



Quality Assurance in the Open University Service Online Learning Tutorial

Elpipres Muhammad Niku^{1(*)}, Bambang Budi Wiyono², Bambang Budi Wiyono³, Nurul Ulfatin, Maisyaaroh⁴
^{1,2,3,4} Universitas Negeri Malang, Malang, Indonesia

Abstract

Received : November 11, 2023

Revised : December 13, 2023

Accepted : December 31, 2023

Higher Education Quality Assurance as disseminated to tertiary institutions in Indonesia until 2007. This dissemination aims to make every university realize that the responsibility for the quality of higher education implementation in these tertiary institutions is no longer entirely in the hands of the Government, but especially in the hands of the universities themselves. Apart from that, the dissemination also aims to inspire each university about what, why, who, where, when, and how to carry out quality assurance in higher education. This study used a qualitative approach with a multi-location survey from 3 UPBJJ-UT. The results of the study found that the three sites of UPBJJ-UT Malang, UPBJJ-UT Surabaya, and UPBJJ-UT Jember were able to integrate and apply the values of uniqueness in distance education tutorial services. In the sense that in every management activity starting from planning, implementation process, evaluation, and the developed model. The findings once again show that the three sites of UPBJJ-UT Malang, UPBJJ-UT Surabaya, and UPBJJ-UT Jember in the distance education tutorial service of Universitas Terbuka whose targets are not free from the implementation of SIMINTAS by using the ISO 9001:2015 standard.

Keywords:

Open University, Quality Assurance, Ethics, Online Learning

(*) Corresponding Author:

elpiniku47@gmail.com

How to Cite: Niku, E. M., Wiyono, B. B., Wiyono, B. B., Nurul Ulfatin, & Maisyaaroh. (2023). Quality Assurance in the Open University Service Online Learning Tutorial .*JTP - Jurnal Teknologi Pendidikan*, 25(3), 610-618. <https://doi.org/10.21009/jtp.v25i3.45724>

INTRODUCTION

Higher Education Quality Assurance has existed since the year Although it has a new name, namely the Higher Education Quality Assurance System, the system still includes the following three components: (1) Internal quality assurance system implemented in every higher education institution, (2) external quality assurance or accreditation system implemented by a higher education accreditation body or independent accreditation body, (3) levels of higher education, research and technology at the level of higher education institutions. Furthermore, according to the provisions of the Higher Education Quality Assurance System of the Higher Education Law, all higher education institutions in Indonesia must implement Higher Education Quality Assurance in accordance with their history, vision, mission, mission, size and objectives. External quality assurance of the organizational culture of higher education institutions must be carried out through certification of databases and information stored in the higher education database (Dzimińska et al., 2018). Another difference is the quality assurance of education in schools which must continue.



School management must be carried out effectively, namely being able to create a learning process in students (Komalasari et al., 2020). The realization of school quality assurance is closely related to the implementation of regional autonomy, regarding the granting of authority from the central government to regional governments in the form of regional autonomy.

Quality assurance in the field of education has not received deep attention from the government as well (Seyfried & Pohlenz, 2019) as government policies and legislation before and after the National Education System Law (UUSPN) Number 2 of 1989, that quality still applies a concept that is particular and has not referred to a detailed quality assurance . Only in the National Education System Law Number 20 of 2003 and Government Regulation Number 19 of 2005, the understanding of the quality assurance system has been detailed and integrated, both in the discussion of internal and external quality assurance.

The Quality Assurance System of the Open University (UT) in 2012 is still relevant today as a reference for quality assurance, includes 10 categories and 110 quality policy indicators that contain information on good practices. The categories include: first, Plan with seven policies. Second, Staffing policies with eight. Third, Internal management with 15 policies. Fourth, Student policies with eight. Fifth, Development of design and training programs with 12 policies. Sixth, Course design and development. Seventh, Learning support services with 10 policies. Eighth, Infrastructure, media and learning materials with four policies. Nine, Assessment and evaluation of students with 22 policies. Tenth, Research and social services with 13 policies.

Furthermore, interviews with several Lecturers at UPBJJ-UT Malang resulted in the statement that in the Quality Assurance of distance education tutorial services, there is no separation from planning, implementation processes, and evaluations based on the vision and mission, as well as ISO 9001: 2000 which has been regulated by the Open University as a unified quality system at UPBJJ-UT throughout Indonesia from Sabang to Merauke and even abroad.

