

Internal Quality Assurance System in Improving Quality Of Tridharma college

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Abstract

Higher Education is an institution that organizes education, research and community service known as Tridharma Perguruan Tinggi. The purpose of this study is to examine the implementation of the Directorate General of Higher Education standards, related to Internal Quality Assurance System (IQAS) especially with regard to the implementation of five stages in the cycle. This research method uses descriptive qualitative. Data collected through interviews, observation and documentation; and which processed qualitatively. The method of completion in step (1). Higher Education Standards (2). Implementation of Dikti standards (3). Evaluate the implementation of internal quality audits. (4). Control of Higher Education Standards (5). Improvement of the Directorate General of Higher Education standards that have been in line and meet the contents of the Directorate General of Education. The conclusion is that the management of higher education quality assurance with the consistent implementation of PPEPP can improve the quality of higher education tridharma, as the content of the standard of higher education in the implementation of education, research, and community service. Managers of higher education need to meet Dikti standards systemically and sustainably so that quality culture grows and develops.

Keywords: *Quality Guarantee, Improve Quality, Triharma*

I. INTRODUCTION

Along with the issuance of Law Number 20 Year 2003 concerning the National Education System. (Kopertis., 2016). The Directorate General of Higher Education starts to implement the Higher Education Quality Assurance in stages. The Quality Assurance of Higher Education is aimed at ensuring the quality of higher education in Indonesia. Every tertiary institution at that time had to carry out independently as an effort to assurance the quality of tertiary education held by the autonomy of tertiary institutions and the independence of tertiary institutions to manage their own institutions.

The IQAS mapping questionnaire that spurred the emergence of quality assurance institutions at tertiary institutions in Indonesia, although many quality assurance practices at tertiary institutions were born not because of internal encouragement in the form of quality culture but limited to the interests of administrative fulfillment. (Hidayati., 2014). The challenges that entail for quality assurance can be identified into three factors namely (1). Changes in demands on tertiary institutions due to the scarcity of sources of public funding (2). The requirement for public accountability (3). Graduate qualification requirements by the job market.

Systematic discovery and quality assurance of higher education in determining the vision, mission, and goals. (Minhaji, A., 2013). Tasikmalaya University of Struggle, and Muhammadiyah University of Tasikmalaya include: (1) Research objects of universities at universities (2). The institution has the same standing history and is a new university that was founded in 2014 (3). Both universities raised their uniqueness that the University of Struggle with local wisdom, while the University of Muhammadiyah with its Muhammadiyah (4) The two universities have not done institutional accreditation, so the policy direction is to get maximum results in external quality assurance or institutional accreditation (5). The University of the

Struggle of Tasikmalaya and the University of Muhammadiyah Tasikmalaya filled in the data filling of IQAS mapping as a form of the implementation of the Higher Education standards.

Some reasons for higher education must focus on quality and quality assurance that must be pursued continuously including: (Institute for Research and Community Service 2015).

1. Being an indicator of quality assurance in higher education in the academic, tridharma fields covering education, research, and community service
2. Fulfillment of administrative documents for submission of study program accreditation and institutional accreditation
3. Attention about the amount of public funds that are absorbed in the administration of higher education to the allocation for other sectors that support the implementation of Education
4. Monitoring the input, process, output and outcome of tertiary education in an innovative and faster management system in the shrinking of human resources and other resources
5. The existence of an internationalization movement of higher education institutions that is getting stronger in the application of standards of assessment and measurement of basic abilities and similarity in professional academic qualifications for graduates using international standards
6. Ranking of universities both at national and international levels
7. There is a commitment between countries to develop efficient public services in accordance with customer needs.

Quality issues related to the mission differentiation of higher education in carrying out the three tridharma of higher education, namely teaching, research, and community service. So far, universities have

not focused on carrying out the three functions. Implementation of good quality assurance will be reflected in the process of higher education. (Kopertis Region X., 2017). The government has provided a policy in order to build a quality culture in higher education through the implementation of the Internal Quality Assurance System (IQAS).

