Evaluation Policy on Quality Assurance Systems at Faculty of Teacher Training and Education Mulawarman University Samarinda

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Abstract

This study aims to evaluate the substance: context, input, process, and product of the implementation of the policy of the Higher Education Quality Assurance System (SPM Dikti) in the Faculty of Teacher Training and Education Mulawarman University (FKIP UNMUL) in an effort to improve the quality of FKIP UNMUL in the national policy of education Indonesia. The method used in this research is qualitative research method, data collection technique is triangulation. The data analysis is inductive studying related to the document of quality assurance system policy in FKIP Unmul, substance analysis, implementation and result of SPM policy Dikti in FKIP UNMUL The evaluation research model used is the Context, Input, Process and Product (CIPP) model developed by Stufflebeam The result of the research shows that SPM Dikti in FKIP UNMUL is seen from three system that is PD Dikti, SPMI and SPME as a whole is running well in accordance with the standard set, but there are 5 programs that still show the data of lecturers and students in PD Dikti still not inputs, there are 2 average courses of study duration of students above the standard. The recommendations of this research are: (1) FKIP Unmul should regularly conduct internal quality audit in accreditation, (2) need attention concerning comparison of number of students and lecturers according to standard, (3) increase the funding budget for faculty improvement by empowering the Faculty's Quality Assurance Units (GJMF) and Quality Assurance Unit Study Program (UJMP) to conduct continuous monitoring.

Keyword
Policy, Quality Assurance Systems

1. Introduction
1.1. Background
Universities in Indonesia, including Mulawarman University in general and faculty in particular face no small challenges. The biggest challenge faced is the wave of economic globalization, information and communication and rapid technological developments.

This condition requires universities, especially faculties and study programs to make fundamental managerial changes. Then, there is a change, pressure, awareness, and customer demand about the quality of graduates of the study program that requires university managers to make changes in policy, especially commitment to the

implementation of quality colleges and relevant to customer desires and competitiveness with existing universities both regional, national and international.

Contextually, universities as part of the structure and education system place a strategic position in terms of its potential as a producer of quality human resources. In the process, the creation of quality human beings requires a requirement that is not light. One of the requirements is the creation of students' mastery of the basic capabilities of the standard, ie content objective, methodological objective, and life skill objectives.

The failure of learners in mastering one, some or all of the basic skills has implications on the stigma of the low quality of higher education in terms of all aspects, ranging from elements outside the education system to elements within the college i.e rectorate, faculty to the study program

Reality and problems that crystallize are what and how the policy of quality assurance system that already exists and does not exist and should exist compared with ideal conditions to eliminate the bad stigma. Three issues that crystallize in this research are quality, college and policy of quality assurance system. To answer the above challenges, it is necessary to conduct an assessment of how the quality assurance system in FKIP Mulawarman University

1.2. Research focus
This research is evaluative, with the focus of research in the implementation of Policy of Quality Assurance System of Higher Education (SPM Dikti) in FKIP Unmul.Components to be evaluated are focused on the Academic field consisting of: (1) Component Context that includes the background needs, initial conditions are urgent to implement the quality assurance system, (2) Input components that include quality improvement policy planning (3) Components processes that include the implementation of quality assurance system policies and (4) Components of the results of the implementation of quality assurance system policy in FKIP Unmul.

1.3. Formulation of the problem
The problems in this research are (1) How is the background of the urgent need of FKIP Unmul to apply SPM Dikti ?, (2) How is SPM policy planning Dikti in FKIP Unmul ?, (3) How is the implementation of SPM policy Dikti in FKIP Unmul? and (4) How are the results of the implementation of SPM Dikti Policy in FKIP Unmul?

1.4. Research purposes
This study aims to evaluate the substance: context, input, process, and the result of the implementation of SMP Dikti policy in FKIP Unmul

1.5. Significance of the Research
The results of this study are expected to be used to: (1) provide information on SPM Dikti policy in FKIP Unmul to academic and stakeholders savings, (2) give input to Faculty Leaders in order to improve SPM Dikti implementation in FKIP Unmul, (3) for the Faculty Leaders who will apply SPM-PT. and (4) As a tool for evaluating the implementation of policies and decision-making processes in the development of qualified faculty in FKIP Unmul and other faculties so that the acceleration of achieving competing human resources in the international world can be realized.

