Evaluation of The Implementation of The Internal Quality Assurance System Using The Cipp Evaluation Model

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Keywords:	ABSTRACT
Evaluation; Quality Assurance System; CIPP Model.	The purpose of this study was to determine: the effectiveness of the SPMI implementation at STKIP SITUS Banten using the CIPP evaluation model. The study was conducted at the STKIP Situs Banten using the CIPP evaluation method. To conduct a comprehensive assessment, the CIPP model requires that multiple aspects of a program be considered, including input from representative stakeholders. These aspects are evaluated through four major evaluations context (X1), input (X2), process (X3), and product (X4), which provide data to assess the overall program. Collecting data with a questionnaire filled out by 200 respondents lecturers and education staff. And the research sample was randomly selected. The results showed: Evaluation of the implementation of the internal quality assurance system at STKIP Situs Banten using the CIPP evaluation model was effective category.

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A. INTRODUCTION

The level of conformity between higher education implementation and the National Education Standards is defined as the quality of education in higher education (SNP). in postsecondary education and/or vocational programs. The quality of education in higher education will not improve unless universities ensure the quality of education. Assurance of the quality of higher education is a systematic, integrated, and long-term mechanism for ensuring that the entire educational process adheres to quality standards and regulations. It is necessary to have an education quality assurance system in place in order to properly guarantee the quality of education (Pater et al., 2020). The most important factor driving the quality assurance movement is the need for universities and higher education institutions to conduct internal quality assurance, where quality assurance in higher education as a whole is critical because the goal of education is not only academics, but graduates with a quality culture (Ragil et al., 2020).

Efforts to improve the quality of higher education are ongoing, with universities developing Quality Assurance. With this Quality Assurance, it is hoped that a quality culture will emerge, beginning with how to set standards, implement standards, evaluate standards' implementation, and constantly strive to improve standards Continuous Quality Improvement (Pater et al., 2020).

At STKIP SITUS Banten has committed to developing an academic Internal Quality Assurance System (SPMI) as a form of accountability for the process of implementing education and teaching, research, and community service in order to realize the institution's vision. This realization must be lived out in a constant improvement and development process.

STKIP SITUS Banten uses an autonomous internal quality assurance system to control and improve the implementation of higher education in a planned and sustainable manner, which includes all educational, research, and community service activities, as well as the resources it uses to meet national higher education standards, according to Article 102 of the STKIP SITUS Banten statute. The establishment of quality standards, application of quality standards, quality control, evaluation of quality achievements, and advancement of quality standards are all part of this internal quality assurance system. Based on the foregoing, it is critical to create a standardized quality assurance standard document that can be utilized as a reference for quality assurance implementation at STKIP SITUS Banten.

SPMI STKIP SITUS Banten's basic policy is to continuously fulfill and improve the quality of higher education, which is carried out by STKIP SITUS Banten in order to realize its vision and mission, as well as to meet the needs of stakeholders, through the implementation of the Tri Dharma of Higher Education. Achievement of quality assurance objectives will be evaluated through an external quality assurance system (SPME) or accreditation run by BAN-PT or other external institutions, and will be evaluated through an internal quality assurance system (SPMI) that is run on an ongoing basis by the STKIP SITUS Banten. As a result, the objectivity of the assessment of content and continuous improvement of higher education quality at STKIP SITUS Banten can be attained. The execution of an internal quality assurance cycle in synergy with the needs of external assessment or SPME and within the scope of the Tri Dharma of Higher Education and supporting parts of higher education is included in the Basic Policy of SPMI STKIP SITUS Banten. The necessity of implementing quality control management in the higher education quality assurance system is unquestionable. PDCA-based quality control management is one of the current quality control management models in use (plan, do, check, and action). In general, the goal of education quality assurance is to plan, accomplish, maintain, and improve educational quality in the educational unit on a continuous basis (Rusman, 2010).