Mapping IQAS up to August 5, 2018. to find out the extent of the implementation of IQAS in the two universities, and at the universities which are the objects of this research. (Mulyasa, H. E., Andriana, G., Wiwik, D.A., 2018). Data that is summarized on February 10, 2019 from the data filling of IQAS mapping regarding the implementation of SN-Dikti, there are 3 conditions, namely universities that are complete and not yet complete and not yet filled. Categories with a total of 4643 tertiary institutions completing 1154 PT (24.85%); incomplete filling as many as 1655 PT (35.64%); and 1834 PT (39.50%) have not yet been filled. In LLDikti IV region, from a total of 717 PTs, it was noted that it filled in 345 (48.11%); there are no PTs that have not yet filled in, and there are 372 PTs that have not filled out. Whereas in the Tasikmalaya City region with a total of 19 PTs, there were 5 PTs (26%); incomplete filling 7 PT (37%); and recorded 7 universities have not filled the mapping.

Various problems that hamper the implementation of tridharma of higher education in large and small universities. (Mulyasa, E., 2016). The technical and non-technical aspects that dominate such as: the non-optimal performance of the teaching and educational staff, inadequate facilities and infrastructure in tertiary institutions, poorly organized tertiary management, inadequate quality of tertiary education graduates caused by input aspects and the

process of providing education that not in accordance with established rules.

II. METHOD

This study uses descriptive qualitative analytic methods, in understanding the situation of certain group events or interactions. (Creswell, J.W., (2013). Research as an investigative process that defines a social phenomenon by distinguishing, comparing and classifying research objects.

Research characteristics that describe the phenomenon of actual events that have several reasons, namely: (1). Natural description method (according to the phenomenon in the field. (Sugiyono., 2013) In accordance with the actual situation (2) Qualitative description method that covers observations and documentary studies, (3) This research is in accordance with the problem of researchers and case studies studied. (4) Description method to obtain in-depth information.

Descriptive analytic method that focuses on selected phenomena and is understood in depth about the use of web-based information technology to the implementation of internal quality assurance systems at universities. (Nugroho, R., 2014). Researchers will plan procedures in emergent circular research, and develop according to field findings, determine purposive samples and simultaneous data analysis as an interactive step. The research aims at case studies and action research in empirically solving and science to carry out activities together with direct observations on the location of various events, facts, and

data, in order to get a direct representation of the results of observations, interviews, and documentation.

The determination stage is the initial mechanism of implementing quality assurance through 5 (five) main steps, namely: Determination, Implementation, Evaluation, Control, and Improvement of

III. RESULTS AND DISCUSSION

Establishing Higher Education Standards (Higher Education)

the Directorate General of Higher Education standards. Determination of standard setting activities consisting of National Standards and Higher Education Standards established by tertiary institutions. (Mulyasa, E., et.al., 2020). Generally as a statement that something with the desire to be achieved and as a reject. Higher Education Standards set by the government, namely the Higher Education National Standards and also Higher Education Higher Education standards, so that they become the characteristics or characteristics of the relevant tertiary institution.

The determination steps taken by the University of the Struggle of Tasikmalaya and the University of Muhammadiyah Tasikmalaya are as follows: (Safrudin, A., 2016).

1. Prepare and study various materials, among others
 - a. Legislation in the field of higher education include the Law on Higher Education, Regulation of the Menristekdikti on National Standards of Higher Education
 - b. The basic values adopted by the University of the Struggle of Tasikmalaya University, and the University of Muhammadiyah Tasikmalaya;
 - c. Vision, mission, and objectives of higher education institutions and study program management units in the two universities
2. Benchmarking universities to obtain information, experience, and advice. Inviting speakers, among others, from the Ministry of Research, Technology and

Higher Education, LLDikti IV, and other tertiary institutions that have implemented the National Policy of Higher Education SPM.

