Evaluation of Learning Management Standards to Improve Higher Education Quality Standards Through Internal Quality Audits

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Abstract: Independent evaluation is required through an internal quality control system through internal quality audit activities. This study evaluated the achievement of learning management standards, inhibiting factors, and recommendations for improving education quality standards at Palembang Polytechnic. This type of qualitative research uses observation methods, structured interviews, and literature studies. The research instrument is the author directly involved in the research. The informants in this study were determined using a purposive technique: three research informants. The study's results obtained data on implementing internal quality audits on learning management standards that have not been implemented. An effective internal quality management model is needed as a platform or application that supports collecting, storing, and managing data and information on website-based internal quality management system services to support fast, precise, and efficient internal quality management system integration.

Keywords: Education Quality Standards, Evaluation, Internal Quality Audits, Learning Management Standards

A. Introduction

Quality education can carry out the process of maturing the quality of students by freeing students from ignorance and inability (Makki et al., 2023). With quality education, a generation of human resources that excel in all aspects of life will be born. The government has carried out many policies to improve the quality of education (Mahat et al., 2019). Educational institutions are also not left behind in improving the quality of education by continuing to improve the quality of human resources and the quality of learning (Baro'ah, 2020; MacDonald et al., 2024). Putting Education Quality Standards into Practice Ideally, the standards should comply with the National Education Standards designed and defined by Ministerial Regulation (Mahbub et al., 2019). The effectiveness of a schools' quality assurance system is a defining factor in its quality, highlighting the fact that school quality assurance is essential to meeting Education Quality Standards (Gamage et al., 2023; Shah & Jarzabkowski, 2013;

Yıldırım & Yenipınar, 2022). Putting in place school quality assurance serves as an early warning system to fix errors before they get worse (Azainil et al., 2020). Lack of self-awareness on the part of the school makes it impossible to meet the criteria. Weakness triggers are intractable and frequently disregarded (Jollyta et al., 2021). Proper implementation of quality standards and objectives is vital for an educational institution to maintain and enhance the quality of education offered there and realize and accomplish the educational goals outlined in its vision and mission. The educational institution will become disoriented and lack direction in its efforts to become high-quality if it lacks sound quality standards and objectives (Fiandi, 2023). The standard of education in a nation serves as its benchmark, and it is via this standard that we may determine the standard of education at every educational level (Marwati et al., 2021; Pujiastuti, 2021)

The quality index is a metric used in education that gives a general idea of the system's success and effectiveness in reaching set objectives (Alderman, 2010). National standards are consulted and utilized as recommendations to assess the degree to which the education system has met the required quality requirements (Syafii et al., 2023; Zheng, 2020). The index will include numerous factors, including curriculum, teachers, facilities, administration, and student learning outcomes(Asiyai, 2020) . It is anticipated that decision-makers in the education sector will use the study's findings as a guide to keep raising the standard of the educational system(Brooks, 2021). An education quality index based on national standards can promote accountability, transparency, and understanding of the significance of meeting set quality criteria (Kaawaase et al., 2021). As a result, it is anticipated that national education standards will rise further and favorably influence the growth and advancement of the country (Syafii et al., 2023).

Globalization is necessary, and its movement continues to grow and almost touches various aspects of human life, including education. However, the function of education as a part of the national character building must be maintained. Likewise, education management at the strategic, managerial, and operational levels determines the quality of education (Bakhmat et al., 2022). Three critical aspects of educational management are educational leadership, teacher standards, and education personnel, which directly influence the quality of education (Al-Amri et al., 2020). Predictably, effective educational leadership will support and realize the teacher standards and education personnel, which will also improve the quality of education (Grudowski & Szczepańska, 2021; Susanti, 2021). Today's globalized world demands high-quality education (P. Singh et al., 2023). As a result, initiatives to raise educational standards cannot be compromised(K. S. D. Singh et al., 2021).

