

Management Of Quality Assurance Of Higher Education Based On Self Evaluation

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ABSTRACT: Quality assurance of higher education is an important issue that is being discussed, even become the main agenda in accreditation, so it needs to be managed with the best. This study aims to analyze and describe the quality assurance management of higher education based on self-evaluation at private universities in the city of Bandung. This study uses qualitative approach with descriptive method. The results of this study can be concluded that the management of quality assurance of higher education based on self-evaluation at private universities in Bandung, both related to the policy and quality assurance program has resulted in continuous improvement. This is embodied in the annual report on self-evaluation as the basis for the development of strategic plans, operational plans, development master plans, budget plans and annual work plans; but not yet a unified whole. It is therefore recommended to various parties, among others for private universities, to use the system approach as a basis for thinking, how to manage, and how to analyze the life of the institution as a whole.

KEYWORDS: Quality Assurance, Higher Education, Self Evaluation.

Date of Submission: 13-07-2017

Date of acceptance: 28-07-2017

I. INTRODUCTION

Background

Dynamics of the change of the times accompanied by the development of science and technology, have led to various changes on all aspects of human life, including education. Education is in charge of preparing the human resources (HR) quality, environmentally savvy, global in perspective of intellectual as well as emotional, and spirited entrepreneurship as well as militant zeal. Dimension of education is the Foundation and the main line of the formation of human resources in determining the development of a nation. Education will also bring forth intellectual capital and capital technologies (technological capital) that are indispensable in building a knowledge-based society.

Dynamics of changes of the era, with the development of science and technology that brings – as well as various changes to all aspects of human life. The needs for human resources (HR) are insightful, intelligent global in perspective of intellectual as well as emotional, and spirited *entrepreneurship* as well as militants have become increasingly crucial and urgent. Dimension of education is the Foundation and the main line of the formation of HUMAN RESOURCES in determining the development of a nation. Aspects of education will also bring forth intellectual capital (*intellectual capital*) and capital technologies (*technological capital*) which is indispensable in order to build a knowledge-based society (*knowledge based society*).

Construction of education that have been conducted since Indonesian independence has been pretty awesome results so that the quality of human resources in General Indonesia is much better. Build human resource competitiveness of high-power, insightful IPTEKS, as well as moral and cultured is not a job. This is due to the educational world we still face various internal problems are pretty basic and complex in nature. We still face a number of problems which is a chain of basic education level to start higher education.

Higher education has a strategic function in human culture and civilization, i.e. as a center of culture, science and technology development, as well as a moral force in society. Higher education became the impulse (*driving force*) that dynamic in the process of modernization, as well as linking the current situation with the future, and strive towards the direction of invention modernization construction of future society. Such circumstances can only be realized if higher education is managed well and healthy. Therefore, institutions of higher education providers are required to be able to manifest public accountability, has a social responsibility, and to maintain and continually improve the quality of education in accordance with his field.

Philosophically, the existence of a good higher education run by the Government or the Community (private) aims to improve the quality of human resources as the goal of macro-education expressed by regional strength (2009:3) is as follows.

Education as character formation, skills training, inculcation of moral values and religious teachings, the formation of the consciousness of the nation, raised the social status and tools to master the technology and provide color for an increase in faith and piety (imtak) in an attempt to compensate for the advancement of science and technology (science and technology) today. The balance between imtak with science and technology expected to produce scholars who have a sense of responsibility to the world and the hereafter.

Thus, the College is required to be able to give birth to the output quality with the integration of cognitive, affective and psychomotor, due to advances in science are released from religious or otherwise does not provide the perfect results. As assumed by Einstein in the famous utterance "science without religion is blind, religion without science is lame" (science without religion is blind, whereas religion without science would be lame). Thus, it is not at the level again in the College at present only refers to the development of theoretical science course. More than that, the development of science and technology is also a part that should be improved in the present context, to face the global challenges.

Guarantee the quality of higher education is the demands and needs of the community who may not be negotiable any longer. Education is not only working to improve science knowledge, but can also produce the scientists and scholars who have faith, devotion, and personality. The requirement to bring the College has international quality standard is an urgent necessity. Therefore, the organizer of the College need to be carefully formulated the vision, mission, organization and governance statutes, work, plan strategy, in order to maintain and improve the quality of graduates. The relevance of the graduates and the quality of education is a question of the needs of the present and the future, and should be viewed as a national issue. With respect to the education system, Umaedi (2005:2) revealed that.