3. Organize meetings involving internal and external stakeholders of higher education to get various suggestions, ideas, and information that can be used in formulating Higher Education Standards.
4. Formulating the Higher Education Standards set at the University of Tasikmalaya struggle, and the University of Muhammadiyah Tasikmalaya, using the complete sentence structure that contains elements of ABCD, namely Audience (subject), Behavior (predicate); Competence (object), and Degree (information and success targets).
5. Conducting public tests as internal and external interests to obtain improvements to the Higher Education Standards established by tertiary institutions.
6. Improving the formulation of the Higher Education Standards established by the University of the Struggle of Tasikmalaya University and the University of Muhammadiyah Tasikmalaya, by paying attention to the results of public tests, including improving the editors or language structure used;
7. Determine the implementation of all Higher Education Standards established by the University of the Struggle of Tasikmalaya University, and the University of Muhammadiyah Tasikmalaya.

Table 1. Steps for establishing the Dikti standard of the University of Struggle in Tasikmalaya

No.	Item	Description
1	Aim	Provide guidance in designing, formulating, and setting graduate competency standards
2	Scope of Application	This step includes the process of reviewing regulations, preparing drafts, and setting competency standards for graduates

3	Definition of Terms	<p>a. Designing standards is thought to produce the standards needed in order to develop the quality of Tasikmalaya University.</p> <p>b. Formulating standards is to write standards in the form of complete and complete statements.</p> <p>c. Setting a standard is an act of approval and ratification of a standard by the Chancellor so that the standard is declared valid.</p>
4	Things done	<p>a. Conduct tracking studies or surveys on standard aspects of internal and / or external stakeholders.</p> <p>b. Formulate the initial draft standard related to the contents of the stages of activities which include preparation, implementation, and evaluation as well as the follow-up of the evaluation results.</p> <p>c. Perform a public test or socialize the draft competency standard of graduates by inviting internal stakeholders (Rector, Vice Rector, Dean, Head of Study Program and / or external to get advice.</p> <p>d. Redefine the standard statement by taking into account the results of the public test and outreach.</p> <p>e. Make edits and verify standard statements to ensure there are no typographical errors.</p> <p>f. Legalize and apply the standard through stipulation in the form of a decision.</p>
5	Related parties	<p>a. The Chancellor sets graduate competency standard.</p> <p>b. LP3M who provides assistance in the preparation of graduates' competency standard setting.</p>
6	Ratification	<p>a. Signature of the framers</p> <p>b. Signature of controller</p> <p>c. Signature of agreement.</p>

Table 2. Steps for setting the Directorate General of Higher Education at Muhammadiyah University

No	Activity	Person in charge	Related document
1	Making the vision and mission of the University of Muhammadiyah Tasikmalaya (UMTAS) the starting point and final goal, from designing to setting standards	Chancellor, Chairwoman, Institute for Education Development and Study (LSP2), Dean, Head of Study Program	University Statute, University Strategic Plan, Faculty Strategic Plan, Study Program Strategic Plan
2	Describe standards in accordance with the vision and mission and have been oriented towards the future that is in harmony with the development of science and technology, the spirit of divinity and humanity, encouraging the realization of justice and social welfare	Dean, Chair of the Study Program	Form
3	Gather and study the contents of all laws and regulations that are relevant to the aspects of the activity to be made in the standard	Dean, Chair of the Study Program, Lecturer	Checklist
4	Noting what the legal norms or conditions listed in the legislation that must be met	Dean, Chair of the Study Program	Form
5	Carry out tracking studies or surveys about aspects that will be made the standard towards stakeholders	Dean, Chair of the Study Program	Form

