

Evaluation of Academic, Referring to the Determination of the Implementation of Evaluation, Control, and Improvement at the School of Economics Balikpapan.

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ABSTRACT

The implementation of higher education evaluation in Indonesia is closely related to the implementation of the Internal Quality Assurance System (SPMI). Several previous studies that highlighted the implementation of SPMI in higher education often encountered problems, including the lack of relevance of the education process to stakeholder needs or the lack of availability of human resources, especially auditors to support SPMI, but these studies were less specific in highlighting academic SOPs as part of the managerial strategy for developing SOPs in higher education. Therefore, this study aims to evaluate and see the strategy for developing academic SOPs at STIE Balikpapan by referring to the Determination of the Implementation of Evaluation and Improvement Control (PPEPP). The form of research conducted was qualitative with a descriptive approach through a case study design. Based on the results of the research conducted, it was found that the implementation of academic SOPs at STIE Balikpapan has generally been implemented, and has been socialized using internal media, monitoring of academic SOPs has been running but needs to be carried out in a planned, structured and specific manner, evaluation of academic SOPs is carried out by the internal quality assurance unit in the form of audits per semester, but has not been carried out comprehensively in all fields or work units in the academic scope. The academic SOP development strategy model implemented at STIE Balikpapan has been running, but has not fully referred to the existing PPEPP standards, the development strategy still focuses on certain SOPs, namely the curriculum, and is still flexible, namely adjusting to needs that are considered urgent.

INTRODUCTION

The strategy for implementing quality assurance in higher education has been stipulated in Law Number 12 of 2012 concerning Higher Education. According to Law Number 12 of 2012 concerning Higher Education, the Higher Education Quality Assurance System (SMPT) consists of the Internal Quality Assurance System (SPMI) and the External Quality Assurance System (SPME). SPMI is developed by the relevant higher education institution, while SPME is carried out through an accreditation process (Sulaiman; Wibowo, 2016).

The implementation of SPMI in higher education is a mechanism developed to ensure that higher education institutions are independently able to maintain and improve the quality of their education in a sustainable manner. To achieve this goal, higher education institutions must take strategic steps to support its implementation (Arifudin, 2019). On the other hand, the success of SPMI implementation also needs to be supported by a strong SPMI organization with the independence to carry out quality assurance of higher education through internal quality assurance activities (Sauri, 2019). However, many higher education institutions in Indonesia still face challenges in implementing SPMI optimally, either due to limited human resources, funding, or understanding of quality standards, resulting in variations in quality among existing higher education institutions, this can be seen from the existence of higher education institutions that are still in the development stage or have not been accredited.

Akreditasi	Kriteria				Jumlah
	(A) Unggul	(B) Baik Sekali	(C) Baik	Tidak Terakreditasi	
Nasional	67	676	1.941	31	2.715
LLDikti XI	0	35	123	4	162

Source: Processed from BAN PT data, 2024 (www.banpt.or.id)

Table 1.1 Data on the classification of accreditation of national and Kalimantan PTS institutions

Based on the results of the observations made, it was found that of the number of public private universities that exist, namely 2,715, most of them still have C accreditation status, and there are 31 PTS that have not even been accredited. Meanwhile, private universities under the auspices of LLDikti region XI Kalimantan, totaling 162 PTS, have not had a superior accreditation rating for institutions, but are still dominated by C (Good) accreditation, and there are even 2 campuses that have not been accredited. Meanwhile, for the accreditation of study programs (prodi) of private campuses in Indonesia, which total 14,239 study programs, most of them still have C accreditation and there are 118 study programs that have not been accredited. Meanwhile, of the study programs in LL Dikti region XI Kalimantan, which total 543, there are only 5 study programs that have superior accreditation (A), the rest are still dominated by C (Good) accreditation, and there are 2 study programs that have not received accreditation.

Akreditasi	Kriteria				Jumlah
	(A) Unggull	(B) Baik Sekali	(C) Baik	Tidak Ter- Akreditasi	
Nasional	3.109	6100	6690	118	14.239
LLDikti XI	5	233	303	2	543

Source: Diolah dari data BAN PT, 2024 (www.banpt.or.id)

Table 1.2 Accreditation classification data for National and Kalimantan PTS Study Programs

Based on the problems explained above, one of them was also found in STIE Balikpapan which had received accreditation, but was not yet optimal. The results of initial observations conducted at STIE Balikpapan in 2024 illustrated that the implementation of the Determination of the Implementation of the Improvement Control Evaluation (PPEPP) of the SPMI standard was still not optimal. Where the SOP documents generally already exist but are not complete, there are several SOP documents that are needed, but are not yet available.

