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THE EFFECT OF INTERNAL QUALITY ASSURANCE ON LEARNING OUTCOMES IN GRADUATE SCHOOLS

Fajar Arianto, Rina Harimurti, Unit Three Kartini, Dian Anita Nuswantara, Afifan Yulfadinata and Hasan Subekti

Universitas Negeri Surabaya, Surabaya, Indonesia

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ABSTRACT

Internal quality assurance standards in higher education institutions as a controller of standards in achieving the actualized vision and mission with learning outcomes. This study aims to determine the relationship between internal quality assurance and learning outcomes in postgraduate schools. The subjects of the study were two study programs, one master's and one doctoral, managed by the Postgraduate School. The GPA data used were in the academic year range 2019-2024, which were obtained in the academic system document. The research method is descriptive using the archive method that existed before the time of the study. The data analysis technique uses descriptive statistics with numerical measures that describe the distribution of information. The results of the data analysis show that internal quality assurance standards have a large effect on GPA in master's study programs, and have a small effect on doctoral study programs. Student learning outcomes are not only influenced by quality standards, but also various factors related to expectations and psychology in completing their learning tasks

KEYWORDS: quality assurance; learning outcome; GPA; postgraduate.

1. INTRODUCTION

The main problem in organizing higher education is how to implement it legally, systematically and sustainably to achieve continuous quality improvement [1]. Higher education as an agent of the Sustainable Development Goals (SDGs) which has a transformative, universal agenda in creating peace and prosperity for humanity in the present and the future [2]. Higher education institutions (HEIs) are responsible for the sustainability of development and prosperity, and are pioneers in creating a quality atmosphere based on research that is carried out openly and democratically by the entire academic community to arrive at the best solution in developing facilities.

The understanding of the entire academic community about the vision and mission of the university makes a university a unique institution that has the strength to compete with other universities [3]. Universities must be the first and most important educational institutions that develop themselves

because their mission is the main goal of higher education is to produce high-quality intellectuals who continuously research to create new theories. Universities use the results of studies prepared by professors and experts to advance their educational institutions, because universities as a system are automatically and continuously updated to become more modern and advanced institutions than other universities. Therefore, the management of higher education must always be adjusted to the needs of science, technological developments and society, this can be seen from the results of research and analysis of lecturers who understand the specifics of higher education. Learning outcomes (LOs) are statements about what is expected to be known, understood, and/or demonstrated by a learner at the end of a learning period. Learning outcomes according to James and Brown (2005) in [4] there are seven categories (1) Achievement; (2) Understanding; (3) Cognitive and creative; (4) Using; (5) High-level learning; (6) Disposition; (7) Membership, inclusion, self-esteem. LOs have two developments, namely cognitive and non-cognitive. Cognitive learning refers to the development of intellectual abilities and skills which include specific knowledge, reasoning and problem solving. And non-cognitive. Non-cognitive development is a change in beliefs or the development of certain values that can be developed through teaching in class or outside the classroom [5]. Quality assurance in higher education has a close relationship with student learning outcomes [6]. Quality assurance aims to ensure that the learning process, teaching, and learning environment in higher education run well and produce optimal learning outcomes [3]. Quality assurance involves setting educational standards that must be met by higher education institutions. These standards cover various aspects, including the learning outcomes expected from students. With these standards, higher education institutions can ensure that student learning outcomes reach the desired level. This study aims to determine the relationship between internal quality assurance and learning outcomes in the Graduate School.

Quality is a promise of Higher Education to consumers in higher education. Therefore, Higher Education is responsible for the quality of the education process and its evaluation. The Quality Assurance Institute oversees the implementation and ongoing monitoring of Indonesia's Internal Quality Assurance System [7]. Quality assurance is a work regulation strategy that ensures understanding of the organization's mission, a well-considered, error-free system, clear responsibility, clear definition of quality, a verification system, and error correction mechanisms [8].

Hedwig & Polla (2006) assert that the Quality Assurance Center/Bureau/Unit/Office is above the process, with responsibilities including upholding high-standard processes, assessing impact on units, organizing management review meetings, reporting challenges, identifying deviations in the auditor panel process, conducting quality evaluations, and gathering stakeholder feedback for further action [9].

Looking at the existing opinion, Quality Assurance is responsible for planning, implementing, checking, and controlling and improving the organization. Quality assurance ensures that the established standards, which are documented in standard documents, are communicated, understood,

and implemented by everyone involved in the quality process. The assurance also monitors and supervises the conformity of standards with practices in the field. After understanding the importance of quality assurance and the role it plays for the organization, quality assurance must also begin various considerations to improve the quality of higher education. Furthermore, it is important to know the factors that influence the success of implementing a quality assurance system.

