

## Self Evaluation of Internal Quality Assurance System in Building a Quality Culture at Makassar State University

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**Abstract.** The Internal Quality Assurance System (SPMI) is a systemic activity to ensure the quality of higher education by each tertiary institution autonomously or independently to control and improve the implementation of higher education in a planned and sustainable manner. This research is a survey research that will collect data about SPMI mapping and SPMI self-evaluation at Makassar State University. The results of this study will describe the extent to which SPMI is implemented at UNM and the obstacles faced by the Study Program to conduct SPMI self-evaluation. Based on the results of this study, continuous improvements will be made so as to create a quality culture at UNM. Based on the results of the study, it can be concluded that: 1) Through the self-evaluation of the internal quality assurance system (SPMI) at UNM, in general SPMI has been running well, especially at the stages of determination, socialization, and implementation. While the stages of evaluation, control and continuous improvement are still not optimal. 2) The quality assurance system for educational activities has been running well, while research and community service activities have not been optimal, 3) Some respondents are still having problems filling out supporting documents for the internal quality assurance system due to the unavailability of the required documents. The implementation of SPMI following the PSEPP cycle should be carried out completely and thoroughly so as to create a good quality culture at UNM. In addition, the administrative system at UNM needs to be organized so that evidence of activities in the context of monitoring and evaluation can be well documented.

**Keywords:** SPMI, quality audit, self-evaluation, quality culture

### INTRODUCTION

In the current era, the development of Science and Technology (IPTEK) is increasingly sophisticated and continues to globalize so that it has an impact on almost all human life on earth today. With the development of science and technology, humans are required to be more advanced as well. Improving the quality of education is one of the development priorities in the field of national education today and in the future. This priority is based on the previous policy which put more emphasis on expansion and learning opportunities so that the quality was slightly neglected. In addition, of course, the demand for the quality of education is getting stronger in line with the development and growth in every sector of life in the present and in the future. So that efforts are needed to improve the quality of education.

Various efforts to improve the quality of education have now actually been, are being and will continue to be implemented gradually and continuously. Starting from improving the quality of pre-school, primary, secondary to tertiary education. The functions of higher education that have been written in Law No. 12/2012, are: a. develop capabilities and shape the character and civilization of a dignified nation in the context of the intellectual life of the nation; b. develop innovative, responsive, creative, skilled, competitive, and cooperative academics through the implementation of Tridharma; and c. develop science and technology by paying attention to and applying humanities values. The quality assurance system in educational institutions absolutely must be carried out properly. The transformation of higher education institutions must continue to be carried out to always adapt to the times (Fadhli, 2020). This adjustment is seen in education management.

Philosophically, educational management like this emphasizes customer satisfaction, like a company that always prioritizes customer satisfaction. Namely, institutions provide services to customers as well as possible in accordance with what they want. The service provided to the customer must of course be of high quality so that it can satisfy the customer. Thus, institutions are always required to improve the quality of education in order to achieve good quality and customer satisfaction (Purnomo, 2020).

Customers can be divided into two parts, namely internal customers (internal customers) and external customers (external customers). Which includes customers in the world of education are managers of educational institutions such as teachers, staff and institutional administrators. The external customers are the community (students), the government and the world of education. So, an educational institution is said to be of high quality if the satisfaction of internal and external customers has been met (Fauzi, 2020). If the standard of higher education is equated with the word promise, then quality is the level of conformity between the implementation and the promise, or in other words the unit is word and deed. When the promise has not been fulfilled, it can be considered as not qualified. On the other hand, when the level of implementation is the same as the promise, then it is said that quality has been achieved (Directorate of Quality Assurance of the Directorate General of Learning and Student Affairs, 2019).

Therefore, to position an educational institution such as a service industry, it must meet quality standards, and must meet predetermined specifications. Operationally quality can be determined by two factors, namely the fulfillment of all specifications that have been set and in accordance with the needs of service users. According to Sallis (2006) the first can be called quality in fact (real quality) and the second is called quality in perception (perception quality).