Like other universities open university as a state higher education institution, has ensured that all study programs offered are accredited by the National Higher Education Accreditation Board (BAN-PT). Open University views that accreditation is an important part of the learning process as an effort to guarantee the quality of education as well as confirms that UT has followed and fulfilled the quality standards set by BAN-PT and as a form of protection for the community that the implementation of education at UT has met the standards set. Nilawati (2015) explains that to maintain and improve the effectiveness of internal management in all units, both at the central and regional levels, UT also implements the ISO 9001 version of the quality management system.

METHODS

In this study, type of research is multifaceted, multisite, and multipurpose. The subjects studied are said to have similar characteristics. A qualitative approach was used, namely by conducting a multi-location survey because there were many similarities in the plans of the 3 (three) UPBJJ-UT and also the nature of the

descriptions obtained from the field, newspapers and other library sources. Three methods were used by the researcher in this study: participant observation, extensive interviews, and literature review to validate the current data. The researcher also used computers, journals, recording devices, and cameras in his investigation. Having a researcher in the study area helps ensure the accuracy of the information. Therefore, the researcher directly analyzed the study area, and in this study the researcher visited three open universities, namely UPBJJ-UT Malang, UPBJJ-UT Surabaya, and UPBJJ-UT Jember. Interviews were conducted with managers and lecturers from three UPBJJ-UT locations in East Java, which were compiled as objects of ongoing research and documentation studies.

RESULTS & DISCUSSION

Results

The Open University (UT) has developed a quality assurance system (SIMINTAS) which is used to ensure the quality of all products and activities in UT. UT Simintas was originally adopted from the Asian Association of Open Universities Quality Assurance Frame Work (AAOU QA Frame Work). In the course of quality assurance at UT, it does not only stick to one system, because from 2006 UT implemented SIMINTAS using the ISO 9001: 2000 System standard, because from 2006 UT implemented SIMINTAS using the ISO 9001: 2000 Quality Management System standard to ensure the field - in the field of Teaching Materials Services, Development and Services of Teaching Materials and Examinations, Academic Administration Services, and Distance Learning Services for the entire UPBJJ-UT or all processes carried out at UT run according to ISO 9001 international standards. Monitoring of the implementation of activities is carried out by each work unit (UPBJJ-UT) under the coordination of the UT Quality Assurance Center. Furthermore, various strategies for collecting data on quality assurance (Daniel et al., 2018).

Internal Quality Assurance System (SPMI) for all universities in Indonesia encourages UT to improve its quality in order to improve its reputation as a leading open and long-distance university (PTTJJ) in Indonesia. Furthermore, UT in 2013 began implementing SIMINTAS in the scope of Distance Learning Management to replace Academic Administration Services and Distance Learning Services. In addition, in 2015, SIMINTAS in the field of Academic Management began to be implemented to replace the scope of the Development and Service of Teaching Materials and Examinations. Academically, UT also ensures that UT's academic quality is recognized nationally by getting accreditation from the National Accreditation Board for Higher Education (BAN-PT). The quality of UT as a provider of open distance education (PTTJJ) has also been recognized internationally with recognition from the International Council for Distance Education (ICDE) after conducting a quality review in 2005, 2010 and 2015 After ten years of implementing Simintas, in 2012 UT revising UT Simintas 2002. This is done to meet the demands of the times and technology developments. Revisions are carried out by integrating all quality standard requirements required by Law,

State Regulations, AAOU QA Statements of Best Practices and also with UT's Renstra and Renop to meet both national (BAN PT) and international quality standards (ISO 9001 and ICDE).