Various previous studies, such as those conducted by Sauri (2019), revealed that the implementation of SPMI in higher education often encounters problems, including the awareness of education process actors regarding the importance of quality assurance as a stakeholder need is still relatively low, understanding of the concept of an education quality assurance system by internal stakeholders to improve quality is still uneven, the commitment of education process actors in higher education to guarantee and improve the quality of education is still relatively lacking, the availability of human resources, especially auditors to support SPMI is still not met, and the implementation of SPMI often only becomes a routine, making it difficult to measure the achievement of continuous improvement.

Meanwhile, research conducted by Musiman and Kristiawan (2021) found that a number of documents used as references in organizing learning in study programs already exist, but the standards used still use

old instruments, so it is necessary to prepare self-evaluation documents with new standards. Meanwhile, Made et al. (2022) found that the fulfillment of the National Higher Education Standards (SN DIKTI) in study programs has been met, most of the findings are minor across all standards, however, standards related to research and community service have many findings that need to be accelerated.

Meanwhile, SPMI as one of the subsystems of SPM Dikti, aims to improve the quality of higher education systematically and sustainably through PPEPP Dikti standards, so that a culture of quality grows and develops. This goal can only be achieved if each university has implemented SPMI properly and correctly, and one of its outputs is accreditation (SPME). In the SPMI implementation guideline book of the Directorate of Learning and Student Affairs (2024), it explains that the implementation of the PPEPP Dikti Standard cycle in SPMI is an SPMI tool in the form of a written document containing practical instructions on how, steps, or procedures for PPEPP sustainably by the party responsible for implementing SPMI in universities, both at the study program management unit level and at the university level.

From the problems above, the researcher is interested in conducting further research with the title "Evaluation of Academic SOPs Referring to the Determination of the Implementation of Improvement Control Evaluation (PPEPP) (at the Balikpapan College of Economics)"

RESEARCH METHOD

The research design used in the study is qualitative with a descriptive approach with a case study design to see more details and gain an in-depth understanding of the implementation, monitoring, evaluation and development strategies of academic SOPs at STIE Balikpapan. According to Stake in Creswell, (2023), a case study is a research strategy in which researchers carefully investigate an event, program, activity, process, or group of individuals. Cases are limited by time and activity, and researchers collect complete information using various data collection procedures within a predetermined time frame.

This study focuses on the evaluation and development strategy of academic SOPs, so the informant determination technique uses purposive sampling with expert sampling category, which is limited to academic human resources, and those related to them and at the level of leaders who make policies. The informants in this study were nine (9) people including: Deputy Chairperson for Academic Affairs, Chairperson and Deputy Chairperson of the Quality Assurance Unit (UPM), Chairperson of the Accounting and Management Study Program, Secretary of the Accounting and Management Study Program, Secretary of the Academic Administration Bureau (BAAK), Chairperson of the Research and Community Service Institute (LPPM).

In this study, data collection was carried out by observation, in-depth interviews, and documentation studies or a combination of the three (triangulation). The data analysis technique in this study used a data analysis technique that refers to the Miles and Huberman model (2014). According to Miles and Huberman in Sugiono (2023) which consists of four stages, including the following: data collection, data reduction, data presentation, and drawing conclusions and verification.

RESULTS AND DISCUSSION

Implementation of Academic SOP at STIE Balikpapan

This study has presented data on the evaluation of the implementation and development strategy of academic SOPs at STIE Balikpapan. Aspects that emerged in the implementation process include not being optimal, there are obstacles, implemented, socialized, according to the duties and functions, communication media, and the preparation stage which are components in the implementation of the SOP. Researchers found in the implementation of academic SOP managerial strategies at STIE Balikpapan, that not all personnel from work units realized that SOP was important or could be considered to still have low awareness, according to Almurni et al, (2024), currently there are still many weaknesses in academic services in the world of education that do not follow SOP, so that they have not achieved good education services. In addition, there are still obstacles in the SOP implementation process, some things are carried out not in accordance with SOP but take policy steps outside the existing SOP. According to Syaodih, Andriani, and Purwadhi (2022), it is stated that policy is a guideline that decides obstacles to the collection of provisions made by employees.

Another factor that can hinder the implementation of academic SOPs found in this study is the existence of a field within the academic scope, namely the Research and Community Service Institute (LPPM) unit, which does not yet have a standard SOP to be used as a reference in its service process, this has the potential to cause serious problems related to service processes in the LPPM field which will later have an impact on the institution as a whole. According to Puspitasari, Widaningrum, and Lalu (2018), revealed that system quality can be improved through the planning, implementation, control and development of a quality management system.

