



# Implementation of Education Quality Assurance Management in the Process Blended Learning

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**Abstract.** The goal of this research was to examine how educational quality assurance management is being incorporated into classroom practice in Karawang, West Java. Since both traditional classroom instruction and online education have their benefits and drawbacks, hybrid approaches to education have evolved. For instance, classroom learning is restricted to set hours and locations, and students can only learn about topics that are covered in the curriculum. This study employed a descriptive qualitative approach since it is qualitative in nature. Teachers from several Karawang high schools participated in this research. Research methods that rely on collecting data from people include interviews, document analyses, and participant observation. Data is verified through the use of triangulation. Miles and Huberman performed data analytic tasks such as data reduction, data display, and data verification. Research into the use of quality assurance management in the classroom reveals that all parties involved benefit from having their efforts to enhance education aligned with the National Education Standards. Internal stakeholders are the key contributors, according to a review of the variables that have contributed to the efficient implementation of quality assurance.

**Keywords:** Implementation, Education Quality Assurance, Learning Process.

## 1 Introduction

In achieving educational goals, the fundamental component is the national education system. That is the meaning of the education system as stated in article 2, paragraph (3) of Law No. 20 of 2003 [1]. It means three very essential things. First is the education component because the national education system consists of members, parts, or elements that together build national education. Second, it is integrated in an integrated manner, indicating that all components cannot work individually, let alone separately. Even all these components must move together synergistically or integrated. Third, education is a mutually agreed goal that will be achieved by all parts of education [2].

According to paragraph 51 of the Law of the Republic of Indonesia, Number 20 of 2003 on the National Education System, the quality improvement of primary and secondary schools is conducted through the Principal's School-Based Quality Improvement Management (MPMBS) [3]. MPMBS is an attempt to enhance educational quality by implementing a management model that gives schools broad freedom in managing

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school resources and allowing for participatory decision-making. Including all students at the school [4].

As times change that are increasingly advanced, the problem of education that is strongly felt is poor standards across the board for learning environments. Overall, Indonesia's elementary and secondary schools have underperformed. Only over 16 percent of schools in the country exceeded national education standards (SNP) in a 2020 study of the country's educational landscape. The vast majority of schools in the country have failed to reach the SNP. Even now, many schools fall short of even the bare minimum of required services (SPM) (Distribution of Ratings – National Accreditation Board of Higher Education, n.d.).

The quality of education standards that the Government has set is different from the standards implemented by the education unit. The criteria used by most schools still need to be revised to the standards set by the Government [4]. As a result, the quality of graduates has yet to meet the expected standards. It is demonstrated by the disparity between national and comprehensive school test results, showing that there are issues with student learning process tools and methods of measuring student learning outcomes. The learning process that takes place is expected to be able to produce quality graduates. Furthermore, the learning process must be selected, developed, and applied flexibly and varied to meet the minimum criteria [5].

In the formal education path, the learning process occurs more in a classroom environment with several learners under the guidance of an educator. Most education units still need to guarantee that the educational process can meet the Government's quality standards. For instance, the ability to assess learning outcomes, plan to improve the quality of education, implement educational quality improvements and evaluate school management and learning processes [6]. The quality of primary and secondary education is the level of conformity between the implementation of primary and secondary education with the National Standard of Education (SNP) in the units of primary and secondary education and expertise program. The quality of education in the education unit will only increase with the assurance of the quality of education by the education unit.

The Government, through the Ministry of Education and Culture, issued a policy on guaranteeing the quality of education as an effort to improve the quality of education in Indonesia [7]. Thus, quality assurance can run well in all primary and secondary education management layers. A basic and secondary education quality assurance system has been developed. Made in the form of Regulation of the Minister of Education and Culture Number 28 of 2016 concerning the Quality Assurance System of Primary and Secondary Education (Minister of Education of the Republic of Indonesia, 2016). Furthermore, as mandated in Government Regulation of the Republic of Indonesia Number 19 of 2005, each Education Unit on the formal and non-formal lines is obliged to guarantee the quality of education. The quality assurance of education aims to meet or exceed the National Standards of Education established by the Government [8]. The improvement and assurance of the quality of education is the responsibility of every component of the education unit. Moreover, to improve the school's quality, an extraordinary approach is needed so that all parts of the school together have a quality culture.

