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TÍTULO: El modelo de desarrollo de la evaluación de calidad interna en la Facultad de Ciencias Sociales y Políticas, Universitas Sumatera Utara, Medan, Indonesia.

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RESUMEN: Este estudio tiene como objetivo determinar: (1) la implementación de la evaluación interna de garantía de calidad; (2) la efectividad del antiguo modelo de evaluación de garantía de calidad; y (3) probar el nuevo modelo de evaluación de garantía de calidad en la Facultad de Ciencias Sociales y Políticas de la Universidad del Norte de Sumatra. Esta investigación utiliza el enfoque de Borg y Gall extrayendo información del líder de la facultad, el jefe del programa de estudio, el grupo de garantía de calidad, el grupo de control de calidad, los profesores, los estudiantes y los usuarios. Los datos se obtuvieron mediante observación, entrevistas y estudios de documentos. Esta investigación indica que la evaluación de la calidad interna se lleva a cabo como una condición para el cumplimiento de los formularios de acreditación. La aplicación del nuevo modelo demostró ser más efectivo que el modelo anterior.

PALABRAS CLAVES: Evaluación de la Calidad, Gestión de Calidad Interna, Ciencias Sociales y Políticas, Universitas Sumatera Utara, Indonesia.

TITLE: The development model of evaluation internal quality in the Faculty of Social and Political Sciences, Universitas Sumatera Utara, Medan, Indonesia.

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ABSTRACT: This study aims to determine: (1) implementation of internal quality assurance evaluation; (2) the effectiveness of the old quality assurance evaluation model; and (3) testing the new quality assurance evaluation model at the Faculty of Social and Political Sciences, University of North Sumatra (FISIP USU). This research uses the Borg and Gall approach by digging informasi from faculty leader, head of study program, quality assurance group, quality control group, lecturers, students and users. Data was obtained through observation, interviews, and document studies. This research indicates that internal quality evaluation is held as a condition of fulfillment of accreditation forms. New application model proved more effective than the old model.

KEY WORDS: Quality Evaluation, Internal Quality Management, Social and Political Sciences, Universitas Sumatera Utara, Indonesia.

INTRODUCTION.

Internal quality evaluation is a big work that requires a lot of money. Yet not many higher education organizations are aware of the importance of this activity. Internal quality evaluation in its implementation is often considered an ordinary obligation that serves to complement accreditation forms of study program and faculty.

Whereas the function of an internal quality evaluation is very important and decisive for the quality journey of a quality assurance unit from the faculty level up to the study program. An internal quality evaluation can even be pronounced as an early clue in detecting a quality culture running or not.

During this evaluation implementation goes hand in hand with monitoring activities that we often know with *monev*. The monitoring conducted by FISIP USU is related to the routine process of data collection and objective measurement of program progress, monitoring changes that focus on process and output. Evaluation activities are activities to assess the performance level of a policy, as well as systematically investigate the effectiveness of a program, assess the program's contribution to change (goals / objectives / objectives) and assess the need for improvement, continuity or extension of the program (recommendation).

An evaluation activity requires a research method in its application. The method of this research is the fundamental *perasing* with monitoring activities that only collect data and see trends.

The purpose of this internal quality evaluation action in FISIP USU is to determine the level of performance of a policy (through evaluation it can be known the degree of achievement of the goals and objectives of a policy), to measure the efficiency of a policy (through the evaluation can be known how much cost and the benefits of a policy are rolled out), to measure the level of output (through which evaluations can be measured how large or how far the quality of expenditure or output of a policy), to measure the implementation impact of a policy (evaluation is intended to see the impact of a policy both positive and negatives), to know if there are deviations from a policy (to identify possible deviations, by comparing goals and objectives with the achievement of targets), and to become inputs for an upcoming policy (to give *assault* for future policy processes to generate better policies).

All objectives of internal quality evaluation have not been implemented properly because the existing internal quality evaluation model has not been implemented properly. The objective of money implementation has not been well understood by all faculty and study leaders and GJM and GKM. The existence of quality documents as the standard of money implementation such as SOP has not been implemented properly. In addition, reports of follow-up and improvement of SOP documents have not been done. Meetings related to the implementation of money have not been conducted.

