

# Quality Assurance System Policy Evaluation Strategy to Increase the Competitiveness of Private Universities

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## Abstract

*The purpose of this study was to find out and analyze how the higher education quality assurance system works and to find out and analyze the dimensions of quality assurance system policy evaluation to improve the competitiveness of private tertiary institutions in the city of Bandung. This study uses a descriptive analysis method with a qualitative type and is supported by the SWOT technique. The results of the study show that the implementation of the quality assurance system for Private Higher Education in Bandung City is still not effective, so a policy evaluation is needed through (1) Administrative evaluation by taking into account: Effort evaluation, performance evaluation, adequacy of performance, efficiency evaluation and process evaluation, (2) Judicial evaluation by taking into account: Issues of legal validity, possible violations of the constitution, possible violations of the legal system, possible violations of ethics and state administration rules, (3) Political evaluation by taking into account: Political process in determining policies, acceptance of political constituencies towards public policies, implementation information technology. The results of the policy evaluation in this study then produce recommendation strategies related to the implementation of the Higher Education quality assurance system by the government's standard provisions.*

**Keywords:** implementation strategy, policy evaluation, quality assurance system

## Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui dan menganalisis bagaimana sistem penjaminan mutu perguruan tinggi bekerja dan untuk mengetahui dan menganalisis dimensi evaluasi kebijakan sistem penjaminan mutu untuk meningkatkan daya saing perguruan tinggi swasta di Kota Bandung. Penelitian ini menggunakan metode analisis deskriptif dengan tipe kualitatif dan didukung dengan teknik SWOT. Hasil kajian menunjukkan bahwa implementasi sistem penjaminan mutu Perguruan Tinggi Swasta di Kota Bandung masih belum efektif, sehingga diperlukan evaluasi kebijakan melalui (1) Evaluasi administrasi dengan memperhatikan: Evaluasi upaya, evaluasi kinerja, kecukupan kinerja, evaluasi efisiensi dan evaluasi proses, (2) Evaluasi yudisial dengan memperhatikan: masalah keabsahan hukum, kemungkinan pelanggaran konstitusi, kemungkinan pelanggaran sistem hukum, kemungkinan pelanggaran etika dan tata tertib negara, (3) Politik evaluasi dengan memperhatikan: Proses politik dalam penentuan kebijakan, penerimaan konstituen politik terhadap kebijakan publik, implementasi teknologi informasi. Hasil evaluasi kebijakan dalam penelitian ini menghasilkan rekomendasi strategi terkait implementasi sistem penjaminan mutu Perguruan Tinggi menurut ketentuan standar pemerintah.

**Kata kunci:** evaluasi kebijakan, sistem penjaminan mutu, strategi implementasi

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## INTRODUCTION

Implementation of education is the duty of the government to achieve national goals to educate the life of the nation. One of these efforts is through the implementation of higher education. Higher education as part of the national education system has a strategic role in increasing the nation's competitiveness in facing the impact of globalization in all areas of life. Therefore, the implementation of higher education is required to develop science and technology and produce graduates with quality, professional, and creative competencies. Thus, university graduates can take part in society and contribute to nation empowerment and sustainable development progress. Implementation of higher education, based on Law no. 12 of 2012 concerning Higher Education Permenristekdikti 62 of 2016 concerning Higher Education Quality Assurance Systems. This policy requires the availability of national standards in the administration of education, which aims to guarantee the quality of national education in Indonesia. The quality assurance system policy mandates the government to supervise and help improve the quality and competitiveness of tertiary institutions by conducting assessments

through a quality assurance system carried out by the National Accreditation Board for Higher Education (BAN-PT). This quality assurance system is followed by BAN-PT Regulation Number 1 of 2020 concerning Accreditation Mechanisms for Accreditation carried out by BAN-PT, Assessment with a quality assurance system, there are three categories of higher education accreditation assessment, namely accreditation scores A (excellent), B (Very Good), and accreditation value C (Good). To obtain this accreditation value, each tertiary institution, both state universities (PTN) and private universities (PTS), are competing to get the best scores.

For PTN and PTS, getting an A or B accreditation score is not easy. Especially for private tertiary institutions, are often faced with limited resources (financial, human resources, and infrastructure) constraints. The condition of the resources owned by established PTN and PTS which incidentally are located in big cities is much better than the resources owned by several private universities in the regions. Therefore, with the limitations that private universities have in the regions, it is a big challenge and they have to fight hard to get a good

accreditation rating, as well as convince the public that the tertiary institutions they manage are of the same quality as well-established PTNs and PTS. The assessment of higher education accreditation is a benchmark for society and the world of work to assess the quality of graduates.

The accreditation assessment has consequences for the future of graduates produced by a tertiary institution. In general, graduates are not able to compete (administratively) when the tertiary institution where they study gets a C accreditation score. The public and the world of work consider that a C accreditation score indicates the quality of a tertiary institution is of less quality so the competency of its graduates is doubtful.

The assessment of the quality of graduates based on the results of accreditation is less relevant because the assessment of the quality of a person is based more on one's knowledge, skills, and competence, not only measured by the value of university accreditation alone. Misguidance regarding the assessment of higher education accreditation in the community is of course very detrimental to institutions and graduates. Even according to the law, universities that get a C accreditation score are still legal to issue

diplomas, because the C accreditation score is still included in the quality assessment in the 'good' category. The dilemma faced by graduates is if a tertiary institution gets a C grade will make it difficult for graduates to register in the formation of Prospective Civil Servants (CPNS) or private institutions/companies which require applicants to graduate from institutions/study programs with a minimum rating of B accreditation. Graduates are also hampered from looking for work if the status of higher education institutions is not yet accredited. The quality assurance system policy is considered not to burden tertiary institutions but also has an impact that can be detrimental to graduates of higher education institutions themselves.

