

EVALUATION OF THE QUALITY ASSURANCE SYSTEM FOR THE BACHELOR OF SPORTS COACHING EDUCATION PROGRAM (FKIP) AT GUNUNG LEUSER UNIVERSITY, SOUTHEAST ACEH REGENCY

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Abstract

Internal Quality Assurance Systems (SPMI) are not yet a priority for most universities when compared to External Quality Assurance Systems (SPME). Law No. 12 of 2012 on Higher Education states that SPMI and SPME are part of a system. It is suspected that SPMI by several universities does not have a significant impact like SPME, where universities will receive accreditation results. This research was conducted in February 2026. The purpose of this research is to evaluate the SPMI program developed by the Sports Coaching Education Program (FKIP) at Gunung Leuser University in Southeast Aceh Regency. C. The assessment method was carried out using a system approach that included aspects of context, input, process, and output, with reference to relevant research literature. The implementation of SPMI in the Sports Coaching Education program (FKIP) at Gunung Leuser University in Southeast Aceh Regency has been running well, when compared to PPEPP in all aspects of its implementation stages. The SPMI evaluation recommendations in this study are addressed to three stakeholders, namely the Directorate of Quality Assurance, the University-level Quality Assurance Agency, and the Head of the Sports Coaching Education Study Program (FKIP) at Gunung Leuser University, Southeast Aceh Regency.

Keywords: SPMI Sports Coaching Education Study Program

INTRODUCTION

The government, through Law No. 12 of 2012 concerning Higher Education, Article 4, point b, states that higher education serves to develop an academic community that is innovative, responsive, creative, skilled, competitive, and cooperative through the implementation of the Tri Dharma Perguruan (Muhammadiyah & Utara, 2020). Higher education institutions can develop their own academic culture for the academic community, which functions as an authoritative scientific community capable of interacting in a way that elevates the dignity of the Indonesian nation in international relations (Arini, 2019). The quality of service must support the comfort and enjoyment of students so that they can carry out their duties and obligations (Gide, 2017). The value of each higher education institution can be measured by a legal accreditation agency.

Accreditation is an assessment activity in accordance with criteria that have been established based on the National Higher Education Standards (Sunarijah, 2018). The positive effects of accreditation are in line with the effects found in many different industries and sectors of the usage of quality management (Jabri et al., 2021). This statement can be interpreted as meaning that the positive effects of accreditation are in line with the effects found in various industries and sectors that use quality management. The benefits that can be gained by universities and study programs through accreditation are the assessments conducted by the

National Accreditation Agency, enabling both universities and study programs to compete in the education market.

This means that the government has an important role to play in higher education in terms of financing. Therefore, it is certain that in order to improve the quality of higher education institutions and increase their market value in the world of education, each institution must improve its own quality (Kurniawan, 2014). Quality assurance is the main objective of Law No. 12 of 2012 concerning Higher Education in Chapter III, which states that quality higher education is higher education that produces graduates who are able to actively develop their potential and produce science and/or technology that is useful for the community, nation, and state (Untari, 2017). This statement can be interpreted as meaning that time is needed for quality assurance. Time is needed for each individual to be responsible for quality and develop a culture of quality improvement and quality assurance in each unit as a professional work process. The implementation of an Internal Quality Assurance System in Higher Education is very important in improving quality, so that it is expected to produce graduates who meet the expected standards (Sutrisno & Yusri, 2021).

The most driving factor behind the quality assurance movement is the requirement for higher education institutions to implement internal quality assurance, whereby quality assurance in higher education as a whole is very important because the goal of education is not only academic, but also to produce graduates who have a culture of quality (Wijanarti, 2016). The Internal Quality Assurance System was created as a basis for controlling the management of quality higher education with national standards and complying with the regulations of the government of the Republic of Indonesia (Hosler & Boomer, 2020). The results of the Internal Quality Assurance System will later be used as the basis for developing an External Quality Assurance System by Study Programs and Higher Education Institutions or reaccreditation, which can later be used as the basis for assessment for Higher Education Institutions. Over time, many higher education institutions have been established, ranging from accreditation grades C to A, so it is undeniable that there is always competition between each higher education institution in the education market (Sukaryanti, 2020). Colleges have had to compete in the education market, and this has necessitated many changes, not least the movement to some mechanism of self-assessment (Hosler & Boomer, 2020). This means that the service mechanisms in place at each college are not only based on quantity but also require quality aspects.