2. Research Methods

2.1. Research Design and Methods
This research is a policy evaluation research, with qualitative research method. This research is related to (1) policy document related to MSS in FKIP Unmul, (2) analysis of the substance, implementation and result of a policy of SPM Dikti in Unmul. The evaluation model used in this research is the context, Input, process and product (CIPP) model developed by stuffle beam [9]. This evaluation model consists of four components namely context components, Input components, process components and product components.

2.2. Data analysis technique
Data analysis used in this research is descriptive analysis, that is by using and interpreting data from each indicator component of context, input, process and product evaluated. The data of the research are analyzed descriptively by presenting the result of the descriptive statistic.

2.3. Data Validity Check

To check the validity of the data in order to test the level of trust can be transferred, reliable and comparable, then use triangulation techniques. Triangulation is a data checking technique that takes something from another beyond the data for checking purposes or as a benchmark against that data.

According to Patton [5], there are four kinds of triangulation techniques: (1) data triangulation, (2) triangulation of researchers, (3) methodological triangulation and (4) theoretical triangulation. According to Denzin [2], the most widely used triangulation technique is to examine data through other sources, using data from a data source in a study through such triangulation, comparing and checking the confidence level of information obtained through time and tools different in qualitative methods.

Data collection is done by referring to the regulations relating to SPM DIKTI, observation and interview of the object under study, after that the researchers categorize the data relating to the problem under study. In this data collection, coding, sorting and organizing data are also performed. The data has been prepared and then analyzed to determine the compatibility with the formulation of the prior theory to know whether the data has met the criteria of theory or not. The final conclusion is obtained when the researcher has obtained the fulfilment of the formulated theory.

3. Research Results

3.1. Evaluation of the Policy in Context Components

The policy of Quality Assurance System of Higher Education in FKIP UNMUL refers to National Policy of Quality Assurance System of Higher Education (SPM Dikti). SPM Dikti is a quality assurance system of higher education through 3 sub-systems, each of which is also a system, namely: (1) National Higher Education Database (PDPT). Systemic activity of collecting, processing, and storing of data and information about the implementation of higher education in all universities by DGE, to oversee the implementation of higher education by the Government. (2) Internal Quality Assurance System (SPMI), the systemic activity of university quality guarantee of higher education by universities (internally driven), to supervise the continuing improvement of higher),

Systemic activity of program and/or program feasibility assessment by BAN-PT or independent institution outside Government-recognized universities, to oversee the implementation of higher education for and on behalf of the community, as a form of public accountability.

Mulawarman University is required to carry out the mandate of the law so that the SPM Dikti Policy at Mulawarman University must be implemented. Likewise in the Faculty of Teacher Training and Education (FKIP) which is the largest faculty in Unmul consisting of 15 undergraduate courses, 5 Master's programs and 1 doctoral program should be required to carry out the mandate of the law.

To carry out the mandate, FKIP UNMUL established a working unit that handles the SPM DIKTI in the faculty of the Faculty Quality Assurance Unit (GJMF). The GJMF is responsible for coordinating, implementing, monitoring and evaluating quality assurance improvement activities at the faculty level.

3.1.1 Vision and Mission of FKIP UNMUL

Vision FKIP Unmul is a Faculty that provides excellent service, develops scientific and innovative research, produces professional education, character and gained international recognition in 2024. The mission of FKIP UNMUL is: (1) Conducting research-based professional education and producing innovative educational products which contribute to improving the quality and welfare of communities at local, regional and international levels. (2) Developing innovative research and applied research with a focus on innovation and learning development to increase the quantity and quality of national and international scientific publications and Intellectual Property Rights (HAKI). (3) Conducting cooperation in the field of education, research and community service at the regional, national and international levels. (4) Organizing student activities to foster student self-reliance, enhancing creativity and entrepreneurial spirit and talent acumen. (5) Strengthening institutional capacity in order to provide excellent service and cooperation to produce independent, superior and character educators.

