

Implementation of Quality Improvement System Applications Based on Study Program National Accreditation Standard

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Abstract

The problem that occurs in university study programs is when accreditation is carried out suddenly and unplanned in a structured application system. This condition has an impact on the less than optimal accreditation value. The purpose of this science and technology application is to implement the application of a quality improvement system for study programs based on national accreditation standards. The method of activity with the application of science and technology through the application of application systems, training activities, structured guidance. The target audience is all heads of study programs at the University of Silampari Lubuklinggau (Unpari). The results of the application of science and technology show that the application of a quality assurance system application based on national accreditation standards at universities has been carried out by all study programs and there are 4 (four) study programs that are ready to propose accreditation with national standards. Suggestions require leadership commitment and support from all lecturers for the provision of facilities and funds in accordance with national accreditation standards.

Keywords: System application, study program quality, national accreditation.

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INTRODUCTION

Accreditation is the expectation of the study program. Through accreditation, scores can be obtained that show the quality of the study program. The head of the study program and his taskforce always strives for the results of the study program accreditation assessment from the assessors of the National Accreditation Board for Higher Education (NAB-HE) to obtain superior scores. Of course, this hope is not just

hopeful, but must be based on the potential and efforts of human resources in the study program (Nupus, Rahmatullah, and Sulastri, 2019).

The results of the field analysis at the University of Silampari Lubuklinggau showed that none of the study programs (100%) had received an A or Excellence score. In detail, the results of the assessment can be presented in the following table.

Table 1: Condition of Study Program Accreditation Results at University of Silampari Lubuklinggau

No	Rating Result	Amount of study programs	Percentage
1	A / Excellence	0	0
2	B / Very Good	14	66 %
3	C / Good	7	34 %
No	Amount	21	100 %

(Source: Universitas Silampari Lubuklinggau, 2022).

Based on the table above, it shows that the majority of study programs at University of Silampari Lubuklinggau have accreditation qualifications of B/Excellent (66%) and the remaining 34% have

C/Good qualifications. This condition is certainly less competitive at the national level which requires A/Superior qualifications. Of course, the management of this institution has made efforts so that the study

program has superior qualifications (Nupus, Rahmatullah, and Sulastri, 2019 and NAB-HE, 2019)).

One of these efforts is to implement the application of a quality improvement system for study programs based on national accreditation standards (NAB-HE). This system application is in the form of a software service device that contains 9 national accreditation standards from NAB-HE. This application will provide information about the progress of completeness of study program accreditation and the acquisition of grades. The nine national accreditation standards are: (1) vision, mission, goals and strategies, (2) governance, governance, and cooperation, (3) students, (4) human resources, (5) finance, and infrastructure, (6) Education, (7) research, (8) community service, and (9) education, research, and community service outcomes and achievements (NAB-HE, 2019). The application of this system has advantages, including: (1) facilitating the preparation of accreditation services, (2) being able to provide information on the progress/completeness of the data, (3) providing a signal to study programs for the elements of activities that have not been achieved, and (4) providing the initial value of the accreditation results (Sasongko, 2018).

It is hoped that through the application of this quality improvement system application, it can make a positive contribution to improving the quality of the accreditation value of study programs at University of Silampari Lubuklinggau. This application is relevant according to the needs of this institution.

The problem that occurs in the field is that the majority (66%) of the accreditation value of study programs at the University of Silampari Lubuklinggau are still accredited B / Very Good and some (34%) are accredited C / Good. This condition has an impact on the competitiveness of the study program and the image in the community is low. One of the efforts to improve quality is by implementing an application system to improve the quality of study programs based on national accreditation standards (9 standards for NAB-HE). Through the application of this application is expected to improve the quality of study programs in accordance with national standards.

The purpose of this science and technology application is to implement an application system for improving the quality of study programs based on national accreditation standards (NAB-HE). With the application of this application system, study programs can increase the accreditation value of NAB-HE.

The benefits of the application of science and technology are as follows: (1) study programs obtain application system services to improve the quality of study programs, (2) can increase the acquisition of high (excellent) accreditation scores, (3) can improve

institutional brand image, and (4) can improve competitiveness of institutions at the local and national levels.

METHOD

This activity is carried out by doing community service with a descriptive approach (Burn, 2009). The target audience for this science and technology application is the head of the study program at University of Silampari, Lubuklinggau. The total number of study programs is 12 study programs. The reason for selecting this target audience is because they have not yet been accredited with excellence and the leaders of this institution need assistance to improve the quality of study programs.