Overall, the implementation of academic SOPs at STIE Balikpapan has been carried out and socialized by certain work units, such as in the management and accounting study program units. Routine socialization carried out by study programs related to SOP learning plans, namely the Learning Implementation Plan (RPP) and Semester Learning Plan (RPS). Socialization of RPP and RPS is carried out at the beginning of the semester together with the evaluation meeting of the lecturers teaching the course. SOPs are made so that each implementer clearly understands the role and function of each position in the organization, and SOPs can clarify the flow of tasks, authorities, and responsibilities of each related implementer (Nur'aini, 2021).

Monitoring of Academic SOPs at STIE Balikpapan

After the SOP implementation component, the next thing is the monitoring process related to the implementation of academic SOPs at STIE Balikpapan. The process of monitoring the managerial strategy of academic SOPs at STIE Balikpapan consists of several elements that influence the processes, namely limitations, low awareness of related units. The limitations in this case are the absence of a special team for the process of monitoring the implementation of academic SOPs, including the limitations of human resources in the internal Quality Assurance Unit, the human resources at UPM only number 2 people to handle all units at STIE Balikpapan, with that minimal number the internal quality assurance unit is often overwhelmed in terms of monitoring or monitoring. According to Sopiah and Sangadji (2024), to achieve employee work performance individually, in groups, or in organizations, factors such as desired goals, work standards, supporting resources, direction, and support from the line manager of the employee concerned are very vital.

Meanwhile, related to the low level of awareness related to the monitoring processes of academic SOP strategies, this occurs because there is no clear and binding job description that regulates the monitoring of the SOP, so far STIE Balikpapan has only hoped for personal awareness from individuals in work units to carry out monitoring. This has an impact on the failure of the SOP monitoring process.

According to Sedarmayanti (2018), in preparing the HR planning framework, the standard needs, direction and strategy for career development and training models must be described.

In the process of monitoring academic SOPs, there was also no written reference or reference as to what the implementation process was like and who was responsible for the follow-up process afterwards, several fields within the academic scope hoped that it would be the responsibility of the internal Quality Assurance Unit, this was not in line with good and planned management. According to Andriani, Agung, and Hidayat (2023), the absence of clear goals and objectives will hinder creativity, so that creativity can develop, sharpening of clear goals and guidelines is needed. Meanwhile, according to Heizer and Render (2014), medium-term plans must be designed so that they are consistent with the long-term plans and strategies of top management and function in line with the resources that have been determined by previous strategic decisions.

In addition to the above elements in the process of monitoring academic SOP strategy at STIE Balikpapan, there are also positive elements that also influence the process of monitoring academic SOP strategy, where personally from the work units there are already those who have carried out monitoring or monitoring, but monitoring is carried out independently, flexibly, unscheduled, and has not been regulated in the job duties. This condition is also acknowledged by the internal quality assurance unit that monitoring has been carried out personally in the study program work unit, but has not been maximized. According to Sinambela (2012), it is revealed that in terms of the process, several methods that are often used by leaders in collecting data, observations, and documentation include periodic observations that are carried out repeatedly, collecting data and information from each employee in meetings through prepared instruments.

Evaluation of Academic SOP at STIE Balikpapan

In this study, the next component is the evaluation of academic SOPs at STIE Balikpapan, there are several factors that emerge in the process of implementing the evaluation of academic SOP managerial strategies. The evaluation is carried out by the UPM unit in the form of routine audits carried out per semester, but not all fields get a turn to be audited but are carried out alternately each semester, while the audit is only limited to the implementation audit without any follow-up from the audit results obtained, so that the existing SOP tends not to be updated. According to Sauri (2019), the monitoring and evaluation process needs to be implemented continuously with the emphasis that these activities are not in order to find mistakes but to take continuous corrective actions.

From the evaluation process, the completeness of the audit instruments has been fully prepared and implemented by the quality assurance unit at STIE Balikpapan, but the limited number of auditors is an obstacle in implementing the audit, the quality assurance unit sometimes takes steps or policies to implement the audit by means of cross-audits where one field audits another field or division and does not consider the qualification aspects of its auditor team. According to Sauri (2019), the success of the implementation of SPMI also needs to be supported by a strong SPMI organization with the independence it has to carry out educational quality assurance activities through internal quality assurance activities.