The objectives of development and strategy of achieving the vision, mission and objectives of FKIP Unmul and its milestones include 3 (three) stages as follows: (1) Strengthening the internal management of FKIP Universitas Mulawaran (2016 - 2019). lecturers, number of researchers and national and international scientific publications and enhancement of national competitiveness (2018-2022). (3) Improvement of institutional quality to gain international recognition and international competitiveness (2019-2024).

3.1.2. Strategic Plan (Renstra) FKIP UNMUL

FKIP Mulawarman University has a Renstra of 2016-2020 containing 6 Chapter consisting of Chapter I. Introduction includes (a) Background, (b) Values and (c) Legal Basis. Chapter II. The objective conditions of FKip Unmul 2013-2015 include (a) Objective Conditions of FKip Unmul 2013-2015, (b) Internal and External Analysis (c) Strategic Issues in FKip Unmul Unmul 2016-2020 Development. Chapter III. Vision, Mission and Objectives, Strategic Objectives, and Performance Indicators include (a) Vision and Mission, (b) Goals, (c) Key Performance Indicators. Chapter IV. Strategy and Direction of Development Policy include the Direction of Development Policy. Chapter V. Program and Activity Development Policies, and Chapter VI. The Program Implementation Framework includes (a) Planning and Budgeting Mechanisms, (b) Coordination, Governance of CTR, and Internal Control, (c) Monitoring and Evaluation, and (d) Integrated Information Systems and Technology

3.2. Evaluation of Policy in Input Components

Evaluation of input component policy related to the planning of SPM DIKTI policy implementation in FKIP UNMUL. This evaluation begins with a curriculum undertaken at FKIP UNMUL, whether using KKNI-based curriculum or not.

3.2.1. Curriculum

FKIP Unmul always pays attention to quality aspects of graduates. The expected graduates are qualified and able to meet the needs of education stakeholders. Therefore FKIP unmul always review the feasibility of the curriculum from time to time. The policy-based curriculum policy at FKIP is policy-oriented at Mulawarman University, as set out in the Decree of the Minister of Education National Republic of Indonesia Number 091 / O / 2004 on the Unmul Statute, further described in the FKIP Unmul Strategic Plan (Renstra) in each period (2016-2020) and is currently being adjusted again with KKNI. Implementation of the policy is further regulated by the Rector Regulation No. 05 of 2015 on the Implementation of Education Mulawarman University especially Article 25, 26, 27, 28 and 29. Development of the curriculum is also based on the vision and mission of the dean of FKIP as stipulated in Renstra FKIP Unmul 2016- 2020, In 2016 FKIP Unmul facilitates curriculum development throughout the study program. Faculty facilitate by providing development funding, providing curriculum expert team, assisting workshop activities in designing curriculum according to science and technology development, increasingly complex job market needs, benchmarking and stakeholders as well as through assessment of KKNI-based curriculum.

The elements developed in the preparation of KKNI-based curriculum in FKIP unmul are: (1) A set of plans and arrangements regarding the content and study materials and lessons as well as its delivery and assessment which are used as guidelines for the implementation of teaching and learning activities to achieve the competence of graduates of the study program 2) The elements of competence consist of: (a) general competence; (b) special competence; (c) competence which is the founder of the college (3) The main characteristic of the main competencies as the differentiator between the study program with each other. The forms of academic end activities that must be taken by every S1 student include Field Practice Program (PPL), Real Work Lecture (KKN) and preparation of Thesis.

Later in its development Mulawarman University has begun to change the paradigm of the Teacher Centered Learning (TCL) method to student-centred learning (SCL) and the development of SAP Active Learning.

3.2.2. Financing

UNMUL has implemented a single account and orderly submit financial reports. UNMUL's financial management has implemented a one-stop system for revenue and expenditure. Based on Law no. 17 of 2000 on State Finances, receipts and expenditures are centred on Rector's account. Outside receipts always enter the Rector's account first before being distributed to the faculty and related units.

