

Application Of Internal Quality Evaluation And Audit As A Performance Measurement Tool In Islamic Higher Education In North Sumatra

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Abstract: *Building a quality culture is not as easy as we imagine. One of the quality criteria that has been entrenched is the ongoing evaluation of quality and audit quality as a means of measuring performance. Quality evaluations and audits that take place in several Islamic tertiary institutions in Sumatra are modest and rarely followed up. In fact this is an important stage in measuring performance in every tertiary institution from the lowest level to the highest level. This study aims to (1) find out the implementation of quality evaluations and audits in Islamic tertiary institutions (2) explain the constraints of conducting quality evaluations and audits in Islamic tertiary institutions; (3) analyze the reasons for not following up on the quality evaluation and audit that has been carried out. This study uses a descriptive research method with a case study approach to prove that the implementation of internal quality evaluations and audits in several Islamic tertiary institutions in North Sumatra Province has been carried out or not. Furthermore, through this method, there will also be a follow-up to what the Islamic tertiary institution did from the evaluation and audit findings. The results showed that the evaluation of quality management and quality management audits in most Islamic tertiary institutions were still not going well. If someone has already carried out a quality evaluation and audit, it appears that the follow-up has not been carried out and followed. Two the causes of this happening, namely the belief that the evaluation and audit have not been perfect so that it is not appropriate to be used as a measurement of actual performance. Furthermore, he did not know what else to do if an evaluation or quality audit was carried out.*

Keywords: *Quality, Audit, Quality Evaluation, Performance Measurement, Islamic Higher Education*

Introduction

PDCA and PPEPP are abbreviations that indicate the implementation of a quality assurance cycle. The terms Check (C) and Evaluation (E) refer to the oversight function in the administrative function. This supervision activity in the implementation of quality assurance is known as monitoring and evaluation (monitoring and evaluation) and quality audits. The implementation of monitoring and evaluation and quality audits in several Islamic-based universities that are accredited C and B are only considered as complementary obligations for accreditation forms of study programs and faculties. Whereas the role of a monitoring and evaluation and quality audit is very important and decisive for the journey of the quality of a tertiary institution from the faculty level to the study program. During this time, the money

conducted by several Islamic-based universities serves to cover the needs of accreditation forms carried out by Dikti. Whereas an audit is rarely done or even never done.

We know that conducting M&E and auditing is not an easy and inexpensive thing for some Islamic based universities that have been accredited C and B. The costs required to carry out a large number of M&E and large operational needs make them not do it for the needs of performance improvement. In addition, conducting audits requires certified auditors and complex processes make most of them decide not to do so. This means that they leave quality activities that are valued to improve performance and infestigative.

M&E activities and quality audits assess the level of performance of a policy, as well as systematically investigate the effectiveness of a program, assess the program's contribution to change (goals / objectives) and assess the need for improvement, continuation or expansion of the program (recommendations). The purpose of the monitoring and evaluation of quality audits is to determine the level of performance of a policy (knowing the degree of achievement of policy goals and objectives), measuring the level of efficiency of a policy (knowing how much the costs and benefits of a policy), measuring the level of output (measuring how much and the quality of expenditure or output of a policy), measure the impact of a policy (see the impact of a policy, both positive and negative impacts), to find out if there are deviations (to find out any deviations that might occur, by comparing the objectives and targets with the achievement target), as input (input) for a future policy (to provide input for future policy processes in order to produce better policies).

Inadequate implementation of monitoring and evaluation and not being serious about conducting an audit will make it difficult for a tertiary institution to achieve the highest level of accreditation expected by the Directorate of Higher Education. Because Dikti makes the quality assurance check and evaluation stage a measuring instrument for the successful implementation of quality assurance in a tertiary institution. If this stage does not go perfectly, then it is not possible for quality assurance to be carried out properly, or in other words the quality culture will be very far from the word terwujud.

Among the measurement tools used in monitoring the existence of M&E and audits in several Islamic-based universities in Medan are doing (whether done routinely), effectiveness (whether the desired results have been achieved), adequacy (how far the results achieved can solve the problem) , equity (whether costs and benefits are distributed evenly to different community groups), responsiveness (whether the policy results contain group preferences / values and can satisfy them, accuracy (whether the results achieved are useful) Basically, the existence and follow-up of monev activities and quality audits in some Islamic universities accredited C and B in the city of Medan have not been able to measure the performance of the organization. In addition, the implementation must be real and sustainable not dependent on the activity of accreditation of study programs and tertiary institutions.