Regarding quality assurance, Government Regulation No. 19/2005 on National Education Standards, Article 2, Paragraph 2, specifies that three integrated programs accreditation, certification, and evaluation must conduct education quality assurance and control in compliance with the National Education Standards. The three programs

aim to safeguard the public and ensure that educational services and outcomes meet the promises made by educational providers. They are quality assurance for education (Jaedun, 2011). The evaluation compares goals and results to identify factors for subsequent actions (Aurellia, 2022). Evaluation methods can often be divided into test and non-test (Hasim et al., 2021). An assessment tool must have differentiated items, validity, efficacy, and objectivity (Phafiandita et al., 2022).

The new paradigm in the education system requires the implementation of accountable and quality education. To achieve this, an independent evaluation is required through an internal control system by a supervisory or quality assurance unit (Alzafari & Ursin, 2019). The internal quality assurance system, now referred to as SPMI, serves as an internal auditor to assist management/leaders in conducting evaluations to improve the effectiveness of risk management, control, and institutional governance (Sugiarta et al., 2019b). A university that has a role in improving the quality of community human resources through scientific development, personality, independence of social skills, and character requires higher education providers to have quality assurance that will be part of maintaining and improving its quality. It is necessary to use cooperative governance to raise the higher education standard. Internal quality audits, or AMI for short, are part of the institution's performance evaluation and monitoring process to ensure that work units consistently fulfill applicable requirements (Zunaidi et al., 2022). Internal audit quality and highlighting the different profiles of internal auditors based on their perception of internal audit quality determinants (Abdullah et al., 2018; Krichene & Baklouti, 2020; Nurdiono & Gamayuni, 2018). Internal quality audits impact the effectiveness of risk management practices (Alqudah et al., 2023; Kabuye et al., 2019; Rosmawati et al., 2023). Understanding the critical role that AMI plays, every university needs to be able to implement AMI correctly to complete documentation and execute AMI according to the specified SPMI Standards. However, the implementation of AMI is hampered and challenged by a lack of funding, time, and human resources. Realizing it is hampered by the number of indications that need to be audited, the intricacy of the implementation phases, and the documenting of AMI results, which needs a lot of storage space but is prone to becoming misplaced or damaged (Muslim, 2021). Internal quality assurance is implemented following educational standards nationwide to achieve national education goals. Internal quality is currently used in elementary and secondary education in addition to universities. To increase the assurance and direction of quality assurance and the fulfillment of education quality requirements in primary and secondary education units (Gustini & Mauly, 2019). Standards for the quality assurance of education In a world where competition abounds, societal expectations of quality among them, the quality of education—are rising. This results from the continued belief that education can foresee and address various issues that may arise. In light of this, it is crucial to establish a quality assurance system to ensure that the community receives the highest caliber educational services (Rizal et al., 2020)

All parts of educational institutions implement a quality assurance system called SPMI. This study identifies and characterizes the SPMI education quality assurance team (Rivaldy Ermansyah et al., 2022). Internal quality auditing is one type of SPMI activity. AMI is one of the standards that universities must meet as part of the institution's self-evaluation reflection process. When it comes to completing internal quality audit reports that are not completed on time, there are still differences in the types of audit findings that auditors determine. Using the PHP programming language and XAMPP, an Apache web server application integrated with MySQL as a database, this research intends to create an object-oriented information system for web-based internal quality audits that can solve all the issues encountered in quality assurance institutions (Rani Febriyanti & Irawan, 2020)(Marwati et al., 2021). The goal of the quality assurance system, also known as SPM in higher education, is to raise educational standards. Institutions of higher learning must routinely implement a quality assurance procedure that uses the National Higher Education Standards (Najwa et al., 2023; Widya Fitriani & Aryani Kemenuh, 2021). The educational institution will become disoriented and lack direction in its efforts to become high-quality if it lacks sound quality standards and objectives (Fiandi, 2023). A systematic, independent, and recorded testing approach called internal quality audit ensures that HEIs conduct activities in line with protocols and that the outcomes meet requirements to meet institutional objectives (Andie et al., 2021; Wibowo & Azimah, 2016)