For this reason, the Education Quality Assurance Implementation program is required for all schools in Indonesia with an approach to involving all components of the school.

According to Permendikbud Number 28 of 2016, primary and secondary education quality assurance is a systematic, integrated, and sustainable mechanism to ensure the entire process. The implementation of education has been following quality standards and established rules. Quality Assurance (QA) is a general term used as another word for all forms of quality monitoring, evaluation, or review [9] activities. Quality assurance has two forms. In the condition of design activities of the process of improvement and continuous quality development (continuous quality improvement), and in the form of quality culture (quality culture), which contains values that become the belief of educational stakeholders and principles or principles that are embraced. Stake Holder education, such as parents, society, Government, and the industrial world, have different perceptions of quality. This difference in perception affects schools, or educational institutions will need to set quality standards to achieve quality education. Institutionally, the School Performance and Management Plan (SPMP) has been integrated into the larger role of managing schools. SPMP strives for constant quality enhancement in all that it does by monitoring and evaluating academic standards, school effectiveness, and course offerings. Accreditation is therefore employed as a tool in the quality control and assurance system for education in many nations. Overall (Total Quality Management/TQM).

## **2 Literature Review**

### **2.1 Understanding Management**

Management is the science and art of regulating the process of utilizing human resources and other resources effectively and efficiently to achieve a specific goal goal [9]. Management is a science and art of making others willing and willing to work to achieve goals that have been formulated together. Therefore management requires the concept of the basis of knowledge, the ability to analyze existing situations, conditions, and human resources and think of appropriate ways to carry out interrelated activities to achieve the goal [10]. In essence, human activity generally is to organize (manage) to organize here a necessary art, how others need work to achieve common goals [11].

In order to maximize the effectiveness of a company's resources, managers must engage in a number of procedures, such as planning, organizing, implementing, overseeing, assessing, and regulating. To fulfill organizational or corporate goals, businesses must make the most of their available human, financial, natural, and technological resources [12].

There is a need for the State to carry out its functions and responsibilities to the people, namely regulating the problems of people's lives and providing services in the social and economic life of the community. Management has yet to be known before. Or another reason is that management developments are related to the development of American and European societies. The birth and development of management can be restored at the beginning of this natural creation process [13]. If we look at classical Egyptian civilization, there is historical evidence in the form of pyramids and sphinx

that reflect the existence of management practices, skills, and competencies. Management is always used, and it is essential to organize all activities in households, schools, cooperatives, foundations, Government, etc. Management as a science and art. Why is it called so? because the two cannot be separated. Management is a science because it has been studied for a long time and organized into a theory. This is because it explains the symptoms of management. These symptoms are then researched using the scientific method formulated as principles. Manifested in the form of a theory. While management is an art, achieving a goal needs cooperation and how to order others to want to work together. In essence, human activity, in general, is to organize (manage) to organize here a necessary art, how others need work to achieve the goal.

## 2.2 Quality in Education

According to Edward Sallis in his book *Total Quality Management in Education*, Quality is related to passion and self-esteem. Quality is the main agenda for every institution, and improving quality is the most crucial task [14]. However, some people consider quality as a concept full of puzzles. Quality is regarded as a confusing and difficult thing to measure. Quality in people's views sometimes conflicts with quality in the opinions of others, so it is not an exception if two experts have different conclusions about how to create a good institution.