The significance of an activity is usually seen from every aspect of the follow-up given afterwards. Both monev and quality audit will require follow-up as a form of success of an activity. Follow-up monitoring and evaluation and quality audits can be done by considering the existence of theory, implementation, and the benefits and methods of implementation. The methods of conducting academic evaluations and non-academic evaluations carried out so far use: documentation methods (from various activity reports such as annual / semester / monthly / accreditation forms), survey methods (the purpose is to capture data from stakeholders,

especially target groups), methods field observations (to observe empirical data in the field and aim to be more convincing in making judgments about the process of policy. In addition, it is also used to complement survey methods and interview methods. In this way a variety of more valid information is obtained through cross-checking data and information from various sources.

Literature Review

Monev and quality audits conducted so far have always been under the knowledge of organizations or institutions as well as the quality assurance units of Islamic-based universities accredited B and C in Medan. Theoretically, the monev program is a form of quality assurance evaluation at the level of implementation of Standard Operating Procedures (SOP), while the quality audit program is a form of quality evaluation at the level of implementation of higher education Quality Standards. The implementation of monitoring and evaluation is designed and supervised to be able to guarantee the quality of academic degrees provided at the Faculty and Study Program levels. While the quality audit is an activity that is built to maintain the quality standards that have been set as a form of tertiary quality planning carried out properly.

In fact, it shows that the monev and quality audit are complementary to the faculty and study program accreditation forms as well as mere college report forms. The main benefits and functions of M&E and quality audits in building quality culture in Islamic based universities accredited B and C have not been well developed. When monitoring and evaluation has been carried out, follow-up is usually carried out immediately. But this is still not done well. If it has been implemented, it is limited only to the fulfillment of the requirements of the quality stages on paper and is not missed in field research.

All the conditions mentioned above can be specified as follows:

1. Monitoring and evaluation of quality audits in Islamic-based high schools accredited B and C in Medan

Quality assurance organizations at the faculty and study program level will be the main actors in realizing good and right monitoring and evaluation. But the lack of understanding and training makes the quality drivers in the organization not creative and waits for a moment of external accreditation. In addition, the lack of funds makes them powerless in designing the monev and audits needed. Making documents and implementing documents at the operational level should be followed by regular and correct evaluation measures and appropriate follow-up. Between quality organizations at the university and faculty levels and study programs must be established a strong and solid collaboration in order to realize maximum results and can be utilized by all elements of higher education.

Higher education institutions that are slow and unable to respond to the development of their surroundings are often caused by not functioning quality control functions. The quality control function in the internal quality assurance system ordered by the Directorate General of Higher Education has to be adjusted to the capabilities and needs of the quality implementing unit at each level in a tertiary institution. The evaluation carried out so far is only incidental and is for the purpose of accreditation without looking at its function in building a quality culture at the university, faculty and study program level.

2. Constraints on the monev and quality audit

The quality evaluation and audit conducted so far is very simple and the level of effectiveness also needs to be improved. In addition to the quality assurance evaluation implementation model,

it is also necessary to update the quality assurance evaluation model itself so that its functions and implementation objectives are achieved.

There is no standardized evaluation model given to quality implementing units in tertiary institutions and must be adapted to the needs and conditions of the relevant tertiary institutions. Most Islamic-based tertiary institutions do not yet have a monev and quality audit implementation model that guarantees the start of a quality culture for the achievement of the quality management goals themselves.

The model applied so far is very simple and has not been effective in building a quality culture when viewed from the indicators forming the model. The elements of leadership involvement and feedback communication are still very weak despite the use of research methods which must always be improved.

3. Reasons for not following up on M&E and quality audits

Monitoring and evaluation of higher education quality is not only done to get the results, but it is obligatory to follow up on the findings obtained. The findings obtained are what will determine whether the document and process needs to be improved or completely replaced with a new one. If the follow-up effort is not seen, it means that the monev and quality audit activities are only for the benefit of external accreditation encountered.

Discussion

The implementation of quality assurance in Islamic based universities is a general description of the management of higher education in North Sumatra today. This is due to the large number of students it supports when combined (UINSU, UISU, UMN and UNIVA). For this reason the quality of teaching and learning must be improved. One of the relevant efforts for this is overseeing the implementation of monitoring and evaluation and quality audits. Related to this, Hamzah and Rahman have revealed that the teaching-learning process in higher education still needs a lot of improvement and structuring. The existing learning process is boring, routine, carried out mechanically / rigidly, and loses the pedagogical nuance, even though the quality assurance activities carried out are deemed to be quite maximal.

The maximum conditions that are felt in fact have not helped much in improving quality assurance and must be improved continuously. The current condition is a manifestation of quality management that has not yet run, lack of funds, and a low quality spirit at the university, faculty and study program levels. This is as revealed by Basuki that the implementation of the quality assurance system at the learning process at the departmental level runs and works well if it is supported by the commitments of the actors, good management with measured indicators, and adequate financial support.

