Evaluation of Internal Quality Assurance Implementation at Atma Jaya Catholic University

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This study evaluates the implementation of quality assurance at a private university in Indonesia, namely Atma Jaya Catholic University, Jakarta (UAJJ). The aim is to find out the quality (merit) and benefits (worth) of implementing the SPMI program at UAJJ comprehensively, because stakeholders do not understand it. UAJJ itself has implemented SPMI (Internal Quality Assurance System) consistently since 2017 based on the PPEPP model cycle (Determination, Implementation, Evaluation, Development, and Improvement) as an implementation guideline. This qualitative method uses the evaluation of the CIPP model developed by Stufflebeam. The CIPP model consists of the Context, Input, Process, and Product components and each related sub-component. The components and sub-components become the object of this research. The results and data analysis show that the implementation of Internal Quality Assurance in the UAJJ is of high quality and beneficial for all stakeholders. The conclusion and discussion materials are that quality assurance efforts and internal QA implementation, both at UAJJ, other higher education institutions, and professional researchers need to develop and seek internal QA implementation strategies to ensure the health of higher education institutions, especially in the three core values, namely student learning, research, and community service.

Keywords: Evaluation, CIPP model, quality assurance, higher education

INTRODUCTION

The Education Quality Assurance System in Indonesia refers to the RI Law no. 20 of 2003 concerning the Indonesian National Education System (sisdiknas). The law regulates the National Education Standards (article 35), educators and education personnel. Furthermore, the Law of the Republic of Indonesia No. 12 of 2012 article 51 paragraph (1) and article 52 paragraph (1) and (2) very clearly regulate the quality assurance of higher education in Indonesia. Then there are two Ministerial Regulations, namely Permendikbud no. 50 of 2014 concerning the quality assurance system for higher education and Permenristekdikti no. 44 of 2015 concerning National Higher Education Standards (SNPT). In 2020, new laws and regulations were issued to replace the previous SNPT legislation, namely Permendikbud No. 3 of 2020. However, the essence of the SNPT has not changed, namely the national education standard consisting of eight standards, and added two standards, namely research standards and community service standards. Thus, the implementation of quality assurance is conducted by the SPM-PT organization at the higher education level (Direktoral Jenderal Pendidikan Tinggi, 2006, p. 1.18). However, these standards can be summed up in the three core values of higher education, namely student learning, research, and community service (PkM).

These laws and regulations are one of the backgrounds for the procurement of SPMI or quality assurance (QA) in every higher education in the territory of the Republic of Indonesia. Atma Jaya Catholic University of Indonesia, Jakarta (UAJJ) as a private university is also bound by the same laws and regulations, so UAJJ tries to guarantee the quality of its education. Higher education is responsible for ensuring the quality of its education with a comprehensive assessment, said Jaroslav Nenadál. (Nenadál, 2015, p. 138).

Quality assurance needs to be conducted with continuous improvement of quality standards and their application, emphasized Jelena Legčević and Vlatka Hećimović. (Legčević & Hećimović, 2016, p. 75) and with this principle UAJJ realizes its vision-mission-objectives. Based on the vision-mission-objectives of UAJJ, the Quality Assurance Institution (LPM) establishes a policy in the form of an internal quality assurance system (SPMI) or internal QA program. UAJJ uses the PPEPP model cycle (Determination, Implementation, Development, and Improvement) as implementation guidelines and quality documents. In the preface to the book Policy on Internal Quality Assurance System, Dr., Agustinus Prasetyantoko, Chancellor of UAJJ,

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emphasized that UAJJ as a leading higher education institution should develop internal and external QA. (Prasetyantoko, Agustinus, 2017, p. ii). Marta Tutko from Uniwersytet Jagiellońskiw Krakowie in her research report said the same thing that needed internal and external quality assurance in European higher education. (Tutko, 2016). According to Isabel M. Santos and Gracieta Dias, in research at the Portuguese Minho University, comprehensive internal QA can instill a culture of quality in higher education. This culture is the responsibility of every higher education institution to provide a real basis for accountability of the academic system within the framework of national quality (Santos, Dias, & Gracieta, 2017, pp. 278-279).