In higher education, improving quality in all areas is a requirement that must be implemented immediately (Suratno, 2018). Higher education management is not yet well organized due to the weak commitment of bureaucrats and higher education administrators to achieving excellence. Additionally, there is a lack of competence among higher education administrators in handling the increasingly complex spectrum of tasks and issues in education, and there are still higher education administrators who do not have a background in educational science (Abe et al., 2020). The implementation of leadership policies in higher education institutions on an ongoing basis will be linked to the higher education institutions' subsidiaries, namely the faculties and study programs.

The quality of the Study Program's culture is the responsibility of all elements within it (Marlia, 2018). The commitment of the Study Program leadership is only directed at the External Quality Assurance System or accreditation institutions that can provide value to the documents or implementation of each Study Program. The development and consolidation of

such a quality culture are adequate strategic planning, proper organizational structures, adequate internal evaluation processes, committed institutional leadership, active participation of academic and administrative staff, and integrated information systems. The development and consolidation of such a quality culture require adequate strategic planning, proper organizational structures, adequate internal evaluation processes, committed institutional leadership, active participation of academic and administrative staff, and an integrated information system for data collection and analysis (Aka, 2019). This data can be interpreted to mean that commitment is needed from higher education leaders in implementing quality assurance for study programs.

One of the current flagship study programs is Sports Leadership Education. It is explained in the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 137 of 2014 concerning National Standards National Standards for Elementary School Education in Chapter I, Article 1, Point 10, it is stated that Sports Coaching Education is a coaching effort aimed at students, carried out through the provision of educational programs to support physical and mental theory and practice so that students are prepared to enter further education (Faculty et al., 2021). The objective of the Sports Training Education Study Program is to provide adequate facilities in the learning process, including the quality of the Sports Training Education Study Program through the implementation of an Internal Quality Assurance System. The quality of the Sports Training Education Study Program is measured by the following indicators.

Study programs need to form a Learning Outcomes Evaluation Team, Program Evaluation Team, and Self-Evaluation Team. Program evaluation should not only be carried out at the end of the program. Monitoring of the program implementation process needs to be carried out to provide input for improvement so that the program can run well (Supriyadi, 2017). However, currently, the quality assurance or internal audit process is only carried out when facing the accreditation or reaccreditation process. In fact, the implementation of quality assurance or internal audits needs to be carried out routinely, with the aim of self-evaluation to achieve better quality.

If the implementation of the Internal Quality Assurance System of each Higher Education Institution is already running well, then it can be ascertained that the External Quality Assurance System of the Higher Education Institution is also running well. However, if the results of the External Quality Assurance System of each university have achieved good results, it cannot be guaranteed that the implementation of its Internal Quality Assurance System is functioning properly. According to data obtained from the National Accreditation Agency for Higher Education, there are 252 Elementary School Education Programs in Sports Coaching Education. Further clarification of this data shows that 12 programs have an A status or approximately 4.56%, 111 programs have a B status or approximately 42.21%, and 140 programs have a C status or approximately 53.23%.

This should be taken into consideration, given that the Sports Coaching Education Study Program is a study program that focuses on handling the theoretical and practical processes in the field of sports properly and correctly by students, thus requiring quality improvements in academic services and in enhancing the culture of quality for the Sports Coaching Education Study Program. A culture of quality should be part of the academic work culture in Indonesia. This is emphasized by the issuance of Regulation of the Minister of Research, Technology, and Higher Education Number 44 of 2015, which focuses on developing internal education

quality, commonly referred to as SPMI, and external quality assurance conducted by BAN-PT. However, it is currently very difficult to guarantee the quality of these educational institutions, one reason being funding. To realize quality education, costs are indeed necessary, but the mismatch between costs and established standards does not necessarily mean that quality education will be realized (Maksum, 2016). Poor-quality education is not only detrimental to the graduates themselves but also to the institutions and, in the long run, to the nation. The purpose and benefits of this research are to ensure the quality of education delivery carried out by the Study Program and to ensure the quality of graduates from the Elementary School Education Study Program is measured by the Internal Quality Assurance System, so that each university can compete in the world of education.

