



## "INTERNAL QUALITY ASSURANCE SYSTEM AT THE SAMARINDA OBSTETRICS ACADEMY"

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### ABSTRACT

Implementation of Internal Quality assurance system at the Obstetrics Academy using determination, implementation, evaluation, control, and Enhancement system which includes the determination of implementation of control evaluation and improvement of Higher education standard. Quality means customer satisfaction, thus, every part of the process in the organization has customers, internal customer satisfaction will lead to customer satisfaction of the organization, G.Yildiz(1999). Quality is a problem solving to achieve continuous improvement. Deming (1986).Quality means conformance with use, such as shoes designed for exercise, Joseph M.Juran(1989)The purpose of this research is: 1) to describe Internal Quality assurance system implementation 2) formulate Internal Quality assurance system Model 3) to describe the inhibitory factor and Internal Quality assurance system solution at the Samarinda Obstetrics Academy. This method of study uses a qualitative approach with type. Data collection techniques are conducted through (1) in-depth interviews, (2) participant observation, (3) photographic, and (4) documentation. Data were analyzed using the Miles and Huberman (1994) Research findings 1) Internal Quality assurance system accordance is implemented in but not optimal with Minister of education regulations No. 62 Year 2016Article 5 paragraph 1 according to standards stipulated by Higher Education 2) model formulation Internal Quality assurance system determination,

implementation, evaluation, control and Enhancement Minister of education regulations number 44 the year 2015 about national Higher Education standard 3) The standard of management of Operational standard procedure of external-internal quality Audit plan and achievement has not been implemented in the form of follow-up documents must be made and implemented, standard learning process, continuous improvement. Is needed to improve the academy quality

## INTRODUCTION

*Quality means customer satisfaction, thus, every part of the process in the organization has customers, internal customer satisfaction will lead to customer satisfaction of the organization, of the organization. Gaspersz (2002:5).* Higher Education Quality Assurance System . is a systemic activity to improve the quality of higher education in a planned and sustainable manner. The quality of higher education is the level of conformity between the implementation of higher education with Higher education Standards consisting of higher education National Standard *Quality is a problem solving to achieve continuous improvement. Deming (1986).* The quality assurance system in Higher Education is carried out internally and externally, the internal quality assurance is carried out by the Higher Education itself by forming an institution/agency/unit responsible for monitoring and evaluating the implementation of education, research and community service. Meanwhile, external quality assurance is carried out by the government through the National Accreditation Board for Higher Education, the Independent Accreditation Institute that has been recognized by the government or by other credible institutions. *The strategy, policy, and procedures should have a formal status and be publicly available. They should also include a role for students and other stakeholders (ENQA) (2009)* Changing times require changes in all aspects, including changes in higher education in its management. The management of this tertiary institution is an effort of the tertiary institution to keep up with the times. Standardization is a reference of all management carried out by tertiary institutions, the quality assurance pattern is not only carried out externally but must also be done autonomously by tertiary institutions by following regulation of higher education Number 62 of 2016 concerning the Higher Education quality assurance system.

This higher education quality assurance system aims to guarantee the fulfillment of higher education standards systemically and continuously. So that it is expected to grow and develop a quality culture in the college environment. This is done by the university itself to control the implementation of higher education by following standards set by the government as a guide. *Quality means compliance with requirements he also reveals the importance of engaging everyone in a process in the organization. Crosby, Philip B(1989)*

The quality assurance of tertiary education is an effort undertaken by tertiary institutions as executors to produce competent generations as graduates. Our tertiary institutions have lagged behind other countries in the Southeast Asian region. So this is a very ironic thing for a nation that is but the human resources are not yet competent. The plurality of the Internal Quality Assurance System in

the midwifery academy environment in Samarinda is very reasonable because there are at the midwifery academies that are still focused on physical improvement, there are also those who have developed themselves at the stage of self-actualization by further widening superior programs. The diversity of the implementation of the Internal Quality Assurance System model for midwifery academies shows more variation than in other types of midwifery academies because in addition to the diversity of quality conditions in midwifery academies there is also an awareness of the quality of the respective leaders of the owner institutions. Besides, because of the many types of internal quality assurance models, the midwifery academy can choose what is considered appropriate to the conditions and capabilities of the local midwifery academy. Management is getting thing done through people. in bringing about this coordinating of group activity, the manager, as a manager plans, organizes, staff, direct and control the activities other people (Yingxia Cao, Xiaofan Li, 2014; Arshad et al., 2020; Ashraf et al., 2020; Balakrishnan et al., 2019)

The existence of autonomy in the midwifery academy also causes the internal quality assurance model adopted to be different from one another. Researchers examined the Internal Quality Assurance System at Samarinda Midwifery Academy.

