Quality Assurance in Education:
A Review of Determinant Factors and Procedures

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ABSTRACT

The purpose of this research were to: 1) study the determinant factors on quality assurance in education, and 2) review of quality assurance procedures. Library research is used as the research method. The result of many factors that affected the quality of education, namely internal and external factors. Quality assurance procedure had eight steps, namely: planning, implementation, process of control, monitoring or reporting, self-evaluation, quality audit, corrective action, and quality improvement. The characteristics, steps and the procedures of the quality assurance would be described in detail based on review of the relevant study results.
KEYWORDS: *quality assurance, education quality, determinant factors*

INTRODUCTION

Quality assurance (QA) is a new concept that is getting great attention from countries around the world. QA which was originally developed by W. Edwards Deming, Joseph Juran, and Philip B. Crosby in industrial organization now grown to be applied in various organizations including education. There are some terminology of the quality of schools, among others, good schools, superior school (excellence), quality schools, effective schools, smart schools, and others [1].

Satori stated five important things in development and improving the quality of education in Indonesia, among others: (1) assessment of the quality of education, (2) analysis and reporting , (3) Improving the quality of education, (4) Growth culture continuous , and (5) Improved quality refers to the National Education Standards [2].Handling overall quality was done by involving all stakeholders from upstream to downstream, it covers all the processes performed corresponding quality control, quality assurance, toward continuous quality improvement).Chan, Lee and Choy said to improve the quality of education in early childhood education in Hong Kong including government policy, teacher education, and school administration [3].

According to ASQ quality assurance and quality control is a different thing, but sometimes overlap in their use. Both are used to measure the quality of a service or product [4]. Quality assurance is "the planned and systematic activities implemented in a quality system so that quality requirements for a product or service will fulfilled. While quality control is "the observation techniques and activities used to fulfill requirement for quality". Haryati state of development and improving the quality of education must be developed and built nationwide in efforts to increase competitiveness, illustration, and public accountability [5]. Accreditation is a set of processes and systems to collect, analyze, and report data on the performance of the education unit. The opinion Sonhadji said "Basically, quality assurance is an implementation of government policy, in an attempt to regulate the organization in order of increase quality [6]. Education requires standardization of the quality assessment. While the meaning of quality standards is alloy properties of goods or services, including establish management system and in accordance with customer needs [7].

Zazin stated that the quality of education can be seen on: student achievement is connected with national and religious norms by using a scale of values, student achievement is related to the ability, the quality of teaching and learning, teaching quality and school performance [8]. Lots of research results about the quality of education from kindergarten level to university. In terms of methods, using a quantitative approach, qualitative, development, and Analytical Hierarchical Process (AHP). Subject and object assortment include: student / students, staff, principals, teachers, organization.

The results of the research are numerous, the need for a review of the various inventions relating to the quality of education .The research results are very much require a review of the various inventions relating to the quality of education .

Meirawan stated quality assurance review of New South Wales School conducted by the Directorate of Quality Assurance, Department of School Education, NSW include: 1) the components of learning and teaching: learning environment, student learning, teaching process, planning and implementation teaching, assignment and reporting, and assessment and reflection; 2) leadership and culture: contextual leadership, leadership for change, leadership inclusion, leadership for learning, cultural context, developing a sense of belonging, learning culture,

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and cultural of enhancement; 3)) school development and management: the purpose of the school, priority setting, planning, management of improvements planned, the regulation of fundamental changes [9].

Quality assurance framework in Hong Kong covering four domains, that are: 1) management and organization: aspects of leadership, planning and administration, staff management, cost management, human resources and maintenance, and self-evaluation; 2) learning: aspects of the curriculum, teaching, student learning, and assessment; 3) support to students and school ethos: guidance, personal and social development of students, support for students with special needs, relationships with parents and the community, and school climate; 4) the learning achievement: academic and non-academic performance. Manual reports for quality assurance in Division Education Bureau in Hong Kong, there are three things that need to be reported include: 1) management and organization, 2) learning and teaching consisting of curriculum and assessment and teaching and learning, 3) student support and school ethos [9].