6	Conduct tracking studies or surveys of the Directorate General of Higher Education standards for internal and external stakeholders	Head of Study Program, Head of Career Center	Form
7	Analyze the results from steps 3 to 6 by testing it against the vision and mission of UMTAS	Chair of the Institute for Education Study and Development (LSP2), Dean, Chair of the Study Program	Form
8	Formulate a draft of the Directorate General of Higher Education with the components of Audience, Behavior, Competence, Degree (ABCD)	Dean, Chair of the Study Program, Lecturer	Form, Internal Record
9	Conduct public testing or draft socialization Dikti standards by inviting internal stakeholders	Chancellor, Chair of the Institute of Studies and Development	Work Instructions, Forms, Internal Record

Implementation of Higher Education Standards (Dikti)

Implementation of Higher Education Higher Education Standards and Higher Education Standards). At both universities. (Sanusi, A., 2016). Furthermore, it is carried out at all levels within the university by assigning

parties who are the audience of the Directorate of Higher Education standards. Aim to meet the criteria and desires that match the standards of the Higher Education. The subject depends on the contents of each Dikti Standard. Such as the Chancellor, Deputy Chancellor, Dean, Chair of the Study Program, Bureau Chief, Lecturers, Educational Personnel, Alumni, Student Associations.

Implementation of Higher Education Standards at the University of Struggle in Tasikmalaya and Muhammadiyah University in Tasikmalaya. (Mulyasana, D. 2011). The steps and procedures are as follows:

1. The contents of Dikti Standards must be implemented and fulfilled by all the academic community and education staff effectively and efficiently.
2. The university must continuously disseminate the contents of Dikti Standards to all stakeholders of the university so that all understand the contents of the established Dikti standards.

3. Universities, Faculties, Institutions, Study Programs, UPT, and other units must compile policies, programs, and activities that are oriented towards the achievement of all the established Dikti standards.
4. All work units at the two universities in carrying out their duties must consistently refer to the achievement of IQAS standards that have been set both in planning and in implementation and programs.
5. LP3M, GKM, and GPM must conduct escort, guidance, monitoring, evaluation, and / or implementation audits to achieve the Directorate General of Higher Education standards in each work unit.
6. The head of the work unit must ensure the effectiveness of the monitoring and evaluation of the implementation of the Directorate General of Higher Education standards to ensure the achievement of performance standards and quality standards set in the work units they lead.
7. The head of the work unit must analyze and follow up on the results of performance monitoring and evaluation, and / or systematic audit to seek continuous improvement and quality improvement in the work unit he leads.
8. The head of the work unit must document effectively, efficiently and systematically all actions and activities to meet the standards in the work unit they lead.

The officials and officers who carry out the Directorate General of Higher Education standards at the two Universities are: (1). Structural officials with occupations arranged according to their main duties and functions and applicable standards (2). Lecturers and administrative staff, laboratories, technicians, and librarians carry out tasks according to their functions (3). Students and alumni are based on their work and are functioning as well as applicable standards. (Sinambela, Lijan., 2012).

Table 3. Aspects and indicators of quality standard document summary of Muhammadiyah University of Tasikmalaya

Aspect	Indicator
Implementation	<ol style="list-style-type: none"> 1. Implementation of management standards is carried out by the Study Program Management Unit and tertiary institutions; 2. The study program management unit as intended must: <ol style="list-style-type: none"> a. Conduct curriculum preparation and learning plans in each course include: <ol style="list-style-type: none"> 1) Curriculum preparation and improvement; 2) Preparation of study program work plans every semester; 3) Preparation of syllabus and RPS for each subject; 4) Preparation of teaching materials; 5) Monitoring or monitoring the learning process; 6) Evaluation and improvement of learning. 2. Organizing learning programs according to content standards, process standards, assessment standards that have been