Responsibilities Higher education today is getting heavier. According to Andrea Bernhard (Bernhard, 2012, pp. 19-25) today higher education institutions face great stress and pressure due to continuous special developments. Knowledge is turning into a factor of production and theoretical knowledge is increasingly important as a source of innovation and the basis for political decisions in advanced societies. Higher education needs to build an appropriate quality assurance system to ensure the quality of its education. The quality of education is important for stakeholders, especially for graduates to take part in a knowledge-based society, maintain and expand their knowledge by developing skills, said Bernhard. (Bernhard, 2012, pp. 60-63).

This research on the evaluation of the internal QA program of higher education is a case study at UAJJ. The key question that many program evaluations hope to answer is the extent to which the objectives were achieved, and whether the program achieved its intended objectives" (McDavid & Hawthon, 2006, p. 15). Because in the FGD many stakeholders did not understand the quality and benefits of the internal QA program comprehensively, the problem of this research lies in the quality (merit) and benefits (worth) of SPMI or internal quality assurance (QA).

What is quality? In ancient Egypt, "quality" was associated with perfect work, as was the case with building pyramids, says Noha Elassy (Elassy, 2015, p. 251). "Quality" means conformance to standards. In the context of higher education, 'standards' means the level of requirements that an institution must meet to be accredited. So quality is about process, and standards are about results. (Elassy, 2015, pp. 252-253). The second meaning relates to the first, "quality" has to do with "judgment of a particular subject". That is, depending on the subject who gave the assessment. The subject of quality assessment is none other than the user.

So, "quality" is something that fulfills customer needs. (Elassy, 2015, p. 253).. This description leads us not only to the issue of quality assurance, but also to the quality management of higher education. The problems faced by higher education are not only quality assurance but also integrated quality management or total quality management (TQM). Edward Sallis as an education expert said that TQM has proven successful in helping companies realize quality as a guarantee for customer satisfaction, customer-oriented (Sallis, 2012, pp. 21-23). There is a study conducted by Liviu Moldovan in Romanian higher education on how to implement a quality management system in universities with the aim of achieving the best organizational performance (Moldovan, 2011, pp. 1458-1459). The results of the numerous studies mentioned above indicate that quality assurance institutions have a responsibility towards higher education and the wider community. Only in this way, according to Anca Prisacariu, can trust in the education system nationally and internationally be guaranteed. That is what is done in all higher education in Romania. (Prisacariu, 2015, p. 119).

Starting from the quality document published by UAJJ in 2017, this study wants to evaluate the internal QA program implemented at UAJJ from 2017 to 2020. The focus of the research is to obtain empirical information findings about the quality (merit) and benefits (worth) of the implementation of the QA program. internal UAJJ since 2017. The sub-focus and at the same time the object of this research are four components of the evaluation of the CIPP model from Daniel Stufflebeam (Stufflebeam D. L., 2002, pp. 279-317), (Stufflebeam & and Anthony J.Shinkfield, 2007, pp. 225-365), and (Stufflebeam, L.S., & Chris, 2014), namely the context component, the process component input component, and the product component. These components were among others used by Guili Zhang and his colleagues in their research and published in the Journal of Higher Education Outreach and Engagement (Zhang, et al., 2011, p. 63). Once again, the basic reason for this research is to look for the merit and worth of SPMI at UAJJ because since its implementation in 2017 the stakeholders in the FGD have not understood the quality and benefits of SPMI. Because the audit at UAJJ is conducted in each faculty/department. According to Dulma Dugarova and her friends, if audit becomes scientific research, it becomes "a system of independent education quality assessment and

education quality assurance…. as well as "providing the necessary information for the improvement of higher education management" (Dugarova, Kimov, & and, 2015, p. 193).

There has been a lot of research on the internal QA of higher education around the world. Several related studies will be described. There was a study on the needs and challenges of establishing an internal QA that took place in Andalusia, Spain in 2015. The research question conducted by Eugenio Hidalgoa and his colleagues was whether it was necessary to implement a QA system as proposed by the European Association for Quality Assurance (ENQA) or the European association for quality assurance (Hidalgoa, Villoriaa, & Romero-Cerezoa, 2011, p. 2972). In terms of the main question, this research is quite different from the research at UAJJ. Research at UAJJ is trying to find the quality and meaning of the implementation of SPMI which has been going on since 2017.

