MONITORING EDUCATION POLICY THROUGH QUALITY ASSURANCE AGENCY

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Abstract

The purpose of writing this scientific paper is to understand the concept and practice of monitoring education policies through the Quality Assurance Agency implemented at the Islamic University of Bandung. The method used in writing this scientific paper is an analytical descriptive study with a qualitative approach. Data was obtained by conducting documentation studies and interviews. The results found indicate that monitoring of education at the Bandung Islamic University is marked by the existence of a number of policies and activities of the Bandung Islamic University Quality Assurance Agency. Quality assurance is intended to maintain and guarantee the level of quality on an ongoing basis aspects which include input, process, and output.

Keywords: Monitoring; Education Policy; Quality Assurance Agency.

INTRODUCTION

Indicators of the success of the education sector have always been linked to the rise and fall of Indonesia's human resource development index, compared to the same index of various other nations in the world. Indonesia's current position of 107 is very far below Singapore, Malaysia, and Thailand. This position has caused all levels of the educator management bureaucracy to be stunned, and surprised, that all this time they have devoted all available abilities, the results are very heartbreaking, learning, education management, and improvement of education and education personnel have not provided the expected results, because the nation dignity of the Indonesian people has not been pushed up, despite various comprehensive efforts to encourage improvement in the quality of educational outcomes, with improvements in planning and processes comprehensively and simultaneously (Marliyah 2015).

In an effort to encourage the improvement of the quality of human resources (HR) in the Indonesian nation, the National Education System Law was issued which guides the implementation of the education process and standardizes education. In this case, it includes the components of education in terms of concepts, techniques, and applications which certainly play an important role in the success and success of achieving national education goals (Chairiyah 2021).

In addition, the national education system is also a reference in making education policy, as well as education management at the national, regional, and school levels. Everything aims to prepare and process human resources (HR) that have optimal competence and quality in national development efforts and improve performance that has high competitiveness. Therefore, education policy has a very urgent position and determines the direction and path in the education process itself. Once a wrong step in decision-making to determine the education policy is taken, this will greatly affect the quality of education quality from the education unit level to the national level (Srihartini et al. 2021).

Efforts to improve the quality of education in Indonesia require appropriate policies from the government, this means that the emergence of the policy must be based on a strong goal orientation. Policies issued by the Indonesian government in the field of education are not only in the form of laws. An important issue that needs to be highlighted is whether the education policy can be implemented properly and also produce the expected output, that the end result of all policies is as determined by the objectives of education. In order for negative impacts to be reduced or even avoided from the implementation of government policies, it is necessary to be effective and efficient in the education policy process by deeply understanding the nature of monitoring of education policies (Zulfa and Tan 2009).

The implementation of monitoring of the implementation of educational policies is carried out in various educational institutions, one of which is in private universities. Based on the results of preliminary studies, it shows that Bandung Islamic University is one of the private universities that has a strategic role in improving the quality of human resources in West Java. The learning aspect is one of the benchmarks of educational success at the institution. To measure the success of learning, monitoring is carried out by the Quality Assurance Agency. Quality assurance is intended to maintain and guarantee the level of quality on an ongoing basis aspect that includes input, process, and output.

For example: If seen from the learning course that became the spirit at the Islamic University of Bandung, for example, is Islamic Religious Education, which has 7 (seven) courses. From semester 1 (one) to semester 7 (seven), Bandung Islamic University determines that every semester there are Islamic religious education courses, namely: (1) Islamic Religious Education 1 Aqidah, (2) Islamic Religious Education 2 Pesantren / Worship, (3) Islamic Religious Education 3 *Muammalah*, (4) Islamic Religious Education 4 *Akhlak*, (5) Islamic Religious Education 5 History of Islamic Civilization, (6) Islamic Religious Education 6 Islamic Thought, and (7) Islamic Religious Education 7 Islamic Disciplines (Interview Results and Documentation).

The seven courses are monitored (classroom activities) by policymakers, in this case, Vice Rector 1, through a questionnaire in the form of an online student satisfaction index form. This is one of the requirements for students to take the final semester exam. The purpose of this study is to describe and analyze the implementation of educational monitoring at Bandung Islamic

University. The research method in writing this article uses an analytical descriptive method with a qualitative approach through data collection using documentation studies and interviews.

