Enhancing the Internal Quality Assurance System in School of Pedagogy for Instructional Quality Improvement.

(A descriptive study at Indraprasta University and STKIP Kusuma Negara, Jakarta)

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Abstract

The problem in this study is the management of the internal quality assurance system (SPMI) in the academic field to improve the quality of instructional process in educational institutions for education personnel has not been maximized. This is indicating that the quality of instructional process has not been satisfying. The general objective of the research is to obtain and data about the management of SPMI in the academic field to improve the quality of instructional process at private LPTKs in Jakarta Special Capital Region (DKI), they are Indraprasta University, and STKIP Kusuma Negara. In particular, this research is to find out and to analyse (1). Planning, (2) implementation (3) evaluation (4) control, (5) development, (6) problems, and (7) problem solutions of the SPMI implementation in both universities. The research approach uses qualitative with qualitative studies. The method of this research is descriptive and the technique applied in this research is field research through notes on interviews, document reviews, and visits. The research uses the quality theory written by

Deming (1982) saying 'quality is the quality which can fulfil the present and the future clients' needs. The results of the study in general are the management of SPMI in the academic field to improve the quality of instructional process at Unindra PGRI Jakarta and STKIP Kusuma Negara run well although there are still some problems found in the results. The results of the research specifically framed by the PPEPP theory, (1). Planning the management of SPMI has been well planned. (2) Implementation has been well organized with some notes for improvement (3) Evaluation has been carried out sufficiently. (4) Control has been implemented well enough. (5) Development has been developed in accordance with the recommendations from the evaluation and control results. (6) Problems still exist but can be overcome in accordance with the conditions of the universities. (7) Problem solutions so far can be handled properly. The conclusion of this research is SPMI management in the academic field to improve the quality of instructional process has been in accordance with the theory and the concept of SPMI and has indicated a quite significant improvement.

Keywords

instructional quality, instructional process, quality development.

Background

The condition of teaching and learning in Indonesia, in particular, has been unsatisfied compared with other developed countries in the world. This may be referred to the result of Programme for International Student Assessment (PISA) in 2003 which shows Indonesia was in the rank in Science 38 among 41 participating countries. Math and reading were at 39. The result may be affected by the condition of the teachers as they were not ready with the challenge to be professional teachers as requested by Law of the Republic of Indonesia no. 14 of 2005. Another indicator about it is the result of the test for teacher competency or *Uji Kompetensi Guru* (UKG) in 2015 showed from 2,430,427 teachers the average score was 53.5 under the expected target, 55. This is quite emergency in term of the quality of teachers. *Kompasiana* (2018) mentioned that among Faculty of Pedagogies or *Fakultas Keguruan dan Ilmu Pendidikan* (FKIP) in Jakarta with ranking A, there was only 27% of their alumnae became teachers. Another data found that high schools alumnae who entered School of Pedagogy was only 10 %, 50% of them selected the Faculty as the second alternative, 20% of them chose FKIP because of geographical aspect, 10% of them were just because to find public university, and the rest is those who really wanted to be teachers. And how many of those who really wanted to be teachers were qualified teachers? On the other side, an educational data from MoE Banten province (2018) on the state final test (*Ujian Negara)* achievement among SMP students were found that the score above 55 were only 18% of the SMPs and the score below 55 were 82% of the SMPs. The highest score was 84.94. The most realistic data about the quality of teachers is from Djojonegoro (2004) quoted by Mulyasa (2017) said that there are only 43% of teachers who meet qualifications to be professional, the other 57% are questionable.

Based on the two side-data, the condition of teachers, dan the learning achievement by SMP students reflect to the core problem, that is the quality of teaching and learning in schools of pedagogy or IKIP or LPTK. IKIP has a responsibility to produce qualified alumnae, they are teachers. This is a dilemma between the two sides, teacher and students and the IKIP as well. This is very important issue that the writer took the topic on quality of instructional process in IKIPs. The theories that were used in this research are on quality, learning quality, instructional quality, and quality infrastructure. Quality is the satisfying condition of an end product which is equal to the targeted score or even above the score. In education, it refers to the condition of students who are able to reach the required end score or above the targeted score. Learning quality is the condition where students are satisfied with their teachers' teaching techniques, with curriculum, and with the school infrastructure which provide a good score in the students learning results. Qualified instructional refers to the lecturers' skills in transforming knowledge to his students, and reciprocally the students give positive responds. Infrastructure in qualified IKIP is very important as it gives many easy accesses to learning, indoor and outdoor, and students can express their skill in such good campus facility.