According to the Ministry of Education Nasional, the understanding of quality includes inputs, processes, and educational outputs. Educational information must be available because it is needed for the ongoing process. At the same time, the educational process is changing something into something else [15]. Furthermore, the scholarly output is school performance, which is school achievement resulting from school processes and behavior. Therefore, quality in education is expressed more securely in students' success. In other words, school improvement programs are done more creatively and constructively.

The benefits of quality assurance and accreditation have been demonstrated in previous studies. To begin, the quality assurance process has given students a voice in the improvement of teaching and other support services in nations where such practices are not as common [16]. Second, external stakeholders, such as business owners and alumni, must be included in academic activities, such as curriculum creation, by universities in order to meet standards and assessment requirements. Universities have been urged to adopt this practice to boost quality [17]. Finally, thirdly, the leadership and management culture has shifted as a result of introducing quality assurance and accreditation. Institutional values, vision, and strategy must be evaluated, revised, and updated on a regular basis in accordance with evaluation criteria [18]. Additionally, enhancements in the administration of the facilities were noted. In order to better manage their scientific and technological endeavors [20], universities frequently update their computer lab equipment and software [19].

Based on the above problems, it is important to be researched so that it is stated in the research title "implementation of education quality assurance management to the learning process of students in West Java Filigree City.

### 2.3 Blended Learning

A blended learning method is a form of refinement of the e-learning system, where by using the blended learning method, learning can be carried out in two directions and is more effective than only teachers teaching or explaining or one-way.

The blended learning approach combines the benefits of both traditional classroom instruction and online study. The blended learning approach simplifies education by blending several modes of delivery, pedagogical models, and student learning preferences.

Blended learning exposes students to a variety of teaching and learning strategies, from acting as a guide to just absorbing resources. The blended learning approach combines traditional classroom instruction with online or distance learning.

Furthermore, the blended learning method is the main element in social interaction. This is done to help anyone, especially students or students, to be able to keep learning without being fixated on time and place.

However, some students still need face-to-face learning (PTM), and a face-to-face learning process is required in class to discuss and complete the learning process that has been provided online. This means that this blended learning method is an integrated learning method between classroom and e-learning.

Because remote or online learning alone has a number of limitations that can be compensated for by face-to-face or offline study during the pandemic, this blended learning approach is seen as more effective. Face-to-face meetings between teachers and students who are having trouble learning online are encouraged.

Learning in class and e-learning is considered to have its advantages and disadvantages, so it becomes the basis for the formation of the blended learning method. For example, the lack of learning in the classroom is limited in time and place, and the material obtained only comes from the school.

But face-to-face or classroom learning has the advantage of meeting the teacher, and students can immediately get feedback from their teacher on their achievements. Vice versa, learning to use the internet or e-learning is not limited by place and time. There are shortcomings.

Online or distant learning has a drawback in that there are no instructors present to guide the pupils. In addition, learners need to wait for evaluations of their progress and frequently face a host of misunderstandings along the way.

Students who face challenges due to their location, pace, or other factors when taking courses remotely may find relief in the blended learning approach. However, there are occasions when learning face-to-face is the best option; otherwise, blended learning is recommended.

The blended learning approach combines two distinct learning methods, namely traditional learning and learning supported by computer technology. As has been mentioned, the term is meant to signify an increased concentration on advancing informational and communications technologies via the internet.

Furthermore, the blended learning approach is seen as the most suitable response to diverse learning challenges and a provision to confront future learning trends.

Given that the blended learning approach places equal emphasis on both traditional face-to-face instruction and online or remote learning, the success of this approach depends heavily on a number of factors that must be carefully planned and implemented.

### 3 Method

We adopt a qualitative research approach in this research. "Qualitative research combines interpretive and naturalistic approaches to the environment" [21]. This implies qualitative researchers look at things in their natural environment, trying to understand or interpret events in terms of their meaning. Using semi-structured research approaches and interviews, the study examined the opinions of many institutional stakeholders, including institutional leaders, lecturers, researchers, support staff, internal quality assurance employees, and students.