In higher education institutions, the implementation of the Tridharma to achieve the vision and mission of higher education must be guaranteed in its management and implementation. Quality higher education is education that produces graduates who are able to actively develop their potential and produce science and/or technology that is

useful for society, nation and state. UNM quality assurance is a systemic activity to improve the quality of UNM in a planned and sustainable manner.

One of the efforts currently being socialized is the Quality Assurance System (SPM). The higher education quality assurance system, in accordance with Law no. 12 of 2012, consisting of an Internal Quality Assurance System (SPMI) and an External Quality Assurance System (SPME). Systemic and sustainable activities to improve the quality of UNM are carried out through SPMI, which is operationally mentioned in Permenristekdikti No. 62 of 2016. SPMI aims to ensure the fulfillment of Higher Education Standards, so that a culture of quality grows and develops. SPMI functions to control the implementation of higher education by UNM in realizing quality UNM education, in accordance with UNM's function as a higher education provider.

Guaranteeing the quality of education at UNM is a UNM obligation that must be carried out, as a form of accountability to stakeholders. Quality assurance is carried out through a systemic system and SPMI is carried out through determination (P), implementation (P), evaluation (E), control (P), and improvement (P) of Higher Education Standards (SPT)<sup>1</sup>, otherwise known as the PPEPP cycle against the standard.

The Directorate of Learning and Student Affairs through the Directorate of Quality Assurance, Ministry of Education and Culture conducts SPMI mapping activities and SPMI self-evaluations by study programs. Through this mapping activity, it is hoped that very important information will be obtained regarding the extent of the implementation of SPMI in universities, including Makassar State University. From this information, further planning will be carried out regarding the implementation of SPMI in the coming years so that following the PPEPP cycle specifically at UNM there will be additional socialization to become (PSPEPP). Meanwhile, from filling out the SPMI self-evaluation instrument carried out by the study program, UNM will obtain information related to the extent to which the quality in the study program is guaranteed.

Based on the rationalization above, it is considered important to conduct research to map the implementation of SPMI at UNM and analyze various factors that hinder the activity of filling out the SPMI self-evaluation instrument by study programs so that it can be above in the coming years.

## **METHOD**

This research is a type of quantitative and qualitative descriptive research aimed at describing the SPMI self-evaluation process at Makassar State University and findings about the inhibiting factors for filling the SPMI Self-Evaluation instrument in study programs at UNM. In this study, the data obtained will be described based on size, number and frequency according to the existing findings. Furthermore, the results obtained mapped the extent of the implementation of SPMI at UNM and analyzed the inhibiting factors for filling the ED SPMI. This is important in making follow-up conclusions and recommendations.

The research method used in this study is a survey research method. Survey research is a research method to map the implementation of SPMI and by using a questionnaire as a data collection instrument about the inhibiting factors for filling out the SPMI self-evaluation instrument.

This study aims to map and measure the achievements of the institution's quality. So that the population in this study are all study programs within the scope of Makassar State University which consist of 106 study programs. The distribution of this population comes from 9 faculties, 1 postgraduate program and 1 teaching profession program. The sampling technique in this research is purposive sampling. This sampling technique is a sampling technique using certain criteria and considerations. The use of this sampling technique is because not all samples have criteria that are in accordance with the researchers determined. The criteria refer to the requirements for implementing an internal quality assurance system for a study program. The requirements consist of: a) The study program is accredited A/B/C by BAN-PT, and b) The study program has been established for one year and has carried out the academic process for at least one academic calendar year.

Based on these criteria and considerations, the number of study programs that meet the requirements to become the population in this study is 100 study programs. And the number of questionnaires filled in is 49 study programs. The data analysis technique used consisted of quantitative descriptive statistical analysis techniques. Determination of data analysis techniques is based on the type and characteristics of each data. Data on the mapping of SPMI implementation is described by the percentage level of implementation of the PPEPP cycle. While the data on the inhibiting factors for filling the ED SPMI, instrument obtained were classified based on the achievements in each criterion with reference to the indicators of Determination, Implementation, Evaluation, Control, and Improvement. The percentage of data obtained will show the classification and mapping of each criterion within the scope of the study program. The results obtained will later be used in determining the description of the implementation of the internal quality assurance system at Makassar State University.