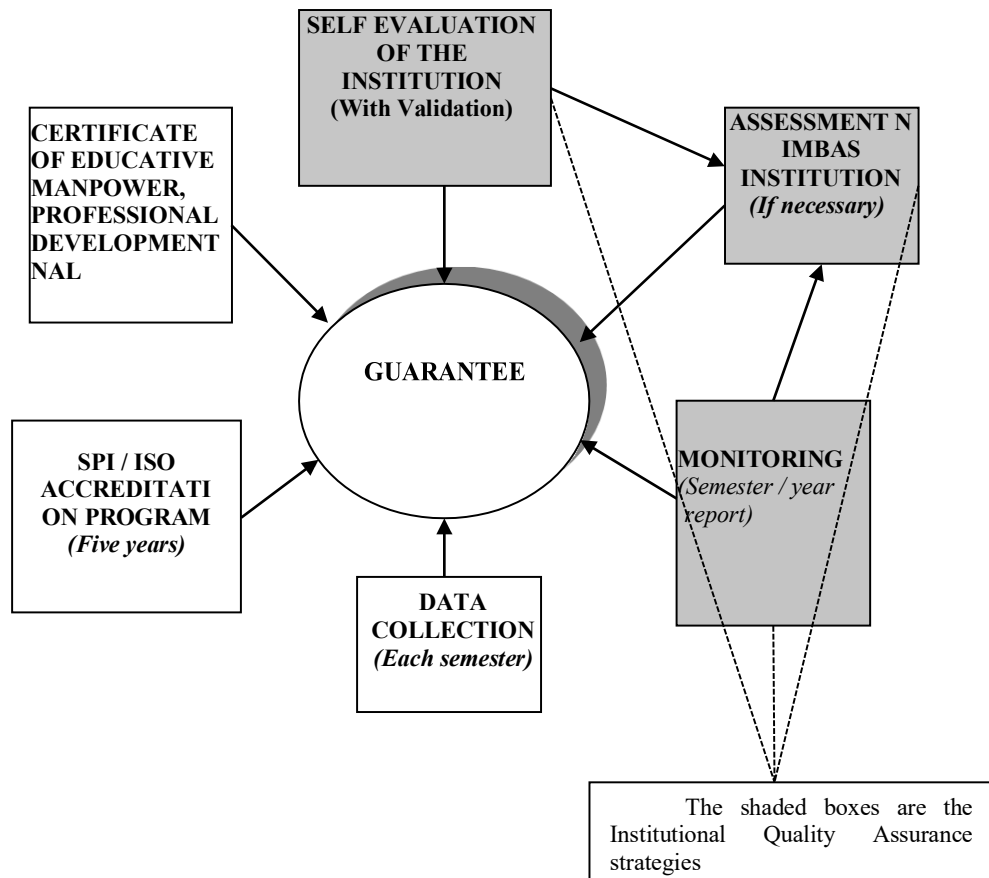


Figure 1. SPPMP Quality Assurance Data Collection Strategy

(1) Planning there are 7 policies, (2) Human Resources there are 8 policies, (3) Internal Management there are 15 policies, (4) Students and Student Profiles have 8 policies, (5) Design and Development of Education Programs there are 12 policies, (6) Course Design and Development consists of 11 policies. Then, tutorial in principle is a form of group study, either with guidance by a tutor or without tutor guidance. In this tutorial forum students can discuss problems that are difficult to understand in the tutorial, with more emphasis on solving problems related to lecture material, discussed together in the tutorial forum.

Before coming to the tutorial place, students must study the material that has been determined by the tutor or group so that at the time of the tutorial students already have material for discussion. So tutorial is also a teaching and learning method that allows a student or group of students (usually small) to get individual guidance from a teacher. Taking into account the above, it can be said that the tutorial is only as a guide, facilitating, mediating, and providing motivation before or the start of the tutorial that students have prepared the problems found in the module, then discuss them with the tutor in the implementation of the tutorial.

Therefore, in tutorial activities the focal point is not only for tutors, but also for students. In tutorial activities, students should ask problems or questions that cannot be solved in studying alone or in groups. Furthermore, the tutor answers or helps solve problems that the student cannot solve. Furthermore, he said that distance education has attracted people's attention, because it is able to overcome various obstacles such as special study rooms and special study times.

Students can choose where, when and how they study. This method reaches all people including disadvantaged groups in terms of education and those who work without blocking their employment opportunities. It is said that distance education has attracted people's attention, because it is able to overcome various obstacles such as special study rooms and special study times. Students can choose where, when and how they study. Distance education is very beneficial, because sociologically it is an equal opportunity to get education (Vlachopoulos & Makri, 2019). Thus, distance education helps students who are diverse and scattered, even to the very rural areas. Distance education has delivered community education, not education society.