Indonesia's education system is likely to be seen more oriented and focused on education and the process. Educational input such as infrastructure, and the curriculum along with the process, it is very important for a person's success in learning, but it is not just enough. Therefore to improve the situation of the above, the education system in Indonesia now have to start focused on quality control the quality of graduates.

The results of research conducted by Buchori (2002) shows that the management of the College faced with the challenges of a changing environment quickly that requires strategies and approaches that correspond to the performance of his organization. The statement in line with the statement of ' Uthman (2011) which States that the requirement for colleges to have a healthy organization is is one of the strategic points in HELTS (*Higher Education Long Terms Strategy*) 2003 – 2010, where "a continuous quality improvement should become its primary concern." *Only organizations or units of education that healthier people who can provide good services for the occurrence of "a continuous quality improvement"*.

In addition to the accreditation status, the quality of higher education can be determined through the quality assurance activities (*quality assurance*) conducted by the College in question. This activity is known as the internal quality assurance of higher education (PMI-PT). To be able to carry out quality assurance education are certainly the main capital is the desire and commitment to implement them. In an attempt to carry out this is the need for a good system so that quality assurance can run properly. This system should be based on the idea that true will be quality assurance concepts and theory itself, so that any form of footing will lead to the correct mindset based on academic studies.

In order to improve the quality of higher education quality guarantee the effort required on an ongoing basis that manifested in the activities of the Tri Dharma Universities and has a value added (*added values*) for the community, the nation and the State. Colleges that rely solely on funds from the community will be constrained when faced with the lack of number of students that have an impact upon funding and facilities and associated costs. Therefore, the researchers noticed that internal quality assurance systems based on the self-evaluation PTS in West Java region needs to be examined carefully and meticulously.

II. REVIEW OF THE LITERATURE

The Theory Of Service Quality

In this study, researchers base their improved quality management based on the theory of self-evaluation of quality expressed by a. Parasuraman, Zeithaml, Valarie a. and Leonard I. Berry (1988) in a scientific article entitled, *SERVQUAL: A Multiple-Item Scale for Measuring Consumer Perceptions of Service Quality*. They emphasize the existence of a common phenomenon that the achievement of quality in terms of products and services occupy a central position. The quality of these services for those not yet well defined.

The quality of the service, according to them, is a comparison between the hope (*Expectation*) and performance (*Performance*). By quoting Lewis and Booms (1985), they state that *service quality* (quality of service) is a measure of how well a service encounter compatibility with customer expectations. Organizing service quality means doing the compromise with the expectation of its customers with consistent Ordinances. *Perceived Service Quality* (the quality of service received) revolves around the quality of an ideal continuum up to the quality that cannot be accepted, in which points along the continuum represents the quality of satisfaction.

Positioning customer perception on the quality of service on a continuum depending on the nature of the gap between the *Expected Service* (ES) and *Perceived Service* (PS).

The Quality Perspective

More on this research, researchers basing concept of improved quality management based on the theory of self-evaluation of quality expressed by some experts in the field of management in the sphere of education. Based on the definition of quality developed by the Sallis (2002), the theory of quality made a major foothold in this research is the theory of *The Four Quality Imperatives* raised by Sallis (2002) with regard to the reflection of the complex environment in which an institution of higher education operate. The theory focuses on the perspective of value into power supporters as well as motivation in an attempt to guarantee the quality of higher education. As for the perspective of the keterdesakan referred to in the theory is, 1) *Moral Imperative* (Keterdesakan Morals); 2) *Professional Imperative* (Keterdesakan Professionals); 3) *Competitive Imperative* (Keterdesakan Competitive); and 4) *Accountability Imperative* (Keterdesakan Accountability) (Sallis, 2002:3-5).

Users and clients of the Ministry of education services (students, parents and the community) deserve the best quality of service. It was the Foundation of the highest moral education and only a little discussion of the various areas of education that States that it is not part of the servant of the educational services. It is the duty of the Manager and professional services in the field of education to have a concern in giving the opportunity of pursuing an education is the best. As expressed by Burnham (2001) that conceptualizing a situation related to integrated quality acceptable and feasible for the education of children.