	<p>set in order to achieve the learning outcomes of graduates;</p> <ol style="list-style-type: none"> 3. Perform systemic activities that create a good academic and cultural atmosphere of quality such as: <ol style="list-style-type: none"> 1) The learning process uses various information technology-based learning sources; 2) The learning process uses the Student center Learning (SCL) approach or the like; 3) Conduct seminars, symposia, book review, workshops, joint research and field studies at least 1 time each semester; 4) Inviting experts from outside universities for various scientific activities, at least 4 times each year; 5) Has a policy on scientific autonomy for academic freedom, and academic pulpit; 3. Has a policy on academic guidance with components: <ol style="list-style-type: none"> 1) Purpose of Guidance; 2) Implementation of guidance; 3) Guidance material; 4) Difficulties and solutions; 5) Benefits of coaching. 4. Has guidelines for conducting research and developing writing thesis work. <ol style="list-style-type: none"> a. Conduct periodic monitoring and evaluation activities in order to maintain and improve the quality of the learning process by:
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	1) Conduct study program meetings at least once every mid-semester;
	2) Conduct a student satisfaction survey every semester;
	3) Monitor the minutes of lecture report every weekend;
	4) Conduct a

	lecturer performance survey every semester.
	b. Reporting the results of the learning program periodically as a source of data and information in making decisions for improvement and development of learning quality.

Table 4. steps for implementing Dikti standards at the University of Muhammadiyah Tasikmalaya

No	Activity	Person in charge	Related document
1	Conduct technical and administrative preparation in accordance with the contents of Dikti standards	Dean, Chair of the Study Program, Lecturer, Head of Bureau, Academic Administration	Form
2	Disseminating standard contents to all lecturers, academic staff, and students	Dean, Chair of the Study Program	Form Internal Record
3	Prepare and make written documents in the form of: SOPs, work instructions, or the like in accordance with the contents of Dikti standards	Head of the Study Program, Head of Academic Administration Bureau	Form
4	Carry out education implementation activities by using Dikti standards as a benchmark for its achievement..	Head of Study Program, Lecturer	Form Internal Record

Based on the description above, the stages of implementing the Dikti standards at the two universities have stipulated the procedures and stages for the parties responsible. (Thoyib, M., 2014). But further at the Muhammadiyah University of Tasikmalaya the scope of the implementation of the Higher Education standards is emphasized when the Higher Education standards must be implemented in the activities of providing education by each study program and there will be an update after the process of evaluating the implementation, controlling implementation, and improving the Higher Education Standards.

Evaluation of the Implementation of Higher Education Standards (Dikti)

Evaluation of the implementation of Dikti standards is a concrete act of structural officials at each level of tertiary institutions, including quality assurance institutions at both universities. (Suhardan, Dadang. <Et al. 2011). To assess the contents of the Higher Education Standards properly implemented, fulfilled, or realized. Assess the suitability of implementation with standards. The act of evaluating and monitoring. Assessment of a process that

has been completed is done, as a summative evaluation. Evaluation is comprehensive and complete, assessing outputs and

outcomes. Monitoring is an assessment carried out while the activity is still running as a formative evaluation.

The summative and formative evaluation activities aim at: (a). Ensuring that the implementation of the Satndar Dikti is running as it should (b). Anticipating and correcting errors in achieving the contents of Diktn Standards. (Suhardan, Dadang, et al. 2011). If there are no mistakes or deficiencies, then the purpose of the evaluation in its implementation goes well.

The evaluation, especially in educational activities through the lecture process, is usually done at the end of the semester. (Sukwadi., Ronald., 2013). By giving an evaluation form to students who put an appraisal that is recapitulated by the auditors of each study program to be submitted to the university quality assurance executor, and reported to the leadership.

Evaluation of the implementation of the Directorate General of Higher Education Standards at the two Universities summarized in the IQAS manual documents includes (a). Periodic measurements every day, weekly, monthly, or semester on the achievement of the contents of the graduate standard (b). Record all findings in the form of deviations, omissions, errors in the administration of education that is not in accordance with the contents of standard (c). Record the findings of incomplete documents such as work procedures, forms from each standard that has been implemented (d). Check the reasons for the occurrence of deviations from the contents of the standard (e) Make a periodic written report about the measurement results (f). Report the results of measurement of achievement of standard contents to the head of work units and leaders of both Universities.