Aspects of each component in research at UAJJ are adjusted to the laws and regulations of higher education in Indonesia. Brindusa Gorea and Natali Sharov in the 2015 Elsevier Ltd Journal emphasized that the implementation of QA evaluation in higher education requires a legal basis (Gorea & Saharov, 2015, p. 387). A study themed "Internal Quality Assurance System" (QAS) in Portugal conducted by Isabel Huet and her friends explained about Internal QAS in the field of Teaching and Learning ("Quality Assurance Internal of Teaching and Learning: QAS-TL) at the University of Aveiro as a vehicle for improving the quality of the educational process. (Huet, et al., 2011, p. 947). However, research at UAJJ is not limited to teaching and learning but includes various components of CIPP.

QA research in Romanian technical higher education is the application of the Bologna Process, a process that uses a self-assessment of twenty-eight technical higher education institutions in Romania. As a result, on the one hand, the targeted percentage of higher education (99.2%) has made considerable progress in implementing quality assurance, but on the other hand there is a low percentage (0.8%), and this requires further research to find an effective way in developing a quality assurance system. (Todorescua, Greculescub, & Lampăc, 2014, p. 443). Another study in Romania related to internal QA resulted in the main message being that learning assessments are conducted wherever and whenever it occurs, and approaches related to validating competencies acquired in all contexts of life and learning (formal, non-formal, informal) have become a guiding principle in design. inclusive and comprehensive education policy, (Savaa, Borcaa, & Danciua, 2014, p. 176). However, research at UAJJ does not only focus on engineering faculties such as Liliana-Luminita or only on learning such as Simona Savaa, but all study programs, a total of thirty-seven undergraduate, postgraduate, doctoral, and professional level study programs as well as fourteen related institutions and selected students from each program. study and student organizations. The qualitative method does not use self-assessment but a CIPP evaluation model with interview data collection techniques, FGDs, document searches, and distributing questionnaires to stakeholders.

The evaluation of the CIPP model itself has been widely used in research, among others, by Guili Zhang and his friends, the CIPP model provides feedback and assessment of program effectiveness for continuous improvement. (Zhang, et al., 2011, p. 63); Abdullah Dukhail Al-Khathami conducted research in Higher Education to determine the validity of the program by breaking it down into several components and evaluating them separately (Al-Khathami, 2012); Smith Boonchutima and his colleagues say evaluation means determining the value of certain information and comparing it with criteria (Boonchutima, Pinyopornpanichm, & Benjamapor, 2013). Mitra Farsi and Mariam Sharif use as the most appropriate contribution to a decision management-oriented approach in evaluation education (Farsi, Sharif, & Maryam, 2014, p. 400); Azam Bazrafshan, and his friends conducted research on health services. (Bazrafshan, Haghdoost, Rezaei, & Beigzadeh, 2015). I Mada Sudayana (Sudayana, 2015) evaluated HIV; Warju collects data or information to compare with criteria (Warju, 2016); Hendro Prasetyono evaluates undergraduate education programs in frontier, outermost and disadvantaged areas (SM-3T) (Prasetyono, 2016). Jati Aurum Asfaroh and his friends conducted a performance assessment in science learning at the junior high school level. (Jati Aurum Asfaroh, 2017).

Starting from the sub-focus of the research, the formulation of the research problem is detailed in four important questions, namely: (1) How is the context of the program thought out and built based on regulations/legality, policies, needs analysis, goals, objectives, strategies in the existing guidebooks and how to formulate the context thereby meeting the needs of the internal QA program. (2) How the SPMI application planning is realized. (3) How is the process of implementing SPMI or internal QA effective, and

(4) What are the results of the internal QA program and their impact on stakeholders. Based on these four questions, this study wanted to find two empirical data, namely the quality and benefits of the UAJJ internal QA program from the four components/sub-focus of the research. In short, what are the qualities and benefits of the context component; what are the quality and benefits of the input components; what are the quality and benefits of the process components; How are the quality and benefits of product components.

