

Benchmarking for improving the quality of quality assurance institutions (LPM) in managing quality standards tri dharma of higher education

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ABSTRACT

The aim of this research is to improve the quality of quality standards, especially in the field of the Tri Dharma of Higher Education through the Benchmarking program. The research method used was a qualitative method with data analysis techniques using PDCA analysis. The research informant was BPM UNISMA. The data collection techniques used were observation, interviews and discussions. The results of this research are that by using PDCA analysis, the results obtained are first, the formation of the organizational structure of GPM at the faculty level and UPM at the study program level, second, the involvement of GPM and UPM in conducting Internal Quality Audits (AMI), and third, the scheduling of RTM at the faculty and university level, so that it is hoped that this research can help improve university quality standards, especially in the Tri Dharma of Higher Education field.

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1. Introduction

The administration of higher education needs special attention, because it can improve the overall quality of human resources for national development purposes (Suryatmojo & Fitriyani, 2023). In a university, the top level organizational structure needs to know whether campus activities are running according to the target and vision and mission of the university. Because management has to work hard, top level management has to plan activities according to targets, while middle and lower level management have to carry out activities that have been planned (Vikasari & Rahadi, 2018). Higher education is said to be of quality if it can produce graduates who can actively develop their potential and produce knowledge and insight that is useful for society, the nation and the state. In RI Law No. 12 of 2012 explaining the importance of a quality education system, the government supports the implementation of a quality assurance system for higher education institutions. (Trisniarti et al., 2022).

Universities are often compared within one city or district. Society also has considerations in determining educational institutions, namely those that can realize the values, social status and ideals of society (Kurniawan, 2020). In the process of comparing, universities can carry out benchmarking, where universities can build competence in achieving competitive advantage by creating various innovations to prepare to face future changes (Baali et al., 2023). Benchmarking can be a way for universities to find the key or secret to success, after which the university adapts and improves the system so that it can be applied to that university (Suluri, 2019).

The quality of higher education in Indonesia is currently still relatively low, as can be seen from the results of campus accreditation, both through universities and study programs, where of the 4,472 universities in Indonesia, only 50 campuses have A accreditation, while only 2,512 for study programs, thus showing that universities in Indonesia must rise and improve in improving their quality (Arifudin, 2019). Problems with the quality of education in Indonesia are faced with various challenges, namely internal and external challenges. In terms of internal challenges, for example, there are problems with gaps in the quality of lecturers, limited budgets, uneven quality of infrastructure, poor learning processes, and the quality of graduates which is still not in line with market needs, as well as external aspects, for example in people's lifestyles (Fitriani & Kemenuh, 2021). One of the efforts that an agency can make to solve quality problems is to improve the quality of its quality standards, so that it is hoped that it can meet the desired targets (Fitriyani, 2019). If quality standards are implemented, the quality of the institution will also improve, thereby increasing the university's reputation. The impact of all this is that universities will become increasingly well known and give people trust, because they have more value in the eyes of society (Sudirjo et al., 2023). In order for institutional quality in managing quality standards to be realized, a team that is solid, effective and has good cooperation is needed to support the achievement of optimal performance, so a strong commitment is needed from the institution to achieve good quality standards. (Fitriyani et al., 2023).

The problematic phenomenon that occurs is that the Quality Assurance Institute (LPM) at Mayjen Sungkono University, Mojokerto, only became active in 2021 when the new management was replaced, consisting of the LPM chairman, LPM secretary, Head of the LPM SPMI and SPME Division, and Head of the LPM Learning Resources and Data Center Division, where everyone is a new person who has no experience in the field of quality assurance. In Minister of Education and Culture Regulation no. 3 of 2020 concerning the Tridharma Standards for Higher Education, LPM is required to manage quality standards, which in managing each university must have its own style in managing them. Therefore, in order to be able to manage quality standards well, LPM requires benchmarking to private universities that have higher accreditation scores than Mayjen Sungkono University.

In research conducted by (Ardiyani, 2021) explained that Benchmarking was carried out between the State University of Malang and PPP4TK German to improve the competency of graduates so that they could comply with university standards and the needs of society during the industrial revolution 4.0. On research (Sumarto & Harahap, 2020) stated that Benchmarking was carried out to increase knowledge about processes and practices in work, apart from that, it could be a motivation for madrasahs in Jambi City to increase their productivity. Research conducted by (Kaolan, 2017) also explained that Benchmarking can be used to improve quality in the internal quality assurance system which includes standard setting, quality mapping, quality evaluation or audit, quality control and quality improvement (PPEPP).