## **RESULTS AND DISCUSSION**

Data from research on the Internal Quality Assurance System (SPMI) self-evaluation conducted by the study program was collected through a questionnaire distributed via google form. Questionnaires were distributed to 100 study programs that met the requirements at UNM, there were 49 study programs that filled out the questionnaire. Based on the contents of the questionnaire by the respondent, namely the head of the study program, the data obtained as shown in table 4.1.

**Table 4.1.** SPMI Self-Evaluation Result Data

<b>No</b>	<b>Criteria</b>	<b>Response</b>	<b>Achievements</b>
1	<b>Vision and mission</b>	VMTS Study Program Management Unit (UPPS) shows linkages with institutional VMTS and	88,1%

		Study Program scientific VMTS, the formulation involves internal and external stakeholders, and has been evaluated and followed up, and the achievement strategy is analyzed with relevant methods.	
2	<b>Management of Learning, Research and Community Service</b>	The Study Program Management Unit (UPPS) already has a learning management system that includes planning, implementation, control, monitoring and evaluation, reporting of learning activities, which are evaluated and followed up regularly and have learning standards.	87,1%
		The Study Program Management Unit (UPPS) does not have a Research Management Unit. LP2M in charge of managing research includes planning, implementation, control, monitoring and evaluation and reporting of research activities. Evaluation activities are periodically evaluated and follow-up has not been optimal	60,9%
		LP2M is a unit that formulates minimum criteria regarding planning, implementation, monitoring, evaluation & control, and reporting of Community Service (PkM) activities accompanied by evaluation of cooperation partner satisfaction instruments. Periodic evaluation and follow-up are not optimal.	69,7%
3	<b>Key Performances Quality of Student Inputs and Services</b>	There is a guide for new student admissions and a decision-making system and there are student services covering interest, talent, career and entrepreneurship guidance and counseling services, scholarship services, and health services whose activities have been evaluated and followed up on a regular basis. Evidence of activities has not been well documented	87,5%
4	<b>Lecturers, Education Personnel, Researchers, and Community Service</b>	Lecturers and education staff have adequate academic qualifications. Both lecturers and techniques are equipped with professional certificates and competencies	79,7%
		All research lecturers have the ability to master the level of research methodology in accordance with the scientific field, research	100%

	<b>Implementers (PkM)</b>	object, as well as the level of complexity, and the level of depth of research, and some have done down streaming.	
		All executors of Community Service (PkM) have mastered the scientific application methodology according to their expertise, type of activity, as well as the level of complexity and depth of activity targets, and are regularly evaluated and followed up	97,2%
5	<b>Financing and Infrastructure (Sarpras)</b>	Availability of a cost recording system, implementation of cost recording, and reporting system and there are Money Activities which include analysis of operational costs, evaluation of achievement of unit cost standards, and have taken follow-up actions	80,3%
	<b>Learning, Research, and Community Service (PkM)</b>	There are internal research funds that come from independent and independent institutions, the Government, or from other sources of funds from within or outside the country and funds resulting from downstream research (products)	100%
		There are internal Community Service (PKM) funds that come from independent and independent institutions, the Government, or from other sources of funds from within or outside the country and funds resulting from downstream research (products), only the amount is limited.	99%
		The facilities and infrastructure for learning, research and service are quite complete.	73,9
6	<b>Content and Learning Process</b>	The depth of learning material has referred to learning achievement (CP) according to the Indonesian National Qualifications Framework (KKNI) and graduates are able to master theoretical concepts, certain skills in general, and certain theoretical concepts and certain skills in depth, broadly, and practical experience.	100%
		Semester lesson plans (RPS) are available for all subjects taught in a semester which have been evaluated and updated periodically with varied	96,9%