The Coordination of Private Higher Education, abbreviated as Kopertis, is a government institution that specifically fosters private tertiary institutions based on their working area. Currently, according to the Regulation of the Minister of Research, Technology and Higher Education of the Republic of Indonesia number 15 of 2018 concerning the Organization and Work Procedure of Higher Education Service Institutions, 2018 Kopertis changed its name to the Higher Education Service

Institution (LLDIKTI), Juncto Regulation of the Minister of Education and Culture Number 34 of 2020 concerning the Organization and Work Procedure of Higher Education Service Institutions (Regulation of the Minister of Research, Technology and Higher Education of the Republic of Indonesia Number, 2018).

Higher Education Service Institute (LLDIKTI) in its function as the executor of facilitating higher education readiness in external quality assurance in its working area covering 450 private higher education institutions consisting of universities, academies, community academies, high schools,

institutes, and polytechnics.

In addition to private tertiary institutions, state tertiary institutions are currently the scope of work of Higher Education Service Institutions (LLDIKTI). However, in this study researchers will focus on facilitating external quality assurance of private tertiary institutions in the working area of Higher Education Service Institutions (LLDIKTI) Region IV West Java and Banten. The details of private universities in the ex Kopertis IV area of West Java / Higher Education Service Institutions (LLDIKTI) can be seen in table 1.

**Table 1.**  
**Higher Education in Region IV West Java and Banten**

No	Type of Institutions	Number of Institutions
1	University	94
2	Institute	16
3	High School	207
4	Academy	88
5	Polytechnic	40
6	Community Academy	5
<b>Total</b>		<b>450</b>

Source: LLDikti, 2021

Based on the number of PTS in the West Java Kopertis IV area, some institutions have been accredited and there are not a few higher education institutions that have not been

accredited. The results of the accreditation assessment of private tertiary institutions in the Kopertis IV area can be seen in table 2.

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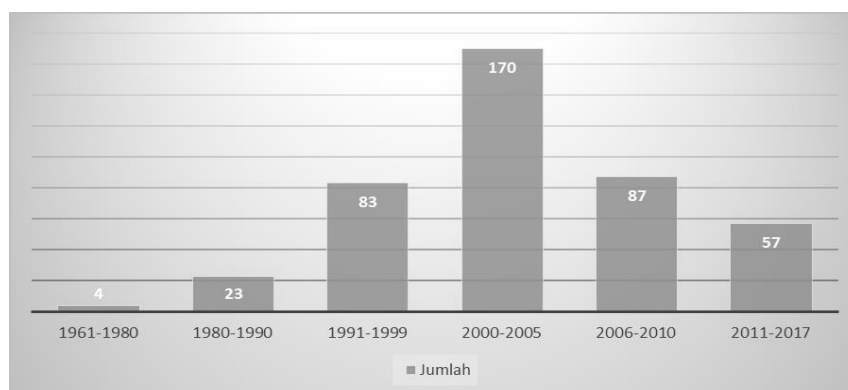
**Table 2.**  
**Data on Accreditation of Private Higher Education Institutions LLDIKTI IV**

No	Accreditation Rating	Number of Accreditation Ratings
1	Not accredited	154
2	An accredited	4
3	B accredited	93
4	C Accredited	143
5	Excellent	2
6	Very Good	9
7	Good	45
<b>Total</b>		<b>450</b>

Source: Kopertis IV West Java, 2021

Based on table 2 data, it can be seen that the number of private tertiary institutions in the LLDIKTI IV area that have received accreditation grades C and which have not been accredited is far more than the universities that have received accreditation scores B and A. This fact certainly shows the competitiveness of tertiary institutions in the LLDIKTI area. IV is still very low, as well as having an impact on the assessment of the competitiveness of its

graduates. On average, these private tertiary institutions in the LLDIKTI IV area have produced many graduates, because based on their deed of establishment, the institution has been around for quite a long time. The following is data on the year of establishment of private tertiary institutions that received a C accreditation score and have not been accredited.



**Figure 1.**  
**Data on Private Higher Education in West Java Kopertis IV Region (Based on the Establishment Decree) That Have Received C Accreditation and Which Have Not Been Accredited**

Source: Kopertis IV West Java, 2017 (processed)

Based on the data shown in Figure 1, it shows that there are still very many private tertiary institutions in the LLDIKTI IV area of West Java and Banten that have obtained a C accreditation grade and have not been accredited (even though these institutions have been around for a very long time).

Currently, according to data in Kopertis IV West Java / LLDIKTI IV, there are 450 higher education institutions (private). Of the total number, 154 tertiary institutions have not been accredited, and 143 tertiary institutions are still accredited C. This shows that the implementation of the national quality assurance system policy has not been able to improve the quality of private tertiary institutions, especially in the area of the former Kopertis IV West Java/LLDIKTI IV. Private tertiary institutions should be seen as partners with the government in helping to provide affordable education services for the whole community. But in reality, in organizing higher education, private universities rely on their efforts to be of equal quality to state universities and well-established private universities. The burden on private tertiary institutions is increasing with the implementation of the quality assurance system policy. The quality assurance

system policy has not succeeded in improving the quality of higher education but can create new problems, including the potential to kill higher education institutions (especially small PTS and regional PTS) and harm graduates' ability to compete in the world of work. The existence of this problem should be a concern in this study to conduct an evaluation analysis of the quality assurance system policy in increasing the competitiveness of private tertiary institutions in the former Kopertis IV area of West Java/LLDIKTI IV.