Implementation of quality assurance in Islamic-based universities must pay attention to improving the implementation of internal quality assurance systems in faculties and study programs, pay attention to quality commitments to the formation of quality culture, and measure quality implementation through correct evaluation and quality audits.

a. Monitoring and Evaluation and Quality Audit of the Internal Quality Assurance System

The implementation of monitoring and evaluation and quality audits should be used as routine activities that are important for improving the quality assurance system. It is through this monev and quality audit that these core quality assurance documents are specifically updated and replaced with regard to size, structure, resources, vision and mission, history, and leadership and others. This is really needed to form monumental documents at the university, faculty and study program level. This document will be the basic material for the implementation of internal quality management as described in the guidelines for implementing the quality assurance system from the university to the study program. (Lubis, Rosmayanti).

The research findings show that the revision and improvement of documents for each quality cycle is not based on a track record carried out starting from cycle one, two and so on. In addition, the implementation of the learning process and academic management has not yet fully used the documents as a guide in activities. Minimal document socialization makes lecturers, students and students not make quality as a necessity in their daily actions. All of this turned out to originate from the non-fulfillment of good monitoring and evaluation of quality audits. So monitoring and evaluation must be provided with guidance, conducted training, and carried out routinely with measurable transparent follow-up efforts. During this time, several Islamic-based universities that were accredited B and C, most of their studies conducted monitoring and evaluation with concrete evidence, but this evidence was not enough because there was no real follow-up at the faculty and study program level. Whereas audits are only conducted by a number of universities because of the high requirements and costs. In fact, monitoring and evaluation are activities that cannot be separated in evaluating the journey of quality assurance documents in the middle of SPMI.

b. Obstacles in Carrying Out Monitoring and Evaluation of Quality Assurance

Constraints on the monev and quality audit can be divided into two major parts. The obstacle to the implementation of monitoring and evaluation is the lack of awareness of the usefulness of the implementation of monitoring and evaluation and the lack of commitment in making it happen. Whereas the obstacle of conducting a quality audit is the lack of understanding related to the importance of conducting a quality audit in SPMI and not understanding the technical implementation of the practice.

All of these obstacles lead to low quality commitment and quality culture. Understanding of quality is only limited to elements of university leadership, faculty and quality assurance implementing units at a certain level. The implementation of quality has not been seen in study program leaders, lecturers and students and students.

c. Follow up of the implementation of Monev and Quality Audit.

Monitoring and evaluation agenda and internal quality management audits have not been carried out in accordance with the provisions of the Higher Education. This can be seen from the simple understanding of leaders and students related to the implementation and follow-up of M&E and quality audits. The importance of the monitoring and evaluation and its relation to the quality audit is not known by the leaders and other quality activists in the existing quality institutions.

Quality evaluation reports related to the implementation and continuation of quality management in faculties and study programs are only formalities. This is due to complaints from faculty and study programs through the results of quality evaluations and quality audits that have not been responded seriously by the university. In addition, the implementation of internal quality audits is not visible because the movement is rarely done and follow-up is made.

Conclusion

Islamic-based higher education in North Sumatra province is actually very promising. The large number of students studying there and not the lack of funds revolving there makes Islamic-based tertiary education accredited B and C very worthy to be given a better way forward. One way to be better in the future is to conduct proper monitoring and quality audits.

The implementation of Internal Quality Management in the learning sector and academic administration requires monitoring and evaluation of internal quality in order to be able to measure the achievements that have been obtained. It turns out that so far the implementation still leaves problems that must be addressed at the faculty and study program level. Began to carry out document making, document implementation, seriousness and commitment to carry out quality, and evaluation of learning activities and weak academic administration.

The follow-up of the money and quality audit is also not considered important to build the existing quality management system, then this is compounded by the quality commitment and quality awareness that is built. So far it is not known because of the ineffective quality evaluation conducted by faculties and study programs.

Initial awareness needs to be built from the management of higher education related to the importance of conducting a quality audit of the quality standards that have been launched. Then the results of the quality audit made should be used as a guide to fix problems related to existing quality standards. Furthermore, M&E needs to be realized to measure SOPs that have been approved in the existing quality standards. This Monitoring and Evaluation also has a very important follow-up to be discussed and discussed together so as to fix the existing deficiencies together. In addition, the existing quality audit must oversee the running process of quality standards that have been ratified so far. As a follow up to this audit it is necessary to conduct meetings, rankings, and improve work programs in the future.

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