		learning methods	
7	<b>Research</b>	All materials in basic research are oriented towards research outputs, contain the principles of utilization, up-to-date, and anticipating future needs. The monitoring and evaluation process is not optimal.	89,9%
		All research has complied with scientific principles and methods systematically in accordance with scientific autonomy and academic culture and has fulfilled educative, objective, accountable, transparent, and integrated elements which are periodically evaluated and followed up.	92,5%
8	<b>Community service</b>	The depth and breadth of Community Service (PkM) materials are sourced from the results of research or development of Science and Technology (IPTEK) in accordance with the needs of the community which are periodically evaluated and followed up.	91,4%
		Community Service Activities (PKM) refer to activities including: service to the community; application of science and technology in accordance with the field of expertise; community capacity building; and community empowerment and is well documented which is regularly evaluated and followed up.	92,9%
		Community Service (PkM) is carried out in a directed, measurable, programmed, and other relevant aspect and has taken into account conformity with all standards consisting of result standards, content standards, and PkM process standards which are regularly evaluated and followed up.	94,3%
9	<b>Outcomes and achievements</b>	The study program has a formulation of learning outcomes that are in accordance with the National Higher Education Standards (SN-Dikti) and have equivalence with the appropriate levels in the Indonesian National Qualifications Framework (KKNI) plus the characteristics of higher education institutions and have advantages that go beyond the	94,4%

		description of the Study Program learning outcomes in the Qualification Framework. National Indonesia (KKNI) and have competitiveness at the national/international level.	
		The Research Management Unit has guidelines for determining the minimum criteria for research results that have met aspects such as: the results of research carried out through activities that meet scientific principles and methods systematically; the results of research in universities are directed at developing science and technology, improving the welfare of the community; and improve the nation's competitiveness, as well as fully documented and accessible to internal and external stakeholders.	91,7
		There are minimum criteria formulations regarding Community Service (PkM) which are directed to apply, practice, and cultivate Science and Technology in order to advance public welfare and educate the nation's life, and provide direction and focus for Community Service (PkM) activities.	100%

Based on the table above, it can be seen that the Internal Quality Assurance System (SPMI) process at Makassar State University in general has been running well. However, the implementation of the PSPEPP cycle has not been optimal. Respondents felt that periodic evaluation and follow-up activities had not been carried out properly. Some respondents were also constrained by the provision of good documentation related to evidence of activities.

## **DISCUSSION**

### **1. Criteria for vision and mission**

The results showed that almost all respondents considered that the Vision of the Study Program Management Unit (UPPS) was related to the institutional vision and mission and the scientific vision of the Study Program and had been evaluated and followed up. Likewise, the mission, objectives, and strategies of the Study Program Management Unit (UPPS) are in line with and synergize with the mission, goals, and strategies of the institution, as well as supporting the development of the Study Program which has been evaluated but there has been no real follow-up on the evaluation results. Vision can provide aspirations and motivation, other than as a guide or signs in compiling

a study program. So, it is certain that if a study program wants to be successful, it must have a vision that is used to achieve its success. organizations or institutions in an effort to realize this vision. The mission of an institution is defined as the purpose and reason why the institution was created (Langsa, 2019)

The results also show that not all study programs involve external stakeholders when formulating the Vision, Mission, Goals, and Strategy for Achievement (VMTS), there is no complete documentation regarding the formulation of the VMTS and it has not been evaluated and followed up. In addition, the preparation of strategies for achieving goals is based on adequate analysis using relevant and well-documented methods. However, the monitoring and evaluation process is still not optimal because the instruments used for strategy formulation are not adequate, making it difficult to plan follow-up actions. In general, there are no significant obstacles in the study program in filling out supporting documents for the vision and mission criteria because of the evidence of the activities in the preparation of the vision and mission.