One of the standards that universities must meet as part of the institution's self-evaluation reflection process is AMI (Rani Febriyanti & Irawan, 2020). The AMI implementation yielded non-conformity findings and recommendations for enhancement (Samagaio & Felício, 2023; Widiantoro & Yodi, 2020). Each division will follow up on these results by implementing corrective measures (Pratama & Suryawan, 2017). The goal of the internal quality assurance system, or SPMI, is to raise the standard of higher education (Arifudin, 2019; Ripanti & Oramahi, 2021). Education is considered a valuable investment in shaping human resources to improve the civilization of the nation and state. The primary instrument for establishing relevance between national education goals, higher education goals, and higher education goals is education management. The next stage of formal education is higher education, which helps to improve human resources competency by equipping them with specific knowledge and skills. Higher education criteria must be met to improve the quality of higher education. This relevance is being done with the hopes that universities will examine the elements that can support attaining higher education standards in their instructional operations. The minimal requirement for higher education is standardization, and ongoing efforts to raise the standard of instruction are needed to meet the ever-increasing demands of development and change (Yustiyawan, 2019).

Based on the regulations set by the government through the Regulation of the Minister of Education and Culture Number 3 of 2020 concerning National Higher Education

Standards, in the future referred to as National Higher Education Standards it is stated in Chapter II Article 4 that the national education standards consist of a) graduate competency standards; b) learning content standards; c) learning process standards; d) learning assessment standards; e) lecturer and education personnel standards; f) learning facilities and infrastructure standards; g) management standards; and h) learning financing standards. Furthermore, article 3 explains that SNPT must be used as the basis for developing and implementing an internal quality assurance system and for determining external quality assurance system criteria through accreditation. Therefore, each education unit concerned about quality must fulfill every item in the National Higher Education Standards in every program and practice of learning education implementation to realize quality education services. National Higher Education Standards is a frame of reference that regulates and determines a country's higher education quality. In Indonesia, National Higher Education Standards ensures institutions can provide quality education services relevant to society and industry's needs. National Higher Education Standards cover various aspects, including curriculum, learning process, human resources, facilities, and evaluation. One of the objectives of the National Higher Education Standards is to improve the quality of graduates, ensure equity and fairness in education, and support the development of research and innovation. With SNPT, higher education institutions are expected to achieve international standards and compete globally.

The National Higher Education Standards include guidelines and criteria that higher education institutions must fulfill to ensure the quality and relevance of their education. Learning management in higher education involves a series of policies, practices, and procedures designed to achieve educational objectives and fulfill these standards. The initial observation results show that the empirical research gap can be identified because the internal quality management process on learning management standards has not been optimized. Internal quality management activities are still limited to reactive actions characterized by monitoring and evaluation activities focusing on latent conditions. These activities seem to patch up visible risks or problems and ignore other things that look good. A latent condition is a condition that represents part of the total error that may arise in an activity. This condition can be seen in the evaluation monitoring report that no internal quality audit of learning management standards has been carried out based on indicators of National Higher Education Standards to determine the achievement value of the existing projection value so that a continuous monitoring and improvement process can be carried out if the achievement value is obtained that does not meet the existing projection value. Many things are thought to be obstacles to the implementation of quality management that are not optimal, among others, the number of assessment instruments that must be measured such as National Accreditation Body for Higher Education, National Higher Education Standards, etc. assessments, limited number of human resources, limited competence of the SPMI team and auditors and auditees, busyness of auditors and auditees in carrying out other main and additional tasks, limited time for internal quality audits. Based on the above phenomenon, the author is interested in creating a

research question on how much the value of internal quality audit achievement is on learning management standards at Poltekbang Palembang, what are the inhibiting factors in achieving the value of learning management standards, and what are the recommendations for improving learning management standards as fulfillment of higher education quality standards at Poltekbang Palembang.