Learning outcomes in higher education refer to the specific knowledge, skills, competencies, and attitudes that students are expected to acquire as a result of their academic experiences. These outcomes are typically defined for each course, program, or degree and serve as a framework for designing curriculum, delivering instruction, and assessing student achievement. There are several aspects to learning outcomes in higher education, namely curriculum design, student-centered learning, measurability, assessment/evaluation. Learning outcomes guide curriculum development by defining the knowledge and skills that students should acquire [10]. They provide a clear understanding of what students are expected to learn and achieve by the end of a course or program. Learning outcomes are designed to be student-centered, focusing on the knowledge, skills, and competencies that students will acquire. They shift the focus from what educators teach to what students should learn. Learning outcomes should be measurable and observable, allowing educators to assess student achievement [11]. This may involve using specific verbs such as “analyze,” “synthesize,” or “apply” to describe the level of learning expected. Learning outcomes provide the basis for assessing and evaluating student performance. They guide the development of assessment methods, such as exams, projects, and portfolios, to measure the extent to which students have achieved the desired outcomes. Overall, learning outcomes in higher education play a critical role in ensuring that educational experiences are purposeful, relevant, and effective in preparing students for their future academic and professional endeavors. The principles provide a framework for quality assurance and support the overall mission of the institution.

Learning outcomes are the main indicator of the quality of education in higher education. Internal quality assurance in higher education aims to ensure that the learning and teaching processes in the institution run well and produce adequate learning outcomes.

The relationship between learning outcomes and internal quality assurance in higher education can be seen from several aspects, including:

1. Learning Evaluation: Internal quality assurance involves periodic evaluation of the learning process and student learning outcomes. The results of this evaluation are used to identify weaknesses and strengths in the learning process, so that necessary improvements and enhancements can be made.
2. Educational Standards: Internal quality assurance usually involves setting educational standards that must be met by higher education institutions. These standards cover various aspects, including

the learning outcomes expected from students. With these standards, higher education institutions can ensure that student learning outcomes reach the desired level.

3. Curriculum Development: Internal quality assurance also involves developing and refining the curriculum to suit the needs and developments of the times. A good curriculum will support an effective learning process and produce optimal learning outcomes.

4. Teacher Development: Internal quality assurance also includes the development of teacher staff to be able to provide quality learning and support the achievement of student learning outcomes.

Thus, student learning outcomes and internal quality assurance in higher education are interrelated and mutually supportive. Good internal quality assurance will contribute to improving student learning outcomes, while good student learning outcomes will be an indicator of the success of internal quality assurance efforts in higher education.

2. RESEARCH METHOD

The research used is descriptive using the archive method, the archive method in this study is to describe existing data before the research time. The data analysis technique used is descriptive statistics, which is a numerical measure that describes a distribution by providing information about the central tendency of the distribution, the width of the distribution, and the shape of the distribution [12]

The research subjects are study programs that are still under postgraduate in which there are 2 study programs. The research data is a document from SIAKAD that is recorded, related to the average GPA in each study program, length of study, number of new students, and student satisfaction data. The data analysis technique used is to use descriptive statistics through regression analysis using graphs. The results of the graph, a trend that is measurable with regression, can be reviewed from the effect size.

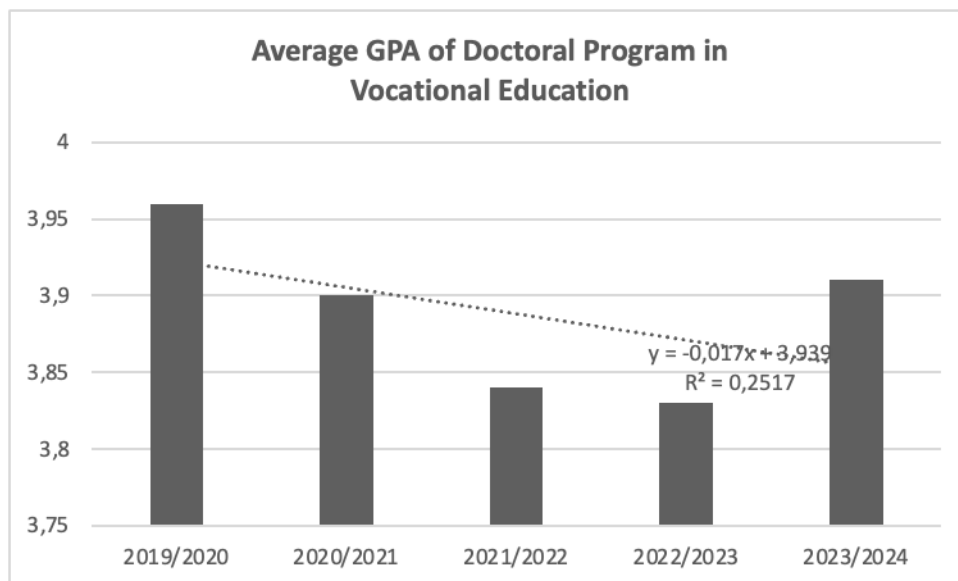
3. RESULT AND DISCUSSION

The research data was taken from SIAKAD as of June 2024 from two study programs under the management of the Postgraduate School, namely Masters in Technology and Vocational Education, and Doctoral in Vocational Education from the average GPA for the last 5 years, namely 2019-2024. The data recorded in table 1.