Furthermore, we employ purposive sampling as a qualitative case selection approach. "Choosing an information-rich situation for an in-depth investigation is the reason and power of deliberate sampling [22]. An information-rich example is one from which much can be learned about issues important for the investigation." Objective sampling methods were used in this study to gather perspectives from many essential stakeholders in higher education in Karawang on the elements that contributed to the successful implementation of quality assurance in Higher Education in Karawang. The results of the performance of accreditation in all Indonesian universities can be seen on the Ministry of Education website: <https://www.banpt.or.id/>. The researchers selected two karawang institutions to apply purposive sampling in this study. As a result, three universities were established, each with its location, academic program, number, and enrollment. Each university website is then checked to see if the site lists institutional officials (Rector, vice Rector) as well as email addresses and phone numbers for internal quality assurance staff members. Researchers go out to potential informants in order to solicit their participation in studies and introduce them to other academics involved in the schools' quality assurance process. In Karawang, there is no human subjects protection board or ethical research committee. However, we adhere to ethical research guidelines that guarantee the secrecy of our sources. After explaining the study's goals and methods, participants sign a written consent form, and their identities remain anonymous throughout the study.

Three heads of institutions, three heads/deputy heads of the quality assurance unit, seven members of internal quality assurance employees, seven academics, and six students agreed to be involved in this research. The involvement, role, and contribution of informants in the quality assurance process of their institutions are explored using semi-structured interviews.

The data was analyzed using Vietnamese transcripts. Qualitative content analysis methods proved suitable for converting transcribed text into latent meanings. The initial coding scheme was developed in collaboration between the third and fourth authors. The codes are then categorized based on their relation and connection. The first and second authors are given a theme highlighting the variables that affect the achievement

of quality control in re-testing. Then, the authors discuss and agree on which transcript best exemplifies each theme.

## 4 Results and Discussion

### 4.1 Results

According to participants, various factors during the Accreditation process, especially when conducting self-evaluation, help in instituting quality assurance. All institution members interviewed, institutional leaders and personnel, and internal quality assurance professionals aware of the need for quality assurance contribute to these criteria. This is detailed in more detail below.

Many participants in this accreditation state that their school's managers and personnel fully understand the importance of quality assurance for the maintenance and expansion of the university, and that this is why their school has been so successful in quality assurance and accreditation. In this field, many institutions have developed and implemented quality assessment methods. Graduates are polled annually as part of our quality assurance program to gauge their satisfaction with their education. We also standardize our testing procedures according to established criteria (QA division head). Universities may better hone their training and management practices, increase their training's efficiency through future innovations, and ensure they are meeting assessment standards if they have a firm grasp of the significance of quality assurance in higher education. When administration, staff, and faculty recognize the importance of quality assurance, they are more likely to actively participate in and advocate for such initiatives. According to this view, modifications to leadership, administration, curriculum design, and student assistance have been implemented in universities as a result of a heightened awareness of the importance of quality assurance and accreditation.

One of the primary benefits that comes from colleges implementing quality assurance activities, in the opinion of fifty percent of those who took part in quality assurance, is a development in the leadership and management skills of institutional leaders. Take into consideration the following possibility: Those in charge of the academy attend a session on quality assurance training to prepare them for their role as director of the quality assurance center. We hire consultants to assist in conducting self-evaluations and increase funds for activities aimed at improving quality assurance. The leaders of the institute commit a significant amount of both human and material resources to quality assurance activities (lecturers who participate in the compilation of self-evaluation reports). (quality assurance specialist) The Rector requested that the quality assurance team provide a report on how the process of generating the institutional self-evaluation report is carried out. The heads of institutions are concerned about quality assurance programs because quality assurance and certification assist them evaluate their institutions' relative merits and weaknesses.