Quality assurance in Indonesia are handled by the Quality Assurance Agency is Governed by National Education Minister Regulation Number 63 Year 2009 on Quality Assurance System of Education, Chapter 1, Article 1 states that: 1) The quality of education is the level of intelligence of the nation's life that can be achieved from the implementation of the National Education System and 2) Guarantee the quality of education is a systemic and integrated activities by units or educational program, the organizers of units or educational programs, local authorities, governments, and communities to raise the level of intelligence of the nation through education [10].

Quality assurance of schools in Indonesia is conducted by internal and external parties school. Parties internal quality assurance at the initiative of the institution, while the external is handled by the National Accreditation Board (BAN) and ISO. In Kindergarten accreditation is handled by the National Accreditation Board of Non-Formal Education (BAN-PNF), primary and secondary schools is handled by the National Accreditation Board of School/Madrasah (BAN-S/M), while higher education is handled by the National Accreditation Board of Higher Education (BAN-PT). Forms of quality assurance in Indonesia displayed in Table 1.

Table 1. Forms of Quality Assurance, Activities, Character, and Institutions in Indonesia

Num Ber	Quality Assurance Forms	Activities	Character	Institution
1.	External	- Accreditation -ISO 9000 -MBNQP	-Compulsory -Alternative -Alternative	- BAN PNF, BAN S/M, BAN PT - ISO - Baldridge National Quality Program
2.	Internal	Internal quality assurance system	Initiatives school / institution	School concerned

There are several quality standards set by each institution, among others: Quality Assurance System (SPM), BAN-PT, the Ministry of Higher Education Higher Education (DIKTI) and the AUN-QA. The simplest kind of standard is AUN-QA and criteria of the most complex is the standard BAN PT. Comparison of standard types are listed in Table 2.

Table 2. Comparison of Standard

Number	SPM	BAN-PT	DIKTI	AUN-QA
1	Contents	Vision and mission	College student	QA systems
2	Process	Management	Course curriculum	Learning
3	Competence of graduates	Students and graduates	Human resources (faculty and supporting staff)	Research
4	Teachers and education personnel	Human resources	Facilities and infrastructure	Community service
5	Facilities and infrastructure	Learning and academic atmosphere	Financing	Code of Ethics
6	Management	Research	Governance	Human Resource Development
7	Financing	Community service	Management institutes	
8	Evaluation	Financing	Learning process	
9		Cooperation and strategic partnership	Academic atmosphere	
10			Information Systems	
11			Cooperation domestic and foreign	
12			Research and publications, community service	

Based on the comparison in Table 2 above, that in general, quality assurance in Indonesia using the Quality Assurance Standards that apply to all levels of education there. Universities have more complex criteria than the standards prescribed. Even though both deal with college, between BAN-PT and DIKTI differ in determining the criteria. Directorate of Education as high as an institution that has a more complex criteria than the BAN-PT. The similarity in governance (management), student, human resources, learning and academic atmosphere, research, community service, finance, and cooperation. While distinguishing: vision and mission, facilities, and information systems. Quality assurance systems in the three countries, Indonesia is almost the same as the criteria for quality assurance systems in Hong Kong. Factors which becomes the criterion of quality assurance system in New South Wales, Hong Kong, and Indonesia indicated summarized in Table 3 as follows:

Table 3. Criteria for Quality Assurance System in New South Wales, Hong Kong, and Indonesia