The research findings are expected to be useful academically, theoretically, and that the credible quality of higher education can have an impact on increasing the number of students. The research conducted by two economists, namely Sabina onlagić, PhD and Samira Fazlić PhD from the Faculty of Economics, Tusla University, Bosnia Herzegovina, started from the fact that the increasing number of students studying abroad was precisely because of the existing internal QA problems of higher education (Dontagic & Sarlic, 2015). So, the findings of this study can be useful for UAJJ, another higher education in Indonesia if it has the same context. Finally, for other researchers to find and develop management of the implementation of the internal quality assurance system of higher education.

METHOD

The CIPP model evaluation research at UAJJ is integrated into the PPEPP model cycle used in the SPMI or UAJJ internal QA program. The following is a picture of UAJ's internal QA evaluation research for higher education
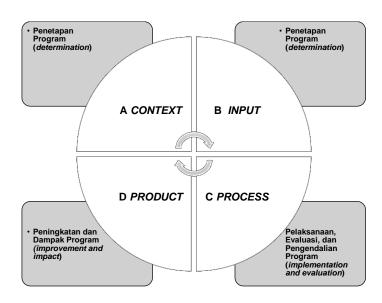

Figure 1: CIPP model evaluation research integrated with the PPEPP SPMI UAJJ cycle

In Figure 1, there are four CIPP components, namely context, input, process, and product components integrated with the five cycles of the PPEPP model (program determination, program implementation, program evaluation, program management, and program improvement and impact). The five cycles of the PPEPP model are guidelines for the implementation of SPMI UAJJ. The evaluation of the five cycles of the PPEPP model will be described and conducted according to the CIPP evaluation model in its four components.

The assessment of the results of this study uses four standards (1-5 levels), namely the lowest value is one and the highest is five, for each item asked in the evaluation. For example, whether the determination of the program is in accordance with the design requirements, then the alternative answers are: one. Not appropriate; 2. Not suitable; 3. Sufficiently appropriate; 4. Appropriate; 5. Very suitable. These assessment options depend entirely on the subject aspect of the evaluation question.

Evaluation of Program Implementation as Context and Input

The evaluation of program determination in the five cycles of the PPEPP model is the same as the evaluation of the context component and the input component in the evaluation of the CIPP model. First, aspects of determining the program as a context are requirements design, needs analysis, target needs, and general objectives of needs. The question is, is the program determination in accordance with the needs design, based on a needs analysis, has clear target needs, has an analysis document for meeting needs, and is there a clear general goal according to needs.

Second, aspects of determining the program as input are supporting capabilities, planning according to needs, procedural design, budget and infrastructure, availability, and suitability of human resources. The question is, is the program support capability adequate regarding leadership policies, regulations/legality, stakeholder commitment, supporting institutions, human resources, and infrastructure, and adequate in terms of budget? Then whether there is a planning document that suits the needs; is there a detailed procedural design as required; is there a draft budget and infrastructure in accordance with the needs of the program; and is there the availability of human resources and compliance with program policies.

Evaluation of Program Implementation as a Process

The evaluation of program implementation in the five cycles of the PPEPP model is the same as the evaluation of the process components in the evaluation of the CIPP model. Thus, program evaluation and program control evaluation are process components.

Process evaluation as program implementation seeks to find data from five aspects. First, the implementation of the program and identification of errors is there a report document that records the procedural implementation of the program in accordance with the plan. Second, procedural advantages: is there evidence of the identification of procedural advantages of the program? Third, monitoring the implementation of program planning: is there evidence of the results of the monitoring document on program implementation. Fourth, program implementation activities: is there documentary evidence of program implementation activities records. Fifth, obstacles: is there any identification of obstacles in the implementation of the program.

Process evaluation as program evaluation also tries to find data from five aspects such as process evaluation as program implementation. Likewise, process evaluation as an evaluation of program control tries to find data from five aspects as described in the process evaluation as program implementation.