To improve the quality assurance system, use the preceding description as a guide. A good performance at STKIP SITUS Banten necessitates an assessment of the management system's internal quality implementation in order to determine whether the developed standards are being met. Higher Education is being developed by STKIP SITUS Banten, as well as academic and non-academic services are being improved. A search procedure for information, information discovery, and determination of the information supplied systematically concerning planning, values, goals, benefits, effectiveness, and conformance of anything with the criteria and goals that have been defined can be summarized as program evaluation (Munthe, 2015). The following are some research findings that are relevant to this study. I Made Pater, I Made Yudana, Nyoman Natajaya (2020) conducted a study at SMKN 3 Singaraja Bali, The results of the study show: (1) effectiveness implementation of SPMI Singaraja in terms of the context component (X1) at SMKN 3 Singaraja, enter positive T score; (2) the effectiveness of the implementation of SPMI in terms of input components in the SMKN 3 Singaraja, entered a negative T score; (3) effectiveness of SPMI implementation in terms of process component at SMKN 3 Singaraja, entered a positive T score: (4) implementation effectiveness SPMI in terms of product components of SMKN 3 Singaraja, entered a positive T score; (5) effectiveness SPMI implementation in terms of context (X1), input, process, and product components at SMKN 3

Singaraja based on the T score in the Glickman quadrant is in the effective category. In addition, Dwi Ika Febriani (2016) The results showed that there was a program evaluation to assess whether the program that has been run has been running well, the main obstacle in each evaluation is the lack of attention from the leadership.

A systematic method for analyzing quality or interpreting something by measuring quality against predefined standards determined for decision-making is referred to as assessment (Febriani, 2016). STKIP SITUS Banten already has an Internal Quality Assurance Agency (SPMI) tasked with ensuring that a minimum of nine national education standards (SNP) for higher education are met, but the effectiveness of SPMI's implementation has yet to be evaluated. The quality of education is standardized by developing an Internal Quality Assurance System (SPMI) and putting it into practice through the planning, implementation, evaluation, control, and improvement processes (PPEPP). However, it is vital to investigate if the SPMI planning has taken into account the needs of the STKIP SITUS Banten and whether the nine national criteria of education have been met. Per cycle, the PPEPP procedure has been well implemented. Results that were obtained, whether or not they were in line with the goals that were set forth at the time of preparation. As a result, the researcher is planning a study called "Evaluation of the Implementation of the Internal Quality Assurance System for Teacher Training and Education Colleges on the SITUS Banten using the CIPP Evaluation Model." Context, input, process, and product are the four components of the CIPP evaluation model. The context section lays the groundwork for identifying a program's objectives. The input part contains the data required to establish the best methods for achieving the objectives and utilizing the available resources. The process section is responsible for monitoring the process and providing information that aids in the detection of problems. Finally, the product division is responsible for achieving the objectives and assessing the product (Lee, 2019).

The aim of this research is to determine: (1) the efficacy of SPMI implementation in terms of context components; (2) the efficacy of SPMI implementation in terms of input components; and (3) the efficacy of SPMI implementation in terms of process components: (4) SPMI implementation effectiveness in terms of product components; (5) SPMI implementation effectiveness in terms of context, input, process, and product components; (6) obstacles that become obstacles to SPMI implementation in STKIP SITUS Banten; (7) the solution is carried out so that SPMI implementation at STKIP SITUS Banten can be more effective.

B. METHODS

This study is a descriptive quantitative research method. The Study Descriptive research is undertaken to identify the independent variables, which might be one or more (independent) variables, without conducting comparisons or relating one variable to another (Sugiyono, 2013). The researcher did not test the hypothesis, but the purpose of this study is to identify and explain the symptoms or phenomena that occur in the field in relation to the efficiency of SPMI implementation at STKIP SITUS Banten. The research method employed in this study was quantitative research. In this study, the researcher tries to discover the personality of the Head of STKIP SITUS Banten, as well as information about his duties and responsibilities as Chairperson of STKIP SITUS Banten, in order to determine the effectiveness of the SPMI implementation at STKIP SITUS Banten using the CIPP evaluation model. To conduct a comprehensive assessment, the CIPP model requires that multiple aspects of a program be considered, including input from representative stakeholders. These aspects are evaluated through four major evaluations context (X1), input (X2), process (X3), and product (X4), which

