality in tertiary institutions, higher education academic guidelines are in accordance with the criteria, namely academic guideline documents are available, but there are some deficiencies related to the content of academic manuals, including in the manual there is no academic calendar, no assessment standards and the absence of research and community service guidelines. Because the content is incomplete, does not cover any of the criteria, it cannot describe all the needs and objectives of the department, faculty and institution, and body.

The contents of the IAIN Sultan Amai academic manual include education administration system, semester credit scores, and study load, student registration, academic guidance, evaluation of study results, thesis / final project/student writing, evaluation of study success, leaving academic activities, transfer and dismissal of students, academic fraud and dismissal of students, judiciary, graduation, and diploma.

Table 1. Process Evaluation Results Based on Academic Quality Assurance Standard Criteria at IAIN Sultan Amai

Indicator	Criteria	Factual Conditions	Decision
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Learning process	<ol style="list-style-type: none"> 1. Each lecturer who teaches courses conducts an SAP review and submits it to the study program before the semester starts 2. Each lecturer who teaches courses provides a lecture contract to students at the beginning of the lecture 3. Every learning process should use the Student Active Learning method 4. Lecturer in ICT-based learning. 5. Each lecturer who teaches courses provides lectures in accordance with the drafted SAP. 6. Each lecturer who teaches courses fills in the attendance list and lecture journal according to the material that has been given. 	<ol style="list-style-type: none"> 1. At the beginning of the lecture meeting, the lecturer who teaches the course conducts an SAP and Lesson Plan review explains what materials will be delivered and what activities will be carried out during the 16 meetings. 2. At the beginning of each semester, students must first register and then fill in the KRS to find out which courses to take in the next semester. 3. In the learning process, various methods/strategies are usually used. But still prioritizing student activeness, because the application of learning methods for the undergraduate level is 70% independent. 4. In learning, lecturers are always ICT-based. 5. Every lecturer always refers to SAP in giving lectures. 	The learning process is in accordance with the criteria. At the beginning of the semester, the lecturer who teaches courses provides a lecture contract and provides material according to SAP. In learning course lecturers also use ICT, fill in learning monitoring lists, and provide material at least 12 meetings as a condition for carrying out midterm and final semester exams. The standard of student attendance is 75% of the total lecture, with as many as 16 meetings.
	<ol style="list-style-type: none"> 7. Subject lecturers conduct lectures at least 12 times from the total number of courses required in the semester concerned as a condition for being able to carry out the exam 8. The study program replaces the lecturer who is responsible for the course if the person concerned is permanently unable. 9. Students attend at least 75% of the number of meetings to be able to take the Final Semester Examination (UAS). 	<ol style="list-style-type: none"> 6. In every lecture meeting, the lecturer who teaches courses always fills in the attendance list online or manually and simultaneously fills in the monitoring list. 7. Ideally, the number of lecture meetings is at least 12 times, but there are some lecturers who do not hold meetings up to 12 times, so the head of the department will give a warning letter to the lecturer to carry out his obligations. If it is still not implemented, then everything will be taken over by the department including the learning assessment. 8. The department/study program will take over if the lecturer who teaches the course is permanently unable. 9. One of the requirements to be able to take the Final Semester Examination is to meet the minimum standard of attendance of 75%. 	
Educational Assessment	1. The types of assessment include courses and thesis	1. One of the requirements for graduation is if the student has	The implementation of educational

	<p>/ final project according to the faculty policy in order to improve the quality of graduates.</p> <ol style="list-style-type: none"> 2. Course exams are carried out twice, namely the Mid-Semester Examination and the Final Semester Examination, the standard for giving final scores uses the PAP value range (Benchmark Reference Assessment) 3. The follow-up examination is carried out no later than 2 weeks after the implementation of the first examination concerned. 	<p>completed his final project/thesis. The thesis can be made after the student has completed the minimum standard of credits. At the beginning of semester 6, students can make a thesis proposal as a first step to conduct research. In the curriculum of each department, the implementation time has been determined.</p> <ol style="list-style-type: none"> 4. Each student in each department carries out two exams in one semester, namely the Mid-Semester Examination and the Final Semester Examination. 5. Implementation is in accordance with standards, follow-up exams are carried out no later than 2 weeks after implementation - 	<p>assessments is in accordance with the criteria. Educational assessment is carried out through giving assignments, midterm exams, final semester exams, thesis / final assignments, and practicum exams if practicum is part of the subject concerned. The giving of the final score uses the benchmark reference assessment standard (PAP). For students who have not been able to take the exam, they are given the opportunity to take the exam no later than 2 weeks after the first examination, accompanied by an acceptable reason.</p>
<p>Research and Community Service</p>	<ol style="list-style-type: none"> 1. Increasing the number of scientific publications at the regional, national, and international levels. 1. Increasing the amount of budget available for research and community service activities. 2. Have an accredited Journal 3. Lecturers actively participate in national and international research and scientific publications. 	<ol style="list-style-type: none"> 1. The number of IAIN Sultan Amai lecturer articles published in accredited national journals and indexed international journals has continued to increase from 2014 - 2019. 4. There is still a minimal budget available for research and community service activities. 5. IAIN Sultan Amai already has 1 nationally accredited journal and 2 journals while the proposal stage for accreditation. 6. There are many lecturers who have attended training and research assistance and community service in order to increase the capacity of lecturers as researchers and implementers of community service. 	<p>The implementation of research and community service is in accordance with the criteria, but it is necessary to increase the budget for these activities so that the results of lecturer performance in the field of research and community service can be maximized.</p>