Evaluation Theory

Several theories about the evaluation of some experts in principle complementary between one another. Therefore, it is necessary the evaluation concerns the theory presented an evaluation of the program, the type of evaluation program, evaluation of the quality of higher education institutions, self-evaluation, evaluation models, components, and indicators. Evaluation according to Stufflebeam (1985:69) is "*the process for determining the degree to which these changes in behavior are actually taking place.*" Constitute the evaluation is the process of determining the degree of change in behaviour occurs.

In order to assess and provide quality assurance of higher education institutions (*quality assessment and assurance*), self evaluation which is the internal evaluation of higher education institutions is the first step that the results can be used for various intentions. The results of self-evaluation can be used to update the database of institutions of higher education in the form of a comprehensive profile, planning, strategy development and improvement of higher education on an ongoing basis, internal quality assurance of higher education institutions, and to prepare the external evaluation or accreditation.

Spencer (2007) says that the self evaluation is an evaluation that was conducted by their home institution, to collect data, data analysis, and interpretation of the results used for the planning, development, improvement and/or improvements to the institutions. In terms of timing, the evaluation can be done along with the stages of the program will be evaluated, including: (1) in the early stages for planning was done with the *input of evaluation, SWOT Analysis, or Needs Assessment*; (2) at this stage of the implementation of the program conducted the evaluation process or *formative evaluation*; (3) the results of the performed assessment or *summative evaluation*; (4) and policy impacts are evaluated by an evaluation of the impact, follow-up evaluation or *follow-up evaluation*.

Implementation of the Self-evaluation, Karpagam (2007:3), referring to the four principles, namely: implementation-oriented goals, referring to success criteria, benefits, and basic objective.

- a. Goal-oriented; Self evaluation should be carried out in reference to the objectives to be achieved. The results of the self-evaluation is used as material for the improvement or enhancement of the formative evaluation of the program on and make jastifikasi and accountability on evaluation summative;
- b. Referring to the success criteria; Self-evaluation carried out referring to the program's success criteria that have been set previously. Determination of success criteria conducted jointly between the evaluators, the sponsors, the commissioning program (leadership and staff), users (consumers), graduate of related agencies (where participants work).
- c. Basic benefits; Self-evaluation was supposed to be carried out with a clear benefit, in the form of suggestions, feedback or recommendations for improvements to the programme being evaluated or similar programs in the future.
- d. Objective; Self evaluation should be carried out objectively. Self evaluation personnel should act objectively, i.e., reporting his findings.

Based on the theory of the evaluation, self evaluation of the College is a reflection of what's been done or have for reaching program initiated and to meet the development goals of the institution so that it revealed the

weaknesses and merits. Self-evaluation should be used to know, understand, and realize well the profile of an institution, including the quality, and the conditions of the current institutions to be used as the Foundation of determination of the desired future condition, especially in meeting the expectations and demands of *stakeholders*.

III. RESEARCH METHODOLOGY

This study used a qualitative approach with descriptive method. The data were collected using deep-interviews, documentary studies, and the participant observation. The interview technique was more effective than the written questionnaires because the researcher herself is the research instrument (human instrument) in qualitative research, as Guba (1990) says, that is capable of grasping and evaluating the meaning of that differential interaction. Therefore, this research does not quantify the result of answers by using numbers, but using words.

IV. RESULTS AND DISCUSSION

Quality Policy Of Higher Education

Quality policy (*quality policy*) is the overall intent and direction of a College on the quality of the Organization of education expressed formally and officially by the leadership of the institution. With regard to the purpose and function of the establishment of a quality policy, it is the official statement from top management with regard to the direction and purpose of performance quality (*quality performance*) to be achieved; become a foundation or the reference formulation of quality targets and the development of other quality documents; as well as being a foundation or a reference for all members of the Organization in the exercise of freedom of Association life. As for the quality policy that became a cornerstone in implementation of SPMI-PT-based self-evaluation in principle refers to the vision of the institution, which is a manifestation of the three pillars of the Tridharma Colleges, namely education and teaching the dharma, dharma, dharma and the scientific research community.