Private universities (PTS) are the government's partners in advancing education to achieve one of the national goals of the Republic of Indonesia as stated in Paragraph IV of the Preamble of the 1945 Constitution, namely to educate the nation's life. However, the existence of PTS has greatly helped the government which cannot meet the needs of all citizens in education services. Therefore, the government should be obliged to help these private higher education institutions to have a quality of education on par with other tertiary institutions. However, in reality, the quality assurance system policy has the potential to cause serious problems for competitiveness among the higher education institutions themselves and

have an impact on losses for the graduates of each institution. The aim of higher education accreditation by BAN-PT is to supervise the implementation of education. Ideally, the implementation of higher education has equal quality, both in terms of education management and the quality of graduates.

The quality assurance system policy results in material and immaterial losses for the community because accreditation results in uncompetitive competition. College graduates accredited B or C can be beaten (administratively) by university graduates accredited A, without any opportunity to compete substantively (competence).

The implementation of a quality assurance system, ideally aligned with the philosophy of providing education services to all citizens, has an impact on improving the quality of tertiary institutions, avoiding negative impacts that are detrimental to the community members themselves. Losses faced by the community as a result of the quality assurance system policy are an unexpected impact. Therefore, many parties, especially PTS managers in Indonesia, want this policy to be reviewed or re-evaluated.

Policy evaluation is an important matter for the provisions of policy

formulation and policy implementation, in short, according to Muhiddin (Muhiddin, 2017) "Policy evaluation is needed to analyze policy improvements, can see policies have been able to solve problems and have the expected impact". Then the policy as a product of public administration must be able to solve the problems faced by society. In addition, briefly according to Dwiyanto (Dwiyanto, 2012): "Public policy should be relevant to the interests of society".

The results of preliminary observations show that several indicators are a problem related to the evaluation of quality assurance system policies to increase the competitiveness of private tertiary institutions in the city of Bandung as follows: a. Administrative evaluation, among other things related to the quality assurance assessment input not conforming to the standards regulated by law, so that the result tends to be ineffective and not on target; b. About judicial evaluations, there is, among other things, the possibility of violations of the rules which cause the implementation of the evaluation not to proceed according to the applicable regulations; c. Regarding political evaluation, a quality assurance system can be implemented by meeting quality standards according to standard

operating procedures (SOP), so that higher education institutions have the same standards in managing higher education in the city of Bandung.

The issuance of a quality assurance system policy in tertiary institutions creates new problems for the community. This policy creates problems for graduates so that they are unable to compete competitively because the value of higher education accreditation can annul the opportunity (administratively) for graduates to compete.

This research is different from previous research which is at the level of analysis implementation of policies and internal quality assurance. Researchers are more interested in analyzing the quality assurance system policies to evaluate the results of implementing policies, and the ability to solve problems, from the external side, carried out by the IV Higher Education Service Institution (LLDIKTI IV). This research focuses on an analysis of the national policy on the higher education quality assurance system that has a noble goal so that the Indonesian people obtain education from legal and quality institutions. The implementation of this policy creates a problem of competitiveness between tertiary institutions (especially private

universities) which has a detrimental impact on tertiary graduates.

A public policy evaluation study is a process to assess how far a public policy can produce results, namely by comparing the results obtained with the goals or targets of public policies that have been determined previously. Likewise, the opinion of Lester and Stewart (cited by Winarno) say that: Policy evaluation is a study to assess the consequences of a policy by describing its impact and assessing the success or failure of a policy based on predetermined standards or criteria (Winarno, 2014).

Policy evaluation is a matter of fact in the form of measuring and evaluating both the stages of policy implementation and the results (outcome) or impact from the operation of a particular policy or program, thus determining the steps that can be taken in the future. Program decision-makers carry out evaluations to postpone decisions, justify, and validate decisions already made, free themselves from controversy for future purposes by evading responsibility, defending the program in the view of its voters, funders, or the public, or to meet government or foundation requirements for evaluation rituals. In addition, the evaluation is used for certain political



purposes (Weiss, 1972).

This opinion shows how important it is to evaluate the policy, to avoid various kinds of controversies as well as a sense of responsibility for the consequences caused by implementing a policy. The same thing applies to higher education quality assurance system policies that are felt by around 450 private tertiary institutions within the Region IV Higher Education Service Institutions. However, the implementation of the quality assurance system policy has increasingly added to the burden on private tertiary institutions. The quality assurance system policy has not succeeded in improving the quality of higher education but can create new problems, including the potential to kill higher education institutions (especially small PTS and regional PTS) and harm graduates' ability to compete in the world of work (Lester, James P, 2000).

The results and impacts of the quality assurance system policies issued by the government should have been evaluated whether they need to be continued or improved. Types of Policy Evaluation (Anderson, 2003) in Winarno (Winarno, 2014) divides policy evaluation into three types as follows: 1. The first type of Policy evaluation is understood as a functional