METHODOLOGY

The researcher uses a qualitative research type that produces descriptive data from words through interviews or behavior observed in case studies. Based on the completeness of the case study research, the research locations, research subjects, informants, and data collection techniques will be presented here. The location of the pesantren to be researched is the Bandung Islamic University which is located at Tamansari 1, Bandung City.

This study uses a qualitative method with a descriptive approach and social history. A qualitative method with a descriptive approach according to examines the status of human groups, conditions, objects, systems of thought, or current events which aims to make descriptive systematic, factual, and accurate about the facts studied. Meanwhile, the data analysis technique in this study uses data analysis techniques using the Miles and Huberman model using three stages, namely: data reduction, data presentation, conclusion drawing, or verification (Sugiono, 2014). The three analyses are shown in the diagram below:
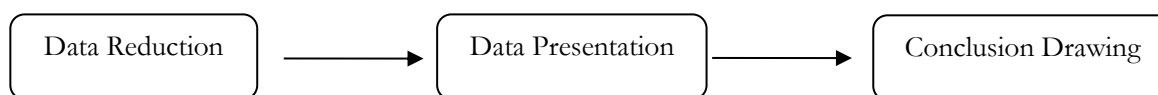

Figure 1. Analysis Diagram

RESULTS AND DISCUSSION

To understand the concept of monitoring, it is necessary to study the term monitoring itself. According to experts, monitoring comes from the term monitor. According to the Indonesian dictionary, monitoring is a tool used to observe, supervise, and control (Tengah 2014). Monitoring is an activity to evaluate policy implementation (Sutmasa 2021). In addition, monitoring is a policy analysis procedure to generate information about the causes and consequences of public policies. Monitoring allows analysts to explain the relationship between policy operations and their outcomes.

Monitoring intends to provide designative statements and is concerned with establishing factual premises about public policy. While factual premises and value premises are always changing, and "facts" and "values" are interdependent, only recommendations and evaluations are explicitly based on value premises. Monitoring produces statements that are marked after policies and programs have been adopted and implemented (ex post facto) (Nugraha 2018). Monitoring is a cycle of activities that includes: collecting, reviewing, reporting, and acting on information about a process that is being implemented (Tiara and Syukron 2019).

Monitoring is a policy analysis procedure used to provide information about the causes and effects of public policies. Monitoring is also a key source of information about policy implementation. Thus, monitoring is a way to make designative claims about past and present policies. Monitoring produces clear conclusions during and after policy adoption and implementation (ex post facto).

Based on the results of documentation and interviews, monitoring carried out at the Islamic University of Bandung is in accordance with the directions and policies of the Quality Assurance Agency of the Islamic University of Bandung. Quality assurance is an internal demand of the Faculty and Study Program to continue to strengthen the bargaining power position of the Study Program towards the public/user community of quality education. Quality assurance is an urgent commitment of Study Program Leaders, this is a strategic issue. The Quality Assurance System is an instrument of the Faculty / Study Program to improve the quality standards of the implementation of the Faculty / Study Program. Its implementation is carried out in stages, structured and sustainable in order to achieve targets in accordance with planning. Bandung Islamic

University documents, implements, and maintains the Quality Management System internal and external regulations, and applicable laws. This Quality Management System is improved from time to time as needed.

The duties of the Quality Assurance Board (BPM) of the faculty are: (a). Elaboration of University Academic standards to Academic standards of Faculties/Study Programs at Universitas Islam Bandung; (b). Elaboration of the University Academic quality manual to the Faculty/Study Program Academic quality manual; (c). Socialization of the quality assurance system to the Unisba Academic Community; (d). Training on quality assurance organized by the University, specifically for educational/administrative staff. Documents that have been prepared by the University are elaborated at the faculty level as follows: (a). Faculty Academic Policy; (b). Faculty Academic Regulations; and (c). Faculty Academic Standards. At the Study Program level, the following documents are made: (a). Formulation of Graduate competencies; (b). Formulation of Study Program Specifications; (c). Self-Evaluation of the Study Program; and (d). Evaluation of the Academic Quality of the Study Program.