Table 5. Evaluation steps at the University of Muhammadiyah Tasikmalaya

No	Activity	Person in charge	Related document
1	Record all findings in the form of deviations, omissions, errors, or the like that are not in accordance with the contents of the standard	Auditor	Form
2	Note the incompleteness of the document	Auditor	Checklist
3	Examine and study the reasons or causes of deviations from the standard content or if the standard content fails to be achieved	Auditor	Form
4	Take corrective action against violations or deviations from the contents of the standard	Auditor	Form
5	Record or record all corrective actions taken	Auditor	Form
6	Continuously monitoring the effects of these corrective actions	Dean, Quality Cluster, Study Program Chair, Quality Unit	Form
7	Make periodic written reports about all matters relating to the evaluation of the Directorate General of Higher Education standards	Quality Group, Quality Unit	Form
8	Report the results of the evaluation of Dikti standards to university leaders, accompanied by suggestions or recommendations	Head of the Quality Assurance Agency (LPM)	Form

Based on the description of the evaluation activities on the implementation of standard contents at the two universities. (Safkaur, T.L. 2014). Have a different way,

but the same goal is to service the institution to the satisfaction of consumers and stakeholders.

Controlling the Implementation of Higher Education Standards (Higher Education)

Control is a follow-up of the evaluation

activities carried out by the University of Tasikmalaya Struggle, and the Muhammadiyah University of Tasikmalaya. (Regulation, Government., 2014). The evaluation results show that the implementation of the contents of the Dikti standards of the two universities is in accordance with what has been determined so that the contents of the standard are met, so the control measures are only trying so that the steps can run according to the standards.

Corrective actions that have been taken to control the implementation of Dikti Standards. (Regulation, Minister., 2015). that is, starting from holding a leadership meeting that specifically discusses the results of the evaluation to give special attention to corrective actions, such as instructions, reprimands, stopping activities, and in-depth checks. If there is a deviation of the implementation of DIKTI standards. At both universities each corrective action is recorded in a separate form accompanied by information in the form of the reason for the corrective action, the date of the corrective action, the party carrying out the corrective action, the duration of time the corrective action must be carried out, as well as information on whether the corrective action was carried out or not.

Guidance on who, when and how to control the implementation of the Dikti standards must be carried out. (Kopertis, Wilayah, X., 2017). Both universities have been formulated in the manual controlling the implementation of the Higher Education Standards. The control process at the two universities is not

carried out by the Quality Assurance Agency. Both institutions do not exercise control because the main tasks and functions do not have executive authority. If the results of an evaluation of an audit or internal audit conducted by this unit indicate the need for control measures, then the information must be conveyed to the head of the unit being evaluated and audited by the leadership of the two Universities to be followed up.

At both universities the control includes the process of analyzing the causes of not achieving graduates' competency standards and taking corrective action against deviations from the contents of the standards. (Winardi., 2014). Then it is done in the Dikti Standards control phase which includes.

1. Checking and studying the records of the results of evaluations carried out in the previous stage, and the causes of deviations from the contents of the graduate competency standards
2. Take corrective action against any irregularities in achieving the contents of the graduate competency standard.
3. Record or record all corrective actions taken
4. Continuously monitoring the effects of corrective actions in the implementation of graduate competencies in accordance with the contents of the standard.
5. Make periodic written reports on all matters of standard control.

At both the University officials and officers involved in the control phase. (Kemristekdikti., 2017). Among other things (a). The Chancellor determines the follow up to performance improvement in the SPI section, based on the evaluation report (b). LP3M Chairperson who monitors the follow up of controlling the implementation of graduate competency standards (c). The SPI Chairperson as the corrective action maker for any deviation from the implementation of the contents of the Dikti standards.