RESEARCH METHODOLOGY

The approach used in this study is a program evaluation research approach. Program evaluation research is an effort to measure the results or impact of an activity, program, or project by comparing it with predetermined objectives and how to achieve them. In relation to the focus of the research, the approach that will be used in this study is program evaluation research using a descriptive qualitative approach. The qualitative approach is an approach that primarily uses a knowledge paradigm based on a constructive view or an advocacy view or both.

To learn from the experiences of the environment, it is necessary to understand the various experiences that have occurred and the actions taken by the people involved in the issue. Conducting qualitative research involves many and different choices for the researcher. To learn from environmental experiences, it is necessary to understand the various experiences that occur and the actions taken by the people involved in the issue. Conducting qualitative research involves many and different choices for the researcher (Crescentini, Mainardi, & Pedagogica, 2014). Conducting qualitative research provides many choices for researchers. Researchers are seen as needing to increase their creativity in the research process because researchers are instruments in the research.

Qualitative methods are designed to help researchers understand people and what they say and do. They are designed to help researchers understand the social and cultural context in which people live (Myers, 2014). Qualitative research argues that it is almost impossible to understand why someone does something in an organization without talking to people about it.

The evaluation of the Internal Quality Assurance System program uses the CIPP model because the evaluation results are intended for decision-making based on the implementation and execution of the program. Furthermore, it produces recommendations for the sustainability of the character education implementation program in the future. Meanwhile, the expected recommendations usually also contain three possibilities, namely: (1) the program is successful and needs to be continued; (2) the program is continued with partial or major modifications; (3) the next program is terminated because the objectives have not been achieved.

The data collection techniques used in qualitative research are observation, interviews, and documentation. To obtain the data needed for the research, data collection techniques such as observation, interviews, and documentation were used. Data analysis in qualitative research is

conducted during data collection and after data collection in a certain period. In analyzing qualitative data, researchers often use cyclical data analysis (Mackey, 2010). Data analysis in qualitative research is carried out through the process of data reduction, data presentation, and conclusion (verification).

Data reduction is the process of selecting, focusing on simplifying data, and detailing raw data from field notes, interview notes, and documentation notes. The data that has been obtained will be selected for importance and discarded if unnecessary, and themes and patterns will be selected based on this data. After the data has been obtained and analyzed in depth, the next step is to draw conclusions from the analyzed data. The initial conclusions are still tentative and may change during field research, but if the conclusions obtained in the initial stage are consistent when the researcher returns to the field, then the conclusions drawn are convincing.



Figure 1. Gunung Leuser University, Southeast Aceh

RESULTS AND DISCUSSION

Research conducted by Zulyadin Berutu entitled Evaluation of Character-Based Holistic Education Training Programs explains that training needs to be aligned with Indonesia's national framework (KKNI) and certified so that it refers to a standard that has been established and recognized nationally, regionally, and internationally. Training management should be carried out under the coordination of an education quality assurance agency (LPMP) or a recognized independent agency, and in coordination with the Education and Teaching Personnel Agency (LPTK) so that the conversion of training scores can be recognized.

The evaluation in this study focuses on the Internal Quality Assurance System of Research Universities based on Law of the Republic of Indonesia Number 12 of 2012 concerning Higher Education, Regulation of the Minister of Research, Technology, and Higher Education Number 44 of 2015 concerning National Standards for Higher Education, and Regulation of the Minister of Research, Technology, and Higher Education Number 62 of 2026 concerning the Higher Education Quality Assurance System. The results of the evaluation in this study

will be presented in several points in accordance with the evaluation model used, namely CIPP, which covers the aspects of Context, Input, Process, and Product.



Figure 2. Researchers and the head of SPMI discussed sports training education at Gunung Leuser University.



Figure 3. All SPMI members in the study program and rectorate, together with the university rector, discussed the progress of Gunung Leuser University, particularly in SPMI.

CONCLUSION

A number of documents that can be used as references in the implementation of learning in the study program are already available, but the standards used are still based on old instruments. Therefore, it is necessary to prepare documents for self-evaluation with reference to the Nine Standards for the implementation of the Internal Quality Assurance System (SPMI). The study program has received support from the university and faculty levels and has conducted an analysis to identify strengths, weaknesses, opportunities, and threats using SWOT analysis.

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