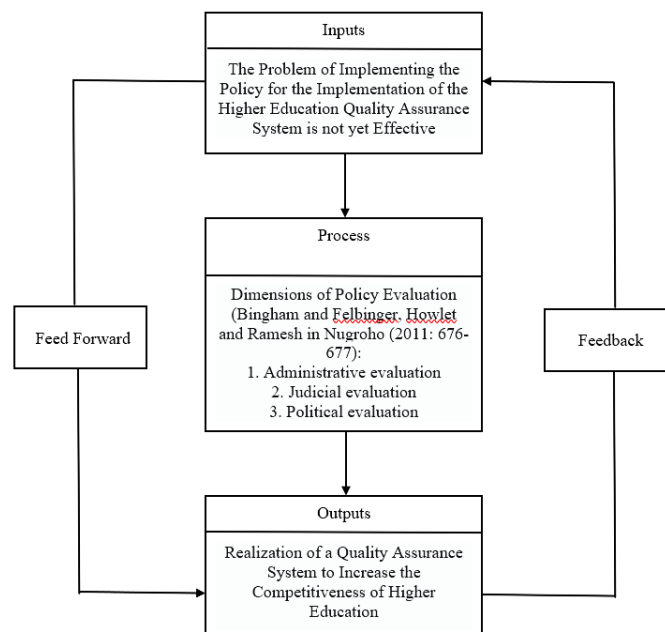
activity. If policy evaluation is understood as a functional activity, policy evaluation is seen as an activity that is as important as the policy itself; 2. The second type is an evaluation type that focuses on the operation of certain policies or programs. This type of evaluation talks more about honesty or efficiency in implementing the program; 3. The third type is the systematic policy evaluation type, this type of policy looks objectively at the implemented policy programs to measure their impact on society and see how far the stated goals have been achieved; 4. The types of policy evaluation above are alternatives that can be carried out in evaluating a policy, which can be done through functional analysis, programs, or systematic policies. In carrying out an analysis of the evaluation of educational quality assurance system policies, researchers used the theory of Bingham and Felbinger (Richard D. Bingham, 1989), Howlet, and Ramesh (1995) in Nugroho (Nugroho, 2007) which groups policy evaluations into three, namely: a. Administrative evaluation, which relates to the evaluation of the administrative side budget, efficiency, and cost of the policy process within the government about: 1) effort evaluation, which assesses from the input side of the

program developed by the policy; 2) performance evaluation, which assesses the output of the program developed by the policy; 3) adequacy of performance evaluation or effectiveness evaluation, which assesses whether the program is executed as specified; 4) efficiency evaluation, which assesses the cost of the program and provides an assessment of its cost-effectiveness; 5) process evaluations, which assesses the methods used by the organization to implement the program; b. Judicial evaluation, namely evaluation regarding the issue of legal validity where the policy is implemented, including possible violations of the constitution, legal system, ethics, state administration rules, to human rights; c. Political evaluation assesses the extent to which

political constituents accept the implemented public policies.

As a result of the evaluation, it can be recommended whether the quality assurance system policy is declared successful or failed based on predetermined standards or criteria. Recommendations from the policy evaluation results are also based on eligibility criteria linked to substantive rationality, namely criteria relating to the substance of objectives.

Based on the policy evaluation theory of Bingham and Felbinger, Howlet, and Ramesh (1995) in Nugroho (Nugroho, 2007) and the impact of policy according to Dye (Dye, 1981), an overview of the framework of this research can be formulated as follows:



**Figure 2.**  
**Framework for Thinking about Policy Evaluation**

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Based on the research framework above, operational parameters based on policy evaluation theory according to Howlet and Ramesh (1995) and the impact of policies according to Dye (1981), which are used for the analysis of this research are as follows: a. Administrative evaluation, namely evaluation relating to administrative aspects-budget, efficiency, and cost of the policy process within the government, which is assessed from the program input developed by the policy (effort evaluation), assessing the output of the program developed by the policy (performance evaluation), assess the suitability of the program with the policies that have been set (adequacy of performance evaluation or effectiveness evaluation), assess the cost of the program and provide an assessment of its cost-effectiveness (efficiency evaluation), and assess the methods used by the organization to implement the program (process evaluations); b. Judicial evaluation, namely analyzing the legal validity of implemented policies, the possibility of policy violations against the constitution, violations of the legal system, ethics, state administration rules, to human rights; c. Political evaluation analyzes whether the policy can be accepted by society in general.

## METHODS

This study aims to explain the conformity of the quality assurance system policy according to the plan and the expected impact. Therefore research on quality assurance system policies in increasing the competitiveness of private tertiary institutions in the Bandung City area is analyzed based on three dimensions, namely the suitability dimension *output*, dimensions of policy ability to address social problems, and dimensions of policy impact. In this study, the method used is qualitative. Research with qualitative methods aims to obtain a complete picture of a matter from the point of view of the human being studied. The qualitative research used by researchers is also explanatory, with the intention that the research results can provide a more detailed description and provide an in-depth explanation of the dimensions of policy evaluation. From this analysis, it is expected to be able to provide recommendations or policy recommendations (policy advocacy) regarding the actions that need to be taken related to the higher education quality assurance system policy, especially PTS, whether the guarantee system policy needs to be continued or

policy changes need to be made, either in the form of replacing it with a new policy or revising existing policies.

### Research Variable

This study includes two variables, namely the Control System (X1) which is a means of control from the leadership over the results of work carried out by employees so that they are by the objectives set at the Community and Village Empowerment Service and National Unity and Politics in Bandung City. Organizational Structuring (X2) is a planned effort to improve individual performance through changes in organizational structure, behavior, and work processes at the Office of Community and Village Empowerment as well as National Unity and Politics in the City of Bandung. Employee Performance Variable (Y) is the result of work achieved by employees at the Office of Community and Village Empowerment as well as National Unity and Politics in the City of Bandung to realize the vision, mission, and goals of the organization.

### SWOT Analysis

SWOT is an acronym for strengths and weaknesses internal of an

organization, as well as opportunities and threats the environment it faces (Pearce, J.A. and Robinson, 2011). SWOT analysis is a historically well-known technique in which managers quickly create an overview of an organization's strategic situation. This analysis is based on the assumption that an effective strategy is derived from a good "fit" between an organization's internal resources (strengths and weaknesses) and its external situation (opportunities and threats). A good fit will maximize the strengths and opportunities of the organization and minimize the weaknesses and threats.

Strengths or strengths are resources, skills, or other advantages relative to competitors and the needs of the market the organization serves or seeks to serve. Strengths are specific competencies that give an organization a comparative advantage in the marketplace. Strength can be contained in human resources and finance. Weaknesses or weaknesses are limitations or deficiencies in resources, skills, and capabilities that seriously impede the effective performance of the organization. The sources of weakness are in the facilities, financial resources, management capabilities, organizational skills, and image.