## **THEORETICAL REVIEW**

### **Kaizen Model in Education**

Y.F. Tas A. Aksu, (2011) The Universal Value of Kaizen Quality Management. The term Kaizen or often referred to as continuous improvement is often used as one of the improvement strategies in quality management and alternative management that has been dominated by Western and American countries, but in its development, this management system has received the attention of management analysts after seeing the rapid development of the Japanese economy which often troublesome American hegemony in the global economic arena. Kaizen is not a shortcut but a process that runs continuously to create the desired results (Abbas et al., 2020; Abbasi et al., 2020; Ahmad et al., 2018). According to Takashi Osada as quoted by Azhar Arsyad in an article entitled "The Universal Value of Kaizen Quality Management, which describes in detail about the five-step plan (Kaizen Five-Step Plan) as follows:

#### **a. Sorting (Seiri)**

Eliminate all unnecessary tools and parts. Go through all the tools, materials, and so forth in the plant and work area. Keep only essential items and eliminate what is not required, prioritizing things per requirements, and keep them in easily-accessible places. Everything else is stored or discarded. (Remove all unnecessary tools and components. Get rid of all tools, materials, etc. in the factory area and workplace. Keep only important items and eliminate unnecessary items, prioritize things according to requirements and keep them in place. easy to reach places, everything else is stored or thrown away).

#### **b. Straightening or Setting to Flow or Streamlining (Seiton)**

Arrange the work, workers, equipment, parts, and instructions in such a way that the workflows free of waste through the value-added tasks with a division of labor necessary to meet demand. This is by far the most misunderstood and incorrectly applied S and has been responsible for many lean transformations failing to produce the benefits expected. When applied correctly with flow established this step eliminates the majority of the non-value-added time and allows the rest of the zero-defect philosophy to be enabled. Put simply, until you have an orderly flow, you cannot have an orderly flow of problems to solve and the notion of zero defects is impossible. (Arrange jobs, workers, equipment, parts, and instructions so that workflows free of waste through value-added tasks with the division of labor needed to meet demand).

### Straightening

#### c. Shining (Seiso)

Clean the workspace and all equipment, and keep it clean, tidy, and organized. At the end of each shift, clean the work area, and be sure everything is restored to its place. This step ensures that the workstation is ready for the next user and that the order is sustained. (Clean the workspace and all equipment, clean neatly and regularly. At the end of each shift, clean the work area, and make sure everything is returned to its place. This step ensures that the workstation is ready for the next user and the order is ongoing).

#### d. Standardize (Seiketsu)

Ensure uniform procedures and setup throughout the operation to promote interchangeability. (Ensure uniform procedures and arrangements throughout the operation to promote exchanges).

#### e. Sustain (Shitsuke)

Make it a way of life. This means commitment. Ensure "disciplined" adherence to rules and procedures of 5 S to prevent backsliding. Maintaining the standards. (Make it a way of life. This means a commitment to ensure "disciplined" compliance with 5S rules and procedures to prevent setbacks in maintaining standards).

The management model for the implementation of the Internal Quality Assurance System Samarinda midwifery academy implements the Internal Quality Assurance System using the Determination, implementation, evaluation control, enhancement

Model Determination, Implementation, Evaluation, Control, and Improvement. To run the Internal Quality Assurance System the Midwifery Academy implements the following steps: 1) Arranging a quality assurance organization. 2) Develop a system (quality policy, quality documents: guidelines, procedures, and Operational standard procedure). 3) Running the system (socialization and reference run). 4) Conduct Internal Audit. 5) Follow up and continuous improvement. 6) Control/control by an external quality guarantor (Higher education Tires or other institutions).