provide data to assess the overall program (Lippe & Carter, 2018). Evaluation scheme in this research as Figure 1 below.
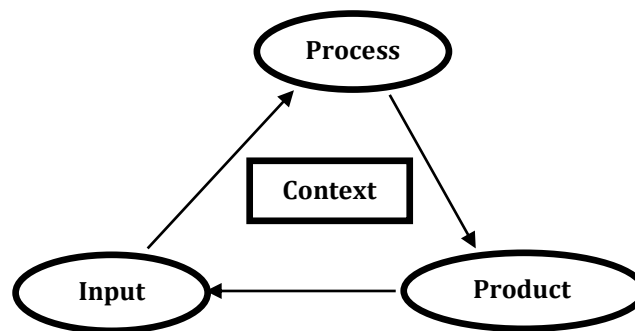

Figure 1. CIPP Evaluation Scheme (Hartati, 2018)

In theory, this study takes an evaluative method. Epistemologically, gathering data using an objective and subjective technique is based on observations of the research subject, in addition to being guided by data that is already available in a document that has been produced. Ontologically, this study used a goal-oriented assessment strategy and evaluation focused on the deployment of SPMI at STKIP SITUS Banten, using descriptive quantitative data analysis. The evaluation is focused on the application of SPMI at STKIP SITUS Banten, with the aim of finding solutions to difficulties and providing feedback on future initiatives. If it is linked to the type of data required and the analysis utilized is confined to giving input and qualitatively examined, and it is a case study research that cannot be generalized, any conclusions drawn will only apply to the implementation of SPMI(Pater et al., 2020).

An activity that tries to measure the success of something that has been planned and will be implemented is program evaluation. This method is a systematic approach to gathering, evaluating, and interpreting data in order to answer basic program issues (Ragil et al., 2020). The participants in this study were all STKIP SITUS Banten academicians who were familiar with the application of SPMI, which included Permanent and Non-Permanent Lecturers from three study programs, as well as 200 STKIP SITUS Banten Education Personnel. The sample size for this study was 50 persons, and the sampling method was random sampling. A questionnaire with a like scale was utilized, which had been field validated for validity and reliability. To establish the success of SPMI implementation in STKIP SITUS Banten, data analysis with descriptive statistics and CIPP evaluation using data translation to scores were combined and inserted into the Glickman quadrant (Pater et al., 2020).

C. RESULT AND DISCUSSION

The findings report of the descriptive statistical test of the variables data context (X1), input (X2), process (X3), and products (X4) as Table 1 below.

Table 1. Statistics Variables Contex,Input,Process and Product

		Context	Input	Process	Product
N	**Valid**	50	50	50	50
	Missing	0	0	0	0
Mean		75.70	75.88	42.54	40.36
Median		74.00	76.00	43.50	42.00
Mode		74	76	50	32
Std. Deviation		14.964	3.075	5.482	6.779

Variance	223.929	9.455	30.049	45.949
Skewness	-.514	.416	-.308	-.208
Std. Error of Skewness	.337	.337	.337	.337
Kurtosis	-.092	-.746	-.701	-1.497
Std. Error of Kurtosis	.662	.662	.662	.662
Range	63	10	18	21
Minimum	50	72	32	29
Maximum	96	82	50	50

The context variable data (X1) was 28 % in the 90-96 interval class and 24 % in the 74-81 interval class, According to the context variable (X1), the SPMI Standards developed at the STKIP Situs Banten have not been fully understood by some members of the academic community, and the SPMI Planning has not referred to the SWOT analysis results, but rather to formal rules: a) Education System Law National No. 20 of 2003; b) National Education Standards number 3 of 2020 concerning national higher education standards, as well as other legislation in education; c) Education System Law National No. 20 of 2003 concerning Quality Assurance System Higher education. As a result, several aspects of the standard are deemed to be incompatible with the STKIP Situs Banten's needs, situation, conditions, and support capability. The development of SPMI standards, on the other hand, has been coordinated and complements the STKIP Situs Banten's vision and goal. When used to evaluate program quality, the CIPP approach was both flexible and prescriptive. (Lippe & Carter, 2018). The CIPP model was chosen for this study because it was well-known for its dependability and applicability all around the world(Al-Shanawani, 2019).