Monitoring plays an important methodological role in policy analysis. When a problem situation arises during the transformation of policy actions into information about policy outcomes through monitoring, the problem situation (a system of interdependent problems) is transformed through problem formulation into a policy problem. Monitoring plays at least 4 (four) functions in policy analysis (Fadhli 2020), namely:

(1). Compliance: Monitoring is useful for determining whether the actions of policy actors (program administrators, staff) conform to the standards and procedures established by legislators; (2). Auditing: Monitoring helps to determine whether resources and services intended for specific target groups or consumers have indeed reached them; (3). Accounting: Monitoring generates information useful for accounting for the social and economic changes that occur following the implementation of public policies over time; and (4). Explanation: Monitoring collects information that can explain why the results of public policies and programs differ. It helps analysts discover what policies and programs work well, how they work, and why.

The information needed to monitor public policy must be relevant, reliable, and valid. Reliable means that observations in obtaining information must be made carefully. Valid means that the information actually tells us what it is intended to tell us. Some information is general, for example about economic characteristics, and population, and some is specific, concerning a region, city, and other sub-populations in society. Information can be obtained from various sources. In general, information is obtained from archives at relevant agencies or bodies in the form of books, monographs, articles, and written reports from researchers. When data and information are not available from the above sources, monitoring needs to be carried out with questionnaires, interviews, and field observations.

In monitoring policy outcomes, two types of policy outcomes must be distinguished, namely: Outputs, and impacts. Policy outputs are goods, services, or resources received by target groups or beneficiaries. On the other hand, policy impacts are real changes in behavior or attitudes produced by these policy outputs (Harahap 2021). In monitoring policy outputs and impacts, it must be remembered that the target group is not always the recipient group. Target groups are individuals, communities, or organizations that are intended to be influenced by policies and programs. Meanwhile, beneficiaries are groups that receive benefits or value from the policy.

To properly quantify policy outputs and impacts, it is necessary to look back at previous policy actions. In general, policy actions have two main objectives, namely regulation and allocation. Regulative actions are actions designed to ensure compliance with certain standards or procedures. In contrast, allocative actions are actions that require inputs in the form of money, time, personnel, and tools (Putra 2019). Policy actions can also be further disaggregated into policy inputs and policy processes. Policy inputs are resources (time, money, personnel, tools, materials) used to produce outputs and impacts. Policy processes are organizational and political actions that determine the transformation of policy inputs into policy outputs and impacts.

Based on the results of interviews and documentation studies, the implementation of monitoring the results of policies carried out at the Bandung Islamic University is carried out by

quality assurance. Quality assurance is intended to maintain and guarantee the level of quality on an ongoing basis aspect that includes input, process, and output.

From the input aspect. The Study Program / Faculty at the Islamic University of Bandung sets quality standards that are accepted through selection from the implementation of new student admissions through various selection systems used according to faculty and university regulations, namely through the PMDK and Screening /MB exams. Input control is carried out by considering UAN scores and entrance exam test scores.

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The objectives of monitoring are (a). Ensure that a process is carried out in accordance with applicable policies so that the process runs on track; Provide a high chance of data accuracy for monitoring actors; Identify undesirable results in a process quickly (without waiting for the process to end); (b). Develop positive motivation and habits; (c). Keeps the policy being implemented in line with its goals and objectives; (d). Can determine errors as early as possible so as to reduce greater risks; and (e). Take action to modify the policy if the monitoring results require it (Tiara and Syukron 2019).

The third activity is "Monitoring Academic Quality". Monitoring the academic quality of Bandung Islamic University is carried out by: (a). At the study program level, there is a quality assurance team called the Bandung Islamic University Faculty Quality Assurance Agency Task Force, which is coordinated by a lecturer and consists of a lecturer. Coordinated by the Chairperson, Secretary, and the Faculty Quality Assurance Task Force, as well as by involving lecturers, a total curriculum review is carried out every 4-5 years.

(b). The Study Program / Faculty updates the curriculum every academic year, by involving lecturers in teaching and learning activities, and evaluating student assignments; (c). The Study Program / Faculty evaluates and develops Syllabi and Semester Learning Plans for each course, as well as the preparation of teaching materials; (d). Through BTDU (Lecturer Task Load), which is managed by the Vice Dean for Academic Affairs, and the same time as the person in charge of the activity. With this BTDU, the Study Program / Faculty can monitor the performance of lecturers in the Tri Dharma PT aspect; (c). Through the Lecturer Performance Index (IKD) managed by the faculty. (d). Quality Assurance Agency of Bandung Islamic University.