The research contribution in this research is that Quality Assurance Institutions (LPM) can compare, study the best experiences, and improve their performance, because quality standards at UNISMA can be studied, analyzed and adopted at UNIMAS. Meanwhile, for the author, the author can add insight regarding the importance of benchmarking for an institution. In line with research (Hakim et al., 2021) that benchmarking is a good tool for improving an agency. Because the process can always provide good practices to learn and adopt.

The urgency of this benchmarking research is that Mayjen Sungkono University can make changes first in setting more realistic work targets, because the credibility of the university can be seen from how big the targets are achieved. Second, increasing quality standards is also one of the reasons for the need to carry out benchmarking because in the implementation of PPEPP, points of improvement have not been made at Mayjen Sungkono University. The aim of this research is to improve the quality of the Quality Assurance Institution in managing the quality standards of Mayjen Sungkono University, Mojokerto, especially in the field of the Tri Dharma of Higher Education, so with this research it is hoped that the Quality Assurance Institution can have a benchmark for the quality policy that has been established and implemented by the university.

2. Research Method

This research was carried out by conducting benchmarking in the Umar Khatab Building, 3rd Floor, Quality Assurance Agency Room (BPM), Islamic University of Malang on September 18 2023. This research method is a qualitative method with a field study approach, according to (Fitriyani et al., 2021) that an exploratory field approach study is carried out by exploring problems in the field and explaining the picture of the

problem in depth. The type of data used is descriptive qualitative which describes or depicts existing phenomena. The results of the research are in the form of benchmarking or comparative studies by sharing experiences between 4 people from the Quality Assurance Institution (LPM) of Mayjen Sungkono University and 3 people from the Quality Assurance Agency (BPM) of the Islamic University of Malang.

The source of research data is the Quality Assurance Agency (BPM) team which acts as a resource for Sharing Experience and discussions regarding quality standards, obstacles, implementation, and relationships with the Quality Assurance Group (GPM) and Quality Assurance Unit (UPM). In carrying out benchmarking there are steps as stated by (Baali et al., 2023) that the benchmarking steps in Shewhart's rules, commonly known as the Deming cycle, can be carried out with 4 components sequentially, namely Plan, Do, Check, Act, or it can also be called PDCA. PDCA analysis is used to find out and determine the root of the problem, so that a solution to the problem can be found. The research flow diagram can be seen in Figure 1 flow diagram.

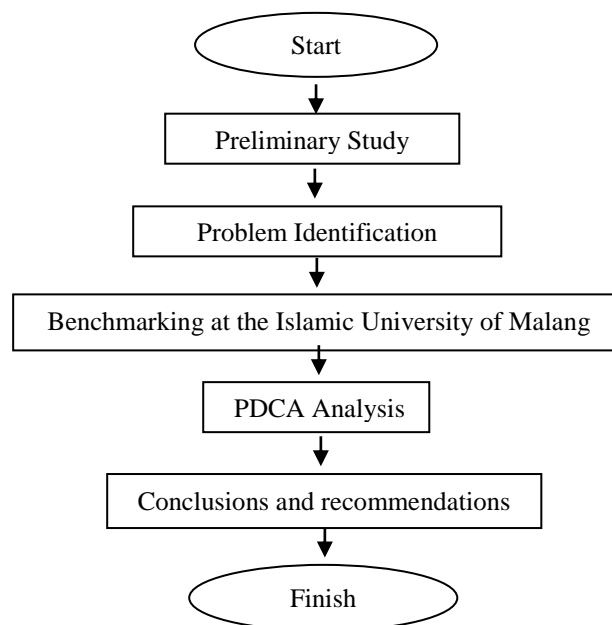


Figure 1. Flow Chart Diagram
Source: Processed Data (2023)

The data analysis process is carried out using the PDCA model process, the aim of which is to support corrective action with 4 stages, the first stage is a plan to analyze the plans and formulation of appropriate quality standards at the university. The second stage was carried out, which analyzed the benchmarking of LPM Unimas to BPM Unisma. Third, the analysis check stage where the data is carried out by identifying what data can be followed and applied by Mayjen Sungkono University. And fourth, the action stage where data regarding analysis of the development and application of benchmarking results at Mayjen Sungkono University.

