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### DEVELOPING THE MODEL OF ASSISTANCE, MONITORING AND EVALUATION TO IMPLEMENT LEADER COMMITMENT IN RE- FUNCTIONING OF HIGHER EDUCATION INTERNAL AUDIT IN MALUKU

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#### **ABSTRACT**

This paper aims to build a monitoring and evaluation model to implement the leaders and managers commitment of tertiary institutions and government represented by LLDIKTI to increase the role of quality assurance audits. This is a qualitative research with a critical approach. The data is qualitative in primary form that comes from interviews, documentation and secondary data. Research informants are university leaders, managers (foundations) and leaders of LLDIKTI as well as quality assurance implementers.

The research results found that all leaders have commitment to active in encouraging the higher education role in quality assurance, monitoring and evaluation model with creating the concept of Logic Model theory. The leaders realize and executing the commitment to encourage the improvement of higher education quality. Therefore, tertiary education institutions in Maluku region have increased the education quality. It was proved by more accreditation for institutions and study programs accredited.

#### **INTRODUCTION**

This is a follow-up research of Hariyanti (2019) research that build a socialization model of diffusion-based innovation on priority map of leadership commitment to support the performance of internal audit at public and private universities in Maluku Province. Internal audit performance is strongly supported by many factors; this is consistent to opinion of Blackmore and Jacquelinegara (2004) and Al-Twaijry et al. (2003)

The factors to support the performance of a PT's internal audit are the commitment of higher education leaders, rectors / directors and foundations, that very much needed to implement internal audits at universities (Hariyanti, 2018). The leadership commitment factors consist of three elements, namely financial support, infrastructure and regulations. The three elements are based on priority scale. Based on these results, researcher can build a model to convey or socialize to higher education leadership. This is designed by researchers with aim to increase the value of internal audit, especially the Internal Quality Assurance Unit (SPMI) in Higher Education. The leaders should aware of education quality through SPMI internal audit. This research builds a defuse-based socialization model, but the implementation should be guarded through mentoring, monitoring and evaluation. Therefore, authors continue this research to build a mentoring, monitoring and evaluation model to implement the leadership's commitment to re-functioning the internal audit of Higher Education in Maluku region.

### *Theoretical basis*

The monitoring word is very familiar to many people. The monitoring is defined as a process to monitor the implementation of policies and the outcomes (Hogwood and Gunn, 1989). This was consistent with opinion of William N. Dunn (1994) that monitoring has several objectives, including: Compliance, Auditing, Accounting and Explanation.

Hornby and Parnwell (in Mardikanto, 2009) explained that evaluation was an action of decision making to assess an object, state, event or activity. Soumelis (1983) also defined evaluation as a decision-making process through comparison the results of observations on an object. Seepersad and Henderson (1984) define evaluation as a systematic activity to measure and assess an object based on existing guidelines.

Sutjipta (2009) stated five characteristics in evaluation. First was quality. It was about whether the program was good or not, quality of program content, activities of educators, media used and appearance of program implementers. Second was suitability. It related with meeting the needs and expectations. The program does should not difficult or burdensome for community for the technical, social and economic level of community. Third was effectiveness. It related with how far the goal was are achieved. Forth was efficiency. It related with proper use of resources. Fifth was utility. It related to usefulness for community who involved in program.

### **METHODOLOGY**

This research was qualitative type. The justification to choose the qualitative type was the researcher want to provide an accurate description of a particular individual or group with conditions and symptoms or what is experienced by research subject. This refers to opinion of Koentjaraningrat (1993) and Moleong (2007) that qualitative type research type can provide an accurate description of a

particular individual or group with conditions and symptoms experienced by research object as behavior, perception, motivation, actions and others.

The paradigm type was critical. The reason was the research was not sufficient to only interpret the meaning behind object research action, but researchers also criticize and provide solutions to the problems. This was consistent with Baran and Davis (2010). This research was conducted at State and Private Universities in Maluku Province. The research informants were the Rector / Director of Polytechnic, Chair of Foundation in Maluku Region, and Head of SPMI in Maluku. The samples were selected by purposive sample method. Purposive Sample was a technique to determine the samples or informants with certain considerations (Sugiyono, 2012: 85). The consideration was the informants really know exactly and have been directly involved for at least 2 years in quality assurance issues in higher education.

The data was qualitative. The data types used in the research were primary and secondary data. Primary data was collected from interviews in form of verbal or spoken words, gestures or behavior of reliable object, namely informants regarding the studied variables or data obtained from informants directly. Secondary data was to support primary data that collected from observations, literature studies, and also documents such as archives, agendas, tables, notes, photos and others.

