EVALUASI STANDAR PENGELOLAAN PEMBELAJARAN DALAM MENINGKATKAN STANDAR MUTU PENDIDIKAN DI POLITEKNIK PENERBANGAN PALEMBANG

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Evaluation of Learning Management Standards to Improve Higher Education Quality Standards Through Internal Quality Audits

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Abstract: Independent evaluation is required through an internal quality control system through internal quality audit activities. This study evaluated the achievement of learning management standards, inhibiting factors, and recommendations for improving education quality standards at Palembang Polytechnic. This type of qualitative research uses observation methods, structured interviews, and literature studies. The research instrument is the author directly involved in the research. The informants in this study were determined using a purposive technique: three research informants. The study's results obtained data on implementing internal quality audits on learning management standards that have not been implemented. An effective internal quality management model is needed as a platform or application that supports collecting, storing, and managing data and information on website-based internal quality management system services to support fast, precise, and efficient internal quality management system integration.

Keywords: education quality standards; evaluation; internal quality audits ; learning management standards

A. Introduction

Quality education can carry out the process of maturing the quality of students by freeing students from ignorance and inability (Makki et al., 2023). With quality education, a generation of human resources that excel

in all aspects of life will be born. The government has carried out many policies to improve the quality of education (Mahat et al., 2019). Educational institutions are also not left behind in improving the quality of education by continuing to improve the quality of human resources and the quality of learning (Baro'ah, 2020; MacDonald et al., 2024). Putting Education Quality Standards into Practice Ideally, the standards should comply with the National Education Standards designed and defined by Ministerial Regulation (Mahbub et al., 2019). The effectiveness of a schools' quality assurance system is a defining factor in its quality, highlighting the fact that school quality assurance is essential to meeting Education Quality Standards (Gamage et al., 2023; Shah & Jarzabkowski, 2013; Yıldırım & Yenipınar, 2022). Putting in place school quality assurance serves as an early warning system to fix errors before they get worse (Azainil et al., 2020). Lack of self-awareness on the part of the school makes it impossible to meet the criteria. Weakness triggers are intractable and frequently disregarded (Jollyta et al., 2021). Proper implementation of quality standards and objectives is vital for an educational institution to maintain and enhance the quality of education offered there and realize and accomplish the educational goals outlined in its vision and mission. The educational institution will become disoriented and lack direction in its efforts to become high-quality if it lacks sound quality standards and objectives (Fiandi, 2023). The standard of education in a nation serves as its benchmark, and it is via this standard that we may determine the standard of education at every educational level (Marwati et al., 2021; Pujiastuti, 2021)

The quality index is a metric used in education that gives a general idea of the system's success and effectiveness in reaching set objectives (Alderman, 2010). National standards are consulted and utilized as recommendations to assess the degree to which the education system has met the required quality requirements (Syafii et al., 2023; Zheng, 2020). The index will include numerous factors, including curriculum, teachers, facilities, administration, and student learning outcomes(Asiyai, 2020) . It is anticipated that decision-makers in the education sector will use the study's findings as a guide to keep raising the standard of the educational system(Brooks, 2021). An education quality index based on national standards can promote accountability, transparency, and understanding of

the significance of meeting set quality criteria (Kaawaase et al., 2021). As a result, it is anticipated that national education standards will rise further and favorably influence the growth and advancement of the country (Syafii et al., 2023).

Globalization is necessary, and its movement continues to grow and almost touches various aspects of human life, including education. However, the function of education as a part of the national character building must be maintained. Likewise, education management at the strategic, managerial, and operational levels determines the quality of education (Bakhmat et al., 2022). Three critical aspects of educational management are educational leadership, teacher standards, and education personnel, which directly influence the quality of education (Al-Amri et al., 2020). Predictably, effective educational leadership will support and realize the teacher standards and education personnel, which will also improve the quality of education (Grudowski & Szczepańska, 2021; Susanti, 2021). Today's globalized world demands high-quality education (P. Singh et al., 2023). As a result, initiatives to raise educational standards cannot be compromised(K. S. D. Singh et al., 2021).