Table 1. Average GPA in 5 years (2020-2024)

Academic Year	Study program	
	Master	Doctor
2019/2020	3,59	3,96
2020/2021	3,65	3,9
2021/2022	3,76	3,84
2022/2023	3,79	3,83
2023/2024	3,88	3,91

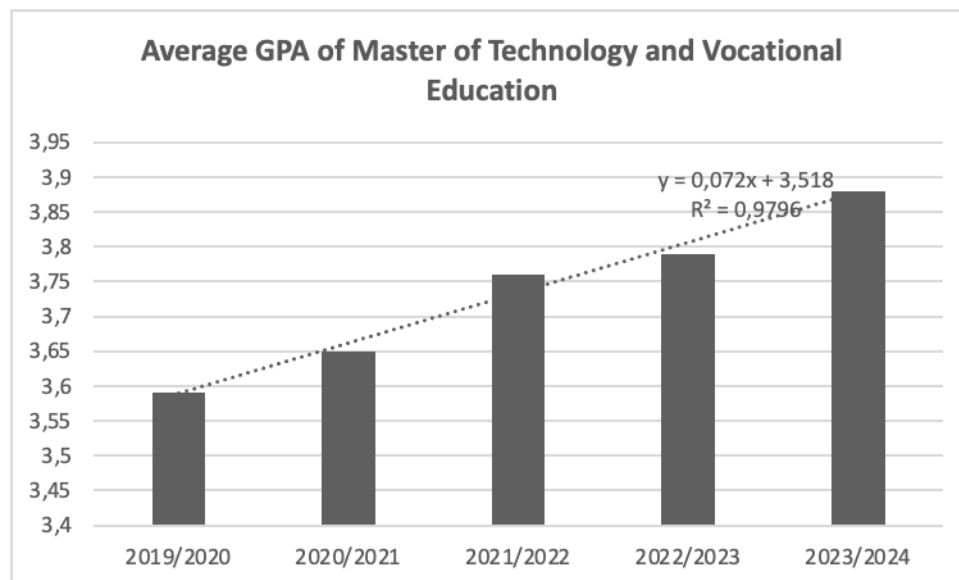
Based on the data in table 1, the GPA of the two study programs was analyzed using graphs (graphs 1 and 2).



Graph 1. GPA of Doctoral Degree in Vocational Education

In Graph 1, it shows that the average GPA of Doctoral Programs in Vocational Education has decreased in the academic year 2020/2021 to 2022/2023. And seen from the trend line shows R2 which is 0.2517, or can be interpreted as having an effect of 25.17%. This result can be concluded that the Internal Quality Assurance System has a very small relationship to the learning outcomes of the Doctoral Program in Vocational Education.

Data analysis for Master of Technology and Vocational Education in graph 2, shows an increasing trend, although there is a decrease in the average in the 2022/2023 academic year. The trend line shows R^2 , which is 0.9796 or 97.96%, it can be concluded that it has a very high effect. So, this result can be concluded that there is a very strong relationship between the Internal Quality Assurance System and the learning outcomes of the Master of Technology and Vocational Education Study Program.



Graph 2. GPA of Master of Technology and Vocational Education

The Internal Quality Assurance System in higher education is closely related to student learning outcomes, because quality standards are designed to ensure that the quality of education is met. Internal quality assurance discusses learning and evaluation of learning outcomes which aims to help institutions identify clear learning objectives, design curricula, and compile accurate assessments in achieving learning outcomes. Quality assurance is strongly influenced by the perceptions of managers in the faculty who view it as part of the quality implementer as very useful in academic management [13]. On the student side, they have a perception related to quality assurance with methods of improving the quality of teaching and learning, through periodic evaluation and curriculum revision, learning assessment, self-evaluation, and student evaluation of learning [14]). Learning outcomes in higher education in principle reflect the academic ethos that is directly related to the discipline, and have various impacts depending on individual characteristics. Learning outcomes are influenced by curriculum planning, learning, and assessment [15]. Noda, Kim, Hou, Lu, & Chou (2021) [16] in their research explained that the relationship between internal quality assurance and learning outcomes is influenced by the quality of learning and assessment, as well as the electronic learning platform system and guidance in helping students. Taurina (2015) stated that the relationship between internal quality assurance and learning outcomes is influenced by the perception of the emotional relationship between lecturers and students, motivation and satisfaction [17].

Student success in learning is influenced by factors that fulfill learning and library needs by the university, as well as the quality of the learning experience in the classroom [18]. Research from (Van Rooij, Jansen, & van de Grift, 2018) shows that what influences student success, learning outcomes, is satisfaction with the study program, intrinsic motivation, academic self-confidence, and self-regulation of learning [19].

4. CONCLUSION

Internal quality assurance system in higher education is very important to be implemented and run to ensure the quality of graduates. The implementation of learning standards consistently affects the average GPA of students. The implementation of the quality assurance system must consider the humanism factor because it is related to lecturers and students. Psychological factors in learning affect the success of the study. Learning outcomes are influenced by emotional relationship factors between students and lecturers, as well as guidance factors, and the fulfillment of student expectations.

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