Refers to information obtained concerning quality of resource policy that comes from the leadership of the institutions of higher learning, then it could be meant that as an academic community that is based on faith (belief), viewed the need to continually search for and disseminate the truth sought through research and learning in order to enhance human dignity through the development of local advantages to be engaged at the international level.

In order to develop local potential in order to become the pre-eminent on the international level for the sake of improvement of human dignity and the integrity of creation, then the institution is directed to be *research-based university* in the process of learning, knowledge development, and devotion to society, which is recognized both nationally and internationally. This means that the activities and results of research and devotion to society will be the basis for improving the quality in the material and the process of learning.

Refers to information obtained concerning quality of resource policy that comes from the leadership of the institutions of higher learning, then it could be meant that the educational method implemented always gradually changed heading into the learning process-centered on student (learner-centered education), so that students have a proactive attitude and the variety of work in process analytical study. In addition to this, the institution also seeks to provide a variety of educational facilities and infrastructure based on information technology to create an independent and innovative students.

Refers to information obtained concerning quality of resource policy that comes from the leadership of the institutions of higher learning, then it could be meant that the education system can only be said to be successful when the education process gives value and competitive advantage on notable Alumni is the value and competitive advantage of educational institutions. The education system requires the active involvement of the consumer (student) in the process of creation of value (value creation). Therefore, in accordance with the characteristics of a market economy system, the profile of graduate institutions of higher learning must represent a competitive and adaptive competence (*Adaptive & Competitive Competency- ACC*). These competencies are built through the creation of generic competencies values (supporters) in the United Kingdom, the language mastery of information technology & communication (ICT), as well as specific competencies (main).

The necessity of the existence of the involvement of students in the process of creation of the values of the expected competencies, reorient demands of classical learning systems towards a perspective of looking at the subject as a student (*Student Centered Learning*), and *Competence Based Curriculum*. Thus, the central issue the learning process or value creation in the system of education is the formation of a student's competence is the manifestasi of the mastery of the four pillars of education, "*learning to know, to do, to live together & life long learning*", in line with the shift of the universal values of the 21st century which evolved from the concept of economic growth towards the development of humanity. In such context, professional skills

(*hardskills*) and personal skills (*softskills*) are no longer seen as two separate units, but is the unity intact in learning. On the other hand, the development of sectors of employment are already heading towards *ICT-based management system* and globalization with all its aspects will certainly be a factor driving toward demands mastery of ICT in various fields of professions.

Refers to information obtained concerning quality of resource policy that comes from the leadership of the institutions of higher learning, then it could be meant that in an effort to become an international ranking of academic community whose value kesundaan and Islamic, then one of the prerequisites for global quality is this *good university governance* and increased access by institutional *stakeholders* in any place. Then the strategic mission which was seen supporting the achievement of prerequisite is as follows, [1] encourages every work unit to carry out standard operating procedures with the support of information systems; [2] access to information enhances campus life and academic information; [3] encourage this registration system through one door *e-payment* which accompanied by the transparency of the information receiving funds from students; [4] in support of the availability of information for the benefit of quality assurance; [5] as well as supporting the improvement of the quality of learning through *dimanfaatkannyae-learning support*.

Refers to information obtained concerning quality of resource policy emanating from the Region IV Kopertis West Java and Banten, then it could be meant that the quality policy specified in a private higher education institution reflects the seriousness and care managers in an effort to increase PUBLIC and guarantee the quality on an ongoing basis, both with regard to input, process as well as external academic programs, as well as the services provided to the community in accordance with the *dikelolanya* field of study.

A written policy both at the system level or college about the importance of conducting quality assurance, it seems necessary for the consummation quality assurance practice base that exists today. It is also intended to raise awareness about the importance of University quality assurance mechanisms to develop further considering the magnitude of the quality assurance role in improving the quality of both the quality of education as well as the quality of the University as a whole. Further, the policy written about quality assurance can also be used as reference materials to enhance the role of Itjen in order to guarantee the achievement of the quality of a University.

Another context for the importance of a written policy on quality assurance is that quality assurance systems or mechanisms of the University can be viewed as one of the mechanisms to enhance accountability in terms of College operationalisasi College. In the development of policies written about quality assurance in universities, should be identified in detail on who should perform the quality assurance practices. Whether such activities are conducted by the faculty or administrative units or formed special committees, such as the *academic board*, the *education committee*, the *quality assurance committee*, the *committee of associate deans*, *postgraduate* and *scholarship committee*.