The data collection method in this study refers to opinion of Sugiyono (2012: 402) that there were four types of data collection techniques, namely observation, interview, documentation and combination / triangulation. This study used the four methods.

This study refers to opinion of Miles and Hubberman (1992) statement that there was several stages data analysis. Data reduction was the process done by grouping topics according to research problem. After that, researchers searched for themes and patterns formed. These results provide a clear and patterned picture. Data exposure was the process of presenting data. Conclusion was the last step.

## **RESULTS AND DISCUSSION**

Previous research recommends researchers to make quality assurance from various parties, namely LLDIKTI, foundations, Higher Education Leaders and Regional Government, represented by BAPEDA Maluku Province. Based on these recommendations, researchers tries to evaluate and monitor the commitments that are built together. The researchers are in evaluation process starting from inputs, processes or activities, outputs, outcomes and impacts. Based on these stages, researcher begins with the stages below.

Based on recommendations, there are resources that could be involved to improve the quality of higher education, namely from local government elements, universities consisting of head of foundation as the manager of university and

Rector / Director, and from LLDIKTI Region XII. These resources should go hand in hand in developing the quality of higher education. Speaking of input based on Logic Model theory, it is the resource used to produce output. It was recommended to make changes at the tertiary education resources consisting of foundation head as the manager of tertiary institution and rector and LLDIKTI. Each elements have plays its role, namely in accordance with commitment when signing the recommendation. The recommendations are as follows:

"Realizing the commitment of higher education leaders in form of regulatory support, infrastructure and finance in order to encourage the optimization of quality assurance in higher education".

This commitment has been running where higher education leaders have provided regulatory support and so on, so that universities have an operational standard (SOP) consisting of 24 standards. The regulations and commitment of higher education leaders in Maluku can create a standard on quality assurance in 2019. In addition to remodeling, there are also recommendations that were signed by foundation as the manager of higher education, namely:

"Realizing the commitment of higher education management (foundations) in form of regulatory support, infrastructure and finance in order to encourage the optimization of quality assurance in higher education".

Foundations as higher education managers have supported regulations and finance to optimize quality assurance in tertiary institutions. It can be seen that number of foundations that have pushed to do this commitment is approximately 16 universities. They were successful and having high awareness about the education quality. This is shown by accreditation results increase of 16 universities from those not accredited to become accredited either Good (B) or Sufficient (C). Apart from these two commitments, there are commitments as follows:

"Realizing the commitment of higher education quality assurance elements in carrying out its role as the spearhead element of higher education quality".

The quality assurance implementer has high enthusiasm after receiving support from Chancellor / Director of Higher Education and foundations. The quality assurance element spearhead to improve the quality of higher education. Therefore, quality assurance team worked hard to prepare the accreditation process starting from preparation of SOPs and process to prepare the institutional forms. This is proven by number of SOPs owned by almost all tertiary institutions in Maluku region, although standard has not been implemented completely. Below was the interview results with one of leaders of Higher Education and the LLDIKTI Team to assist the preparation of operational standards:

"Mrs Dwi.... each tertiary institution was assisted to compile a quality assurance SOP, there is no reason that they don't have an SOP. With hard work of mentoring

team and elements of guarantee for Higher Education, thank goodness, SOP can be made”.

Meanwhile, commitment of government elements represented by LLDIKTI XII has responded positively. After the recommendations were signed, they immediately moved to carry out coaching, mentoring and training to formulate SOPs for each university by bringing the experts team to compile SOPs in universities throughout the Maluku region. At present, almost 90% of Higher Education quality assurance in Maluku region has an SOP. In addition, LLDIKTI region XII has also provided assistance to universities to propose accreditation until this year. LLDIKTI also carries out activities to build a mind set as input from researchers for leaders and foundations to manage the quality of higher education with hope to improve the universities quality by improving the accreditation of study programs. The results of mentoring process and mindset Higher Education leader can increase the accreditation, as shown in **Table 1**.