Distance education can be used for both formal and non-formal education. To that end, PJJ must be supported by quality software, the right communication media, and even quality instructions. PJJ can teach not only theoretical knowledge but also technical fields and pure sciences (science) such as biology, physics, and chemistry. The shortage of skilled manpower can also be overcome by distance teaching. At the tertiary level, a series of theoretical lessons can be conducted off campus, while practice is carried out with short and intensive lectures.

The Open University in England uses Print Media, Radio, TV, short compulsory lectures for practical teaching, practical work, and computers, and the Technical Correspondence Institute in New Zealand carries out institutionalized practicum- certain institutions for a certain period of the year by cooperating with the private sector. From the above example it is clear that distance education does not only depend on the implementation of its program on the use of communication media and student self-study, but also on the implementation of face-to-face teaching and training. The introduction of this new educational technology is very appropriate, especially in areas where there is a shortage of trained and qualified teachers or where teachers are not performing well or where subjects require a visual presentation that teachers do not meet.

Three factors encourage the use of online learning (Panigrahi et al., 2018), namely: (1) the very precise growth rate of communication technologies such as radio, television, telephone and computers. Computers were not widely used in homes at first, but later and have been exciting in their application since the 60s, there has been a lot of interest in being used as an educational tool, (2) because of the rapid development of science itself, adults are good for work reasons. as well as interests feel the need to find an appropriate form of education. Because of their living circumstances, their motivation and sometimes their reluctance to accept any form of education for children, new ways are needed to meet these demands, and (3) an increase in the cost of education. We realize that people have the right to receive a wider education, while the birth rate has increased so rapidly. From the other side, we also see that the quality of education must continue to be improved.

Therefore, the government is required to provide funds with an amount that is difficult to fulfill.

Discussion

The reasons above have led many countries to organize online learning planning and management teams. The challenge for educators is to design a teaching system and package that meets relevant priorities and maximizes teaching goals in an effective and cost-effective manner using existing resources. The actual conditions like this are so complex, that it is likely that teachers and non-teachers will have enough time to be able to improve their education.

Continuing education requires a relatively small amount of time, especially in non-conventional educational institutions (Elliot & Brna, 2009; Hoppers, 2000). However, it is necessary to reconstruct the education implementation policy at this time. With regard to improving the quality of teachers and non-teachers, the learning process, buildings and facilities, and school management. Therefore, one alternative is seen as a formal education environment that aims to produce positive changes through learning efforts. As described above, the existence of the Open University is the 45th State University (PTN) in Indonesia which implements an open and distance learning system.

Learning system has proven effective in increasing the reach and distribution of quality higher education (Sarker et al., 2019) opportunities for all Indonesian citizens, including those living in remote areas, both throughout the archipelago and in various parts of the world. The rapid development of science and technology requires us to continue to increase the potential of human resources that support productivity (Galama & Hosek, 2008). Limited space and time are the main obstacles for many people in developing themselves and advancing careers (Orser et al., 2012; Super, 1980). Since being inaugurated in 1984, the Open University has received a mandate from the government to provide vast opportunities for all Indonesian citizens. Furthermore, management information systems that develop computerized information systems that are developed in an integrated and comprehensive manner is the first step to achieving excellence. An integrated information system is a management tool to achieve goals effectively and efficiently.

The Open University is the only university that is able to reach the wider community, but also in small cities, even to remote areas (Meili & Shearmur, 2019). Not to mention that overseas UT was established, the name was UPBJJ-UT. Overseas, there were in Malaysia, Singapore, Japan, Korea, Saudi Arabia, etc. With a broad reach, the Open University can serve the needs of the wider community. The quality assurance of the Open University has received accreditation, both national and international accreditation.

Internationally, the Open University has obtained international accreditation and quality certification from the International Council for Open and Distance Education (ICDE) Standard Agency (ISA), and the Open University has received ISO 9001: 2000 certification from the SAI Global Certification Body and SGS. In addition, most of the study programs at UT have received accreditation from the National Accreditation Board for Higher Education (BAN-PT).