Measuring tools used in money activities in FISIP USU have not been applied well in the implementation. Some of the implementation constraints are still not trained and socialized in their application. Among the measuring instruments that should be used are effectiveness (whether the desired outcome has been achieved), adequacy (how far the results have been solved), equity (whether costs and benefits are equitably distributed to different groups of people), and responsiveness preference / value of the group and can satisfy them, the accuracy: whether the results achieved useful).

During this time, more dominant monitoring activities run than the evaluation. Though an evaluation activity is different from monitoring. A monitoring is done in relation to the evaluation being carried out. An evaluation requires results from monitoring and is used for program contributions. A monitoring activity is program specific. While doing an evaluation is not only influenced by the program itself, but the variables from outside. The purpose of the evaluation activity is the evaluation of effectiveness and cost effectiveness.

Based on the data presented previously, related to the evaluation model and evaluation implementation model that has been implemented so far in FISIP USU, needs to be improved and developed.

DEVELOPMENT.

The theoretical frames of the study of accountability.

Arikunto (2015: 25) reveals that evaluation is a data collection activity to measure the extent to which goals have been achieved. Anastasi (Hergenhahn & Olson, 2012: 1) defines evaluation as not only a spontaneous and incidental activity, but an activity to assess something in a planned, systematic, and focused on purpose. Rostiah (Slameto, 2012: 6) says that evaluation is the process of understanding or giving meaning of getting and communicating an information for guidance of decision-making parties. So, it can be concluded that evaluation according to Sukardi (2011: 22) is the process of understanding, giving meaning, getting decisions, and communicating an information for the purposes of decision making.

If an evaluation is conducted based on a systematic, directed and objective plan, the results must be submitted and communicated to the leader to promptly revise the documents and correct the inappropriate policies. The evaluation process undertaken in the FISIP is not fully based on the prepared SOP, then the evaluation results obtained have not been used to correct the documents and policies that are not appropriate.

Implementation of evaluation requires research methods and academic research results to be accounted for. It is, as Wirawan (2015: 7) says, that evaluation as a research is to collect, analyze, and present useful information about the object of evaluation, evaluate it and compare it with evaluation indicators and the results are used to make decisions about the object of evaluation.

The methods and techniques of analysis in evaluations made so far have been very simple and have been improved using academic methods and analysis. This proves that FISIP USU can account for the results and use them to improve existing documents and policies so that the evaluation objectives in education management can be achieved as revealed by Wirawan (2015: 22-23) that the objectives of the evaluation consist of: (1) measuring influence programs to the community; (2) assess whether

the program has been implemented as planned; (3) to measure whether the program implementation is in accordance with the standard; (4) program evaluation can identify and determine which program dimensions are roads, which are not running; (5) development of program staff; (6) comply with the provisions of law; (7) program accreditation; (8) measures cost effectiveness and cost efficiency; (9) making decisions about the program; (10) accountability; (11) provide feedback to leaders and programs; (12) and develop evaluation theory and evaluation research.