Table 6. Steps for controlling the Directorate of Higher Education at the Muhammadiyah University of Tasikmalaya

No	Activity	Person in charge	Related document	Competency standards, or if the contents of the standard fail to be achieved	Study and Development (LSP2), Dean, Chair of the Study Program	
1	Perform periodic control every year	Chairman of the Quality Assurance Institute (LPM), Chair of the Institute for Education Study and Development (LSP2), Dean, Chair of the Study Program	Form	5	Take corrective action against violations or deviations from the contents of graduate competency standards	Chairman of the Quality Assurance Institute (LPM), Chair of the Institute for Education Study and Development (LSP2), Dean, Chair of the Study Program
2	Record all the findings of the evaluation results in the form of deviations, omissions, errors, in carrying out education that is not in accordance with the contents of the standard	Chairman of the Quality Assurance Institute (LPM), Chair of the Institute for Education Study and Development (LSP2), Dean, Chair of the Study Program	Form			
3	Noting the incomplete documents	Chairman of the Quality Assurance Institute (LPM), Chair of the Institute for Education Study and Development (LSP2), Dean, Chair of the Study Program	Form			
4	Check and learn the reasons or causes of deviations from the contents of the graduate	Chairman of the Quality Assurance Institute (LPM), Chair of the Institute for Education	Form			

Based on the above explanation and description, at the stage of controlling the implementation of the Dikti standards. At both universities. (Lestari, Ika., 2013). Done by following the instructions in accordance with the guideline of the Higher Education Quality Assurance System, as Quality Assurance can be violated in the control measures undertaken, by related parties that carry out the process of controlling the Higher Education Standards.

Improvement of Higher Education Standards

Improvement of Dikti Standards as concrete activities at the two Universities in improving the quality of the contents of Dikti Standards. (Mulyasa, H. E., Wiwik, D.A., 2017). Activities can be carried out if Dikti Standards have gone through four stages, namely the establishment, implementation, evaluation, control, improvement of Dikti Standards at the two Universities, community development, scientific and technological progress, and increasing demands of internal and external stakeholder needs at both universities. The quality of the contents of Dikti Standards at the two universities has been carried out in the stages of improving the elements of behavior, competence,

degree.

Examples of activities to improve the contents of the Higher Education Standards at the two universities. The contents of the standard are written in each semester, the lecturer is obliged to compile the syllabus of the course he is taking. (Firdaus, M.R., 2018). The contents of the standard have been carried out consecutively for two years, and have been evaluated every semester, all lecturers have met the qualifications of the standard contents. The improvement phase is in the aspect of competence in the standard content which is enhanced by the description of the standard being every semester. Lecturers are required to compile the syllabus of the course they cover by including learning outcomes of study programs. The degree aspect with the description of lecturers must compile a syllabus every semester no later than one month before the current semester.

The stage of improving the Higher Education Standards at the two Universities includes the evaluation process and the content of the standards. (Bateman, A., Coles, M., 2013). Increase to a higher quality standard than before. Improvement of standards as an effort to improve the contents of Dikti standards periodically and continuously. Standard content is the process of evaluating standard content based on the results of implementation, and developments at both universities. The standard cycle during the validity period of graduates' competency standards is in accordance with the established provisions. Reporting the results of standard controls to the head of work units and leaders of universities, accompanied by suggestions or recommendations.

LP3M at the two Universities in the stage of increasing the standards of the Directorate General of Higher Education has arranged improvement measures which include: (Al-Jufri, H., 2014).

1. Studying reports on the results of controlling graduates' competency

standards;

2. Hold a meeting or discussion forum to discuss the results of the report by inviting structural officials related to the lecturers.
3. Evaluate the contents of the standard and revise the contents of the standard so that it becomes a new Dikti standard that is higher than the previous Dikti standard;
4. Follow the steps and procedures that apply in setting the higher education standards as the new Higher Education Standards.

The officials and officials involved in raising standards are the second Chancellor of the University who receives reports on the results of the implementation of standards and evaluates the contents of graduates' competency standards. (Darmawan, A., Hasibuan, M.S., 2014). Furthermore, the Chairperson of LP3M provides recommendations for improving standards and provides assistance in revising the contents of standards. As well as involving the Chairperson of SPI who is the main subject in revising the contents of the standard.