Opportunities or opportunities are an important favorable situation in the organizational environment. Important trends are another source of opportunity. Identify previously neglected segments, changes in competitive or regulatory situations, technological changes, and improved relationships with buyers or suppliers. Threats or threats are important unfavorable situations in the organizational environment. Threats are major distractions to the organization's current or desired position. Entry of new competitors, slow market growth,

increasing the bargaining power of key buyers or suppliers, technological changes, and new or revised regulations can pose threats.

The tool used to compile organizational strategic factors is the SWOT matrix. This matrix can clearly describe how the external opportunities and threats faced by the organization can be adjusted to the strengths and weaknesses it has. The matrix can generate four possible sets of strategic alternatives. Table 3 shows the SWOT internal and external factors.

**Table 3.**  
**SWOT Matrix**

Internal Factor External Factor	Strength (S)	Weakness (W)
	List of Internal Strengths	List of Internal Strengths
<b>Opportunity (O)</b>	<b>Strategy (SO)</b>	<b>Strategy (WO)</b>
<b>List Opportunity external</b>	Evaluation Strategy Guarantee Policy quality in improving competitiveness private college advantage of opportunities	<i>Policy Evaluation Strategy Internal quality assurance increase competitiveness private university take advantage of opportunities by overcoming weakness</i>
<b>Ancaman (T)</b>	<b>Strategy (ST)</b>	<b>Strategy (WT)</b>
<b>List Threat external</b>	Evaluation Strategy Guarantee Policy quality in improving competitiveness private college by using power for avoid threats	Policy Evaluation Strategy Internal quality assurance increase competitiveness private college by minimizing weakness and avoid threat

Source: Rangkuti (2013) modified

Strategy (SO) Strengths and Opportunity. This strategy is made based on the mindset of the

organization, namely by utilizing all strengths to seize and make the most of opportunities.

Strategy (ST) Strengths and Threat. It is a strategy of using the strengths of the organization to overcome threats.

Strategy (WO) Weakness, and Opportunity. This strategy is implemented based on the utilization of existing opportunities by minimizing existing weaknesses.

Strategy (WT) Weakness, and threats. This strategy is based on defensive activities and seeks to minimize existing weaknesses and avoid threats.

## Data Used

### Primary Data

Primary data is data obtained through interviews and observations that produce data, as well as informant statements relating to the object of the problem under study. Primary data obtained through observation supplemented by interviews include: a. Data on informants' perceptions regarding the substance and objectives of the quality assurance system policy; b. Data on the results of quality assurance of private tertiary institutions within Kopertis IV/LLDIKTI Region IV West Java and Banten, especially in the city of Bandung; c. Data on the problems faced by private tertiary

institutions in the Kopertis IV/LLDIKTI Region IV West Java and Banten, especially in the city of Bandung after the publication of the quality assurance system policy; d. Data on the impacts that arise and are felt by tertiary institutions in the Kopertis IV/LLDIKTI Region IV West Java and Banten, especially in the city of Bandung due to the issuance of a quality assurance system policy.

### Secondary Data

Secondary data is written data obtained from various documents, archives, journals, scientific papers, statistical data, maps, organizational structures, and others. The secondary data used in this study is data regarding the characteristics of PTS in the Ex-Kopertis IV environment or LLDIKTI Region IV West Java and Banten, especially in the city of Bandung, the substance and objectives of the quality assurance system policy, data on the results of quality assurance of tertiary institutions in the Kopertis IV/LLDIKTI Region IV West Java and Banten.

### Research Informants

The population in this study are parties (stakeholders) who are seen as understanding the Control System,

Organizational Structuring, and employee performance at the Community, Village, National Unity, and Political Empowerment Offices in the City of Bandung. Therefore, stakeholders. The members of the population in this study were all employees at the Community Empowerment, Village, National Unity, and Politics Offices of the City of Bandung along with employees of the District, Kelurahan, and Villages within the City of Bandung. Members of the population referred to as many as 601 members.

In qualitative research, informants are considered to know the conditions or problems discussed in the research. Therefore, research informants were selected based on predetermined objectives and criteria. The selection of informants relies on the principles of relevance, objectivity, quality, and validity of the data. Thus, the informants selected in this study are as follows: 1. Head of Ex-Kopertis/LLDIKTI Region IV West Java and Banten; 2. PTS leaders who have the authority to formulate strategies and policies related to quality assurance in PTS in Ex-Kopertis/LLDIKTI Region IV West

Java and Banten, particularly in the city of Bandung; 3. PTS educators and education staff in the Ex-Kopertis/LLDIKTI Region IV West Java and Banten, particularly in the city of Bandung; 4. PTS form/accreditation team in Bandung City; 5. Active PTS students in the Ex-Kopertis/LLDIKTI Region IV West Java and Banten, particularly in the city of Bandung; 6. PTS Alumni in the Ex-Kopertis/LLDIKTI Region IV West Java and Banten, particularly in the city of Bandung; 7. Government institutions and/or government/privately owned companies in the city of Bandung (as PTS alumni users).

### Research Instruments

In qualitative research, the research instrument is the researcher himself. However, in carrying out the research, researchers were supported by the availability of facilities in the form of interview guides, tape recorders, cameras, notebooks, and stationery, and if possible, researchers were also assisted by several enumerators who could support the smooth implementation of this research.