Article 52 Paragraph (2) of the Higher Education Law states that quality assurance is carried out through 5 (five) main steps abbreviated as Determination, implementation, evaluation control, enhancement

, namely Determination, Implementation, Evaluation (implementation), Control (implementation), and Improvement of Higher Education Standards. This means that the five main steps must be in implementing Internal Quality Assurance System

it is even the core of the Internal Quality Assurance System in every tertiary institution. The five main steps, namely, in Internal Quality Assurance System a tertiary institution are the process of implementing the Higher Education Standards in the Internal Quality Assurance System. According to Article 54 of the Directorate of Higher Education Law, the standard that must be used in the Internal Quality Assurance System of each tertiary institution is the Directorate General of Higher Education consisting of National standard higher education set by the Minister, and Higher education Standards set by each tertiary institution regarding the National standard higher education i is a standard unit that includes National Education Standards coupled with National Research Standards, and National Standards of Community Service. Meanwhile, Higher education Standards set by each tertiary institution consist of several standards in the academic and non-academic fields that go beyond the national standard. Higher Education as a standard set by the Government has been stipulated in Regulation of higher education Number No. 44 of 2015 concerning National standard. Higher Education

Regulation of higher education Number 62 of 2016 concerning the Higher Education quality assurance system which states 3 (three) quality assurance systems consist of 1) Internal Quality Assurance System which includes planning, implementation, evaluation, control, and improvement. 2) External Quality Assurance System 3) Higher Education Database. So that it is necessary to manage the internal quality assurance system in developing a tertiary institution in achieving accreditation standardization, it needs an internal quality assurance system pattern based on the Permenristekdikti Internal Quality Assurance System which includes the following: Planning, Implementation, Evaluation, Control, and Improvement.

#### RESEARCH METHODS

This study uses a qualitative approach to the type. Data collection techniques are carried out through (1) in-depth interviews, (2) participant observation, (3) photography, and (4) documentation. D

ata were analyzed using Miles and Huberman (1994) interactive transformations consisting of data collection, data reduction, data display, and conclusion. Checking the validity of the data is done by testing the credibility, transferability, dependability, and confirmability.

#### RESEARCH FINDINGS AND DISCUSSION

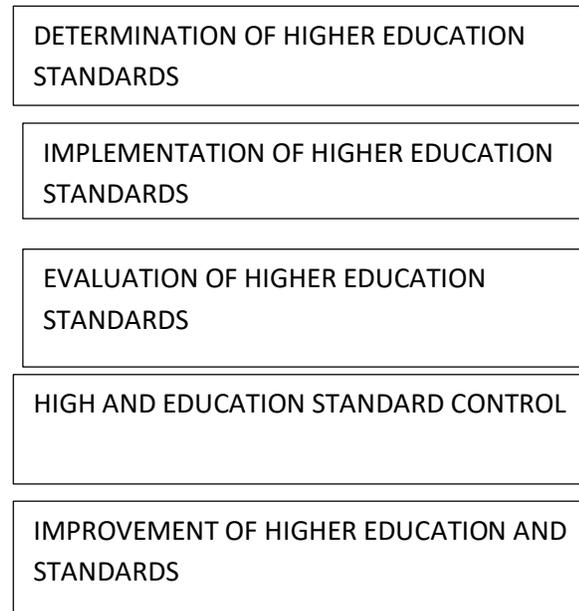
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*Research findings enhancing Oscar Espinoza theory, Luiz Eduardo Gonzales (2013) management models that can be used are plan, do, check, action models that will result in sustainable development*