CONCLUSION AND IMPLICATIONS

Based on the study, analysis, discussion there are results of research on the Internal Quality Assurance System in Improving the Quality of Higher Education Tridharma. Then the conclusions and their implications can be drawn.

IV. CONCLUSIONS

1. The establishment of Dikti standards is the first step of IQAS. In determining documents consisting of policies, manuals, standards, and SOP forms. As an administrative requirement in the

- management of IQAS. Can guarantee quality culture in the implementation of higher education. at both Universities in the City of Tasikmalaya. Both of them have carried out the process of setting standards for education.
2. Implementation of Dikti standards as a follow-up to IQAS. Quality standards in achieving the quality of higher education. Implementation of a minimum standard of higher education, which is set to realize compliance and become an internal quality assurance requirement for higher education. The good implementation of IQAS will have an impact on the quality of tridharma that supports accreditation. Quality Assurance Agency appointed and responsible to the Chancellor. Both universities are already good because they often meet with internal and external parties to mutually strengthen the implementation of IQAS.
 3. Evaluation of Higher Education Standards in supervising the implementation of Higher Education Standards, in accordance with what has been established and carried out properly by tertiary institutions. Improving the quality of higher education tridharma. The ideal. Carry out accurate evaluation monitoring. Tridharma activities which as tridharma activities have been carried out optimally.
 4. Controlling the implementation of the Directorate General of Higher Education standards as a follow-up to the results of evaluation activities that have met, or have not yet met. If the results of evaluating the implementation of the established standards have not been reached, then action must be taken immediately by conducting a review of the next Dikti standard. If the audit results have reached the standard, then the standards in the next cycle formulated in the planning process must be improved by benchmarking so as to improve sustainable quality. Control as

a corrective action on the parties involved to improve the quality of higher education tridharma.

5. Higher education standards improvement as a concrete action of higher education to improve the quality of higher education. The steps taken are: (1). Establishment of Dikti standards, (2). Implementation of Dikti standards (3). Evaluation of the implementation of Dikti standards (4). controlling the implementation of Dikti standards.

IMPLICATIONS

The results of research on the Internal Quality Assurance System (IQAS) for Improving the Quality of Higher Education Tridharma of the University of the Struggle of Tasikmalaya and the University of Muhammadiyah Tasikmalaya which has implications as follows.

1. Determination of higher education standards in the implementation of the internal quality assurance system in universities must be the main concentration attached to the beginning of higher education activities. Impact on customer satisfaction (full customer satisfaction).
2. Implementation of Dikti standards in the implementation of IQAS refers to standards. So every quality tertiary institution must have a quality document and quality policy, quality standards, quality manuals, quality service guidelines, which have an impact on the implementation of the Internal Quality Assurance System. Need to involve internal and external aspects that can support the policy can be implemented appropriately.
3. Evaluation of the implementation of the Directorate General of Higher Education standards in higher education activities according to the wishes and satisfaction of customers. Impact on the quality of tertiary institutions in terms of output and

- outcome. To achieve these objectives, control is needed for the compatibility between standards and implementation so that continuous quality improvement
4. Control of the implementation of the Directorate General of Higher Education standards in activities in accordance with the guidelines for Directorate General of Higher Education. Impact on the implementation and evaluation process. Then it can be continued to the stage of increasing the quality standards of Dikti, the deviation must be immediately evaluated and corrected. Control of the implementation of the Directorate General of Higher Education standards must be carried out and formulated in the stage of controlling the implementation of the Directorate General of Higher Education standards in quality assurance.
 5. Higher education standards in the process of improving the quality of higher education. Implementation must satisfy the customer as a stakeholder. Higher education standards have been met in accordance with the improvement of these standards. Provision of information systems to facilitate the management of documents and data system information.

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