## **2. Criteria for Management of Learning, Research, and Community Service**

The results showed that UPPS already has a learning management system which includes planning, implementation, control, monitoring and evaluation, reporting of learning activities, which are evaluated and followed up on a regular basis. This system is managed by the head of the study program in coordination with the department head and UPPS by referring to learning standards that have been updated regularly. Meanwhile, the monitoring, evaluation, and reporting system is carried out by the quality assurance group at the study program level in coordination with the quality assurance unit at UPPS. Monitoring is carried out at the beginning of the lecture through the application <http://monevak.unm.ac.id> and monitoring at the end of the semester runs through the application <http://edom.unm.ac.id>. However, several study programs consider that follow-up reporting has not been maximized. The academic quality audit system carried out by internal auditors has not yet been implemented and is planned to be carried out at the end of the 2020/2021 even semester.

The management of the learning process has been well documented using an IT network and can be accessed by the Study Program Management Unit (UPPS) for managerial decision-making purposes. Not infrequently the Higher Education Database (PD-Dikti) has not been updated. However, this documentation is not yet accessible to external stakeholders regarding cooperation, so it cannot be used optimally for continuous program improvement. The study program management unit is expected to be able to recognize its strengths and what aspects need to be improved (Herawati, Ulum, & Juanda, 2020).

UPPS does not have a Research and Service Management Unit in charge of managing research and service so that the process of planning, implementing, controlling, monitoring and evaluating as well as reporting on research and service activities is carried out by the Institute for Research and Community Service (LP2M). This causes the

evaluation process that should be carried out regularly and followed up has not run optimally.

The results showed that not all UPPS have a special unit that coordinates all aspects including research implementation, writing scientific articles, obtaining KI, reporting on research activities that are managed, and awarding awards to outstanding researchers. Some UPPS only have a publication unit whose task is to coordinate lecturers' scientific publications. Meanwhile, KI management is still carried out centrally at the Publication Center and KI Center in LP2M.

The activities of compiling & developing research program plan according to the strategic plan & Road Map, compiling criteria & assessment procedures, improving the quality of the management of institutions or research and service functions, and monitoring and evaluating research and service institutions or functions are carried out by LP2M but have not coordinated with the Guarantee Center Quality for the research quality assurance process and community service. Evaluation of the satisfaction of service partners has been carried out, although it has not been maximized.

### **3. Key Performance Criteria for Quality Input and Student Services**

The results of the study indicate that the Study Program Management Unit (UPPS) or institution already has written guidelines on new student admissions, decision-making systems, there is evidence that it has been implemented, and written guidelines and decision-making systems have been evaluated and followed up on a regular basis.

Regarding student services, UNM has a service unit for talent, career and entrepreneurship interests. In addition, there are guidance and counseling services, scholarship services, and health services that have been running effectively. However, the activities of these services have not been evaluated and followed up on a regular basis. In the governance of an educational institution at a school, one aspect that becomes an important component is the development of students. Student coaching is part of student services that must be carried out as an effort to achieve educational goals (Darmawan & Triastanti, 2020).

### **4. Criteria for Lecturers, Education Personnel, Researchers, and Community Service Implementers (PkM)**

The results showed that all lecturers had a master's degree and some of them had doctoral education. Most lecturers have educator certificates and a few have professional certificates that are relevant to the study program. As part of quality assurance, lecturers must make a lecturer workload report (BKD). All lecturer workloads are calculated based on the main task and one of the additional tasks and supporting activities and are periodically evaluated and followed up. All permanent lecturers who are assigned on a full-time basis to carry out the learning process have expertise in the field of science that is in accordance with the disciplines of the study program (except lecturers who are in charge of general compulsory subjects).

Almost all of the education staff at UNM have an academic qualification of at least D1. There are educational staff (other than administrative staff) who are graduates of S1 or D4, or higher, in accordance with the qualifications of their main duties and functions. Educational staff who require special skills already have a certificate of competence in accordance with their field of duty and expertise.