Professional teachers are teachers with good mastery in certain teaching subjects, with good skill in transferring knowledge, and with good sense of pedagogy. Subject mastery means teacher is very comprehensive in understanding certain subjects. This condition is not enough as they should show the standard certificate, for example the normative one is he or she must be graduate from S1 or S2 level with good score in the core subject. A Biology teacher with the score at least 7 in Biology, no 'red score', and the average score is 7 then he or she is eligible to teach Biology. So far, it is not enough now as many educational institutions require him/her to have international certification on each subject or competency. He or she must find a certificate on teaching Biology proficiency. English teachers, for example, are not enough only having S1 certificate from English department with at least score 7 for English subjects but also he should possess another standard certificate like TOEFL or TOEIC, or IELTS with good score. For example. an English teacher graduate must possess TOEFL score at least 500. With the two certificates, teachers are already regarded as professional.

Now, who can produce such professional teachers? The answer is clear, it must be faculty of education or schools of pedagogy, or FKIP, or IKIP, or LPTK. How can the IKIP process the raw material or the input students into the good alumnae as the output. Raw material in this context means the students received by IKIP or the present condition of the teaching and learning in the LPTK. For more intensive base line, the present condition of the teaching and learning in the LPTK is focused in this research entitled "Enhancing the Internal Quality Assurance System in School of Pedagogy for Instructional Quality Improvement". (A Descriptive study at FKIP Indraprasta University and STKIP Kusuma Negara, DKI Jakarta)".

Talking about quality in higher education, particularly in IKIP, there is a system addressed to create qualified education using the technique called PPEPP as issued by Permenristek Dikti No. 62 (2016). The first P means *Perencanaan* or planning, the second P is *pelaksanaan* or implementation, E is for *Evaluasi* or evaluation, the next P is *pengendalian* or controlling, and the last P is *pengembangan* or development. The system is mandated especially to LPM or *Lembaga Penjaminan Mutu* or Quality Assurance Unit. LPM is a unit in a university aiming at pursuing quality education in every aspect in the university. The PPEPP system is used to see whether a university is already qualified or not. LPM works hard to apply *Sistem Penjaminan Mutu Internal* (SPMI) in all aspects of the university or IKIP. SPMI Is legalized by Permenristek Dikti No. 62 Tahun 2016. This research was done in two private universities in Jakarta which deal with pedagogy or teacher's college. LPM has mission to keep quality in any aspect of university, however, this research is focused on seeing the quality of instructional process (*Proses pembelajaran)* in both universities. Pursuing qualified instructional process should consider many aspects, the first one is the student as the input, the lecturers, the instructional facilities, the instructional process itself and at least the curriculum.

The students as the input are very important because good input may be easy to process to become successful output. Usually, they are selected by seeing their high school final repots. However, there is a disparity of the student recruitment, those with high score, they enter good universities usually public universities or government IKIPs. So, the rest of them enter the private IKIPs. From this point we can imagine that it might be only a few students with good score from good high schools. In the two universities, they have quite-low and low levels of achievement in their high schools. With this base line, it is difficult for the IKIPs to educate, to prepare them to be excellent outputs. Another important human resource is the lecturers.

Pedagogy is a very important competency for candidate of teachers or lecturers because it concerns with many things in education and in particular in teaching. It concerns with active learning, higher order of thinking (HOT), contextual learning, and the use of educational technology. Indonesian law no. 14/2005 about teachers and lecturers explains that pedagogy competency is a set of knowledge, skills, and characters that must be possessed, internalized, mastered, and practiced by teachers or lecturers in dealing with their proficiencies.

Professional teachers or lecturers are those having competencies as teachers (pedagogy skills), as educators, as trainers, and as councilor. Indonesian law no. 14/2005 chapter 8 explains teachers' competencies, they are pedagogy competency, personal competency, social competency, and professional competency. Mulyasa (2005) said professional teachers are those having pedagogy competency, personal competency, and social competency.