The input variable data (X2) accounts for 32% in the interval classes 72-73 and 76-77, and 14% in the interval class 78-79. Weaknesses in the input variables based on questionnaire and interview results, among other things: (1) There are still concurrent jobs, such as SPMI or LPM Team members who are also Internal Auditors; nevertheless, Internal Auditor should be distinguished from SPMI or LPM Team members. Internal audit will be impacted because there are parties that are both auditors and members of the SPMI team. Internal audit will be impacted because there are parties that are both auditors and members of the SPMI team. Internal auditors should be recruited from lecturer who have never held a position, so that the internal audit results can be held accountable; (2) STKIP Situs Banten does not yet have a separate budget for SPMI, which was maintained independently by LPM. Furthermore, the funds taken from Campus funds for SPMI PPEPP operations are still at a very low minimum; and (3) LPM does not yet have autonomy in managing special funds for the implementation of SPMI; the funds are given to the STKIP Situs Banten incidentally when the activity is carried out and without a clear certainty of the amount. The CIPP model, which stands for Context, Input, Process, and Product, was a very useful and recommended tool for educational evaluation. The key benefit of a program evaluation with a systematic approach to evaluation is that the program's faults and strengths will be identified (Neyazi, 2016).

The results collected were 30% in the 38-40 interval class and 26% in the 47-40 interval class. Based on observations, interviews, and the distribution of questionnaires, several flaws were discovered: (1) All interested parties, such as PPL partners, output users, student representatives, and student parents, were not involved in the preparation of the PPEPP SPMI at STKIP Situs Banten; (2) Planning was done through meetings and resulted in the main tasks and functions, but no clear roadmap for the development of SPMI at STKIP Situs Banten; (3) STKIP

Situs Banten does not yet have a clear SPMI PPEPP scheduling process. This means that the implementation targets for assessment, control, and future improvement do not yet have a clear time limit; (4) STKIP Situs Banten does not yet have an achievement target for each phase of the PPEPP SPMI planned. The STKIP Situs Banten, on the other hand, has met the BAN-PT requirement in terms of activity implementation. For higher education institutions, the context input, process, and product (CIPP) model was an acceptable macro-evaluation model (Ravi Chinta, Mansureh Kebritchi, 2016). The CIPP evaluation model is a form of evaluation that essentially involves four stages: 1) an assessment of the context component, which tries to give value by describing the demands or needs that led to the creation of a program; 2) input component, which attempts to give value and an overview of the strategies, work plans, and budgets that will be produced in order to conduct the program; 3) a process component that strives to provide value and provide an overview of the activities carried out in order to achieve the goals of existing programs; 4) product component, which aims to give value and an overview of the outcomes obtained so that they may be used in making program-related decisions (Divayana et al., 2017).

The product variable (X4) accounts for 30% of the data in the 32-34 interval class and 26% in the 46-50 interval class. According to the results of the questionnaire, observation procedure, and interviews, the product variable (X4) still has some flaws, including: (1) At STKIP Situs Banten, not all work units produced high-quality documentation. (2) Because the outcomes of the SPMI installation at the STKIP Situs Banten have not been evaluated/audited, it was unknown whether the increase is substantial. Observations and interviews, on the other hand, demonstrate that administrative discipline and the learning process in the classroom have improved. (3) The STKIP Situs Banten's facilities and infrastructure have not improved as a result of the implementation of SPMI because they are judged adequate and fulfill the standards. Rather of tracking objective achievement, the CIPP model attempts to assist enhance the quality of an educational program (Maryam Modarres, Mitra Amini, 2021). A program's basic requirement consists of three dimensions: input, procedure, and output. CIPP is one of the evaluation models. It consists of four parts, one of which is a three-dimensional program. Context, input, process, and product are all acronyms meaning context, input, process, and product. As a result, the components of the CIPP model evaluation indicate the program's dimensions (Kurnia, F Rosana Dadan, 2017). The CIPP model evaluation was a very detailed and comprehensive methodology for evaluating a program (Wagiran, 2021).