In terms of research, all research lecturers have the ability to master the level of research methodology in accordance with the field of science, the object of research, as well as the level of complexity, and the level of depth of research, and some have done downstreaming. Regarding Community Service (PkM), lecturers have mastered the scientific application methodology according to their expertise, type of activity, as well as the level of complexity and depth of activity targets, and are regularly evaluated and followed up.

##### **5. Criteria for Financing and Infrastructure (Sarpras) Learning, Research, and Community Service (PkM)**

Regarding financing, most UPPS have provided a cost recording system, implementation of cost recording, and a good reporting system. Monev activities which include analysis of operational costs, evaluation of the achievement of unit cost standards, are carried out by the Internal Supervisory Unit and have followed up on the results of the monev.

In carrying out research activities and community service, internal research funds are available from institutions and independent, government, or from other sources of funds from within or outside the country and funds resulting from downstream research (products). The research and PKM funds are used for planning, implementing, controlling, monitoring/evaluating, reporting, and disseminating research and PKM as well as proposing Intellectual Property Rights (commercialization). Research and PKM management funds are used for research and PKM management activities, capacity building for researchers and service providers, and incentives for scientific publications/Intellectual Property (IP) and other relevant activities. However, there are still lecturers who feel that the funding for PKM activities from the institution is still limited.

Regarding educational facilities and infrastructure, there are still some respondents who think that learning facilities are still incomplete, or not well maintained, and have high utility. Nevertheless, the limited facilities and infrastructure are still able to support learning activities, academic services, and other activities related to learning.

For research facilities and infrastructure, several respondents considered that the facilities to support research activities, especially in certain laboratories, were still minimal. Supporting facilities for research activities still do not meet the quality standards, work safety, health, comfort, security for researchers, the community, and the environment as well as meet additional quality. The same applies to facilities and infrastructure for PKM activities.

## **6. Criteria for Content and Learning Process**

The depth and breadth of the learning material has referred to the learning achievement (CP) according to the Indonesian National Qualifications Framework (KKNI). Thus, graduates are expected to be able to master theoretical concepts, certain skills in general, and certain theoretical concepts and certain skills in depth, breadth, and practical experience. To support a quality learning process, semester lesson plans (RPS) are available for all courses taught in a semester which have been evaluated and updated periodically and are well documented. The semester lesson plan (RPS) contains all aspects including the name of the study program, the name and code of the course, semester, Semester Credit Unit (SKS), the name of the supporting lecturer; graduate learning outcomes; planned final capability; study material; learning methods; time; semester learning experience; criteria, indicators, and scoring weights; as well as references.

To support a quality learning process, the learning methods used include face-to-face methods, simulations, case studies, collaborative learning, project-based learning, PBL or other learning methods and distance learning (blended learning). The forms of learning used are: lectures, responses and tutorials, seminars, practicum, assessment, design, development, and community service (PkM). The need for the use of effective and innovative learning models so that the learning carried out can be more varied and run smoothly (Cindrakasih, 2020).

## **7. Content Criteria and Research Process**

All materials in basic and applied research are oriented towards research outputs and include special study materials for the national interest, containing principles of utilization, up-to-date, and anticipating future needs. To ensure its quality, periodic evaluations are carried out and followed up (Rosidin, 2017). In carrying out the research, all have met the scientific principles and methods systematically in accordance with scientific autonomy and academic culture. Both the research process and research results have met the elements of being educative, objective, accountable, transparent, and implemented in an integrated manner that pays attention to conformity with all standards consisting of results standards, content standards, and research process standards. The research process has also used methods and instruments that are relevant, accountable, and can represent a measure of the achievement of process performance and the achievement of research results. However, respondents considered that periodic evaluation and follow-up were not optimal.

## **8. Criteria for Content, Process, and Assessment of Community Service (PKM)**

The results of the study indicate that the depth and breadth of the material for Community Service (PkM) is derived from the results of research or development of Science and Technology (IPTEK) in accordance with the needs of the community. Respondents also considered that periodic evaluation and follow-up activities were not running optimally.