Lecturers with low capacity particularly in pedagogy competency are difficult to develop their students' ability to receive and to absorb knowledge transferred

by their lecturers. This is a serious barrier in gaining the qualified outputs. One supporting aspect for gaining the qualified instructional process is a process in making students better, more qualified, than their baseline. Curriculum plays also an important role for the success of instructional process. It helps the lecturers and the students to keep on track on the subject and the competency they want to gain. There was a problem with inappropriateness in applying curriculum in many aspects like, the input's competency baseline, the teaching materials, and how the lecturers manage it. The last aspect for getting qualified instructional process is the facilities or infrastructure in the IKIP. The facilities here are the items that can help the students learn their subjects faster, easier, more convenient, and more realistic. They are all kinds of laboratories, sport fields, micro teaching units, library, teaching school, and other ones. With the existence of the five components, and with the professional management of SPMI, the quality in instructional process is easily gained. All the aspects are at the LPM's hands and they use PPEPP for measuring the instructional process whether it is successful or not.

The research aims at gaining information on the management of SPMI in academic field to increase the quality of instructional process in private IKIP in Jakarta. The specific objectives of this research are to get information on; 1. The planning of SPMI, 2. The implementation of SPMI, 3. The evaluation of SPMI, 4. The control of SPMI, 5. The development of SPMI, 6. The problem in SPMI and 7. The solution on the problem

The benefits expected of this research are divided into the theoretical benefit and the practical benefits. The theoretical benefit is the development of the knowledge on the management of SPMI for increasing the quality of teaching and learning process in private IKIP so that the result of this research can be used for its further research or development in both universities and in other ones.

The practical benefits of the research are 1. The benefits hopefully can be used for their evaluation and development in the future by both universities' leaders and lecturers. 2. LPM with its SPMI for their development. 3. The policy makers in both universities, 4. For the students to know about the quality of their universities including themselves. 5. Can be used as the base line for the further researches.

Theological base

According to the researcher in order to get qualified learning result, students must be active in instructional process at least they are active in asking things or active in discussion session in the classroom. They are also expected to be active in peer group discussion and other teaching and learning activities. This is what we call as the practices of active learning which is prerequired by a qualified class process. In Islam, it is already conveyed in the Holy book, Al-Qur'an;

فَاسْأَلُوا أَهْلَ الذِّ

كْرِ إِنْ كُنْتُمْ لا تَعْلَمُونَ

Pronuonced: Fas 'alu ahlal dzikri inkuntum la ta'lamuun

meaning

"Ask the expert (Al-Dzikr) if you do not know" (QS. An-Nahl [16]: 43)

Islam has taught the believers to be smart, nice, and respected in life. This teaching is in line with one of the techniques in the instructional process, that is active learning. One of the indicators to active learning is active learner or active learning. Then, we know the popular way of Students Active Learning Way or *Cara Belajar Siswa Aktif* (CBSA). The technique is very popular in Indonesia because by being active in giving questions can make the learning materials exist longer in their mind, it can deal with qualified learning as well.

Theoretical bases

Regarding the quality of education particularly in instructional process, Sallis (1979) mentioned some ideas 1. Teachers or lecturers should have strong leadership and the headmaster should give strong attention for the quality of education 2. Lecturers should have a high commitment to support the students' goal achievement 3. Good campus learning atmosphere in every aspect. 4. campus should have wide understanding on teaching and learning and should pursue effective and comprehensive instruction applying the campus resources to achieve maximum goals. 5. The campus is effective to guarantee their students' progress by using periodical monitor.

Quality Theory

Some theories of quality quoted here are by Juran (1962) in Ariani, D.W. (2009) he said "Quality is an accordance between the goal and the result". Deming (1982) also in Ariani, D.W. said "Quality is the quality that must fulfill the needs of clients now and in the future".

Elliot (1993) in Ariani, D.W. (2009) mentioned "Quality is something different depends on time and place or can be said it suits the goals". Goetch and Davis in Ariani, D.W. (2009) wrote that quality is a dynamic condition concerning the products, services, man, process, and environment or even exceed the expected result".

Terry, G.R. (2012) said that quality is to differentiate between the good and the bad. He also mentioned that quality is a philosophy and a methodology helping to an institution to plan a change and to arrange an agenda to face the external pressures.