No.	NSW	Hongkong	Indonesia
1	Components of learning and teaching: a. learning environment, b. the learning process of students, c. the teaching process, d. planning and implementation of teaching, e. assignment and reporting, assessment and reflection	Management and organization: a. aspects of leadership, planning and administration, b. management staff, c. cost management, d. Summber power and maintenance, e. self evaluation.	Contents
2	Leadership and culture: a. contextual leadership, b. leadership for change, c. leadership of inclusion, d. leadership for learning, e. cultural context, developing a sense of belonging, f. culture of learning, g. culture of improvement	Learning: a. aspects of the curriculum, teaching, b. the learning process of students, c. assessment.	Process
3	School development and management: a. purpose school b. prioritization c. planning, d. management of improvements planned e. management of fundamental change	Support to students and school ethos: a. guidance, b. personal and social development of students, c. support for students who have special needs, d. relationships with parents and the community, e. school climate	Competence of graduates
4		Learning achievement: academic and non-academic performance	Teachers and education personnel
5			Facilities and infrastructure
6			Management
7			Financing
8			Evaluation

METHODS

This study uses library research approach. A literature review is a written summary of journal articles, books, and other documents that describes the past and current state of information, and organizes the literature into topics, and documents needed for a proposed study (Creswell) [11]. The analysis conducted on the books, the results derived from the dissertation, and the results of research that has been published (journals) both nationally and internationally. The information required relating to the determinants of quality assurance in education and steps in the quality assurance process.

There is no limit to the population or sampling in this study. All information obtained from sources, it was used as study materials in order to achieve the purpose of this writing. The research document that is reviewed is from kindergarten level to university. The analysis was conducted to answer the purpose of this study.

RESULTS AND DISCUSSION

Factors affecting the quality assurance in education. The research results of the Parasuraman in Gallifa stated that there are five dimensions that influence the service quality: 1) tangibles: physical facilities, equipment, appearance of personnel (11% of the perceived service quality); 2) reliability: ability to perform the promised service dependability and accurately (32% of service quality); 3) responsiveness: willingness to help and provide prompt service (22% of service quality); 4) assurance: knowledge of service and courtesy of employees and their ability to convey trust and confidence (19% of service quality); and 5) empathy: caring, individualized attention that the firm provides its customers (16% of service quality) [12].

Results of research conducted in educational by Law showed that the employment of student surveys using self report inventories/questionnaires with established reliability, validity and diagnostic power has the potential to transform both the external and internal quality monitoring mechanisms now being practiced in post secondary education, and help shift the focus of QA activities more to the enhancement-led views [13]. Kleijnen, et all showed that faculty were neutral about the degree to which sufficient QMA were conducted within their departments. They were positive about the attention paid to relevant quality aspects [14]. Furthermore, they were positive effects in terms of improvement and negative about the effects in terms of control. Significant differences were found between departments. Finally, positive correlations were found between management activity, attention being paid to quality aspect and the perceived effect in terms of improvement.

Nirsyamsu conducted research with descriptive and explanatory survey method verification with the result: effectiveness of the policy implementation Quality School Based Management Improvement are affected simultaneously by a factor of school leadership, teacher professionalism, school facilities and infrastructure, as well as the school committee [15].Other than that, in improving the quality of education is inseparable from how to provide services to students in the form of teaching and learning, without improvement of the quality of education can not be realized. The opinion Tran, Nguyen, and Nguyen states that "while the establishment and development of the standard have been welcomed as the right step in addressing quality-related concerns across the sector, its evaluative criteria do not appear to point in the right direction [16]. Throughout the standard, on outcomes of student learning are not given due priority. Owing to the lack of emphasis on the presence of student and their learning-core components in any educational activities-it seems less likely that implementation of this standard will lead to radical change towards a student cantered approach in teaching and learning".

In Indonesia, Early Childhood Education (PAUD) is a serious concern lately. According to Ting, the Singapore state stated that in Singapore since 2000 has begun to improve the quality of quality in pre-school education [17]. Improving the quality of the curriculum starting from the sector, the quality of principals and teachers, English for children, and children who have not attended kindergarten, especially for poor families. Poon states that Performance indicators for pre-primary institutions (Education and Manpower Bureau & Social Welfare Department) consists of 4 domains: 1) management & Organization (planning & administration, leadership, staff management, utilization of resources, self-evaluation); 2) learning & teaching (curriculum planning, teaching & caring for children, children's learning, assessment of learning experience); 3) support to children & school culture (caring & supporting service, links with parents & external organizations, school culture), and 4) children's development (cognitive development, physical development, affective social development, aesthetic & cultural development) [18].