Staff and students would like to thank all the leaders of the institution and the head/deputy head of the quality assurance unit for their assistance in carrying out quality assurance activities: Several staff members at our university have worked on self-

evaluation reports as part of the Self Evaluation section. They are responsible for obtaining evidence and sharing quality assurance information with other university members. Some professors also voluntarily ask students to evaluate their teaching abilities (deputy head of the quality assurance unit). Our students are encouraged to participate in quality assurance activities. They can help compile self-evaluation reports by offering information and evidence related to listening work. After that, they are responsible for their responses to survey surveys about student support and instructor performance. We only completed the self-evaluation report with the help of institutional employees and students (head of the quality assurance unit).

All of the executives at the various institutions and the majority of the academics agree that the members of the internal quality assurance staff are extremely responsible and enthusiastic about quality assurance initiatives. Other observations include: I rarely see them [internal quality assurance workers] leave before agency-designated working hours. There is no day off for our internal quality assurance team. They keep working on weekends and holidays. They work tirelessly to motivate us to complete self-evaluation reports on time. Almost all universities in Indonesia have developed quality assurance units and assigned personnel to work in them. These employees are responsible for implementing standards and accreditation processes for their university faculty and other employees. They also participate in the creation of evaluation reports.

## 4.2 Discussion

The vast majority of educational institutions, universities in particular, have established quality assurance units that act as the institution's central hub for all of its quality assurance and certification efforts [23]. The leadership of the organization commits additional resources, in terms of both manpower and material goods, to the expansion of quality control measures. There has also been an uptick in the quantity of quality-control studies conducted on college campuses [24]. The findings of this investigation support previous research. At the selected university, Every single member of the institution's personnel (administrators, aides, teachers, and students) exemplifies the value of quality assurance and takes part in the evaluation process. According to institutional leaders and scholars "understand the value of quality assurance as a tool to enable development." According to institutional leaders, quality assurance should be essential in helping companies. For instance, having coworkers provide input and co-workers can help improve educational outcomes. Academic staff and students, such as institutional leaders, place high importance on the growth and introspection one achieves as a result of using a good evaluation method to ensure quality. Students place a higher priority on trust and credibility as the most important goals of quality assurance, whereas faculty members believe that the primary goal of quality assurance is to foster the institutional growth of higher education institutions.

According to the findings of this study, improved institutional leadership is one of the variables contributing quality assurance's smooth sailing through the academic system. Employees and students at the universities chosen for this research are crucial to the success of the quality assessment and execution of the accreditation process. Bach



et al. describe similar findings, arguing that including both faculty and students in developing quality assurance processes and systems at their school is crucial. Students are now recognized as necessary for the validity of the quality assessment process. They are involved in evaluating and revising program learning outcomes and have a broad and considerable impact on program revision. The most common steps to improve academic programs are student evaluation of courses and student satisfaction surveys.

Internal quality assurance staff of the university have been instrumental in all Q.A. endeavors. These workers have been through a formalized quality assurance training program. Primary duties include teaching other institution employees in quality assurance practices, organizing and hosting workshops, conferences, and seminars, and acting as a central point for self-evaluation reports [25]. According to the results of this study, the motivation of internal quality assurance personnel is crucial to effective quality control. Communication, digital, interpersonal, and personal skills are among the many necessary traits for internal quality assurance professionals to perform their duties effectively in the context of higher education governance and quality assurance. The next step is to have them talk to other people both inside and outside the organization.

## 5 Conclusion

Many higher education systems worldwide have effectively included quality assurance and accreditation. Despite the quality assurance system, Indonesian universities have undergone many modifications in quality improvement. The analysis of factors that have contributed to the effective implementation of quality assurance reveals that internal stakeholders are the primary contributors. The extent to which administration, faculty, and students understand the need of quality assurance, the degree to which they get institutional, departmental, and curricular support, and the level of enthusiasm felt by internal quality assurance personnel are all factors to consider. In any case, these discoveries are made only from the perspective of internal stakeholders. For triangulation of findings, future studies should consult with external stakeholders.

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