To measure the success of the deployment of SPMI in STKIP Situs Banten, all data analysis results were transformed into a T-score, Determine the T-direction Score's using the following criteria: If T is greater than 50, the direction is positive (+), and if T is less than 50, the direction is negative (-). The sum of the positive (+) and negative (-) scores is used to compute the ultimate results of each context variable, input, process, and production. The result is positive if the number of positive scores exceeds the number of negative scores. If the number of positive scores is more than the number of negative scores, the outcome is positive ($\sum$score + ≥ $\sum$ score - = +), and vice versa, the result is negative ($\sum$score + ≤$\sum$ score - = -). Quadrant analysis can be used to characterize many positions of program implementation effectiveness, such as quadrant IV, which consists of aspects of context, input, process, and product (CIPP) that are high-high-high (+ + + +), indicating that the program implementation is very effective. Quadrant I, on the other hand, is rated as having very ineffective program implementation due to low low-low-low variance (- - - -). Then, in the high-high-high-low (+++-) quadrant with high-high-low-high variation (+ + - +), high-low-high-high variation (+ - + +), or low variation -high-high-high (- + +

+), in the high-high-high-low (+++-) quadrant, with high-high-low-high variation (+ - + +), or low variation -high-high-high (- + + +), belongs to quadrant III which means that the program implementation is quite effective. And in the high-high-low-low CIPP quadrant (+ + - -), with high-low-high-low variations (+-+-), with high-low-low-high variations (+ - - +), or low-low-high-high variation (- - + +), low-high- low-high variation (- + - +), low-high-high-low variation (- + + -), high-low variation -low-low (+ - - -), with low-high-low-low variations (-+--), with low-low-high-low variations (- - + -), or low-low-low variations -high (- - - +), classified as quadrant II, which means that the program implementation is less effective (Putra et al., 2015).

The T score in Table 6 shown that the context variable (X1) was negative (-), the input variable (X2) was positive (+), the process variable (X3) was positive (+), and the product variable (X4) was positive (+), indicating that the CIPP evaluation in the Glickman Quadrant (-+++) indicates the implementation of the internal quality assurance system (SPMI). The following obstacles hampered the implementation of the SPMI at the STKIP Situs Banten: (1) there was no definite allocation of funds for the implementation of PPEPP SPMI, which was managed independently by LPM, making the scheduling of the PPEPP stage difficult to plan; and (2) the Internal auditors and the LPM team still held multiple positions. (1) Making a special budget allocation for the implementation of the SPMI PPEPP at the STKIP Situs Banten, which can be managed independently by the LPM; (2) the internal auditor and the STKIP Situs Banten LPM Team must be separate, not concurrent positions, to make the implementation of SPMI at the STKIP Situs Banten more effective.

D. CONCLUSION AND SUGGESTIONS

Several conclusions can be drawn from the results and discussion, including: (1) the effectiveness of SPMI implementation at STKIP Situs Banten in terms of the context component (X1) received a negative T score; (2) the effectiveness of SPMI implementation in terms of the input components in the STKIP Situs Banten received a positive T score; (3) the effectiveness of SPMI implementation in terms of the process component at the STKIP Situs Banten received a positive T score. (4) The efficacy of the SPMI implementation in terms of the STKIP Situs Banten product component received a favorable T score; (5) Based on the T score in the Glickman quadrant, the success of SPMI implementation at the STKIP Situs Banten in terms of context (X1), input, process, and product components is in the effective category; (6) The following are the roadblocks to the deployment of the SPMI at the STKIP Situs Banten: (a) There is no definitive funding allocation for the SPMI PPEPP implementation, which is managed independently by the LPM team, and there are still parallel positions between the internal audit team and the LPM STKIP Situs Banten; (1) designating a special budget for the SPMI PPEPP implementation at the STKIP Situs Banten, which can be managed independently by the LPM and internal auditors, and the STKIP Situs Banten LPM Team must be separated instead of doing double duty.

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