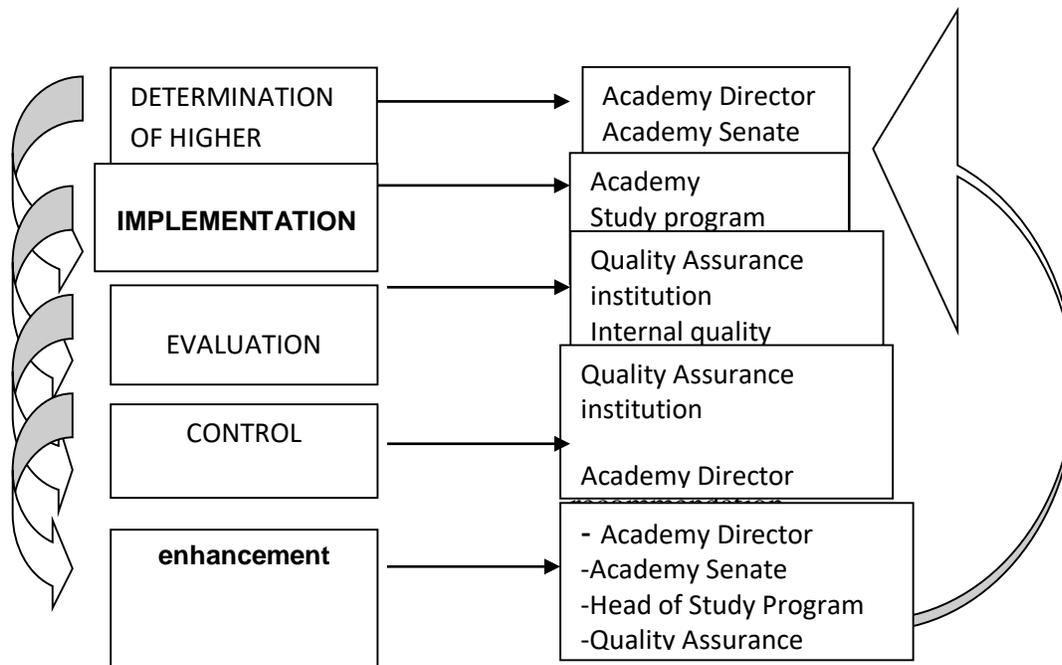
Implementation of Standards in Internal Quality Assurance System consists of a cycle that includes Determination, Implementation, evaluation of implementation, Controlling implementation, and Improvement Standards in Internal Quality Assurance System (Standards) which can be seen in the Figure as follows:





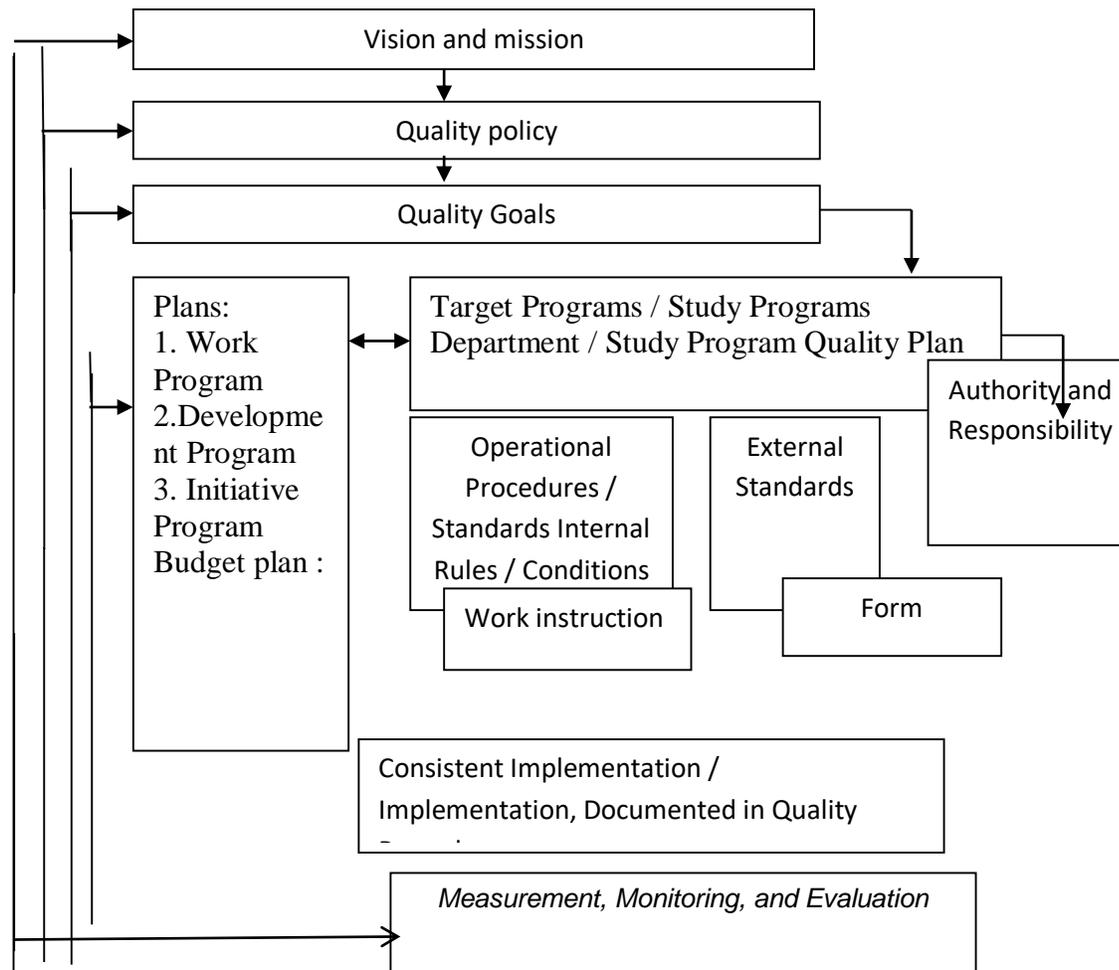
Standard Determination , **implementation,evaluation,control, enhancement**  
Cycle (Permenristekdikti No. 62 of 2016)