Furthermore, any practices that could be developed by a University with respect to the importance of paying attention to economic principles such as efficiency and effectiveness in implementing quality assurance. Then the next factor is the availability of human resources and other facilities also need to be observed in order to guarantee the quality of organizing. Lastly, to whom quality assurance activities that accounted for an important consideration is to avoid the reality of the lack of follow-up after quality assurance was carried out. *Return on quality* also noteworthy given is not wise if quality assurance efforts apparently were not commensurate with the results obtained.

Higher Education Quality Assurance Program

Internal Quality Assurance System (SPMI) is seen as one way to address the issues of higher education in Indonesia. In addition, the SPMI is considered able to answer the challenges faced by higher education. In General, the sense of quality assurance (*quality assurance*) of higher education is the process of the determination and fulfillment of the quality standard of education consistently and sustainably so that customer satisfaction, as well as the process to ensure the quality of graduates in accordance with specified competencies/promised so that quality can be maintained on a consistent basis and improved on an ongoing basis. In other words, the College is said to be certifiable if able to set and realize its vision through the execution of its mission (deductive aspects), as well as being able to meet the needs/satisfies the *stakeholders* (inductive aspect), the needs of the community, the world of work and professional. So, colleges have to plan, execute and control a systematic process that ensures quality achievements.

Refers to information obtained concerning quality assurance program of the interviewees come from elements of the leadership of the institutions of higher learning, then it could be meant that the formulation of various quality assurance programs undertaken should pay attention to the direction and policies of the institution that embodied in the strategic plan and the operational plan of the institution. Thus, the purpose of quality assurance is to maintain and improve the quality of higher education in a sustainable way, which is run internally to realize the vision and mission, as well as to meet the needs of stakeholders through the holding of Tridharma College. It is implemented internally by the PT is concerned, controlled and audited through the

accreditation activities run by the national accreditation agency for higher education (BAN-PT) or other institutions externally. So the obyektifitas assessment of the maintenance and improvement of academic quality on an ongoing basis at a Community College can be realized.

Refers to information obtained concerning quality assurance program of the interviewees come from elements of the leadership of the institutions of higher learning, then it could be meant that the work programme quality assurance system in applying the need to anticipate the issues that include: (1) increased competitiveness; (2) leadership and good governance; (3) optimization of system functions; and (4) the attainment of a global standard. The target of the quality assurance program covers the field of Tridharma (education, research, and community service), human resources, and management system. Quality assurance program arranged by the order of priority in a cycle setting of standards, compliance standards, pengendalian standards, and improved standards on an ongoing basis.

The implementation of the entire quality assurance program is based on the context of the ongoing and continuously adopting model *Kaizen* that implements the PDCA (*Plan-Do-Check-Action*) that preceded with set standards that became the benchmark (*benchmarking*) level University, faculty, Department or program of study. With the determination of this benchmarking quality assurance implementation defined by a cycle of quality assurance activity i.e. starting from the determination of the standard, implementation monitoring, self-evaluation, internal audit, a correction of the formulation, quality improvement and the setting of new standards.

Refers to information obtained concerning quality assurance program of the interviewees come from elements of the leadership of the institutions of higher learning, then it could be meant that the institutional master plan in quality improvement, the efficiency of the institution and the customer satisfaction (students) are expected to maintain sustainable growth for the institution and provide a competitive and adaptive competence for graduates, both enter the world of the profession of *solicitor (employment creation)* or *private enterprise (employability)*. To be able to achieve these results the creation of management system and system of competitive learning is a prerequisite that became a necessity. Institutional development plan in hiking shows commitment of foundations and universities to provide the best for students. The limitations of the College as an institution that was founded 30 years ago and evolved independently of other agencies without subsidies, there should be restrictions that hampered the mission institution to educate the nation and prepare the young generation the nation confront its future.