**Table 4.**  
**Operational Parameter Research**

Focus and Locus	Dimensions	Indicator	Source
Evaluation of Quality Assurance System Policy to Improve Power Competitiveness of Private Universities in the City of Bandung	Administrative Evaluation	<ol style="list-style-type: none"> <li>1. Effort Evaluation</li> <li>2. Performance Evaluation</li> <li>3. Adequacy of Performance</li> <li>4. Efficiency Evaluation</li> <li>5. Process Evaluation</li> </ol>	<ol style="list-style-type: none"> <li>1. Observation</li> <li>2. Interview</li> <li>3. Documents</li> <li>4. FGD</li> </ol>
	Judicial Evaluation	<ol style="list-style-type: none"> <li>1. Legal validity issues</li> <li>2. Possible Violation of the constitution</li> <li>3. Possible Violation of The Legal System,</li> <li>4. Possible Violations of Ethics and State Administrative Rules</li> </ol>	<ol style="list-style-type: none"> <li>1. Observation</li> <li>2. Interview</li> <li>3. Documents</li> <li>4. FGD</li> </ol>
	Political Evaluation	<ol style="list-style-type: none"> <li>1. Political Process in setting policy</li> <li>2. Acceptance of political constituents toward public policies</li> <li>3. Implementation of Technology Application Information</li> </ol>	<ol style="list-style-type: none"> <li>1. Observation</li> <li>2. Interview</li> <li>3. Documents</li> <li>4. FGD</li> </ol>

Source: Bingham and Felbinger (Richard D. Bingham, 1989), Howlet and Ramesh (1995) in Nugroho (Nugroho, 2007)

### Research Stages and Procedures

In qualitative research, several stages and procedures were carried out, namely the data collection stage, the data processing and analysis stage, the data validity testing stage, and the preparation of a research report.

## RESULT AND DISCUSSION

### Vision and Mission of LLDIKTI IV

#### West Java and Banten Region

Structurally LLDIKTI Region IV West Java and Banten is a technical

implementing unit of the Directorate General of Higher Education that carries out the task of Guiding, Controlling, and Supervision (BINDALWAS) for PTS based on the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 1 of 2013 concerning the Organization and Coordination Work Procedures of Private Higher Education, and is currently changing its form to become a Higher Education Service Institution (LLDIKTI) based on Permenristekdikti



no.15 of 2018. LLDIKTI functions to help improve the quality of higher education administration.

The indicator for the quality of the implementation of education is a government work unit whose function is to help improve the quality of the implementation of Higher Education. An indicator of the quality of the implementation of higher education is the exceedance of the National Higher Education Standards implemented by each private tertiary institution.

As an Echelon II Technical Implementation Unit under the Ministry of Education, Culture, Research and Technology, Region IV Higher Education Service Institution determines its vision based on the Ministry of Education and Culture Vision 2020-2024, the President's Vision on the 2020-2024 RPJMN, and Indonesia's Vision 2045. As for the Vision LLDIKTI Region IV: "Higher Education Service Institutions support the Vision and Mission of the Ministry of Education and Culture to realize an Advanced Indonesia through quality higher education that produces quality human resources (through the creation of Pancasila students who believe, fear God Almighty, have a noble character, personality, sovereign, independent, critical thinking, creative, independent,

work together, and have global diversity).

To support the achievement of the President's Vision, the Ministry of Education and Culture by their duties and authorities carries out the Presidential Mission known as the second Nawacita, which describes mission number (1) Improving the quality of Indonesian people; number (5) Cultural progress that reflects the personality of the nation; and number (8) Clean, effective and reliable government management. For that, mission LLDIKTI Region IV in achieving the vision is: a. mapping the quality of higher education in West Java and Banten; b. Carry out facilitation of improving the quality of the implementation of higher education in the West Java and Banten regions; c. Carry out facilitation of improving the quality of higher education management in the West Java and Banten regions; d. carry out facilitation of higher education readiness in external quality assurance in the West Java and Banten regions; e. Evaluate and report on the facilitation of higher education quality improvement in the West Java and Banten regions; d. Managing data and information in the field of higher education quality in West Java and Banten; and carrying out the

administration of LLDIKTI in an accountable manner.

Based on Permendikbudristek RI Number 35 of 2021, LLDIKTI is under and responsible to the Minister. LLDIKTI development is technically carried out by the Director General of Higher Education, Research and Technology and the Director General of Vocational Education by their fields of work and administratively it is carried out by the Secretary General of the Ministry.

LLDIKTI has the task of facilitating the improvement of the quality of the implementation of higher education. In carrying out its duties, LLDIKTI carries out the following functions: a. Implementation of higher education quality mapping; b. Facilitating the implementation of quality improvement in the implementation of higher education; c. implementation of facilitation of improving the quality of higher education management; d. implementing the facilitation of higher education readiness in external quality assurance; e. Facilitating the assessment of the credit scores of educators and tertiary educational staff; f. Facilitating the establishment of tertiary institutions and the establishment of study programs; e. Implementation of

cooperation; f. Higher education data and information management; g. Implementation of evaluation and reporting of facilitation of higher education quality improvement; And h. Administrative implementation.

### **Implementation of Quality Assurance Policy Evaluation**

Role LLDIKTI Region IV West Java and Banten in the implementation of PTS quality assurance policy evaluation is shown by the activities of Technical Guidance, Workshops, Socialization, and Assistance.

Technical Guidance (Bimtek) carried out by LLDIKTI Region IV is as follows: 1. Bimtek Internal Quality Assurance System; 2. SPMI Document Preparation Bimtek; 3. Internal Quality Audit Technical Guidance; 4. Bimtek External Quality Assurance System; 5. Bimtek.

The workshop organized by LLDIKTI Region IV is as follows: 1. SPMI Workshop; 2. Workshop SPME.

Outreach carried out by LLDIKTI Region IV is as follows: 1. Socialization of Study Program Accreditation; 2. Higher Education Accreditation Socialization.