From those quotes, quality is very important as it can put any product in the upper level, including the alumnae of IKIPs in becoming good teachers as the output.

Instructional theories

Learning theory that is mainly used in this era is the constructivism. The indicators in an instructional process using constructivism according to Suardi (2018) are active learners, particularly in maximizing their previous knowledge,

they like to learn contextually, the importance of group work to discuss topics in the learning materials, and the presentation of the project. The most important thing in constructivism is actively enriching themselves by comparing their new information with their previous one, the imbalance of the gap is a motivation factor in learning, and the last is on learning material. The learning materials should drive the students' spirit to know more and to construct the materials into knowledge. It should be able to link the students' previous knowledge and the new one and it should be able to attract student's learning.

Compared with other learning theories, constructivism is more recommended because it can make the learners active or more active in learning. Active learning is also in line with modern learning concept like student-based learning, higher order of thinking (HOT), and the learning of 21 century applied in curriculum 2013 called Creativity, Critical thinking, Collaboration, and Communication or 4Cs.

Jean Piaget was the first psychologist using constructivism, his theory was known as analog cognitive which, in fact, human face challenges, experiences, new phenomena, and problems to be solved cognitively. So, students have to develop their thinking outline to respond and interpret such challenges. In this way, someone's knowledge is constructive and lasts on and on. Constructivism emphasizes the development, comprehensive understanding, and knowledge actively made by students.

The second theory used in this research is on Sanusi's (2015) concept known as the six-value system, they are 1. Theology value. This value is religion-based and it is good to apply as it can help someone feel secured, contended, and happy to carry our life and to carry out a mission on making quality in education. With this value, a lecturer is happy and willing to dedicate in education including in making education qualified. For the students also, they study hard to be a good candidate of teacher. 2. Logical value. This value is important to enlighten lecturer and students because logical means clear, make sense, or understandable. So, in real usage is lecturers give learning materials in logical order and logical learning materials to transfer. So is in students' side, they will understand on the learning material quickly, then they can apply it in learning process. 3. Physic/physiologic. This value means to maximize all our physical functions to teach and to learn like how we hear, we see, we understand, and we put it in our minds the learning material transferred from lecturer v.v. 4. Etiquette value. This value refers to moral and hospitality for example, students respect to teacher or lecturer and lecturers respect to students as the subjects of learning. This condition will produce a nice education, and a good learning atmosphere as well. So, students will like to learn seriously and the lecturers will be happy to transfer their knowledge for them. 5. Esthetic value. This value makes everything in instructional process is good. This is very important because the students will become teachers. Students will see and imitate their teachers how they wear suits, how they speak, and how they teach. So is the student, they should behave nicely in the class, to the teacher/lecturer, to their peers in the schools or in

IKIPs. The last of his concept in education is on teleological value. The value concerns to benefit, effectivity, efficiency, productivity, and accountability in every aspect of life. In educational practices, we should apply it as a psychological base of any activity. It can avoid things that are not useful in learning and teaching but it can produce good quality of educational activities.

In general, the six-values concept can enhance the improvement of teaching and learning process in IKIPs. In the end, it can produce qualified outputs.

Along the research process mainly based on the previous research results, there are still gaps between the expected result, as written in the planning, and the real result or the final fact or the output. The previous findings on the implementation SPMI in universities particularly in the effort of increasing quality of instructional process are:

1. The recruitment of new students in many IKIPs are still the same as tens years ago. The students only do conventional entry paper-test. The test is assumed not enough to find the students' base skill, their talent to be teachers, their real interests, and their health.
2. It is assumed that the lecturers' capacity is not satisfying.
3. Almost no collaboration between the IKIP and the outside stakeholders.
4. Lack of the use of educational technology
5. Lack of capacity building for lecturers.

While problems with SPMI for increasing the quality of instructional process are

1. Planning might not be representative
2. The implementation is not maximum yet
3. Evaluation of the implementation is still partial
4. Lack of control on the implementation
5. The development of quality assurance did not match with the expected results.