Refers to information obtained concerning quality assurance program of the interviewees come from elements of the leadership of the institutions of higher learning, then it could be meant that the quality assurance program covers all aspects of the Organization of the institutions of higher education, with a major focus on academic aspects and other aspects that support the academic aspect. Focus on the academic aspect is intended as an initial step, because gradually the focus of broad scope of SPMI policy will be developed to include other aspects of non academic. As for long-term goals will be achieved be a number of strategic objectives are outlined as follows, improve the experience of the sublime values of Islam and to support the development of the consciousness of people who have excellence in ipteks, religious and virtuous as well as cultured (*sublime elmuna, pungkuh an budayana, agamana*), improving the image of institutions in society to increase the interest of HIGH SCHOOL graduates to study in the institution attended, as well as improving public confidence towards the institutions of higher education graduates.

Refers to information obtained concerning quality of resource policy emanating from the Region IV Kopertis West Java and Banten, then it could be meant that with the publication of law No. 12 year 2012 about higher education, guarantee the quality of education in addition to include eight national education standards, but also with the standard plus research and standards of public service (Law No. 12 year 2012; Chapter 1 verse 18). Implementation of quality assurance of higher education as mandated by the Act No. 12 year 2012 aims to realize a quality College, which can produce graduates who are able to actively develop its potential and produces science and/or technology that is useful for the community, nation, and State.

The management and organization of quality assurance of the College set in the Government Regulation No. 17 in 2010 about the management and organization of education, and law No. 12 year 2012 about higher education, where internal quality assurance are developed and implemented by the College, while the external quality assurance through accreditation periodically by national accreditation Bodies of high Penguruan (BAN PT) or other independent agencies authorized by the Ministry of education and culture of INDONESIA.

Refers to information obtained concerning quality assurance program of the interviewees come from elements of the leadership of the institutions of higher learning, then it could be meant that the process of quality assurance should be implemented with the assumption of quality is not only the responsibility of leadership but rather the responsibility of everyone in the organization. In doing the correct action at the first stage of the means to prevent the occurrence of errors. Then, postponing the work can be fatal for the whole management process. Therefore, prevention is better than with tackling and fix errors. Finally, the success of implementing the management in a process largely determined by organizational climate, namely

communication and team work of the Compact. Communicating and collaborating with everyone knowing what should be done, how to work on, when the time is right, where and with whom everyone should relate.

Refers to information obtained concerning quality assurance program of the interviewees come from elements of the leadership of the institutions of higher learning, then it could be meant that the development of information and communication technology has changed almost all of the activities that are performed at colleges, including learning activities. Advances in information and communication technology has opened up new opportunities so as to enable higher education operates penetrate borders (even space and time) and apply a non-conventional learning methods, namely by leaving a face-to-face learning methods in the classroom and physical interaction with students, or at least reduce these conventional methods by introducing non-conventional methods.

It will have direct implications against the penyeleng-garaan of higher education through a new format that is more efficient in the process of learning in the sense of a broader outreach and is not bound by time. The non-conventional activities of which are electronic learning (*e-learning*) and distance learning (*distance learning*) that currently have become an integral part of the process of learning in college. Using the technology of the internet has made possible all educational institutions and business organizations to become players in the global level. On the other hand it is at once causes the level of competition is becoming increasingly tight.

Refers to information obtained concerning quality assurance program of the interviewees come from elements of the leadership of the institutions of higher learning, then it could be meant that the discipline of Economics and management is becoming a basic color core competencies *business & commerce* major, in line with the history of the University, who poured in a learning material content (content) and the learning system (*process*). In regard to the economic future of national, regional and international level that have already or are heading for a *system of market economy*, competitive behavior (competitive behavior) will be an unavoidable necessity for graduates, either as a solicitor or *employee of private enterprise*. Therefore, in accordance with the characteristics of a market economy system, the profile must represent the competence of graduates who are competitive and adaptive (*Adaptive & Competitive Competency- ACC*).

These competencies are built through the creation of generic competencies values (supporters) in the United Kingdom and language mastery of information technology & communication (ICT) as well as specific competencies (main) defined in accordance with the characteristics and demands of the field of study of each profession. The profile is expected to provide competitiveness (*competitive advantage*) that adequate and high educational relevance.