Assistance carried out by LLDIKTI Region IV is intended for assistance to Study Programs that do not

meet the ranking requirements. In summary, the relationship between the implementation of Technical Guidance,

Workshops, Outreach, and assistance is summarized in table 5.

**Table 5.**  
**Activity LLDIKTI Region IV West Java and Banten**

No	Fiscal year	Technical Guidance	Workshop	Socialization	Accompaniment
1	2019	3	3	2	2
2	2020	4	3	3	2
3	2021	4	3	2	2

Source: 2021 LLDIKTI secondary data

The competitiveness of private tertiary institutions can be seen from the graduates produced compared to

the acceptance of new students, which can be seen in table 6.

**Table 6.**  
**Private Higher Education Competitiveness**

No	PTS name	Admission of New Students 2020 Odd Semester	Graduate 2020 Even	Percentage (%)
1	Telkom University	7.970	760	10
2	Parahyangan Catholic University	3.091	1.261	41
3	Pasundan University	4.124	986	24
4	Indonesian Computer University	2.068	1.068	53
5	Widyatama University	2.593	2.018	78
6	Bandung Islam University	3.195	1.450	45
7	Maranatha University Kristen	1.339	760	57

Source: Secondary Data LLDIKTI 2021 processed

Table 6 briefly shows the competitiveness of private tertiary institutions in the city of Bandung by comparing the number of students admitted to the number of graduates. Furthermore, it is discussed in detail regarding the description of the

implementation of quality assurance policies for tertiary institutions including the problems experienced by private tertiary institutions in the city of Bandung.

Based on the results of the research conducted, several findings

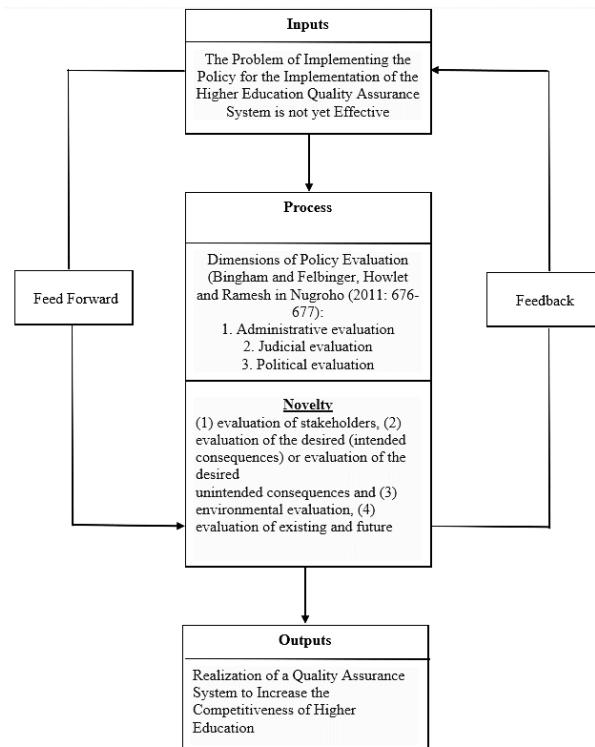
were found in this study. Analysis and discussion related to the theory of policy evaluation the theory Howlet and Ramesh in Nugroho (2011) put forward several things which are stated in the following paragraphs.

Administrative evaluation, which relates to evaluating the administrative side of the budget, efficiency, and costs of the policy process within the government about: 1) Effort evaluation, which assesses from the input side of the program developed by the policy; 2) Performance evaluation, which assesses the output of the program developed by the policy; 3) Adequacy of performance evaluation or effectiveness evaluation, which assesses whether the program is executed as specified; 4) Efficiency evaluation, which assesses the cost of the program and provides an assessment of its cost-effectiveness; 5) Process evaluations, which assesses the methods used by the organization to implement its quality assurance program.

Judicial evaluation, namely analyzing the legal validity of implemented policies, the possibility of policy violations against the constitution, violations of the legal system, ethics, state administration rules, to human rights. The political evaluation assesses the extent to which

political constituents accept the implemented public policies.

Through the discussion of the Policy Evaluation theory by Howlet and Ramesh in Nugroho (2011), the results of policy evaluation are not sufficient to support the creation of the right strategy, so some findings/novelities in this study found several things needed to enrich policy evaluation theory by combining and being supported by evaluation to improve policy evaluation. As for the improvements that must be considered in the evaluation of the policy, new findings were put forward, including (1) Stakeholder evaluation; (2) Desired evaluation (intended consequences) or unwanted evaluation (unintended consequences); and (3) Environmental evaluation (environmental evaluation); (4) Evaluation of existing and future. Based on these findings, the paradigm of thinking on page 92 can be changed according to the paradigm of thinking as shown figure 3.



**Figure 3.**  
**A New Paradigm on Quality Assurance System Policy Evaluation**

Based on the findings above, it can be recommended that the quality assurance system policy is stated to have been implemented by predetermined standards or criteria, thus explaining to researchers the research above.

The recommendations for the results of the policy evaluation are also based on eligibility criteria linked to substantive rationality, namely criteria relating to the substance of the objectives.

Then based on Law Number 12 (Pembentukan Peraturan Perundang-Undangan, 2011) article 53, concerning the Internal Quality Assurance System (SPMI) which is carried out

systemically to improve the quality of Higher Education in a planned and sustainable manner, through the establishment, implementation, evaluation, control, and improvement of Higher Education standards. In addition to SPMI, what is carried out by universities in Indonesia is the External Quality Assurance System (SPME) or what is known as accreditation, and is carried out by the Independent Accreditation Institute (LAM) or the National Accreditation Board for Higher Education (BAN-PT).