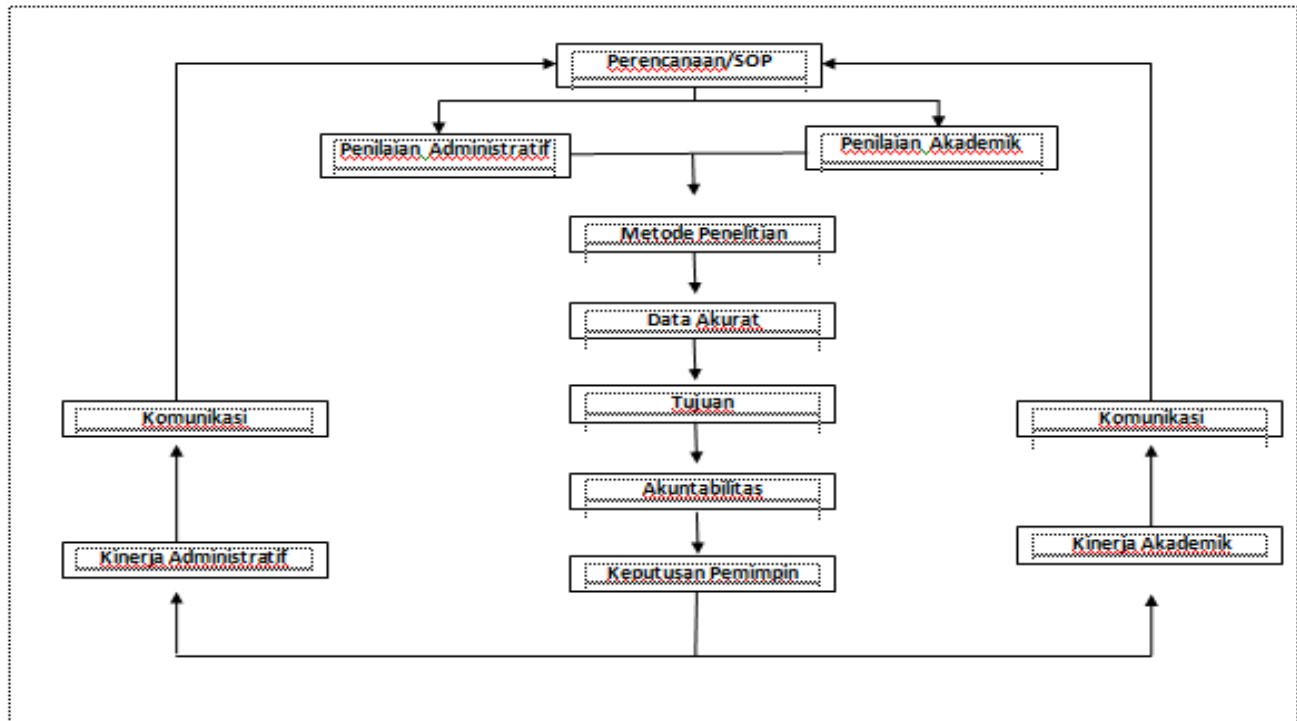
Implementation of internal quality evaluation.

The theoretical Secra of Crawford (Sukardi, 2011: 22) details the function of evaluation as follows: (1) to know whether the established goals have been achieved in the activity; (2) to provide objective observation of results behavior; and (3) to provide feedback for the activities undertaken. While in the implementation of internal quality evaluation in FISIP USU has not been able to show the achievement of objectives that have been predetermined, has not been able to carry out improvements or improvements related to the results obtained reports, and has not been able to provide feedback activities for improvements form or next policy making.

Implementation of New Internal Quality Evaluation Model Tests.

A new internal quality evaluation is formed through the variables derived from valid, meaningful, comprehensive, continuity, fair, objectivity, cooperative, and practical principles, open and accurate. (Sudijono, Arifin, Mujid, Hermawan, Ramayulis). All of these principles should be able to make Standard Operating Procedures (SOPs) workable at administrative and academic levels. By using research methods that are agreed and assisted by the application of the principles of quality evaluation hence obtained accurate data. This accurate data will be accounted for in the form of a research report and follow-up through meeting meetings of faculty and study program. It is through this meeting that there is an improvement in the existence of the documents and policies of the next leader. After that

socialization and communicated to stakeholders related findings and choices of actions taken by the leadership elements.



In this research, model testing is done with results that can be accounted for and able to guarantee the implementation of evaluation in the future well.

Methods.

This research uses research and development method. The focus of data collection is to explore the evaluation of the internal quality assurance system, to test the effectiveness of the evaluation model of the new internal quality assurance system, and to test the new internal quality assurance evaluation system model in FISIP USU. Data were obtained through participant observation, in-depth interviews, and the FGD on the effectiveness of the internal quality assurance system evaluation model.

The validity of observational data, interviews, and document studies is conducted through credibility or trust test of research data conducted by field observation, triangulation (checking data from various sources with various ways and various deadlines), confirmability (research is said objectively when research results has been agreed upon by many), dependability (conducting an audit of the entire research process by an independent counselor), and transferability (making a report with detailed, clear, systematic, and reliable descriptions so that others can understand the research results so as to have the possibility to apply research results obtained).

Results.