This determination, implementation, evaluation, control, and improvement cycle is a step in building a comprehensive internal quality assurance system. The results of research on the realization of the vision and implementation of the mission, as well as the contribution of community service to the development and empowerment of social, economic, and community welfare. In the quality guidelines (Quality Assurance) the implementation of the internal quality assurance system in higher education requires conditions to achieve its objectives, namely: Commitment, Mental Attitude, Organizing. Equalization of vision and perception to the academic community, especially lecturers and education staff, to always plan all work to support the achievement of goals. Planning for this work is very important as a framework for measuring work success, so that continuous quality improvement can be realized. The internal quality assurance system is expected to be able to foster supportive attitudes of all components in higher education towards efforts to guarantee the quality of good tertiary education. However, in implementing quality management systems in educational institutions, the biggest obstacle is not the concepts that will be implemented, because the possibility of concepts can be adopted from other institutions (Yusuf, et al, 2019; Jabarullah et al., 2019; Khan et al., 2019; M Shariff et al., 2020).



#### Findings Midwifery Academy Internal Quality Assurance System in Samarinda

Understanding, commitment, and consistency in the development of study programs to achieve the vision and learning outcomes of graduates and targeted quality with program steps that are planned, effective, and directed. Control is carried out by the Director and the Quality Assurance Agency. While the increase in Directors, Deputy Directors and Assistant Directors, quality assurance agencies, compile programs/activities to determine the implementation of the internal quality assurance system for a certain period (4 years). Based on Law No. 12 of 2012 concerning Higher Education Minister of Research and Technology Regulation No. 44 of 2015 concerning the Higher Education Minister of Research and Technology Regulation No. 62 of 2016 concerning the Higher Education Quality Assurance System of Samarinda Midwifery Academy Standards in 2015 the Internal Quality Assurance System.



### Internal Quality Assurance System Academy Midwifery Model Formulation(2020 Researchers Research Results)

As for the advantages and disadvantages of the quality assurance system formulation model at the Samarinda Midwifery Academy. that is; the Implementasi system following the Higher Education Minister of Research and Technology Regulation. Also based on the National Education Standards. The advantages of this model are; The quality assurance model of the midwifery academy is built from the internal conditions of the midwifery academy through the tracking of Internal Quality Assurance System midwifery academy documents based on the findings of the auditor team regarding the obstacles and solutions of the Internal Quality Assurance System model. higher education and other users. The midwifery academy quality assurance model starts from growing quality commitments at the midwifery academy level. This pattern is following the character of midwifery academy educational institutions that prioritize tangible service standards, responsiveness, reliability, assurance, empathy. While the lack of this model depends on the level of commitment of the leader, so long as the

leader does not initiate quality assurance, the implementation of quality assurance becomes difficult to realize in the process of higher education management carried out by Internal Quality Assurance System institutions not only done for 1 or 2 years but to maintain the quality of education is carried out continuously.