Minister of Education and Culture Number 5 of 2020 concerning Study Program accreditation which is valid for 5 (five) years and is extended

automatically/without going through a request for extension of Accreditation for implementation 5 (five) years later, the role of SPMI is very important because internal quality assurance is a form of accountability to stakeholders interest. Policy changes in the External Quality Assurance System (SPME), making the Internal Quality Assurance System (SPMI) an obligation to carry out, this is by taking into account the requirements in the Regulation of the Higher Education National Accreditation Agency (BAN-PT) Number 5 of 2019 concerning Accreditation Instruments Study program. The output of SPMI implementation by tertiary institutions is used by BAN-PT or LAM to determine the accreditation status and ranking of tertiary institutions or study programs. The implementation of SPMI is also used as a requirement for an accredited Study Program, where the implementation of SPMI is  $> 2.0$ , which means that SPMI is implemented through the standard PPEPP (Determination, Implementation, Evaluation, Control, and Improvement) cycle.

Whereas the number (target) of Superior Accredited Study Programs is expected to be above 80%, while the Superior rating value is not equivalent

to an A value for BAN PT criteria with 7 standards. Equivalence value between A and Excellent is one of the criteria that will be specified in the SPMI standard, or obtained from international accreditation.

International accreditation bodies provide accreditation if the study program has implemented education based on the outcome, otherwise known as Outcome Based Education (OBE). Program Accreditation Criteria, SPMI Guidance Document for Undergraduate and Applied Undergraduate Programs 2020 Study (APS) 4.0 has accommodated the implementation of OBE. For this reason, the standards in this SPMI use SN Higher Education with anatomy by BAN-PT.

SPMI implementation guidelines for the academic field, concerning the 9 (nine) criteria of BAN-PT which have been synchronized with the Higher Education SN. The implementation of SPMI in Study Programs emphasizes the integration of the implementation of education, research, and community service based on the 24 Higher Education National Standards (SN Dikti), which are then grouped into 9 standards. Fundamental changes, with this grouping, make the number of indicators less than the standard in the previous year. The SPMI guide can be

used by study programs in preparing data and documents for self-evaluation and performance of study programs for the preparation of external quality assurance processes, both for BAN-PT re-accreditation and for certification/accreditation at other international accreditation bodies.

Taking into account dynamic conditions, in times of non-natural national disasters by Presidential Decree No. 21 of 2020, the implementation of the SPMI is carried out using online media. Ease of access, data on Study Program Performance Reports (LKPS) have been provided and several standard items are not required to be filled in, so it is hoped that they will continue to monitor the achievement of standards, evaluate achievement can be carried out, and follow up for continuous improvement.

After discussing the findings and criticism of the theory Howlet and Ramesh in Nugroho (2011) then found a new strategy related to the policy evaluation strategy for implementing a quality assurance system for tertiary institutions. In the context of continuous quality improvement (Continuous Quality Improvement), it is necessary to evaluate policies carried out in collaboration on the development of teaching education, research, and

community service (Tri Dharma) based on an in-depth study based on evidence (evidence-based) leading to learning outcomes and impact on graduates (products) and programs. The academic development of PTS quality assurance is neither centralized nor fully autonomous but accommodates both proportionally. The PTS SPMI policy is in line with PT Law no. 12 of 2012 and Permenristekdikti no. 44 of 2015 concerning National Higher Education Standards, Permenristekdikti no 32 of 2016 concerning accreditation of study programs and higher education institutions, and Permenristekdikti no. 62 concerning Higher Education Quality Assurance System. SPMI standard policies, learning standard policies, research policies, community service policies, and management and service policies.

## CONCLUSION

Based on the results of the research discussion, the implementation of the Quality Assurance System for Private Higher Education in the City of Bandung has not been fully effective. This is indicated by the constraints and problems of implementing policies that are not yet fully by Higher Education quality assurance standards.

The dimensions of evaluating the implementation of the Quality Assurance System policy in increasing the competitiveness of private universities in the city of Bandung include administrative evaluation, judicial evaluation, and political evaluation.

Administrative evaluation with PTS performance evaluation efforts with the adequacy of academic and non-academic performance evaluations, with the process of considering effective and efficient evaluation. Administrative evaluation groups can increase the competitiveness of PTS in the city of Bandung, namely from the admission of new students (input) to the ratio of graduates (output), while the outcomes show enthusiasm for verified collaboration with external parties (graduate users and non-BAN-PT certification bodies) in a local, regional, national, International and global scale. The development of PTS infrastructure, the development of academic and non-academic culture or culture, is still in the realm of separation where there are gaps. Namely, the career of an academic specialization that has not run effectively, is dominated by specialization in structural positions.

Judicial evaluation with the issue of legal validity shows that there is a

development of the existence of decision-making, and policies contained in PTS internal regulations and seek to comply with statutory regulations, especially with BAN-PT regulations. Policies are implemented in the academic and non-academic domains. At a glance, there is still an administrative mall at a light level. The system of academic rules encounters academic ethnic domination formalistic. Although still in the corridor that refers to the rules of state administration. The density of human resources in the teaching and learning process shows that there may be still minor human rights violations.

Political evaluation is part of the political evaluation of community education and learning life and specifically deals with organizing and carrying out PTS tasks. Of course, and related to the formation and existence of legal/formal campus power/authority. The power belongs to the parties managing PTS, and systems (especially the political system of education and learning) must be built by the objectives of PTS to be achieved. Its orientation is toward the formation and distribution of academic and non-academic powers/authorities. And affect internal and external (society) stakeholders. The essence of the politics of education and



learning in PTS is also related to academic and non-academic existence on campus. Having a uniformity of academic and non-academic values is directed at achieving goals that will make it easier to achieve them. Eliminate management chaos and domination of power struggles/ownership authority (PTS Foundation).

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