The Quality Assurance Agency of Universitas Islam Bandung was established to evaluate internal academic quality. Through the AIMA (Academic Quality Internal Audit) program, the Quality Assurance Agency evaluates the academic quality of Study Programs/Faculties within the Islamic University of Bandung every year (September-November). The Quality Assurance Agency has prepared forms that must be filled in and documented by the Faculty and Study Program. There are 37 forms for faculties and 17 forms for study programs.

The aspects evaluated by the Quality Assurance Agency on academic quality are: (a). The suitability of the material provided in class with the Syllabus and semester Learning Plan (b). Attendance rate of lecturers and students (DHMD); (c). Lecturer assessment as material for evaluating lecturer competence consists of lecturers' mastery of course material, use of learning media through ICT (Technology, Information, and Communication), how to deliver material, and lecturers' abilities through online questionnaires; (d). Student administration aspects, to assess the guarantee of "student rights and obligations". Academic quality assessment conducted by the Quality Assurance Agency through the AIMA program which is carried out annually, shows the results that the academic quality of the Study Program / Faculty; and (e). External standards from

the National Accreditation Board for Higher Education (BAN-PT), which is conducted every 4 (four) years.

From the output aspect. Student continuity is monitored by monitoring the number of credits and GPA of each student per semester to avoid high dropout rates (DO), the length of completion of the final project to find out the obstacles faced in the process of preparing the final project, the average GPA of students per semester to determine the development of student achievement and reviewing the curriculum every year. The Study Program / Faculty needs to know the suitability of its capabilities with user needs (market absorption of graduates, first salary, waiting time needed to get the first job), all of which is done by conducting a tracer study.

The procedures in the Quality Assurance Agency of Universitas Islam Bandung are as follows:

1. FM-UNISBA-PP-F-000 Endorsement
2. FM-UNISBA-PP-F-001 Study Plan Form Availability List
3. FM-UNISBA-PP-F-002 Trustee Schedule
4. FM-UNISBA-PP-F-003 Supervision Attendance List
5. FM-UNISBA-PP-F-004 Syllabi and lesson plan availability list
6. FM-UNISBA-PP-F-005 Form of Examination Facility List
7. FM-UNISBA-PP-F-006 List of Course Lecturers
8. FM-UNISBA-PP-F-007 List of Course Lecturer Qualifications
9. FM-UNISBA-PP-F-008 Guidebook Distribution List
10. FM-UNISBA-PP-F-009 Form of Lecture Schedule
11. FM-UNISBA-PP-F-010 Form of Practicum Schedule
12. FM-UNISBA-PP-F-011 DHMD Availability List
13. FM-UNISBA-PP-F-012 Minutes of Lecture and Conformance
14. FM-UNISBA-PP-F-013 List of Availability of Practical Equipment Modules
15. FM-UNISBA-PP-F-014 List of Attendance of Teaching Lecturers
16. FM-UNISBA-PP-F-015 Student Attendance List
17. FM-UNISBA-PP-F-016 Practicum Attendance List
18. FM-UNISBA-PP-F-017 Uts Uas Schedule
19. FM-UNISBA-PP-F-018 Supervisor Schedule Form
20. FM-UNISBA-PP-F-019 List of Exam Card Availability and Distribution
21. FM-UNISBA-PP-F-020 Exam Question Availability List
22. FM-UNISBA-PP-F-021 List of Corrected Exam Questions
23. FM-UNISBA-PP-F-022 Exam Attendance List
24. FM-UNISBA-PP-F-023 Test File Delivery Availability List
25. FM-UNISBA-PP-F-024 List of Availability of Test Score Receipt
26. FM-UNISBA-PP-F-025 Distribution of Ipk per batch
27. FM-UNISBA-PP-F-026 List of Value Distribution of Each Subject
28. FM-UNISBA-PP-F-027 List of Distribution of PAI Course Grades
29. FM-UNISBA-PP-F-028 List of Pesantren Grades
30. FM-UNISBA-PP-F-029 Undergraduate Candidate Boarding School Score List
31. FM-UNISBA-PP-F-030 List of Kp Internship Participants
32. FM-UNISBA-PP-F-031 List of Thesis Compilers
33. FM-UNISBA-PP-F-032 Court Exam Schedule
34. FM-UNISBA-PP-F-033 List of Examiners Present
35. FM-UNISBA-PP-F-034 Thesis Session Report
36. FM-UNISBA-PP-F-035 Graduation Report
37. FM-UNISBA-PP-F-036 Graduate Tracking List
38. FM-UNISBA-PP-F-037 Research List of Faculty Lecturers
39. FM-UNISBA-PP-F-038 List of Lecturer Services
40. FM-UNISBA-PP-F-039 Faculty Ikd List
41. FM-UNISBA-PP-F-040 Promotion
42. FM-UNISBA-PP-F-041 List of Lecturer Complaints