The professionalism of teachers in kindergarten need to be increased, due to several factors, among others: 1) low levels of teacher education, 2) are synchronized between the subjects of teaching with the educational background of teachers, 3) low welfare of teachers in kindergarten, and 4) the seriousness of the government. Research in Kindergarten by Wahyuni found: 1) the strategic value of services specified five dimensions: distinctiveness, trust, comfort, hope and affordability; 2) strategies undertaken by an external strategy, internal strategy; and interactive strategies; 3) the role of the head as a conceiver, liaison, and controllers. Based on these results, so that schools can realize the quality and maintain it, the need for quality assurance in the implementation [19].

The results of the Cheng & You found the factors that affect the Quality Management (QM) which is considered to be implemented in primary schools in Hong Kong: "There are significant differences between the perceptions of principals and teachers towards 'value duties", System and Teams (ST), resources and changes (RC) of QM. However, there is no significant difference between the perceptions of principles and teacher towards "meeting pupil needs and empowering staff of QM [20].

Fathoni research results showed that: 1) the quality of the school management perspective is a form of kindness is something that is reflected in the standard or the achievement of quality indicators through a good process, so that meet customer expectations and provide value benefits to its customers [21]. Characteristics of school: have quality standards and is able to achieve it, have a good program and helpful, education is run by a good process, capable of graduating students who are qualified intellectually, emotionally, and spiritually. To make it happen needed for quality assurance systems, because with the quality assurance systems of school management and educational process has been implemented, the school is more focused and does not change direction, because the targets and quality standards have been established and parental support of school programs more strong. 2) elementary school of Islam must meet a minimum of 12 quality standards. Establish quality standards in accordance with the ideals of each school with consideration: the needs and skills that must be mastered by elementary school children, the needs of parents, the assurance of religious, emotional and social factors.3) steps to achieve it: planning: dissemination of standard quality, program formulation, setting operational standards. Implementation: appointment of person in charge and the implementation of the program. Process control includes control of the implementation of the program and the achievement of quality standards. And 4) problem: the support of the Foundation have not been optimal, some teachers do not meet the standard, the parent not been able to work together well, documentation and quality control is still weak. Solution:

the existence of teachers, supervision, intensive socialization of teacher discussion with parent, improved quality assurance programs.

Referring to the results of the research of Tsinidou, Gerogiannis, and Fitsilis showed that assessment of the criteria of quality consists: academic staff, administration service, library service, curriculum structure, location, infrastructure, career prospects [22]. The results of the research are: a) academic staff, *the most influence are:* communication skills, friendliness, professional experience, academic qualifications, research activity, and link with enterprises; b) administration service, *the most influence are:* clear guidelines and advise, friendliness, office automation, sufficient working hours, use of internet for announcements, availability of information material, and rapid service; c) library service, *the most influence are:* availability of textbooks and journals, easy of borrowing process, friendliness, working hours, and e-library; d) curriculum structure, *the most influence are:* laboratories, variety in elective modules, efficient structure of modules, availability of information on the curriculum structure, interesting module content/books, lectures timetable, and educational material of high quality; f) location, *the most influence are:* cost of transportation, frequency of transport service, and accessibility of campus; g) facilities *the most influence are:* classrooms and laboratories, catering service, free accommodation, medical facilities, infrastructure, sport facilities, and hosting of social; g) career prospects, *the most influence are:* perspectives for professional career, opportunities for attending postgraduate programs, institution's link with business, opportunities to continue studies abroad, and availability of exchange programs with other institutes.