Evaluation of Program Improvement as Product and Impact

The evaluation of program improvement in the five cycles of the PPEPP model is the same as the evaluation of product components which is also related to the evaluation of program benefits and constraints. Product evaluation seeks to find data from four aspects. First, learning standards: are there learning standards, are the learning outcomes optimal, are there learning satisfactions from learning services, are there competency achievement results, are the graduate outcomes increased?

Second, the standard of learning content is there any conformity of the learning content with the curriculum, is there any conformity of the curriculum with the competence of graduates. Third, research standards: whether research products increase and follow standards, whether the publication of research results in international journals increases, whether the publication of research results in national journals increases. Fourth, community service standards: are there reports of community service products, are there publications of community service products?

Evaluation of the impact of UAJJ's internal QA program means evaluating the benefits and constraints. Search for benefit data related to five aspects, namely program benefits for lecturers, students, study programs, faculties, benefits for the UAJJ quality assurance institution (LPM). Furthermore, the search for

four program constraint data, namely constraint documents related to human resources, budget, facilities and infrastructure, and constraint documents related to policy.

RESULT and DISCUSSION

The following is a description of the results and discussion of the relationship between all CIPP components: the relationship between context and input (3.1), the relationship between context, input, and process (3.2), the relationship between process and product (3.3), and the impact of SPMI in the form of benefits and constraints (3.4).

Relationship between context and input components

As described in paragraph 12 above, the data were taken from respondents/stakeholders, namely leaders from eight faculties, thirty-seven heads of undergraduate, postgraduate, and doctoral study programs, lecturers and undergraduate to doctoral students selected from thirty-seven study programs, and students who were in student organizations, as well as employees/officers from fourteen institutes, namely student organizations, bureaus, units, and institutions. Total respondents 329 stakeholders. The evaluation results from respondents (40% – 50%) of all items place the quality of the context at the fourth level, which is the second highest level of the five viable options (1-5 levels). The quality of this context component is among the best of all SPMI evaluation results at UAJJ.

The input component in the aspect of supporting capabilities has five evaluation questions, namely related to planning documents based on needs, and infrastructure, all of which reached the fourth level of quality according to respondents' assessments (35% - 47%). However, there are two problems, namely supporting capabilities related to budgeting and procedural design according to respondents' assessments (43% - 45%) only reaching the third level of quality.

So, the relationship between the context and input components when depicted will show a declining graph because there are two problems that only reach the third level of quality. In short, the quality of the context component is better than the quality of the input component.

Relationship Between Context, Input, and Process Components

The results of the better context evaluation of the input indicate that the focus of attention on the input component is not as good as the context component. How about the process component?

Empirical data shows that the quality of process components only reaches the third level. Although other respondents (34%-42%) chose the fourth level, more respondents (43% - 49%) made their choice at the third level out of five viable options offered. In short, all the items evaluated in the process component all obtained the third level of quality.

Considering the empirical data from the three components of CIPP, the picture of the relationship between the evaluation results between context, input and process shows a declining graph. Starting from the fourth level for the results of the context component. Furthermore, the empirical data of the input component is between the third level (3) and the fourth level (4), so the midpoint of the input component results is at three and a half (3.5). Finally, the process component gets to the third level. So, the graph of the results of the three CIPP components moves from the fourth level (context) through the third and half level (input) and ends at the third level (process).

The Relationship Between Process Components and Product Components

According to empirical data, the process component obtained the third level of quality for all problem items. In contrast to the process component, the product component, which consists entirely of twelve problem items, has obtained the fourth level of quality and some has obtained the third level.

Nine of the product component problem items received the fourth level of quality and the other three items received the third level of quality. The three issues in question are timely graduates, community service products (PkM), and PkM publications.

If we describe the empirical data link between the process component and the product component, the graph goes up. The first point (process component) starts from the third quality (3) and the second point (product component) is at the third and a half level (3.5), because this number comes from the midpoint between the third level (3) and the fourth level (4).

It should be noted that the empirical data on product components clearly illustrates the results of the evaluation of the three core values, namely student learning, research, and community service (PkM). The following is a description of the empirical data for each core value.