The solution for the above problems may be assumed

1. There should be special test for recruiting new students, for example psycho test, and interview, academic potential test, and health.
2. High school academic transcript should cover at least the average score is 7, and the subject he/she would like to take must be at least 7. No score under 6 for all subjects.
3. There is a need for increasing the lecturers' competencies.
4. IKIP Students should be given trainings, seminars on being a good teacher.
5. For foreign language students should be given native speakers.
6. Lecturers should apply interesting teaching techniques for their students.
7. The use of educational technology to increase the understanding of the subjects.
8. Having a benchmarking program with other IKIP particularly the developed IKIPs
9. Sending the internship program students to more qualified schools and IKIPs.

These assumptions are like tentative respond towards the gap and, in addition, they must also think about National quality frame of Indonesia or *Kerangka Kualifikasi Nasional Indonesia* (KKNI). KKNI as issued by MoE at Permendikbud No. 73, (2013) and Perpres no. 08 (2012) on KKNI requires the output students of IKIP to have level 6.

While, in applying PPEPP to know the quality of instructional process in IKIPs, there are assumptions as follow

1.   SPMI in private IKIP may not have representative planning for increasing the quality of instructional process

2.   IKIPs seem to have some problems in implementing the SPMI

3.   The evaluation towards the implementation of SPMI does not work well.

4.   The control for the implementation of SPMI may not work intensively

5.   The development and the increase of the quality of the instructional process automatically do not appear significantly

Who is in charge of the quality?

Teachers are from students of IKIP, so, the IKIPs should be responsible with this issue. A system used widely in every university is SPMI and managed by LPM. LPM with its SPMI is officially concerning with creating the quality in universities. SPMI is applied its mission by using PPEPP. SPMI always refers to quality through national standard of education, and KKNI. SPMI with its PPEPP can evaluate every aspect of instruction process like the lecturer, the teaching and learning material, the students, the learning facility, and at least the budget. The result of these evaluation may give the level of quality they have. The approach of this research is qualitative research, the method is descriptive analysis, and the techniques are interview, document study, and visiting the locations.

The findings

Every university must have the vision, mission, goals, and strategy either as an institution or as an office of LPM. Either Unindra PGRI or STKIP Kusuma Negara has its vision, mission, goals, and strategies in each institution and in office of quality guarantee (LPM). STKIP Kusuma Negara's vision is "To be an excellent, and can produce the outputs having teaching competency, Islamic character, global competitive and entrepreneurship in 2030". Unindra PGRI's mission is "Indraprasta University (Unindra) becomes an excellent university in instruction in Indonesia, having active role in developing professional human resources, care, creative, self-service, and adaptable in 2029.

The aim of the universities is similarly the same, to pursue qualified outputs. Both universities' programs are also similarly the same like sending their lecturers to study in Doctoral degree or S3 degree. Unindra for example sends about 90 lecturers to study at doctoral degree. No data from Kusuma Negara about the scholarship. Both universities give capacity building to their lecturers like training, workshop, and seminars with different numbers of frequency. In evaluation, both universities used "*Evaluasi Dosen oleh Mahasiswa* or EDOM". Edom usually asks

about how well the lecturer teach the students, the frequency of the lecturer's attendance, the use of educational technology, the atmosphere of teaching and learning, and many more questions. Edom is conducted based on Internet by both universities, and it is filled out by the students. The result of Edom from Unindra was it had the lowest score 3.83and the highest score was 4.67 in Economic Education. They got the score for pedagogy which was the lowest 3.81 and the highest was 4.78, for professional competency, the lowest was 3.77 and the highest was 4.74, and the last is social competency's lowest score was 3.88 and its highest score was 4.76. Another survey done by Unindra was a survey to gain the students' satisfactory studying at the university, which was found the lowest was 3.83 and highest was 4,67. About the management of SPMI in academic for increasing the quality of instructional process, both institutions apply the concept of PPEPP to see how well every component in each university works. Likewise, the researcher used PPEPP to know about their quality in instructional process.

The first phase in PPEPP is planning. Each university has its plan for SPMI. Unindra has a plan by putting termination time in 2029, and Kusuma Negara put its termination time in 2030. They also have the strategic plan or 'Renstra' for 5 years each. In the plans, they put quality culture or '*Budaya Mutu*' for their guarantee about the quality of instructional process. The renstras include the background, the aims, the goals, the plan, the implementation, the evaluation, the control, and the development. The plan also includes the expected result, the possible barriers, the solution, and the recommendation for future Renstra. The plans also have their SWOT analysis as to see whether they can survive or not in dealing with the aim and the goals.