B. Methods

The research method used in this study is qualitative. In this research, qualitative data processing was also carried out through interviews with informants appointed in the research with a purposive sampling technique where the research sample was considered to represent all research respondents, who were considered to represent all research respondents (Afriliani et al., 2021; Kinanti & Yusran, 2022; Manik et al., 2022). The research instrument is the researcher himself (author) directly involved in the research. As the main instrument, researchers plan, collect, and interpret data. Determining informants in this research uses a purposive technique, where only certain people or parties will be targeted by researchers as sources of information (Sugiyono, 2015). The informants of this study were three: Informant I, Internal Quality Assurance Unit; Informant II, AMI Auditor; and Informant III, AMI Auditee. The research was conducted at the Palembang Aviation Polytechnic with the object of research. Namely, the evaluation of internal quality audits on learning management standards based on National Higher Education Standards and the research subject consisted of three informants. The interview transcripts used were structured as an instrument for this research with three indicators, including the achievement value of learning management standards, inhibiting factors and recommendations for improving learning management standards.

C. Results and Discussion

Research observations were conducted from February to April 2024 on implementing internal quality audits on learning management standards based on the Regulation of the Minister of Education and Culture Number 3 of 2020 concerning National Higher Education Standards. They obtained research data based on three assessment indicators in observations and structured interviews between the achievement value of other learning management standards by higher education quality standards, inhibiting factors, and recommendation efforts in improving learning management standards (1) the achievement value of learning management standards has not been measured. The implementation of AMI SN-Dikti has not been implemented so far so the projected value of the achievement of education quality in the internal quality document has not been explicitly measured, making it difficult for management to make decisions on improving the quality of higher education (2) Inhibiting factors for achieving learning management standards through internal quality audits include the current implementation of internal quality audits still referring to SN-Dikti but the AMI assessment indicators refer to BAN-PT with an orientation towards LKPS

documents (study program worksheets) and LED (self-evaluation sheets) as a form of self-assessment in the implementation of external quality audits, namely accreditation. The limitations of existing resources mean that the internal quality management team is still focused on implementing AMI with the BAN-PT assessment instrument (3). Efforts to recommend an internal quality management model with a website-based application platform as a form of digital transformation of public services so that the implementation of internal quality audits with several assessment instruments can be carried out in parallel with both the BAN-PT and SN-Dikti instruments, making it easier for management to take decisions and policies in improving the quality of higher education.

Interviews were conducted in June 2024 by three research informants: Informant I: Internal Quality Assurance Unit, Informant II: AMI Auditor, and Informant III: AMI Auditee offline and structured in their respective work units. Obtained interview results with two assessment indicators, including potential problems and needs analysis, then obtained as follows:

Table 1. Interview Results

No.	Research Indicators	Informant I	Informant II	Informant III
		The legality of the educational quality standards referred to is the Regulation of the Minister of Education and Culture Number 3 of 2020 concerning National Higher Education Standards and the Regulation of the Ministry of Research, Technology and Higher Education Number 62 of 2016 concerning Higher Education Quality Assurance Systems as outlined through the Decree of the Director of the Palembang Aviation Polytechnic Number: SK.72/Poltekbang-Plg.2020 concerning Internal Quality Assurance Standards.		
1.	Learning Management Standard Achievement Value	The learning management standard is one of the eight standards of higher education quality. The projected value of achieving the learning management standard at Poltekbang Palembang is 100%, with indicators of 2 standard targets and ten standard items. Still, until now, AMI has not been carried out with an assessment instrument referring to SN-Dikti, so this projected value has not been explicitly measured. This is undoubtedly a problem for management in decision-making to improve the quality of education.	Internal quality audits with the SN-Dikti instrument consisting of 8 higher education standards have not been implemented. **In** the internal quality assurance system quality document**,** there is a projected value for achieving 100% learning management standards**.** However, until now**,** it has not been explicitly measured because SPMI is still focused on AMI with the BAN-PT instrument.	The achievement value of learning management standards has not been measured because an internal quality audit has not been carried out using the SN-Dikti instrument.
2.	Inhibiting Factors in Achieving Standard Values in	**Facilities:** SPMI does not yet have a room large enough for documentation storage, internal meetings, meetings with external parties	**Facilities:** SPMI does not yet have a particular room that can be used to carry out AMI activities, so all activities still use the	**Facilities:** SPMI does not yet have a particular room that can be used to carry out AMI activities, so all