Regarding quality assurance, Government Regulation No. 19/2005 on National Education Standards, Article 2, Paragraph 2, specifies that three integrated programs—accreditation, certification, and evaluation—must conduct education quality assurance and control in compliance with the National Education Standards. The three programs aim to safeguard the public and ensure that educational services and outcomes meet the promises made by educational providers. They are quality assurance for education (Jaedun, 2011). The evaluation compares goals and results to identify factors for subsequent actions (Aurellia, 2022). Evaluation methods can often be divided into test and non-test (Hasim et al., 2021). An assessment tool must have differentiated items, validity, efficacy, and objectivity (Phafiandita et al., 2022).

The new paradigm in the education system requires the implementation of accountable and quality education. To achieve this, an independent evaluation is required through an internal control system by a supervisory or quality assurance unit (Alzafari & Ursin, 2019). The internal quality

assurance system, now referred to as SPMI, serves as an internal auditor to assist management/leaders in conducting evaluations to improve the effectiveness of risk management, control, and institutional governance (Sugiarta et al., 2019b). A university that has a role in improving the quality of community human resources through scientific development, personality, independence of social skills, and character requires higher education providers to have quality assurance that will be part of maintaining and improving its quality. It is necessary to use cooperative governance to raise the higher education standard. Internal quality audits, or AMI for short, are part of the institution's performance evaluation and monitoring process to ensure that work units consistently fulfill applicable requirements (Zunaidi et al., 2022). Internal audit quality and highlighting the different profiles of internal auditors based on their perception of internal audit quality determinants (Abdullah et al., 2018; Krichene & Baklouti, 2020; Nurdiono & Gamayuni, 2018). Internal quality audits impact the effectiveness of risk management practices (Alqudah et al., 2023; Kabuye et al., 2019; Rosmawati et al., 2023). Understanding the critical role that AMI plays, every university needs to be able to implement AMI correctly to complete documentation and execute AMI according to the specified SPMI Standards. However, the implementation of AMI is hampered and challenged by a lack of funding, time, and human resources. Realizing it is hampered by the number of indications that need to be audited, the intricacy of the implementation phases, and the documenting of AMI results, which needs a lot of storage space but is prone to becoming misplaced or damaged (Muslim, 2021). Internal quality assurance is implemented following educational standards nationwide to achieve national education goals. Internal quality is currently used in elementary and secondary education in addition to universities. To increase the assurance and direction of quality assurance and the fulfillment of education quality requirements in primary and secondary education units (Gustini & Mauly, 2019). Standards for the quality assurance of education In a world where competition abounds, societal expectations of quality—among them, the quality of education—are rising. This results from the continued belief that education can foresee and address various issues that may arise. In light of this, it is crucial to establish a quality assurance system to ensure that the community receives the highest caliber educational services (Rizal et al., 2020)

All parts of educational institutions implement a quality assurance system called SPMI. This study identifies and characterizes the SPMI education quality assurance team (Rivaldy Ermansyah et al., 2022). Internal quality auditing is one type of SPMI activity. AMI is one of the standards that universities must meet as part of the institution's self-evaluation reflection process. When it comes to completing internal quality audit reports that are not completed on time, there are still differences in the types of audit findings that auditors determine. Using the PHP programming language and XAMPP, an Apache web server application integrated with MySQL as a database, this research intends to create an object-oriented information system for web-based internal quality audits that can solve all the issues encountered in quality assurance institutions (Rani Febriyanti & Irawan, 2020)(Marwati et al., 2021). The goal of the quality assurance system, also known as SPM in higher education, is to raise educational standards. Institutions of higher learning must routinely implement a quality assurance procedure that uses the National Higher Education Standards (Najwa et al., 2023; Widya Fitriani & Aryani Kemenuh, 2021). The educational institution will become disoriented and lack direction in its efforts to become high-quality if it lacks sound quality standards and objectives (Fiandi, 2023). A systematic, independent, and recorded testing approach called internal quality audit ensures that HEIs conduct activities in line with protocols and that the outcomes meet requirements to meet institutional objectives (Andie et al., 2021; Wibowo & Azimah, 2016)