Rahminawati conducted a qualitative study with naturalistic methods. The results generally are activities not yet institutionalized for Performance Audit of Lecturer [23]. In general, the conclusions were: 1) faculty standard performance that is derived from the activities of the three responsibilities of Higher Education which then poured in load Task Lecturer; 2) The procedures that can be taken in faculty performance audit is carried out through three (3) stages: preparation, execution, and reporting; 3) The list of Assessment Work is categorized as one of the instruments that are used to evaluate the performance of lecturers; and 4) Model of performance audit that is empirically used, is a model of audit reports and observations of activity.

The research results Uchtiawati showed that very important leadership role in internal and external quality assurance [24]. Sutomo qualitative research results stated that quality assurance in higher education include: standard-setting, implementation, monitoring, self-evaluation, quality audits, corrective action, and quality improvement [25]. The standards include: standards required at the university level: vision, mission, academic policies, academic standards, academic regulations, and academic quality manual. At the faculty level: academic standards, academic regulations, and academic quality manual. Level department or program of study: competence graduate, specifications study programs, manual procedures, and work instructions as well as supporting documents which include: the vision and mission of the university, the Law on National Education System, the National Standards, Law Master Lecturer, quality and guidelines for quality assurance of Higher Education, BAN-PT, AUNQA. Parties involved: assemblies trustees, the academic senate, rector / vice rector, dean / vice dean, programs of study, academicians, quality assurance organizations, stakeholders, community leaders, professional associations and graduates. Preparation of competence impact on curriculum development and quality of graduates.

The result research of Mu'awanah showed that the socialization process in a way:
deliver quality improvement efforts from community leaders to academic members , presenting expert as a consultant early [26]. Establishment of quality assurance, quality document delivery. Process of assigning included: formulation of the vision, mission and goals of the institution, academic quality document preparation, manual procedures and the quality of curriculum books, benchmarking revise quality standards comparative studies, workshops. Process of compliance included: the implementation of quality that is the curriculum, Teaching and Learning and Human Resources, practical implementation by the students, scientific classification lecturer, lecturer development. The process of evaluating and monitoring included: monitoring for external accreditation of BAN-PT, internal monitoring center quality assurance, reviewing curriculum involves lecturers, stakeholders, practitioners, and alumni once every 4 years. Evaluation of grain quality of the learning process. Evaluation of faculty performance report faculty workload and satisfaction survey.

Kasiman reported the research results: variables with high category is transformational leadership 75.83%, the effectiveness of the quality assurance system 83.29%. Categories are empowering educators 79.74%, organizational commitment 68.70%, and quality culture 80.69% [27]. Relationships between variables showed there is a significant direct relationship between the variables of transformational leadership by empowering educators, transformational leadership with organizational commitment, transformational leadership with quality culture, empowering educators with organizational commitment, empowerment of educators with the effectiveness of the system of quality assurance. Effectiveness and quality culture with quality assurance system. Second, there is no significant direct relationship of transformational leadership with the effectiveness of the quality assurance system, empowering educators with quality culture, organizational commitment to quality culture and organizational commitment to the effectiveness of quality assurance systems. Third, there is an indirect relationship between transformational leadership with the effectiveness of the quality assurance system through quality culture. Fourth, there is no indirect relationship between transformational leadership significantly to the

effectiveness of quality assurance systems through organizational commitment, empowering educators with the effectiveness of the quality assurance system through quality culture, empowering educators with the effectiveness of the quality assurance system through organizational commitment.

Nirmalawati research results showed that an overview leadership capability, the competence of lecturers, lecturers commitment, and accountability of the institution, and the institution's performance in implementing quality assurance at state universities in East Java, which is perceived by the respondents have a good average category [28]. On the other view, Sukrisno research results showed that picture of the effectiveness of the guarantee system, the performance of the team, organizational learning, accountability, quality of service, management responsibility is perceived by the respondents have a good average category [29]. In addition to the research on the students, research of the party's staff also needs to be done, as conducted by Nair that indicated that employees were willing to provide practical feedback on a range of dimensions, which they felt would assist improvement of their development and growth opportunities [30]. Further, this paper demonstrates that in any exercise which involves collecting information on staff perceptions, staff not only expect that the data would be utilized constructively, but also that the institution would also make practical change based on their feedback and that they would be informed about these change.