	Learning Management		meeting room, which sometimes delays AMI scheduling from the tentative schedule.	activities still use the meeting room, which sometimes delays AMI scheduling from the tentative schedule.
		Competency Improvement: It is necessary to increase competence as an internal quality assurance unit through training, workshops, focus group discussions (FGD), and benchmarking with other universities.	**Competency Improvement:** Increasing competence as an auditor is necessary through training, workshops, and focus group discussions (FGDs).	**Competency Improvement:** Competency improvement as an auditee is needed through training, workshops, and focus group discussions (FGD).
		Workload: SPMI has a reasonably heavy workload with the availability of human resources consisting of 1 head of the quality assurance unit, who has a primary duty as a lecturer, two quality assurance unit team members who also have primary duties as lecturers, and one executive staff. Adding human resources to the SPM team is necessary with the existing workload.	**Workload:** Auditors have a heavy workload because some are lecturers who have primary duties and are given additional duties and appointments for other tasks.	**Workload:** Auditees have a reasonably large task load due to the significant activities in the study program and academic and administrative administration sections, and the number of human resources is limited.
		Internal Quality Audit : Currently, the SPMI team is still conducting internal quality audits based on the BAN-PT instrument, with limited human resources, making running AMI based on other instruments challenging.	**Internal Quality Audit :** Auditors are still conducting internal quality audits based on the BAN-PT instrument, with a reasonably large workload on the auditor's primary task, making it challenging to conduct AMI based on other instruments.	**Internal Quality Audit :** The auditee is still conducting internal quality audits based on the BAN-PT instrument. The study program's limited human resources and relatively large workload make carrying out AMI based on other instruments challenging.
3.	Recommendations for Improvement in the Form of Needs Analysis	With the availability of existing human resources, a way is needed to carry out AMI based on National Higher Education Standards in parallel, considering that all focus and attention is currently on AMI BAN-PT as a form of external quality audit self-assessment, namely accreditation. There is a need for an effective internal quality management	An effective way is needed to facilitate auditors and auditees' implementation of AMI based on National Higher Education Standards so that it can be carried out without interfering with other tasks. An effective internal quality management	An effective way is needed to facilitate auditors and auditees' implementation of AMI based on National Higher Education Standards so that it can be carried out without interfering with other tasks. An effective internal quality management

model to improve learning management by covering all the needs of auditors and auditees by being a reminder of the AMI implementation schedule, reducing the number of meetings due to the busyness of each auditor and auditee, facilitating the implementation of AMI with clear and concise assessment indicators and facilitating the SPMI team in preparing the AMI based on National Higher Education Standards results report because of the precise standard indicator assessment scoring.	model is needed to improve learning management by covering all the needs of auditors and auditees. The model should remind them of the AMI implementation schedule, reduce the number of meetings due to each auditor and auditee's busyness, and facilitate the implementation of AMI with clear and concise assessment indicators.	model is needed to improve learning management by covering all the needs of auditors and auditees. The model should remind them of the AMI implementation schedule, reduce the number of meetings due to each auditor and auditee's busyness, and facilitate the implementation of AMI with clear and concise assessment indicators.