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## CONCLUSION

1. Implementation of the Internal Quality Assurance System at Samarinda's Three Midwifery Academies.

a. The implementation of the Internal Quality Assurance System at the Husada Bunga Midwifery Academy has been carried out, but it is limited to the minimum standard in the aspect of evaluating the results of the implementation of internal quality assurance in the management program unit.

b. The implementation of Internal Quality Assurance System at the Mutiara Mahakam Midwifery Academy has been carried out, but it is still limited to the minimum standard in the aspect of the follow-up assessment of the results of monitoring and evaluation of the implementation of the learning process in the study program in the learning management standard, not equipped with standard operating procedures for monitoring and evaluation of study programs per semester. Outcomes have not been able to show the documents of graduate competency standards, document evaluation guidelines, and monitoring student learning loads.

c. The implementation of the Internal Quality Assurance System Poltekkes Kemenkes Kaltim has been running optimally and has overriding aspects of the quality assessment of the Semester Learning Plan and document support with depth and breadth following the learning achievements of graduates in the study program. Exceeding the standard learning process has standard operating procedures for the preparation, standard operational procedures, preparation of semester learning plans, standard operational procedures for preparing class

schedules, achievement outcomes can show Semester Learning Plan documents, documents for teaching programs, lecture schedule documents.

## 2. Internal Quality Assurance System Model in Three Samarinda Midwifery Academies.

The model used refers to the Higher Education Minister of Research and Technology Regulation. No. 62 of 2016 and No. 44 of 2015, has implemented using the Determination, implementation, evaluation of the control and improvement, the system which includes the determination of the implementation of the evaluation of the control and improvement of the Directorate of Higher Education standards, but not yet optimal because it does not carry out corrective actions so a new Semester Learning Plan model needs to improve the implementation of Semester Learning Plan up to the corrective action stage. The following is an image of the Internal Quality Assurance System formulation model:

Barriers to the internal quality assurance system at Samarinda Midwifery



Academy. Factors that inhibit Internal Quality Assurance System at the Samarinda Midwifery Academy.

- a. The management standard is not optimal because the operational standard of the Internal Quality Audit Follow-up Plan procedure for outcomes and achievements has not been implemented in the form of an incomplete follow-up Plan Document.
- b. The learning process standard in the study program in the learning management standard is not equipped with Operational standard procedure Monev of study program learning process per semester to meet the outcomes of achievement has not been able to show a document of graduate competency standards, documents evaluation guidelines and monitoring student learning load.

c. The learning process standard has standard operational procedures, preparation of the semester learning plan, Operational standard procedure for the compilation of lesson plans, Operational standard procedure for arranging lecture schedules, achievement outcomes can show Semester learning plan documents, Learning unit documents, lecture schedule documents but are still implemented corrective actions.

## **SUGGESTION**

1. Implementation of the Internal Quality Assurance System at Samarinda's Three Midwifery Academies.

a. The implementation of the Internal Quality Assurance System at the Bunga Husada Academy of Midwifery, in the standard of Operational standard procedure, management Follow-up Plan for Internal Quality Audit Outcomes and outcomes have not been implemented in the form of a document Follow-up Plan must be made and implemented.

b. The implementation of Internal Quality Assurance System in the Mutiara Mahakam Midwifery Academy in the aspect of the follow-up evaluation of the results of monitoring and evaluation of the learning process implementation in the study program in the learning management standard must make and implement s of the study program learning process per semester to meet the outcomes of achievement has not been able t Operational standard procedure o show competency standard documents graduates, document evaluation guidelines and monitoring student learning loads.

c. Implementation of Internal Quality Assurance System Poltekkes Kemenkes Kaltim Excess in the standard of the learning process already has Operational standard procedure for the preparation of Semester learning plan, Operational standard procedure for the compilation of Semester learning plan, Operational standard procedure for arranging lecture schedules, achievement outcomes can show RPS documents, lecture document documents required continuous improvement to improve academic quality.

2. Implementation Model of the Internal Quality Assurance System in Samarinda's Three Midwifery Academies.

The Internal Quality Assurance System model has been implemented according to the Directorate of Higher Education standards but is not yet optimal due to not carrying out corrective actions so a new Internal Quality Assurance System model needs to be perfected to implement the Internal Quality Assurance System up to the corrective action stage.

3. Inhibiting Factors and Solutions to the Internal Quality Assurance System at Samarinda's Three Midwifery Academies.

The inhibiting factors for the implementation of the Internal Quality Assurance System are management standards, learning process standards, so it needs to be followed up on improvements to complete the manual document, Operational standard procedure in the Internal Quality Assurance System implementation.

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