The evaluation of academic and non academic quality assurance at FISIP USU is designed, implemented and supervised by GJM and GKM to ensure that the standard operating procedures (SOPs) in the academic and administrative fields are maintained. Implementation of monev has not been based on (SOP) that has been built so far. In addition, the existing monev results have not been made follow up and used as materials to revise quality documents such as SOP. The track record of improving the quality document becomes unnoticed at all.

Internal quality evaluation has not become an important means of quality improvement which is a requirement of application of quality culture in Faculty and Prodi. Implementation of the internal quality assurance system evaluation is conducted only as a complement to the annual report submitted to the Unit of Quality Management of USU (UMM USU) and as a complement to the accreditation of the study program and FISIP USU.

The main benefits and function of evaluation in establishing the culture of quality in FISIP USU have not been well established. Implementation model that has not been formed and evaluation model that has not been formulated until the time of the research conducted.

All the conditions mentioned above can be detailed as follows:

1. Implementation of internal quality assurance system evaluation that hasn't been effective yet.

GJM and GKM FISIP USU have published many quality documents and conducted monitoring for the faculty and study levels. In this study revealed that the documents that have been formed and owned today is not fully known to be effective or not a journey in the field. Documents that have been produced so far have not been known to need improvement or replacement in the learning system in the future. This happens because the imperfect evaluation of the quality assurance evaluation system that has been implemented so far.

The function of quality control in the internal quality assurance system that dictated so far must be adjusted to the capabilities and needs of the quality management unit at each level in a university. Implementation of evaluation conducted so far only incidental and for the purposes of accreditation alone without seeing its function in building a quality culture at faculty and study level.

Limited funding is a major obstacle to the implementation of internal quality evaluations. In addition, the competence of quality personnel, who are still not trained in the implementation of the M & E at the study program and faculty level.

2. Effectiveness of Internal Quality Assurance Evaluation Model.

Internal quality assurance evaluation model can be run by relying on the ability and readiness of study program and faculty. In FISIP USU, the built model is still very simple with a low level of effectiveness. Starting from forming evaluation team, preparation of evaluation, evaluation implementation, preparation of evaluation report, preparing follow-up report, and revision of old policy and SOP.

The weakness of the application of quality management evaluation so far can be improved from the implementation model to the quality management evaluation model itself. Understanding quality documents and techniques of conducting quality evaluation to improve old policies and documents is needed from quality actors ranging from GJM to GKM.

Improvements from research, implementation, reporting and follow-up are important elements to support the effectiveness of the internal quality assurance evaluation model. Data obtained from interviews and observations reveal that an evaluation of internal quality management has not achieved its objectives due to personnel competence constraints, use of research methods, and the ability to correct the lack and improvement of documents and policies.

3. Testing Evaluation Model Internal Quality Assurance.

Faculty and Prodi through GJM and GKM realize the quality culture has not run perfectly, the main cause is the ineffectiveness of the implementation of internal quality management evaluation that is carried out so far. The updated quality management evaluation model is tested for its effectiveness in the implementation of quality management evaluation conducted at FISIP USU. The final conclusion is the implementation of evaluation planning, the trained executor of evaluation and the implementation of policy improvement meeting and supporting documents such as SOP.

CONCLUSIONS.

Implementation of internal quality evaluations that have been undertaken so far have not yet been able to measure the achievements of predetermined objectives. Finally, the implementation of the quality evaluation has not been able to carry out the necessary improvements or improvements related to the findings obtained, so that the expected feedback is finally obtained in the form of new document improvements and new policies have never materialized.

The creation of a new model of internal quality evaluation is performed on the basis of a function that is an indicator of the implementation of a quality evaluation. The old model of internal quality evaluation that has been carried out only concerns the availability of supporting elements and indicators regardless of the usefulness of the feedback activities.

Having examined the old model is less effective in measuring the purpose, not able to detect the bait well and has not resulted in improvements to documents and policies.

Testing a new model that uses the principle of a more perfect quality evaluation turned out to provide more benefits for the development of quality and culture of quality in FISIP USU.

The quality evaluation model that has not been effective in assisting the implementation of the internal quality assurance system at FISIP USU has been replaced by a new internal quality assurance system evaluation model.

Preparation of follow-up reports related to the implementation of internal quality evaluation should be guided and used as guidelines in policy making and revised SOP documents that have been evaluated problematic.

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