The core value of student learning consists of two aspects of the problem, namely learning standards and learning content standards. Learning standards include five points of problems, namely learning standards, competency achievement outcomes, learning satisfaction/learning services, lecturer satisfaction results from student learning, improved graduate outcomes. Of the five items, there are four problems which according to the respondents (45%-57%) obtained the fourth level of quality. Meanwhile, the standard of learning content consists of two problems and respondents (57% - 60%), assessing that all of them have reached the fourth level of quality.

The research core value consists of three points of evaluation problems, namely increasing research products, publication of research results at the international level, publication of research results at the national level. Respondents (42% - 52%), assessed that all of them reached the fourth level of quality.

The core value of PKM consists of three points of evaluation problems, namely increasing research products, publication of research results at international level, publication of research results at national level. Respondents (42% - 52%), assessed that all of them reached the third level of quality.

The Impact of The SPMI Program: Benefits and Constraints

The benefits aspect as a product consists of three points of evaluation problems, namely the benefits of implementing SPMI for lecturers, students, study programs (prodi), faculties and benefits for the Quality Assurance Institute (LPM). According to the respondents' assessment (42% - 49%), the quality of the benefits of all items reached the fourth level.

The constraint aspect of the implementation of SPMI as a product consists of four points of evaluation problems, namely those relating to human resources, budget, facilities, and infrastructure as well as those relating to policies. According to respondents' assessment (42% - 44%), the implementation of SPMI still has many obstacles, so in terms of obstacles, the implementation of this program is only at the second level.

CONCLUSION

There are two important conclusions, namely the quality (merit) and benefits (worth) of SPMI. In general, the results of the evaluation research on the implementation of the UAJJ SPMI which has been going on since 2017 can be said to be of high quality, but it needs to be improved. According to empirical data, the conclusion of the quality of SPMI implementation can be seen in Figure 2 below.
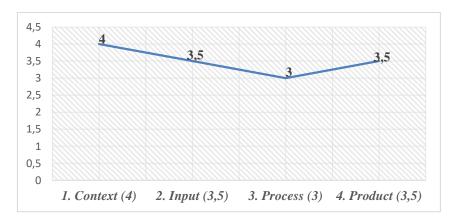

Figure 2. Conclusion: empirical data on the four components of

In Figure 2 the quality of the implementation of SPM in UAJJ in each of its components. Quality needs to be improved on the components, namely input, process, and product. The input component needs to increase by half a digit to reach the fourth level of quality, namely by paying attention to the two problems that have been mentioned. The process component needs to increase by one digit to reach the fourth level by paying attention to the five problems that have been mentioned. Likewise, product components need to increase half a digit to reach the fourth level of quality, namely by paying attention to the three problems mentioned above.

Regarding the benefits, it has been explained in 3.4 that lecturers, students, study programs, faculties, and LPM as the implementing agency of SPMI feel the benefits of SPMI at UAJJ. To what extent are the benefits experienced by stakeholders? Empirical data show that the benefits of SPMI reach the fourth level of quality. However, what needs to be reduced or suppressed are the many obstacles that are still felt. Then, it is necessary to lower the level of constraint.

Learning from the results of internal QA evaluation research at UAJJ, higher education institutions wherever they are needed to maintain the health of their organizations in the field of internal quality assurance management consistently and their academic quality as embodied in the three core values of higher education, namely student learning, research, and community service. According to Fransiskus Daromes, the implementation of core values in internal QA is not easy to implement entirely. (Daromes & Suwandi.NG, 2015, p. 660). However, according to Jaroslav Nenadál, to see the potential of higher education, it is necessary to implement quality assurance and be internally driven (Nenadál, 2015, p. 138). Professional researchers can learn from this research that what higher education institutions are doing responsibly in internal quality assurance, for example at UAJJ, turns out that there are still many problems that need to be improved. For this reason, researchers who have ideals in the development of science continue to improve QA research for the advancement of higher education. Because according to Andrea Bernhard, the responsibility for higher education is increasingly being challenged by the turbulence of today's scientific developments (Bernhard, 2012, pp. 19-25).

ACKNOWLEDMENTS

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