This method of implementing science and technology is carried out by implementing an application system for improving the quality of study programs based on national accreditation standards (9 standards for NAB-HE). This application is carried out by counseling. This method is an activity to provide guidance to the target audience with the aim that they can implement this application system. The technical implementation of this method is carried out with a variety of approaches such as: (1) training (providing new material orientation, questions and answers, discussions), (2) assistance with structured coaching (guidance to the target audience), (3) material application (doing plans in real settings), and (4) evaluation (measuring changes in aspects of knowledge, attitudes, behavior, and products (Burn, 2009, and Cohen, Manion, and Morrison, 2021).

The steps of the activity are as follows: (1) The target audience is gathered together in one place to obtain orientation in implementing the application system for improving the quality of study programs based on national accreditation standards (9 standards for NAB-HE), (2) Providing technical orientation to the public the target of implementing an application system for improving the quality of study programs based on national accreditation standards (9 standards for NAB-HE). (3) Provide structured assistance to the head of study programs intensively through simulation and application of application systems, (4) Cooperate with all stakeholders for the implementation of implementing an application system for improving the quality of study programs based on national accreditation standards (9 standards for NAB-HE), (5) Get used to the independence of carrying out accreditation completeness and (6) Conduct a thorough evaluation of implementing the application system for quality improvement of study programs based on national accreditation standards (9 standards for NAB-HE). These steps are carried out independently and continuously, so as to obtain a superior accreditation score (through simulation) (Burn, 2009).

Evaluation of the application of science and technology is carried out through the following activities: (1) Evaluation procedures: (a) pre-test on the application of the application system, (b) the test process during the activity (understanding and application of the application system), and (c) post test for the achievement of the acquisition of simulation scores. accreditation. (2) Type of evaluation: performance test of the achievement of the value of accreditation. (3) The evaluation instrument is the application of an application system to improve the quality of study programs based on national accreditation standards (9 standards for NAB-HE). (4) Success indicators. The application of science and technology is said to be successful if: applying the application system to improve the quality of study programs based on national accreditation standards (9 standards for NAB-HE) obtains a superior accreditation score (361).

RESULTS AND DISCUSSION

The application system for improving the quality of study programs based on national accreditation standards (9 standards for NAB-HE) at the University of Silampari Lubuklinggau is carried out according to the planned schedule. Science and technology implementation activities are carried out with the following steps. The target audience of the study program head and PIC were gathered together in one place to gain orientation on implementing an application system for improving the quality of study programs based on national accreditation standards (9 standards for NAB-HE). Provide technical orientation to the target audience about implementing an application system for improving the quality of study programs based on national accreditation standards (9 standards for NAB-HE). Provide structured assistance to the head of the study program intensively through simulation and application of the application system. Collaborating with all stakeholders for the implementation of implementing an application system for improving the quality of study programs based on national accreditation standards (9 standards for NAB-HE). Get used to being independent in completing accreditation and conducting a thorough evaluation of applying the application system to improve the quality of study programs based on national accreditation standards (9 standards for NAB-HE). These steps are carried out independently and continuously, so as to obtain a superior accreditation score (through simulation).

After presenting the material, a question and answer forum was held with the participants. Questions and answers were conducted to deepen the material and how to implement improving the quality of study programs with national accreditation standards. The outline of the questions and answers can be described as follows.

Is this quality assurance important? What is the importance of quality assurance or national accreditation from NAB-HE? Answer: The quality assurance system is very important to ensure the quality of the study program. There are two types of quality assurance systems, namely internal quality assurance systems that can be carried out by maintaining quality from within such as conducting internal audits by Quality Control Group, Quality Management Unit, or Quality Assurance Institute. Second, the external quality assurance system, namely externally maintaining quality, such as conducting external audits/assessments conducted by NAB-HE, Independent Accreditation Institute for Education, or international accreditation bodies.

What kind of preparation should be done so that the accreditation score can achieve excellence? Answer: The first thing to do is to form a credit team consisting of a team of lecturers. The team should be decree through the decision of the Dean / Chancellor. This team should be formed in the long term of at least half a year, in order to be able to fully prepare the preparation of the tools. The job description team has the task of compiling the complete accreditation device and supporting documents.

What are the problems when it comes to accreditation? Answer: Completeness of forms and supporting documents. Because not all lecturers can carry out all the desired activities according to the forms in the accreditation. The solution to overcome this is by empowering lecturers to be able to carry out various activities, so that complete documents can be provided. Completeness of documents should be digitized.

Furthermore, an evaluation of the participants' understanding of quality assurance based on national accreditation standards was carried out. To measure understanding, it was done by asking participants about their knowledge of the quality assurance system and national accreditation standards. The results of the measurement of participants' understanding can be conveyed as follows.