3. Results And Discussions

The results of the research using descriptive analysis explain that the Quality Assurance Institute (LPM) of Mayjen Sungkono University is the SAKTI guarantee of campus quality as per the campus slogan, namely Solid, Accountable, Creative, Transparent and Innovative. Higher education quality assurance has the responsibility to establish and fulfill quality standards consistently and sustainably, so that stakeholders or students, lecturers, teaching staff, parents, government, the world of work, and other interested parties can feel satisfaction with the University. From there it can be seen that the role of management in making the benchmarking program a success is very important, by harmonizing opinions (Suluri, 2019) that if top management does not support, then benchmarking cannot be carried out, so management support needs to be carried out, this can start from commitment to change, meaning a commitment made seriously in achieving

change, funding means funds spent to support the benchmarking process, sources power means human resources assigned by the university are available, transmission means the results of benchmarking can be disclosed to the authorities, and management involvement must be active to support the benchmarking process. It is necessary to carry out benchmarking activities as an effort to improve the quality of the university so that the running of the university becomes better. It is hoped that the success of the Quality Assurance Institute team in conducting benchmarking can become a benchmark for Mayjen Sungkono University to improve quality standards, especially in terms of the Tri Dharma of Higher Education.

This benchmarking includes quality improvement efforts in accordance with the Determination, Implementation, Evaluation, Control and Improvement (PPEPP) cycle in the Improvement section referring to the SNI DIKTI PPEPP. Internal support from the Mayjen Sungkono University campus and the Mayjen Sungkono Mojokerto Education and Social Foundation (YPS-MSM) as well as external parties from the Quality Assurance Agency (BPM) of the Islamic University of Malang are strengths and opportunities for LPM UNIMAS. The PPEPP cycle is depicted in figure 2 below,

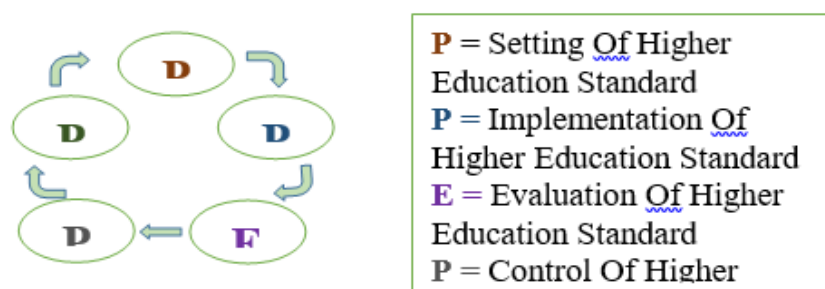


Figure 2. PPEPP cycle of quality standards from dikti
Source: Processed Data (2023)

For an explanation of each cycle, among others (Karisma & Nadziroh, 2023): Determination (P) of Higher Education Standards: The first stage of the PPEPP cycle is the establishment of Higher Education standards. At this stage, universities must set standards that are in accordance with the provisions set by the Ministry of Education and Culture. This standard must cover all aspects related to quality management systems and food safety in higher education. Implementation (P) of Higher Education Standards: The second stage of the PPEPP cycle is the implementation of Higher Education standards. At this stage, universities must implement the standards that have been set well and in accordance with the provisions set by the Ministry of Education and Culture. Evaluation (E) of the implementation of Higher Education Standards: The third stage of the PPEPP cycle is the evaluation of the implementation of Higher Education standards. At this stage, universities must evaluate their performance in implementing the standards that have been set. This evaluation must be carried out periodically and in a structured manner. Control (P) implementation of Higher Education Standards: The fourth stage of the PPEPP cycle is controlling the implementation of the standards that have been set. This is done so that universities can ensure that the standards that have been set can be implemented consistently and continuously. Improvement (P) of Higher Education Standards: The fifth and final stage of the PPEPP cycle is the improvement of Higher Education standards. At this stage, universities must continuously improve the standards that have been set. This is done so that universities can continue to improve their performance and achieve the goals set by the Ministry of Education and Culture.