Refers to information obtained concerning quality assurance program of the interviewees come from elements of the leadership of the institutions mentioned above, then it can be meant that the quality assurance of institutions is a process of determination and fulfillment of the institutional management of quality standards on an ongoing basis. Institutional quality assurance programs in General is a reflection of management system inputs, process, outputs, impacts, bait, and back to ensure the quality of the Organization of the academic. Quality assurance system reflects the implementation of *continuous quality improvement* on any rang-kaian quality management system (*quality management system*) in order to meet the satisfaction of the stakeholders (*customer satisfaction*).

Next, focus and commitment to the quality of the Organization of the academic process in order to provide the required competencies of the students to be graduates capable of competing. This also implies how should institutions give excellent service to students and graduates. It includes all the affairs relating to the institution's efforts to obtain high-quality students through the system and program recruitment, selection, delivery of services, monitoring and evaluation of the academic success of students (*learning outcomes*) in educated at institutions, study the needs and satisfaction of students and *stakeholders*.

SPMI policy-PT is written documentation that contains outline explanation of how a college understanding, designing, and implementing the SPMI in organizing the Ministry of higher education to the community so as to materialize the culture of quality in higher education. In short, in this document there is a description of the background or the reason, purpose, strategies, principles, and the direction of the College to ensure and improve the quality in each of its activities, both of which are academic or non-academic. SPMI – PT policies created and set by the leadership of the College. The written Policy documents SPMI-PT (quality policy) is useful to explain to stakeholders of the College about the SPMI-PT is concerned in concise yet comprehensive and intact, the basis or 'umbrella' for all standards, manuals, and forms SPMI-PT, and prove that the SPMI-PT concerned documented.

Written document Manual SPMI is beneficial because it serves as a guide for the officials of the structural and/or special unit SPMI-PT, as well as a lecturer as well as employees of non-professors, in the exercise of the authority in accordance with SPMI and their respective tasks to realize the creation of a culture of quality, as a guide to how the criteria, standards, objectives, or goals of the College set out in various quality standards can be achieved and improved mutunya on an ongoing basis.

V. CONCLUSION

The results of this study can be concluded that the management of quality assurance of higher education based on self-evaluation at private universities in Bandung, both related to the policy and quality assurance program has resulted in continuous improvement. This is embodied in the annual report on self-evaluation as the basis for the development of strategic plans, operational plans, development master plans, budget plans and annual work plans; but not yet a unified whole.

Implementation of quality assurance of higher education certainly will not have the similarity between one institution with the Director General of higher education because the other party itself did not require the existence of a unitary mechanism. The difference of quality assurance concepts in College is very dependent and is influenced by the sensitivity of the colleges in question against the perception of marketisasi and consumerism of the College in question and the purpose and function of quality assurance that are run.

Plurality of quality assurance in the implementation of the PTS in Bandung is very reasonable because there are colleges that are still focused in physical improvements, some are already developed on the stages of self-actualization with more strongly and the flagship program. The diversity of quality assurance for implementation institution in Bandung is more revealing than variations on universities, because in addition to the diversity of the quality condition of the PTS in Bandung alone is very high, as well as awareness of the quality of each institution the high leadership also vary.

Some of the reasons why the College, including building in Bandung city, need to focus on the quality of quality assurance should be scheduled so as to be carried out immediately and strived continuously is the increasingly widespread concern about the magnitude of the Community Fund that absorbed in the Organization of higher education, so that the allocation should have been to other sectors by the General Organization of the education advocates to willing self-revelation; attention focused on future economic competition and therefore required the presence of qualified workers and have a high competence in post-industrial society; the issue of monitoring of the input, process and output of higher education management system in more innovative and faster should not be hampered by the shrinking of resources, either human or natural resources; the existence of the internationalization of colleges are getting stronger in the standard implementation of the assessment and measurement for basic capabilities as well as the similarities of academic profession in particular qualification for graduates by using international standards and recognized world. The emergence of the College ratings by internationally showed that the quality of increasingly prioritized; and the commitment of some place or country to develop a public service that is more efficient, more responsive to needs subscription.

RECOMMENDATION

It is therefore recommended to various parties, among others for private universities, to use the system approach as a basis for thinking, how to manage, and how to analyze the life of the institution as a whole.

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H.E.Mulyasa "Management Of Quality Assurance Of Higher Education Based On Self Evaluation." International Journal of Business and Management Invention (IJBMI) , vol. 07, no. 07, 2018, pp. 47-54.