One of the standards that universities must meet as part of the institution's self-evaluation reflection process is AMI (Rani Febriyanti & Irawan, 2020). The AMI implementation yielded non-conformity findings and recommendations for enhancement (Samagaio & Felício, 2023; Widiantoro & Yodi, 2020). Each division will follow up on these results by implementing corrective measures (Pratama & Suryawan, 2017). The goal of the internal quality assurance system, or SPMI, is to raise the standard of higher education (Arifudin, 2019; Ripanti & Oramahi, 2021). Education is considered a valuable investment in shaping human resources to improve the civilization of the nation and state. The primary instrument for establishing relevance between national education goals, higher education goals, and higher education goals is education management. The next stage

of formal education is higher education, which helps to improve human resources competency by equipping them with specific knowledge and skills. Higher education criteria must be met to improve the quality of higher education. This relevance is being done with the hopes that universities will examine the elements that can support attaining higher education standards in their instructional operations. The minimal requirement for higher education is standardization, and ongoing efforts to raise the standard of instruction are needed to meet the ever-increasing demands of development and change (Yustiyawan, 2019).

Based on the regulations set by the government through the Regulation of the Minister of Education and Culture Number 3 of 2020 concerning National Higher Education Standards, in the future referred to as National Higher Education Standards it is stated in Chapter II Article 4 that the national education standards consist of a) graduate competency standards; b) learning content standards; c) learning process standards; d) learning assessment standards; e) lecturer and education personnel standards; f) learning facilities and infrastructure standards; g) management standards; and h) learning financing standards. Furthermore, article 3 explains that SNPT must be used as the basis for developing and implementing an internal quality assurance system and for determining external quality assurance system criteria through accreditation. Therefore, each education unit concerned about quality must fulfill every item in the National Higher Education Standards in every program and practice of learning education implementation to realize quality education services. National Higher Education Standards is a frame of reference that regulates and determines a country's higher education quality. In Indonesia, National Higher Education Standards ensures institutions can provide quality education services relevant to society and industry's needs. National Higher Education Standards cover various aspects, including curriculum, learning process, human resources, facilities, and evaluation. One of the objectives of the National Higher Education Standards is to improve the quality of graduates, ensure equity and fairness in education, and support the development of research and innovation. With SNPT, higher education institutions are expected to achieve international standards and compete globally.

The National Higher Education Standards include guidelines and criteria that higher education institutions must fulfill to ensure the quality and relevance of their education. Learning management in higher education involves a series of policies, practices, and procedures designed to achieve educational objectives and fulfill these standards. The initial observation results show that the empirical research gap can be identified because the internal quality management process on learning management standards has not been optimized. Internal quality management activities are still limited to reactive actions characterized by monitoring and evaluation activities focusing on latent conditions. These activities seem to patch up visible risks or problems and ignore other things that look good. A latent condition is a condition that represents part of the total error that may arise in an activity. This condition can be seen in the evaluation monitoring report that no internal quality audit of learning management standards has been carried out based on indicators of National Higher Education Standards to determine the achievement value of the existing projection value so that a continuous monitoring and improvement process can be carried out if the achievement value is obtained that does not meet the existing projection value. Many things are thought to be obstacles to the implementation of quality management that are not optimal, among others, the number of assessment instruments that must be measured such as National Accreditation Body for Higher Education, National Higher Education Standards, etc. assessments, limited number of human resources, limited competence of the SPMI team and auditors and auditees, busyness of auditors and auditees in carrying out other main and additional tasks, limited time for internal quality audits. Based on the above phenomenon, the author is interested in creating a research question on how much the value of internal quality audit achievement is on learning management standards at Poltekbang Palembang, what are the inhibiting factors in achieving the value of learning management standards, and what are the recommendations for improving learning management standards as fulfillment of higher education quality standards at Poltekbang Palembang.

B. Methods

The research method used in this study is qualitative. In this research, qualitative data processing was also carried out through interviews with