Based on the preliminary study and researcher interviews starting at UPBJJ-UT Malang with the Director, Manager of Acting Registration and Assessment, Manager of Acting BBLBA, and Manager of Acting General and Finance), temporarily representing UPBJJ-UT Surabaya and UPBJJ-UT Jember domiciled in East Java. Furthermore, the interview was held at UPBJJ-UT Malang on Wednesday, October 16, 2019 at 10.00 WIB, starting from the Manager in Charge of Registration and Assessment, Manager in Charge of BBLBA, and Manager in Charge of General Affairs and Finance.

Meanwhile, Director did not have time to be interviewed because he was at UT Central Jakarta for academic matters. As additional support, continued to be interviewed, there were two UPBJJ-UT Malang lecturers who had interviewed researchers representing other lecturers and these employees. Correspondents at UPBJJ-UT Malang voiced or stated that in guaranteeing the quality of distance education tutorial services, it was inseparable from planning based on vision and mission, as well as ISO 9001: 2000 which has been regulated by the Open University structure as a quality system for UPBJJ-UT offices throughout Indonesia. from Sabang to Marauke and even abroad. However, the follow up of this HR performance assessment felt by some employees to be less than optimal.

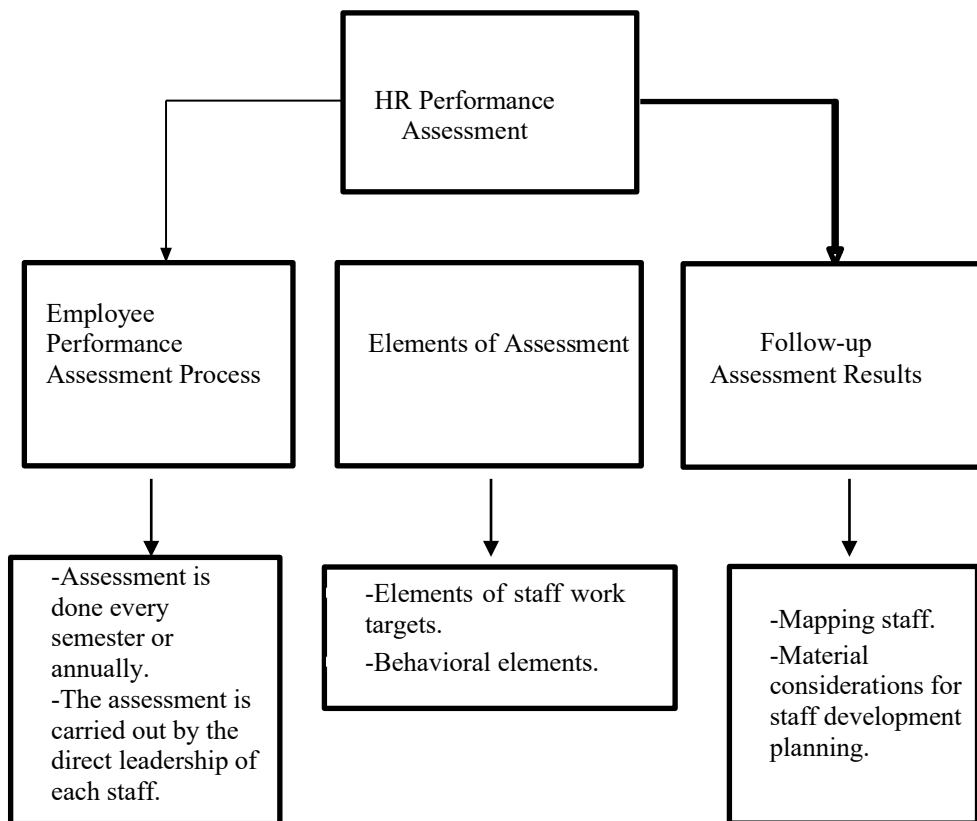


Figure 2. Face-to-Face Tutorial Flow

In planning the activities at UPBJJ-UT Malang, as said by the managers, it is not without quality assurance that the distance education tutorial service is very

important to be carried out as a full responsibility. The distribution of tasks is equalized by involving lecturers and employees in the process of sosprom involvement in recruiting new students, monitoring face-to-face tutorials in regions, and UAS. Furthermore, this will be very useful for future planning.