The second phase is the implementation of the plan. This is the real action of the plan. They usually find information or findings inline with the plan or not inline with the plan. Not inline with plan may mean they have problem to implement the plan, they must take note of them then. The third one is evaluation. Evaluation is aimed to know whether the plan is done thoroughly or only parts or not at all. They try to find information on the problems found in the implementation. They may think about the solution afterwards. The fourth phase is the control. Both universities have their control systems for the quality of instructional process. Terry, G.R. (2000) said controlling is an effort to look into all the activities implemented and the ones will be implemented. It is an object-oriented activity and it is a tool to drive personnel to work on the problems. Control is very important as to remind the lecturers for some problems and the answer to the problems, and control is a part of Total Quality Management (TQM).   The last is development phase. This phase can be likely done when the evaluation of the SPMI implementation is already good. In the control phase, they can develop its target of CPL, for example the previous CPL for English is 55 but now they develop it into 60. This decision is done because they know the lecturer and the students' potential.

After the researcher used PPEPP for the management of SPMI, he must find some problems in increasing the quality of the instructional process and he may

find some positive things in the research. The problems are then followed by their solutions. He made a list of problems found during the research, and each corresponding solution. The research also includes the recommendation, and the model of an ideal management of SPMI. The model is very useful for the universities to study, for other researchers to study too. The whole point, PPEPP and its problem and solution and its recommended model will be a high contribution to the quality of SPMI, and the quality of instructional process in particular.

The Discussion

In accordance to the SPMI effort to increase the quality of instructional process, the research finds these problems to discuss following the PPEPP. According to Terry, G.R. (2000) planning is an effort to choose and to link facts using assumptions about future in formulating the activities proposed to reach the expected results. He also wrote that planning is a well-organized approach to face the future problems and said that planning is for developing activities for future action. Tjokroaminoto, in Syafalevi (2011) mentioned that planning is a systematic process for the future activities in dealing with the goals. It is a way how to reach the goals using the available resources effectively and efficiently. It is such a continuous process covering two aspects, they are planning formulation and the implementation. With these two concepts on planning, some problems are found in the field, they are they have their plan of SPMI but not really stated for increasing the quality of instructional process. For this case, they should make or revise the existing 'renstra' with the one focusing to how to increase the quality of instructional process. SPMI planning can be made by hiring expert so that it can help assure the planning is well managed and realistic. There may have some revision on the way it works, but it won't harm the core of the plan. So, quality assurance (QA) and quality control (QC) are here with the planning phase. Quality assurance is that with qualified data in the planning, we are sure that the plan will run smoothly without any principle hindrances. Quality control is an activity to see whether a plan works well or not. The second one is the teaching and learning facilities, and the SPMI management seems not good enough to take care about it. This problem should be covered by the additional budget for the facility. Maybe they need to buy more land for constructing new teaching and learning facility. Lack of the facilities will affect to the quality of instructional process. The third one is the input students who were from the rest of the students' selection for government IKIPs. This is a very common picture of students' selection practices among non-government IKIPs. They do selection but not for the purpose of the intention to be teachers, they may give affordable tuition fee for the purpose. They likely just need how to recruit the input students for the institution budget. The quality culture among the lecturers and the staff was found unwell. This condition is very interesting that there are still a lot of lecturers say that SMPI is not needed as they are also preparing for the external quality guarantee system or (SPME), so it is like not efficient. In such case, we can consider that they are not serious