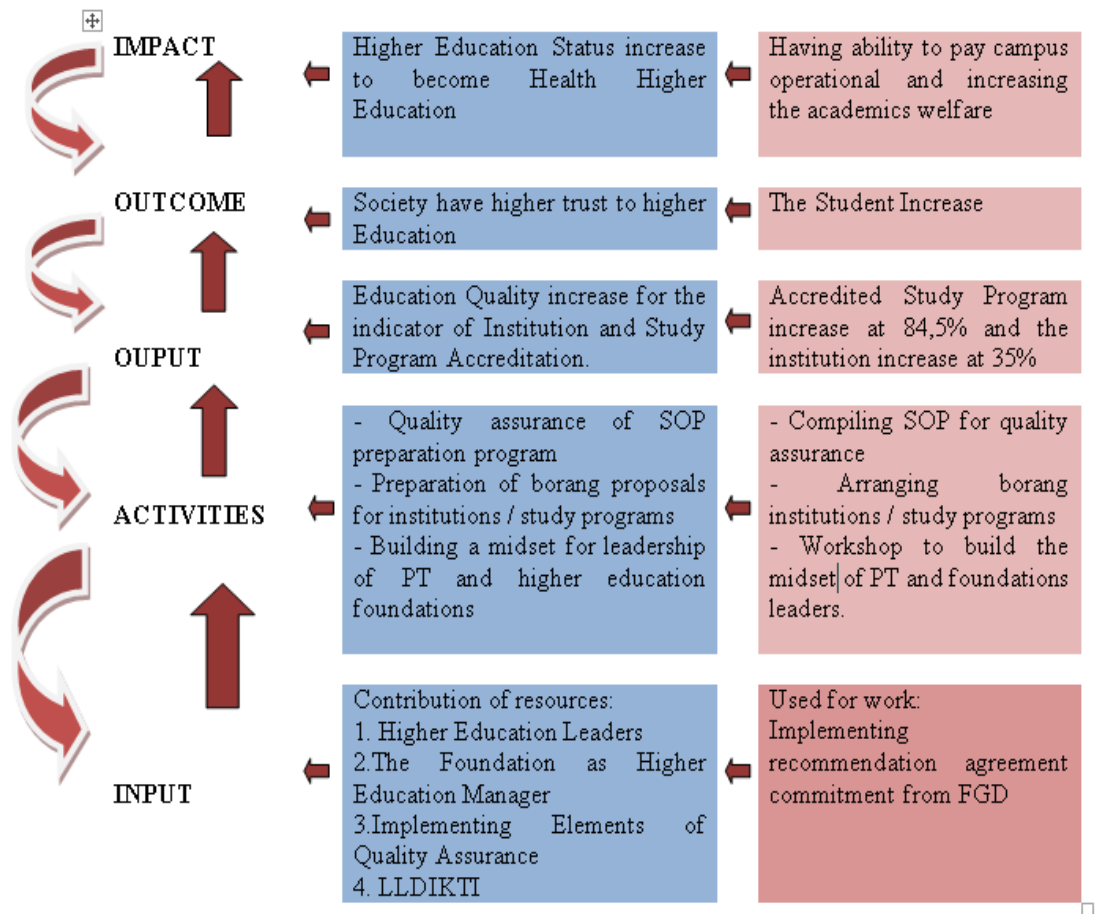
**Table 1.** Accreditation Results of Study Programs and Institutions

No	Description	Year 2019	Year2020	Accreditation Percentage for 2020
		Quantity	Quantity	
1	Study Program Accreditation:	181	196	89.91%
	Study Program Accreditation for B Level	60	64	29.36%
	Study Program Accreditation for C Level	121	132	60.55%
	Not Accredited Study Program	37	22	10.09%
	Total Study Program	218	218	89.91%
2	Institution Accreditation:	15	16	36.36%
	Institution Accreditation for B Level	4	4	09.09%
	Institution Accreditation for C Level	11	12	27.27%
	Not Accredited Institution	29	28	63.64%
	Total of Private Higher Education	44	44	

**Data source:** LLDIKTI XII

At beginning of research, there were only 2 tertiary institutions accredited by institution, one received a B and other received a C accreditation. Today there are 16 accredited tertiary institutions. The other universities were still universities in process of making forms to be sent immediately in near future, for example Darrusalam Ambon University (LLDIKTI XII mentoring process has been completed).

Based on above description, monitoring and evaluation model can be described in Logic Model theory at **Figure 1**.



**Figure 1.**

***Monitoring and Evaluation Model of FGD Recommendations Implementation***

**CONCLUSION**

Quality assurance role was certainly inseparable from university leader support. They do not only become centers / units in Higher Education formally and legally, but also have to encourage Quality Assurance to run well. Many previous phenomena showed that quality assurance was only formed as a formality requirement for accreditation purposes. This time the new accreditation rules have 9 standards, the quality assurance must receive full support from leaders and foundations for operational funding (money), policies and others. Foundations and universities must be willing to set aside money to support quality assurance activities, so that quality assurance agency can confidently create programs and activities to run optimally. Therefore, the quality assurance agency needs to be

monitored and evaluated in process to do the role. This research creates monitoring and evaluation model with Logic Model theory.

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