The Community Service (PkM) process at UNM includes a well-documented process of planning, implementing, and reporting activities. PkM activities refer to activities including: service to the community; application of science and technology in accordance with the field of expertise; community capacity building; and community empowerment. The implementation of PkM has taken into account aspects of quality, work safety, health, comfort, and safety of the implementers, the community, the environment, and other relevant aspects (Kurniasari, 2020). PkM is organized in a directed, measurable, and programmed manner. Regarding periodic evaluation and follow-up activities, respondents consider it not optimal.

Regarding the quality assurance of PkM activities, the assessment of PkM results has taken into account compliance with all standards consisting of result standards, content standards, and PkM process standards. The assessment of the results of this PkM has referred to one or more criteria, including: the level of community satisfaction; changes in attitudes, knowledge, and skills in the community; the use of science and technology in the community in a sustainable manner; the creation of enrichment of learning and/or learning resources and the resolution of social problems. The assessment has used methods and instruments that are relevant, accountable, and can represent a measure of the achievement of PkM results. However, the evaluation process on a regular basis and its follow-up has not been optimal.

## **9. Competency Criteria for Graduates, Research Results, and Results of Community Service (PkM)**

The study program has a formulation of learning outcomes that are in accordance with the National Higher Education Standards (SN-Dikti) and have equivalence with the appropriate levels in the Indonesian National Qualifications Framework (KKNi) plus the characteristics of higher education institutions and have advantages that go beyond the description of the Study Program learning outcomes in the Qualification Framework. Indonesian National Team (KKNi) and has competitiveness at the national/international level. The formulation of graduate learning outcomes has been used as a reference in the development of learning aspects including: content standards; learning process; evaluation; lecturers and education staff; Facilities and Infrastructure (Sarpras); and learning financing in learning management. UPPS and study programs have compiled a formulation of learning outcomes and proposed them to the Directorate of Learning and Student Affairs (Ditjen Belmawa) by involving internal and external stakeholders including the industrial world on a national scale and proposing the results to the Directorate General of Belmawa to be determined and become a reference for the learning outcomes of graduates of similar study programs (Lubis, 2020).

The Research Management Unit, in this case LP2M, has had guidelines for determining the minimum criteria for implementation and the research results have met the following aspects: the results of research carried out through activities that comply with scientific principles and methods systematically; the results of research in universities

are directed at developing science and technology, improving the welfare of the community; and increase the nation's competitiveness. LP2M has also implemented transparency of research results by means of seminars, publications, patents, and/or other methods that can be used to convey research results to the public and can be accessed by all stakeholders and can be used to make decisions.

LP2M has formulated minimum criteria on PkM which are directed to apply, practice, and cultivate science and technology in order to promote general welfare and educate the nation's life, and provide direction and focus for PkM activities. The formulation of the minimum criteria regarding PKM is a solution to problems faced by the community by utilizing the expertise of the relevant academic community, the use of appropriate technology, science and technology development materials, teaching materials or training modules for enrichment of learning resources. and international.

In general, there are still respondents who feel they have problems in filling out the supporting documents of the nine criteria for self-evaluation of the internal quality assurance system. This obstacle is felt because there are still aspects that have not been well documented. This can be an input in the administrative system at UNM.

## **CONCLUSION**

Based on the results of the study, it can be concluded that through self-evaluation of the internal quality assurance system (SPMI) at UNM, in general SPMI has been running well, especially at the stages of determination, socialization, and implementation. While the stages of evaluation, control and continuous improvement are still not optimal. The quality assurance system for educational activities has been running well, while research and community service activities have not been optimal. Some respondents still encounter problems in filling out supporting documents for the internal quality assurance system due to the unavailability of the required documents.

Based on the results of the study, it can be suggested that the implementation of SPMI following the PSEPP cycle should be carried out completely and thoroughly so as to create a good quality culture at UNM. The administrative system at UNM needs to be organized so that evidence of activities in the context of monitoring and evaluation can be well documented.

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