The findings in this research are that Major General Major General Sungkono University, Mojokerto, in implementing SPMI is not yet fully in accordance with the PPEPP format even though it already has standards and a strategic plan. The evaluation is carried out using the AMI application, but AMI auditors are only from university level quality assurance institutions (LPM), because they do not yet have faculty and study program level quality assurance institutions. The implementation of the tri dharma of higher education is also based on work instructions. Apart from that, improvements to PPEPP have not been implemented. Mayjen Sungkono University hopes that in the future it can implement PPEPP well starting from applying standards, a competent AMI implementation team, implementing RTM to improve last year's standards, and improving PPEPP for example by conducting benchmarking. According to the statement (Arifudin, 2019) that the internal quality assurance system in universities must be prepared based on PPEPP, because this standard has been established by the Directorate of Higher Education as a reference for

universities in implementing quality standards. (Siswanto & Silitonga, 2023) adding that in controlling and administering higher education, SPMI in tertiary institutions must be planned continuously, increasing quality standards must be balanced with human resource capabilities, for example by benchmarking, so that improvements in PPEPP can be achieved properly.

Benchmarking from Mayjen Sungkono University Mojokerto to the Islamic University of Malang

Mayjen Sungkono University is one of the private universities in Mojokerto, but in managing quality standards, such as the Tri Dharma Higher Education standards, it is still considered lacking. There are still many other private universities that have achievements, such as the Islamic University of Malang which has very good achievements, especially since this university already has international collaborations in the fields of education, research and community service. The results of the evaluation carried out during the Internal Quality Audit (AMI) and External Quality Audit (AME) show that recommendations are needed to improve quality standards, namely by conducting benchmarking. Like research conducted by (Kaolan, 2017) that in benchmarking, universities can learn practices starting from the problem, the root of the problem to the solution by the target university. So that the benchmarking process can produce recommendations and improvements to quality standards that can be implemented by universities. The benchmarking activities can be seen as in Figure 3 below,



Figure 3. Benchmarking LPM Unimas to BPM Unisma
Source: Processed Data (2023)

From Figure 3 above, you can see a group photo before the benchmarking activity was carried out. Next is the presentation of material from Mrs. Dr. Ir. Mahayu Woro Lestari, MP as chairman of BPM UNISMA. She said that the initial formation of this quality assurance institution was called the Quality Assurance Center or PPM in 2015, while in 2019, when the management was changed, led by Mrs. Woro, the institution changed its name to the Quality Assurance Agency or BPM. Quality assurance institutions have levels where BPM is quality assurance at university level, UPM at faculty level, and GPM at study program level. In implementing Quality Standards, especially the Tri Dharma of Higher Education, BPM collaborates with UPM, Faculties and LPPM. BPM carries out an Internal Quality Audit (AMI) which is carried out routinely once a year at the end of even-numbered lectures. And the materials audited are related to the Tri Dharma of Higher Education, such as education, research and community service. Meanwhile, outside of that, such as HR, Technology and infrastructure are not audited by BPM but rather SPI or Internal Supervisory Unit. Learning monitoring and evaluation activities are carried out by UPM and GPM, so that BPM collaborates with GPM and UPM to monitor learning activities. In encouraging lecturers' motivation to carry out research and community service, BPM also provides rewards through UNISMA reward activities. The criteria are lecturers with the most journals, study programs with the best performance, and exemplary lecturers with the most achievements. So that rewards can encourage lecturers to improve their performance. As stated by (Rahmawati et al., 2023) that employees need motivation to complete a task, so that to inspire and inspire employees to complete tasks that are their responsibility, rewards are needed as motivation. (Kaolan, 2017) Adding that this benchmarking is carried out to increase the achievement of standards above the SNP, so that it is hoped that it can raise other standards in order to achieve university quality, so that benchmarking provides benefits in finding techniques for improving internal processes, adjustments and improvements so that they can be applied to universities that carry out benchmarking.

PDCA Analysis

The PDCA process was carried out by the Quality Assurance Institute team at Mayjen Sungkono University with the Plan, Do, Check and Action stages as depicted in Figure 4 below,