The internal quality assurance system serves as an internal auditor to assist management/leaders in conducting evaluations to improve the effectiveness of risk management, control, and governance of educational quality (Sugiarta et al., 2019a). Every study program should ideally conduct AMI activities annually. Due to the limited number of auditors, building an information system that facilitates easy monitoring and decision-making is necessary, allowing management to function effectively and sustainably (Ripanti & Oramahi, 2021). The implementation of AMI based on National Higher Education Standards requires the same things, according to the findings of the interviews conducted with three research informants. These include the need for an efficient method or step to address current issues like the small number of SPMI teams, the time constraints placed on auditors and auditees by ongoing primary and supplementary tasks, and the need for reminders of AMI based on National Higher Education Standards implementation schedules that support SPMI team tasks. A website-based platform with website system development that may address current issues and use the least amount of resources while offering the most significant benefits. An information system for internal quality audits will help organize committees, auditees, and auditors to complete all internal quality audit procedures (Andie et al., 2021). Information technology's system quality and user quality significantly impact internal audit effectiveness (Anto & Yusran, 2023; Bani Ahmad (Ayassrah) et al., 2023). This model's development is anticipated to remove time-consuming auditor and auditee meetings that are occasionally skipped because of the busy schedules of each on other primary and supplementary tasks, standardize question types for each auditor, allow for more flexibility in internal quality audit activities while allowing the AMI schedule's time limit to be adjusted, prevent document loss, and avoid upload-download activities using Google Drives that cannot guarantee data security. With an interactive schedule display, users may easily access the ongoing schedule of events on the dashboard. Because it intends to serve as a "friend" for auditors and auditees, this model has been designed with useful features and an intuitive user interface (Herpendi et al., 2024; Rani Febriyanti &

Irawan, 2020). Another advantage of this model development plan is two notifications: first, to send announcements of activity stages to each user; second, to send reminder notifications only to users who have not responded to conduct internal quality audits according to the applicable Decree and Service Note. This feature is handy for managers in the Quality Assurance Unit to reduce the risk of human error, forgetfulness, and delays in AMI execution and data collection.

D. Conclusions

Preventive measures are needed to prevent the potential for unmeasured quality of education according to the Regulation of the Minister of Education and Culture Number 3 of 2020 concerning National Standards for Higher Education and the Regulation of the Ministry of Research, Technology and Higher Education Number 62 of 2016 concerning the Higher Education Quality Assurance System as stated in the Decree of the Director of the Palembang Aviation Polytechnic Number: SK.72/Poltekbang-Plg.2020 concerning Internal Quality Assurance Standards. Internal quality audit evaluation on the achievement of education management standard values has not been implemented because SPMI is currently focused on AMI BAN-PT, the output of which is accreditation. The measured value of the projected achievement of learning management standards in the internal quality assurance system quality document is 100%. However, until now, the achievement value has not been explicitly measured because it is still focused on AMI-SN Dikti. The potential problems that exist are the limited number of SPMI team human resources, auditors, and auditees; the workload is quite dense so that it makes it challenging to meet between auditors and auditees; the lack of understanding and competence of SPMI, auditors, and auditees regarding standard indicators.

As recommendations here is a need for an effective internal quality management model to improve learning management by covering all the needs of auditors and auditees by being a reminder of the AMI implementation schedule, reducing the number of meetings due to the busyness of each auditor and auditee, facilitating the implementation of AMI with clear and concise assessment indicators and facilitating the SPMI team in preparing the AMI based on National Higher Education Standards results in the report because the scoring of the standard indicator assessment is evident in the form of a platform or application that supports the process of collecting, storing, and managing data and information on website-based internal quality management system services to support fast, precise, and efficient internal quality management system integration. This application includes services at the stages of the internal quality audit, including the preparation, implementation, and evaluation stages. This application manages the information you want to disseminate to auditors and auditees while disseminating the information in real-time via WhatsApp messages integrated with the application to accelerate response and feedback on both parties.

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