The evaluations carried out are often not accompanied by follow-up, so that if there is a change in external regulations, temporary policy steps will be taken to cover the existing SOP. Evaluations accompanied by follow-up are only carried out when facing accreditation involving related fields and internal Quality Assurance Units, evaluations do not appear to be carried out in a well-planned manner. Self-evaluation is a way to find out exactly the capabilities and conditions of the challenges that must be faced both for individuals and for institutions (Musliman and Kristiawan, 2021). The monitoring and evaluation process should follow the instructions and regulations related to SPMI. In the Guidelines for the Implementation of the Internal Quality Assurance System of the Directorate of Learning and Student Affairs (2024), it is stated that "although each university can develop SPMI autonomously or independently, there are basic things that must be included in the SPMI of each university in Article 52 paragraph (2) of the Higher Education Law, it is stated that quality assurance is carried out through 5 (five) main steps abbreviated as PPEPP"

SPMI evaluation conducted by universities is very much needed to maintain quality so that it is maintained and can be improved. SPMI of universities and evaluation of its implementation have begun to be implemented by universities in Indonesia, both state universities and private universities. According to Nur'aini (2021), evaluations are carried out periodically in order to be able to measure the effectiveness and efficiency of the organization after the SOP is implemented, evaluations are carried out not only to provide an assessment of a targeted SOP, but more than that, evaluations must produce systematic, independent, and documented data.

Academic SOP Development Model at STIE Balikpapan

In this study, the researcher also collected data related to management strategies carried out at STIE Balikpapan in developing academic SOPs, and there were various statements from informants related to academic SOP development strategies at STIE Balikpapan which were summarized from the results of interviews, namely related to limitations, focusing on only a few problems, high flexibility, periodic evaluations that are not yet optimal, the need for adjustments to the latest regulations, the importance of HR collaboration, and adjustments to needs. In this study, it was also found that the academic SOP development strategy model at STIE Balikpapan does not yet have a standard, data obtained from various informants did not indicate any standard standards related to the academic SOP development strategy model so far.

The factors that influence the academic SOP development strategy model above are the results summarized by researchers based on data and statements from informants, the academic SOP development strategy model that has been carried out so far has not been clearly stated in the form of an official document. The absence of a standard concept and strategy model has caused the academic SOP development process at STIE Balikpapan to be limited. Strategy describes the general direction that an organization will take to achieve its goals in developing its strategy, while the achievements obtained by an organization are the results of implementing the strategy (Rusdiana, 2023).

In this study, it was also found that the implementation of the academic SOP development strategy model carried out at STIE Balikpapan was not well structured, the development strategy still focused on several SOPs, namely those related to curriculum development because it was considered urgent and could have a negative impact on the continuity of the organization if not carried out. According to Ayudia, et al (2023), the curriculum is an important part of the learning process, the curriculum is a guide in educational activities, the curriculum must be well understood by everyone involved in the world of education. Meanwhile, other elements found in the academic SOP development strategy model at STIE Balikpapan are related to the lack of comprehensive and periodic evaluations carried out to determine the condition of existing SOPs, thus affecting the process of developing or improving the quality of existing SOPs. Meanwhile, the opinion of Sularno, Wasliman, Muchtar, and Warta (2022), revealed that in carrying out each activity, efficiency factors must be considered, if there are activities that are less efficient, management must pay attention and find the cause of the inefficiency, by finding the cause of the inefficiency, a way out can be found for improvement.

From the results of the analysis related to the need for Human Resources (HR) in the academic field, it is very important to build collaboration between work units to maximize the existing academic SOP development strategy, and also from the HR needs side, especially in the quality assurance unit, it is considered still lacking or does not have adequate auditors. One of the things that makes an organization effective is the right organizational structure, how to place people and their jobs and determine their roles and relationships is an important determinant, and which states whether the organization is successful (Syadodih, Andriani, and Purwadhi, 2022).

CONCLUSION

Based on the results of the research and discussion that has been carried out, it can be concluded that; The implementation of academic SOPs at STIE Balikpapan has generally been carried out and socialized using website media and WhatsApp groups, but there are obstacles, namely that not all personnel in the work unit are aware of the importance of implementing good SOPs, and there are still work units, namely the Institute for Research and Community Service (LPPM) that do not have standard SOPs. Monitoring of academic SOPs at STIE Balikpapan has also been running but is not carried out in a planned, structured manner and there is no special reference but is carried out personally depending on the awareness of individuals in each work unit and the implementation process of SOP monitoring also still has limitations or lack of human resources, especially related to human resources in the Quality Assurance Unit.

Evaluation of the development of academic SOPs at STIE Balikpapan has been carried out by the internal quality assurance unit in the form of semester audits, but has not been carried out comprehensively in all fields or work units in the academic and the results of the evaluation of the implementation of SOPs that have been carried out are often not accompanied by follow-up after the audit has been carried out which has an impact on the lack of updates to existing SOPs.

The academic SOP development strategy model implemented at STIE Balikpapan has been running, but has not fully referred to the existing PPEPP standards, the development strategy is still focused on certain SOPs, namely the curriculum, and the academic SOP development strategy model implemented is not standard, not well planned and scheduled, but is flexible, namely adjusting to needs that are considered urgent.

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