enough for the quality of education or for the quality of instructional process. And the last but not least is the budget. Both IKIPs still depend on the students' contribution which may reach 98 %. They tend to have as many students as possible to support their management budget without any good selection. This way of selecting students may be effective only for budget collection but not for other purposes especially for increasing the quality of instructional process. With these findings, it is hard for both IKIPs to reach their goals in instructional processes. There are some examples found in the research about students who got the winner in entrepreneurship and other extra-curricular activities although it is also a competency according to artificial intelligent concept, it does not link with the quality of instructional process directly. In their visions in the planning, they plan it until 2030, so it is seven more years. However, can they cover their visions in seven more years with such conditions? There is not any clues in their SWOT analysis either in the Strength or in their Opportunity that they will get supports in reaching their goals in increasing their instructional process. So, it is quite pessimistic. Take one example, what if all the lecturers are already Doctoral degree? One side qualification is already fulfilled, but there still some other important points to cover for the purpose. Are they already professional, will the input students be better, and how about the budget? Does the institution have another money resource?   Will the institution build next teaching and learning facility? These are still big questions for the two educational institutions.
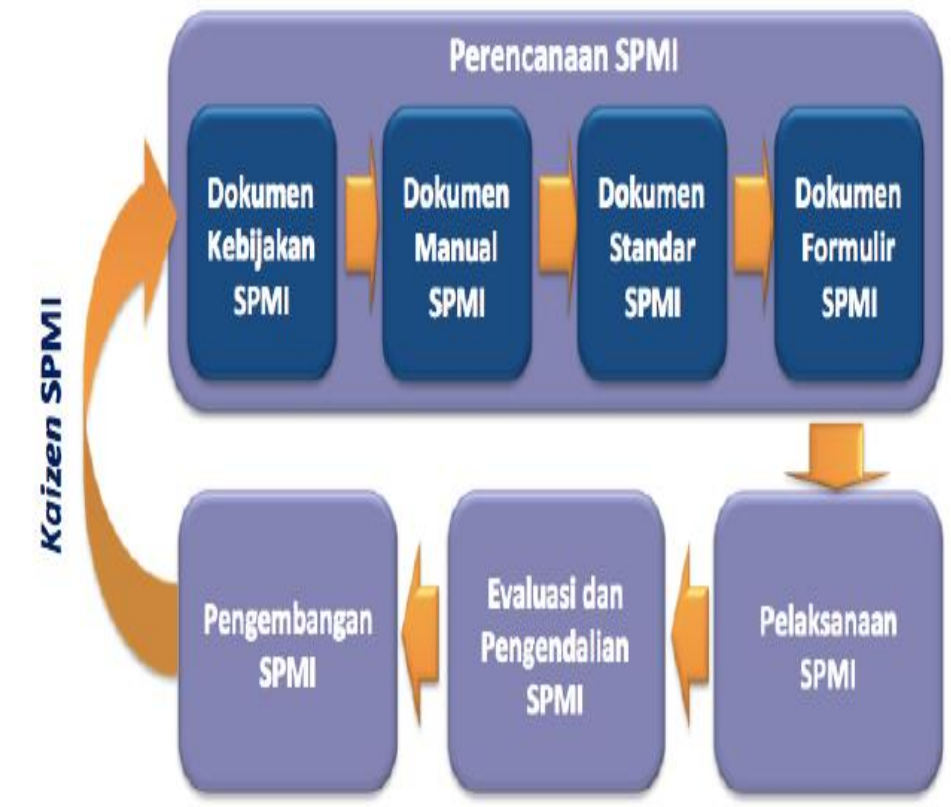
Picture: SPMI cycles management

Besides the above weaknesses found in this research, the research found about the weak management of SPMI.as seen in this next step of PPEPP, that is evaluation. In the evaluation phase, the management of LPM with its SPMI as follows the culture towards quality still needs improvement as showed in the interview that it is still hard for the lecturers to attend a meeting, still some lecturers do not realize that quality is important, and about budget for the institution's operation. When we check their present strategic plan (Renstra), we will see that their termination is in 2029 and 2030. So, it is quite hard they can lead the weaknesses in about seven years.

All the present weaknesses will hindrance the flow of the SPMI flowchart or cycles as the above picture. They still have to complete many documents such as for administration matter, they need at least manual SPMI document, and SPMI document forms. They also have to improve their weaknesses in the implementation, evaluation, control, and development of the SPMI phases. In the implementation, they should reorganize their team for their solid team, and the team should realize that quality is important. In the evaluation phase, usually they have problem with the data collected to be discussed. The lecturers' willingness to attend evaluation meetings is important. The control on the management of SPMI looks still weak that it can make the programs do not run smoothly. It seems the control works partially not thoroughly. The quality control and the assurance of SPMI management should start from the very beginning phase that is the planning phase. ISO as a quality control provider has its concept on quality control and quality assurance that they should start from the planning phase up to the development as showed in this picture