Then in the process aspect shows the problems found in the process components based on the research results, including:

Learning process

In the learning process, lecturers who teach subjects use learning methods/strategies while prioritizing student activeness aspects, because the application of learning methods for the S1 level is 70% independent. Lecturers also use ICT in learning, lecturers who teach courses refer to SAP in giving lectures and in every lecture meeting, lecturers who teach courses always fill in the attendance list online or manually and simultaneously fill out the monitoring list.

The minimum standard of attendance for students is 75% as one of the requirements for taking the exam. However, for conditions like now, due to the COVID-19 pandemic, the learning process cannot be done face-to-face in the classroom, but using online media (online) through the zoom application, google classroom, google meet, WhatsApp. As a result of this, learning cannot run effectively and efficiently, especially for students who live in remote areas who do not have internet access or are far from the reach of the internet, then find problems if there are practicum courses that cannot be implemented on campus, this is also the case. which causes the learning material not to be properly absorbed by students.

Educational Assessment

This type of assessment includes courses and thesis / final project according to the faculty policy in order to improve the quality of graduates. One of the requirements for graduation is if the student has completed his final project/thesis. The thesis can be made after students complete the minimum standard of credits. At the beginning of semester 6, students can make a thesis proposal as a first step to conduct research. In the curriculum of each department, the implementation time has been determined. In addition, there are course exams that are held 2 (two) times in 1 (one) semester, namely the Mid-Semester Examination (UTS) and the Final Semester Examination (UAS). If a student who is unable to take the final semester exam due to illness (stated by a doctor's letter) and other valid reasons, can take the follow-up exam with the approval of the lecturer concerned, the follow-up exam is carried out no later than 2 (two) weeks after the implementation of the first examination concerned.

Research and Community Service

Research and community service are activities that are integrated into the Tridharma of Higher Education and are an obligation for every lecturer to carry out research and community service activities every semester. Likewise, with students, doing research and community service as a final project in writing a thesis and implementing the KKS program, but in this case, there is no Research Quality Assurance Guidelines and Community Service, the lack of competition for research results from lecturers and students.

Research and Community Service are carried out in accordance with standard methodological principles and in accordance with scientific principles, but the quality and relevance of the results of research and the resulting service are still low due to poor governance, issues of research and dedication, budget and research management, then the focus are not yet on managing issues. -Research issues based on scientific development, comprehensive, and sustainable. The lack of research results published by lecturers nationally and internationally, also weak governance of research program documentation and publication.

Research results provide benefits for the development of science, but there is still a lack of professional staff in the field of research. The research results are published through accredited national journals and reputable international journals and proceedings. There is institute support for lecturers to motivate lecturers to produce research every semester through increased collaboration with external parties and support to publish research results in national and international scientific forums, but at IAIN Sultan Amai there is still minimal budget for research and community service. . Then there is still a lack of student involvement in research activities and community service.

The implementation of community service also has obstacles, namely the still weak monitoring and evaluation system so that it cannot be ascertained that its implementation is in accordance with the scientific field, there is still low accountability in the management of community service programs and has not been well coordinated in the areas / fostered villages.

Information Systems

IAIN Sultan Amai always develops human resources to handle information systems by participating in training activities to increase their competence. The institution that manages the information system at IAIN Sultan Amai is PUSTIPAD (Information Technology Center and Data Base), through the PUSTIPAD institution all the needs for software and hardware are prepared and information on academic and non-academic activities is always up to date and can be accessed by the public, as well as making various applications that facilitate data management in each work unit.