Determinant factors that affect the Quality Assurance in education can be mapped as follows Table 4.

Table 4. Factors Influencing Quality Assurance Against the Field of Education

No.	Experts	Determinant Factors
1.	Parasuraman in Gallifa [10]	Tangible, reliability, responsiveness, assurance, empathy.
2.	Law [13]	External and internal quality.
3.	Kleijnen, et all [14]	Management activity.
4.	Nirsyamsu [15]	Principal leadership, Teacher professionalism, school facilities and infrastructure, as well as the school Committee.
5.	Tran, Nguyen, & Nguyen [16]	Teaching and learning.
6.	Ting [17]	Sector curriculum, the quality of principals, teacher quality, English.
7.	Poon [18]	Management & Organization (planning & administration, leadership, staff management, utilization of resources, self-evaluation); 2) learning & teaching (curriculum planning, teaching & caring for children, children's learning, assessment of learning experience); 3) support to children & school culture (caring & supporting service, links with parents & external organizations, school culture), and 4) children's development (cognitive development, physical development, affective social development, aesthrtic & cultural development).
8.	Wahyuni [19]	Distinctiveness, trust, comfort, hope and affordability. External and internal interactive strategy, the role of the school principal.
9.	Cheng & You [20]	Principals, teachers, and team systems, resources and development, the needs of students and staff.
10.	Fathoni [21]	School administrators, program, implementation, student needs, support / needs of parents, beliefs, emotions, social.
11.	Tsinidou, Gerogiannis, & Fitsilis [22]	Academic staff, administration service, library service, curriculum structure, location, infrastructure, career prospects.
12.	Rahminawati [23]	Teaching, education, community service, list of Assessment Work.
13.	Uchtiawati [24]	Leader, internal quality assurance, external quality assurance.
14.	Sutomo [25]	The panel of trustees, the academic senate, rector / vice rector, dean / vice dean, programs of study, academicians, quality assurance organizations, stakeholders, community leaders, professional associations and alumni.
15.	Mu'awanah [26]	The socialization process, the process of compliance, evaluation and monitoring process.
16.	Kasiman [27]	Tansformasional leadership, the effectiveness of the quality assurance system, empowering educators, organizational commitment, quality culture.
17.	Nirmalawati [28]	Capability leadership overview, the competence of lecturers, professors commitment, and accountability of the institution, and the institution's performance in implementing quality assurance at state universities in East Java, which is perceived by the respondents have a good average category.
18.	Sukrisno [29]	The effectiveness of the guarantee system, the performance of the team, organizational learning, accountability, quality of service, management responsibility is perceived by the respondents have a good average category.

Based on Table 4 above that determinant factors of the quality assurance are divided into two: internal and external. Internal factors include: a) tangible, reliability, responsiveness, assurance, empathy; b) activities of management and organization composed of planning, implementation, evaluation; c) substance of management: curriculum; human resources (principals, teachers, staff) student progress; infrastructure & library; relations with the public; d) the learning process; e) school culture (typical, comfort, quality culture). External factors include the school committee, the external organization, credibility of school, the believed of parents, expectations and affordability, the need for parents, emotional, social level, community leaders, professional associations, alumni.

While the implementation of quality assurance procedures, the steps are as follows: a) the planning/preparation: socialization quality standards, program formulation, standard setting operations; b) implementation, c) process of control/monitoring/ reporting, d) self-evaluation, e) quality audit, f) corrective action, and g) quality improvement.

CONCLUSION

Quality has become an important concern not only in industry, but also in the field of education. Field of education as a service to quality require service standards. Improving the quality need involvement of all stakeholders, including: principals, teachers, students, staff, and stakeholders. There have been many studies on the quality of education with both quantitative approach, qualitative, development, and decision-making. Dimensions of quality assurance will differ between one country and another country, but in principle it have common efforts to increase competitiveness, imagery, and public accountability.

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