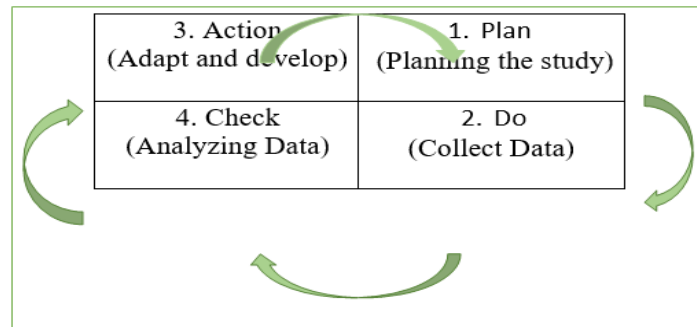


Figure 4. Process model benchmarking
Source: *Processed Data (2023)*

From Figure 4 above, it can be seen that the PDCA process starts from Plan, namely planning the study, Do, namely collecting data, Check, namely analyzing data, and Act, namely adapting and developing. At the plan stage, the Quality Assurance Institute team prepares and formulates appropriate quality standards, because every university needs a strategy in developing goals, vision and mission, targets, methods, programs and activities to achieve these goals both in the long and short term. Therefore, the Quality Assurance Institute team must plan to make a SWOT analysis to find out strengths, weaknesses, opportunities and challenges, so that all resources need to support the implementation of university quality standards so that they meet expectations. As stated by (Pratiwi et al., 2023) that resource involvement needs to participate actively in supporting the work program that has been launched by the university so that the expected success can be achieved. In line with the statement (Imansyah et al., 2023) that employee involvement can support work performance which in terms of quality and quantity must be achieved by employees who are responsible for the tasks assigned. Apart from that, the LPM team also made preparations for benchmarking, starting from looking for campuses that met the criteria of private campuses, had A accreditation and had implemented quality standards well. Finally, the Islamic University of Malang (UNISMA) was chosen because it had these criteria.

In the do stage, the UNIMAS LPM Team carried out benchmarking by conducting direct visits and direct exchanges, meaning that the UNIMAS LPM Team visited the UNISMA BPM location by conducting interviews and exchanging information. In line with the statement (Wince, 2018) that benchmarking can be carried out by means of in-house research, research with third parties, direct exchanges and direct visits, with the hope that agencies can find ideas and learn, as well as improve capabilities and development.

At the check stage, the Unimas LPM team carried out data analysis to identify and select what data could be followed or not. The data was obtained during the benchmarking implementation. The data that can be adapted by LPM UNIMAS include first, the quality assurance organizational structure, where quality assurance at UNISMA has institutions that are not only at the University, but also at quality assurance institutions at the Faculty and Study Program level. secondly, the quality standard evaluation implementation program is carried out with an Internal Quality Audit, where the audit is not only carried out by BPM at the University level, but also cross-implementation of BPM at the faculty and study program levels. Third, management review meetings (RTM) are held at faculties and universities. The results of the RTM are used as a basis for preparing a work program for 1 year. In line with research (Wince, 2018) that analysis is used to identify similarities and differences, as well as select comparison results, which can be adapted by the agency.

At the Act stage, the Unimas LPM team adapts and develops the data that has been analyzed. What LPM UNIMAS did in applying the data was, first, LPM UNIMAS proposed the formation of a Quality Assurance Group (GPM) at the faculty level and a Quality Assurance Unit (UPM) at the study program level. Second, evaluating quality standards using Internal Quality Audit (AMI) involves inviting GPM and UPM. Third, the implementation of RTM is scheduled twice, namely at faculties and universities. Like research by

(Wince, 2018) explained that at the implementation stage, agencies must be focused and performance-oriented and have realistic targets oriented towards improving the quality of university quality standards.

4. Conclusion

The conclusion of this research is that benchmarking was carried out to improve the quality standards of the Mayjen Sungkono Mojokerto university, especially in the field of the Tri Dharma of Higher Education. By using PDCA analysis, 3 programs can be implemented, namely first, the formation of the organizational structure of GPM at the faculty level and UPM at the study program level, second, the involvement of GPM and UPM in conducting Internal Quality Audits (AMI), and third, scheduling RTM at the faculty and university level.

The limitation of the research is that the UNISMA benchmarking results need to be adjusted to the conditions and characteristics of the UNIMAS campus. Some of the things that have been implemented have been implemented in the implementation (actions) and reporting of PPEPP uploaded to the spmi.kemdikbud.go.id page. Most of the assessment results and suggestions from regional facilitators are valid, but there are still some that are not valid and need improvement.

The contribution or impact of activities for Mayjen Sungkono University is a benchmarking point that influences institutional accreditation in terms of improving quality. The contribution to the institution is increasing human resources related to PPEPP quality assurance from each LPM UNIMAS member. On the other hand, BPM UNISMA got a new partner for collaboration.

Suggestions that can be conveyed by the author are first, LPM together with the academic community is committed to achieving educational quality, second, LPM must involve stakeholders in improving the quality of universities. Third, there is a need to provide rewards, so that the residents of Mayjen Sungkono University are motivated to support the implementation of the University's quality standards in the field of the Tri Dharma of Higher Education.

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