The PUSTIPAD Institute disseminates information systems to the entire academic community, for example training students to operate the SIAKAD application to make it easier to obtain academic data and training for lecturers and education staff in operating the SIEKA application to make it easier to make performance reports.

SOP (Standard Operating Procedure)

Availability of SOP and used as a reference in the implementation of academic and non-academic activities. All academicians understand the contents of the SOP and carry out all academic and non-academic activities according to the SOP.

IAIN Sultan Amai Gorontalo continues to make improvements, including in the field of developing SOP (Standard Operating Procedure). The current SOP is a form of development from the previous SOP that was published in 2011. The SOP is a guideline that contains work procedures within one organization of this institution to ensure that every decision, step, action, and use of facilities is carried out by people in an organization the institution has been running effectively, efficiently, consistently, and standards. In other words, SOP is a standardized work process.

A good SOP absolutely fulfills the criteria of being effective, efficient, consistent, and standard. Effective is doing the right or appropriate job (do the right thing). Efficiency is doing the job right (do the thing right). Consistent is the absolute standard operating SOP and is the same for all parts of the organization that must apply these procedures. Standards can be understood easily and with the same understanding by every member of the organization.

Product Components

In the product aspect, some deficiencies are still found, namely the result of the curriculum that has not been oriented towards the needs of the job market, resulting in a lack of alumni readiness to enter the business and professional world, so that there are some alumni from one of the departments who have a longer waiting period, the institutional accreditation B, but there are still study programs/majors that are accredited C. There are 8 study programs/majors that still get the C predicate because these study programs/departments are still relatively new and some are still in the process of re-accreditation to achieve a B grade. GPA of graduates above 3.00 and the standard used for GPA for graduates is at least 2.75.

Table 1. Product Evaluation Results Based on Academic Quality Assurance Standard Criteria at IAIN Sultan Amai

Indicator	Criteria	Factual Conditions	Decision
Student Learning	Minimum GPA of 2.75	The predicate of graduation has exceeded the minimum	Student learning outcomes / GPA have

Outcomes / GPA		standard. The average passing GPA is 3.00	met the standard criteria, then public interest in the existence of IAIN Sultan Amai has also increased.
Waiting Period for Graduate Work	The minimum waiting period for graduate work is 6 months	There are several majors that have a graduate work waiting period of under 6 months. However, not all graduates can be accepted quickly (can be absorbed quickly) in the job market.	There is still a need for an improvement in the curriculum that prepares graduates to be absorbed in the workforce, the percentage of skills-based curricula needs to be increased.

In the process component, there are still some deficiencies or those that are not in accordance with the criteria for academic quality assurance. The shortcomings include: The absence of research quality assurance guidelines, the lack of competition for research results from lecturers and students; The quality and relevance of the research results produced are still low due to poor governance, research issues, research budgets, and management. Not yet focused on managing research issues based on scientific development, comprehensive and sustainable; The lack of research results published by lecturers nationally and internationally, then weak governance of research program documentation and publication; The lack of professional staff in the field of research and community service; There is still a lack of research and community service involving students; Lack of application/transfer of technology as a result of community service with community needs; Internal service programs were still dominant; The community service partnership network has not been maximized; Not yet well-coordinated the target areas/villages; Weak monitoring and evaluation of community service programs, so that it cannot be ascertained that its implementation is in accordance with the scientific field.

As for the product components based on the results of document review, there are still some deficiencies in the documentation, including Lack of alumni readiness to enter the business and professional world, so that there are some alumni from one department who have a longer waiting period; There are still many departments/study programs accredited C.

The criterion itself is defined as a benchmark that is used as a measure or benchmark. In program evaluation, criteria are used to measure the achievement of a program based on predetermined indicators (Algarabel & Dasi, 2001; Battini et al., 2014; Yi et al., 2015). By formulating the criteria, the evaluator becomes more stable because there are benchmarks that can be used as evidence of the accountability of the evaluation results, to avoid the evaluator's subjectivity, and the evaluation results are the same even though the evaluators are different.

Conclusion

Overall, according to the findings and evaluation results, there is a tendency that the implementation of the academic quality assurance program at IAIN Sultan Amai has not been optimal. This is based on the objective standard criteria that have been established in this evaluation study. Based on the results of observations, interviews, and observations, there are several aspects that have not reached the ideal standard conditions at the input and process context stage. Internal service programs were still dominant; The community service partnership network has not been maximized; Not yet well-coordinated the target areas/villages; Weak monitoring and evaluation of community service programs, so that it cannot be ascertained that their implementation is in accordance with the scientific field.

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