Table 2: Percentage of Participants' Understanding of Quality Assurance System Based on National Accreditation Standards

No	Component	Percentage (%)
1	Internal Quality Assurance System	78%
2	External Quality Assurance System	87%
3	Implementation Plan	82%
	Average	82,3%

By looking at the table above, it can be explained that the average participant's understanding shows 82.3%. This achievement exceeds the standard of success, which is 80%. Thus, the average participant understands the quality assurance system based on national accreditation standards.

The next step for the study program is to implement a quality assurance system application, both internal and external quality assurance systems. When it is complete, the next step is to conduct an assessment simulation. This activity took quite a long time and as a result there were 4 (four) study programs that were ready to apply for NAB-HE accreditation. Statistically it can be illustrated as follows.

Table 3: Progress of Implementation of Quality Assurance System Applications Based on National Accreditation Standards

No	Component	Amount of Study Programs	Percentage (%)
1	Implementation of Internal Quality Assurance System	12	100%
2	Implementation of External Quality Assurance System (proposing to NAB-HE accreditation)	4	33%

By looking at the table as above, it can be seen that the implementation of the quality assurance system application is carried out as a whole in the study program at Unpari. Similarly, there are four study programs that are ready to propose NAB-HE accreditation assessment). This condition illustrates that the quality assurance system is really well implemented.

Implementation of the application of the quality improvement system of study programs based on national accreditation standards is a strategic step for universities. This condition is also considered important for the University of Silampari Lubuklinggau. The quality assurance system is carried out in a planned and continuous manner. The head of STKIP or Unpari is committed to advancing his institution by mobilizing all resources to achieve good quality (Goldberg and Cole, 2018).

Improving the quality of the institution starts from the commitment of the leadership, and all elements of the resources. The improvement of the study program is not only a jargon, but is actually used as an achievement target within the leadership period. There is nothing that can be relied on other than the achievement of a good quality assurance score, including obtaining an accreditation score from NAB-HE. Conditions are in accordance with the vision and mission of the institution (Arrieta and Calvo, 2022).

Community service activities (PKM) in the form of improving the quality of study programs based on national accreditation standards at Unpari are planned activities and concern for the community. The Master of Education Administration (MAP) study program at Bengkulu University FKIP which has been accredited A, cares about the environment by sharing with Unpari whose study program has not yet been accredited as Superior. Therefore, the lecturer team seeks to share experiences by providing orientation to the quality assurance system, both internal and external quality assurance (Sasongko, 2018 and Sasongko, Somantri, and Wachidi, 2018).

The development of the implementation of the quality assurance system which is carried out as a whole in the study program at Unpari and there are four study programs that are ready to propose a NAB-HE accreditation assessment) illustrates that the quality assurance system is really well implemented. The implementation of the quality assurance system gives a signal that PKM has a positive impact on study programs at Unpari (Ansari, 2021 and Hengesterg, Bestler, and Marcketti, 2021, and Mishra, 2021).

This activity if analyzed in terms of effectiveness, efficiency, achievement of results, and value of benefit can be described as follows. Effectiveness, this activity has obtained results with a quality assurance system, both internal and external (Kontoghiorghes and Dembeck, 2018). The study program has implemented an internal quality assurance system by evaluating AQA (Internal Quality Audit). There are four study programs that are ready for NAB-HE accreditation. Activity efficiency, this activity was carried out by visiting Unpar and conducting orientation to all leaders and lecturers of study programs at Unpari. Thus this activity is considered quite efficient. Achievement of results. This PKM activity has resulted in an average of 82% of participants understanding the quality assurance system, both internally and externally. There are four study programs that are ready to apply for NAB-HE accreditation. Useful value. This PKM activity has benefits for study programs at Unpari. This study program gains an understanding of improving the quality of study programs, improving the brand image of study programs, and increasing public trust in Unpari.

CONCLUSIONS

The application of the quality assurance system application based on national accreditation standards at Unpari is carried out by all study programs. Implementation of quality assurance is carried out, both internally and externally. Both refer to the NAB-HE accreditation guidelines. There are 4 (four) study programs that are ready to propose accreditation with

national standards (NAB-HE). This condition means that community service activities at Unpari have shown significant success.

Quality assurance of study programs based on national accreditation standards at Unpari needs to be implemented continuously and with proper supervision. This condition requires the commitment and concern of the leadership in this institution, starting from the rector, dean, and head of the study program as well as support from all lecturers. Likewise, this activity requires financial support to realize the provision of facilities in accordance with NAB-HE standards.

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