CONCLUSION

UPBJJ-UT Malang, UPBJJ-UT Surabaya, and UPBJJ-UT Jember in the distance education tutorial service of the Open University whose target is inseparable from the implementation of SIMINTAS using the ISO 9001: 2015 standard, this is called Quality Assurance. The three sites have similarities in services that run well coordinated and intensive interaction. This is, as a sample of the involvement of Directors and Lecturers through interviews who have experience, abilities and responsibilities for forms of service, methods/techniques for completion and have similar conceptual thinking about UT. On the other hand, it was also found that the characteristics of the three sites were developed to respect each other which were carried out directly in formal situations by prioritizing the characteristics of the institution, and emphasizing the work program scheme. The three sites have unique principles, namely equality, justice, and solidarity, as well as the presence of dynamic content such as openness and value content such as togetherness and mutual love, as well as the service involvement of Directors and Lecturers from the three sites UPBJJ-UT Malang, UPBJJ-UT Surabaya, and UPBJJ-UT Jember.

REFERENCES

- ADaniel, F., Kucherbaev, P., Cappiello, C., Benatallah, B., & Allahbakhsh, M. (2018). Quality Control in Crowdsourcing: A Survey of Quality Attributes, Assessment Techniques, and Assurance Actions. *ACM Comput. Surv.*, *51*(1), 7:1-7:40. <https://doi.org/10.1145/3148148>
- Dzimińska, M., Fijałkowska, J., & Sułkowski, Ł. (2018). Trust-Based Quality Culture Conceptual Model for Higher Education Institutions. *Sustainability*, *10*(8), Article 8. <https://doi.org/10.3390/su10082599>
- Elliot, D. L., & Brna, P. (2009). 'I cannot study far from home': Non-traditional learners' participation in degree education. *Journal of Further and Higher Education*, *33*(2), 105–117. <https://doi.org/10.1080/03098770902856645>
- Galama, T., & Hosek, J. R. (2008). *U.S. Competitiveness in Science and Technology*. Rand Corporation.
- Hoppers, W. (2000). Nonformal Education, Distance Education and the Restructuring of Schooling: Challenges for a New Basic Education Policy. *International Review of Education*, *46*(1), 5–30. <https://doi.org/10.1023/A:1003910005160>
- Komalasari, K., Arafat, Y., & Mulyadi, M. (2020). Principal's Management Competencies in Improving the Quality of Education. *Journal of Social*

- Work and Science Education*, 1(2), Article 2.
<https://doi.org/10.52690/jswse.v1i2.47>
- Meili, R., & Shearmur, R. (2019). Diverse diversities—Open innovation in small towns and rural areas. *Growth and Change*, 50(2), 492–514.
<https://doi.org/10.1111/grow.12291>
- Orser, B., Riding, A., & Stanley, J. (2012). Perceived career challenges and response strategies of women in the advanced technology sector. *Entrepreneurship & Regional Development*, 24(1–2), 73–93.
<https://doi.org/10.1080/08985626.2012.637355>
- Panigrahi, R., Srivastava, P. R., & Sharma, D. (2018). Online learning: Adoption, continuance, and learning outcome—A review of literature. *International Journal of Information Management*, 43, 1–14.
<https://doi.org/10.1016/j.ijinfomgt.2018.05.005>
- Sarker, M. F. H., Mahmud, R. A., Islam, M. S., & Islam, M. K. (2019). Use of e-learning at higher educational institutions in Bangladesh: Opportunities and challenges. *Journal of Applied Research in Higher Education*, 11(2), 210–223. <https://doi.org/10.1108/JARHE-06-2018-0099>
- Seyfried, M., & Pohlenz, P. (2019). Assessing quality assurance in higher education: Quality managers' perceptions of effectiveness. In *Impact Evaluation of Quality Management in Higher Education*. Routledge.
- Super, D. E. (1980). A life-span, life-space approach to career development. *Journal of Vocational Behavior*, 16(3), 282–298.
[https://doi.org/10.1016/0001-8791\(80\)90056-1](https://doi.org/10.1016/0001-8791(80)90056-1)
- Vlachopoulos, D., & Makri, A. (2019). Online communication and interaction in distance higher education: A framework study of good practice. *International Review of Education*, 65(4), 605–632.
<https://doi.org/10.1007/s11159-019-09792-3>