QC in PPEPP
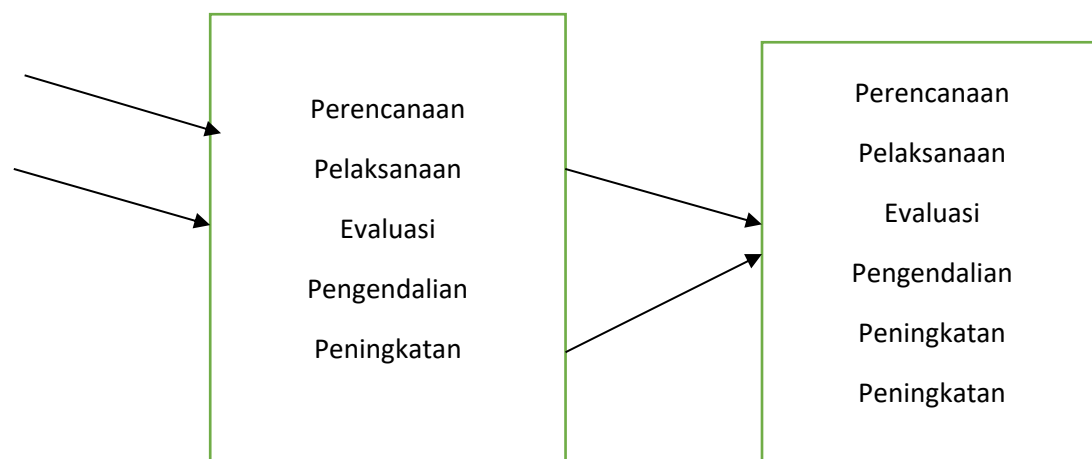
QC

QC in ISO for PPEPP

QA and   QC

In PPEPP, there is no clue that QA and QC work from the beginning of PPEPP concept up to the development phase. QC only appears in the *pengendalian* phase or control phase in fourth phase. The effect of this management of QA and QC in

PPEPP may be no link each other and every phase in the PPEPP may run by itself. Quite different with QA and QC concept in ISO, they start together from the beginning of the process up to the development phase or *peningkatan/pengembangan* in the PPEPP. In such way, PPEPP will be successful.

The structure of QC in PPEPP for the implementation of SPMI may affect a mislink almost in every phase except in the *Pengendalian* or Control phase.

Conclusion

In general, SPMI management in academic to increase the quality of instructional process in both IKIPs is almost fulfilling the theory and concept of instructional quality in IKIPs even though there are still some discrepancies in the implementation of SPMI when seen with PPEPP (planning, implementation, evaluation, control, and development) quality control.

In the specific conclusion, there are some notes:

1. Data available in the both universities are mostly on administration matters, like RPP, RPS, and SOP.
2. The IT support needs more attention as to support good instructional process.
3. Some resource persons still illiterate with IT like in the LMS operation and teaching techniques to students.
4. All official meetings run well but not involve in the quality of instructional process.
5. Budget problem to support all the activities needs more additional budget.
6. Monitoring and couching for the instructional process seem not effective.
7. The dissemination of information on SPMI and information from the institution does not run well.
8. There is information on the lack of motivation, responsibility, and commitment for the quality improvement.
9. Some still have opinion that SPMI is not efficient as there is SPME in the universities.
10. By system and implementation, PPEPP has not intact quality control (QC) and quality assurance (QA) that can cause quality discontinuity.

The implication

With regards to the conclusion and findings, there must be the implication for the management of SPMI in particular, and the institution as a whole.

1. The SPMI management should complete all the quality forms either on paper or paperless.
2. The institution should give more budget for the IT support in the instructional process and for the other facilities.
3. Give assistance to the resource persons with IT illiterate persons so that they can work on.

4. Try in every meeting to touch on the quality instructional process to make the audience know that it is very important.

5. The institution leaders should find other budget resources in addition to budget available from the students.

6. Give more motivation and rewards for the resource persons to work better by couching or recreation, or sport events.

7. For the smooth of the information dissemination, the institution leaders should double the ways to do it. For example, using letters, or campus magazines.

8. The institution leaders should give more good approach to the resource persons to increase their motivation, responsibility, and commitment.

9. The institution leaders should inform the staff for the reason of managing SPMI well to face the SPME easily and successfully.

10. The function of QA and QC should be not only in *pengendalian* (control) phase but also in every phase of PPEPP

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