43.   FM-UNISBA-PP-F-042 List of Alumni Questionnaire Scores

Monitoring requires data and information to assess the policy implementation process. The data and information are obtained through methods including:

(1). Documentation method, namely from various activity reports, such as annual/semi-annual/monthly reports; (2). Survey Method, a set of question instruments is prepared before conducting a survey, the aim is to collect data from stakeholders, especially target groups; (3). Field Observation Method, observing empirical data in the field and aiming to be more convincing in making judgments about the process of the policy; (4). Interview method with stakeholders, interview guidelines that ask about various aspects related to policy implementation need to be prepared (Tsuroyya 2021);

(5). Mixed Methods, for example between documentation and survey methods, or survey and observation methods, or by using all three or even all four of the above methods; and (6) Focus Group Discussions (FGDs), conducting meetings and discussions with various stakeholders. In this way, more valid information can be obtained through cross-checking data and information from various sources (Ramdhani and Cahyana 2018).

Dunn identified four types of approaches to monitoring, namely: (a). Social system accounting is a monitoring approach to determine changes in objective and subjective social conditions over time; (b). Social experimentation is a monitoring approach to determine social changes that occur in an experimental group by comparing it with a control group; (c). Social accounting is a monitoring approach that seeks to determine the relationship between inputs, processes, outputs/outcomes, and impacts; (d). The research and practice system is a monitoring approach that applies systematic compilation, comparison, and testing of the results of past public policy implementation (Tawakal 2015).

Furthermore, monitoring of a new policy can be carried out after the actions of policy actors towards objects or target groups. In other words, the policy plan has been implemented into public policy. So that at least analysts can "see" any significant changes or results from these policy actions in the form of quantitative data and qualitative data based on observations (Aisah, Zaqiah, and Supiana 2021).

The implementation of ex post facto or post-implementation monitoring of this policy is the same as the principle of evaluation. The difference is that in monitoring, the analyst only collects information about policy implementation, both in the form of objective and subjective data, based on selected indicators. Meanwhile, in the evaluation, the analyst includes his assessment of the information that has been collected in the monitoring process. So from an evaluation result, the analyst can assess whether a policy process or output has succeeded in achieving the objectives set by the policy maker or not, while in monitoring this cannot be done. However, monitoring and evaluation activities should be inseparable and able to go hand in hand with the implementation of a public policy.

Because monitoring functions to collect information in every stage of the policy starting from inputs, processes, outputs, and impacts, a key requirement should be set regarding the form of information that is suitable for monitoring. At least the determination of indicators as a limit of observation in collecting this information can be scientifically proven. For example, in determining the target group and control group in the social experimentation approach, the analyst has a scientific basis that can prove that the two groups are worth comparing with one another. Thus, the level of accuracy of information between one analyst and another does not deviate from each other.

CONCLUSION

The biggest obstacle that becomes a problem in monitoring activities in educational institutions is the limited funding and availability of resources in the form of research institutions that specialize in monitoring every policy that has been implemented. Approaches that can be used in monitoring include social system accounting, social experimentation, social accounting, and research and practice systems. Monitoring plays at least four functions in policy analysis, namely:

compliance, auditing, accounting, and explanation. By monitoring, it can be ensured that a process is carried out in accordance with applicable policies so that the process runs according to the path provided (on the track). Monitoring of education policy at Universitas Islam Bandung is characterized by the existence of a number of policies and activities of the Quality Assurance Agency of Universitas Islam Bandung. Quality assurance is intended to maintain and guarantee the level of quality on an ongoing basis aspect that includes input, process, and output.

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