The source of FKIP of Mulawarman University comes from Funding Source from Student and Government (Central and Regional). For the period 2015 - 2017 can be Rp. 106.105.411.000, - and receipts from central and regional are Rp. 80,742,833,790, - with an average number of students per year of 6,234 people, then the operational fund per student FKIP Unmul per year is Rp. 9,490,450, -

the use of funds for the last 3 years from year to year has decreased, ie from 2015 amounting to Rp. 24,640,150,000, - in 2016 of Rp. 23,716,261,877, - and in the year 2017 of Rp. 17,462,819,539, - this is because Unmul's revenue as a whole has also decreased, thus affecting the allocation of funds in every faculty in Unmul.

3.2.3. Facilities and infrastructure
Facility and Infrastructure at FKIP Mulawarman University consist of Physical Facilities utilized in the implementation of Tri Dharma include Physical Building, Park, Environmental Infrastructure, and land area. The facilities have been drafted by Master Plan for its use, so it is expected to promote the educational process climate appropriately. Facility and infrastructure at FKIP Mulawarman University are still inadequate when compared with the number of students, the number of educators and education.

3.2.4. Educators and Education Personnel
FKIP UNMUL requires human resources consisting of educators (lecturers) and Teachers consists of: (a) administrative personnel, (b) technicians, (c) laboratory personnel, and (d) librarians. The needs of lecturers and education personnel are managed by the system of planning, recruitment, selection and dismissal, orientation and placement of employees, career development, rewards, sanctions, and remuneration of employees.
Teachers (lecturers) at FKIP Mulawarman University specified according to work unit and gender of April 2017 condition can be seen in Table 1.

Table1.Qualification of Teachers Undergraduate Program FKIP UnmulBased on the Level of Education in 2017

No.	Work Unit/Studi Program	Lecturer Total				Total
		S2	*%*	*S3*	*%*	
1	Biology Education	7	46,67	8	53,33	15
2	Chemistry Education	12	75,00	4	25,00	16
3	Physical education	6	46,15	7	53,85	13
4	Mathematics education	13	72,22	5	27,78	18
5	Geography Education	5	83,33	1	16,67	6
6	Economic Education	11	84,62	2	15,38	13
7	PPKN	5	41,67	7	58,33	12
8	History Education	5	83,33	1	16,67	6
9	BK	6	75,00	2	25,00	8
10	PGSD	14	73,68	5	26,32	19
11	PAUD	7	77,78	2	22,22	9
12	PLS	8	88,89	1	11,11	9
13	physical education	11	91,67	1	8,33	12
14	English language education	15	57,69	11	42,31	26
15	Indonesia language Education	9	75,00	3	25,00	12
	TOTAL	*135*	*69,59*	*59*	*30,41*	*194*

Table 1. shows that the number of lecturers of FKIP Mulawarman University in April 2017 was 194 people. Based on the qualification of education level, the qualification of lecturer of Prodi Penjaskes needs to get priority because lecturers are still educated S2 (91,67%) and S3 (8,33%) only one person, and most of the lecturers are still young.
Based on PD Dikti which is accessed in October 2017 Number of Permanent Lecturers of FKIP Unmul based on Study Program showed there are 5 study programs that the number of lecturers less than 6 people, that is study program: History Education (empty), PG PAUD (4 persons), PLS (empty), S2 Education Indonesian (empty), and S3 Science Education Management (5 people). While the number of students who have not been in the input (empty) there are 8 Prodi namely Pend. History, PGSD, PLS, S2 Biology Teacher, S2 English Education, S2 Chemistry Education, S2 Indonesian Education and Doctoral Education Management. It is necessary to note for the legality of the diploma of the student for the lecturer and lecturer less than six for the discharge of accreditation value such as PAUD and PLS.

an addition to the educators (permanent lecturers), FKIP UNMUL also has a contract lecturer (non-permanent lecturer / Non-PNS) amounting to 47 people.

Teaching Staff at FKIP Unmul is divided into two, namely civil servants and civil servants with contract status. The recruitment personnel of the civil servant status are held centrally by Unmul while the contracting staff is conducted by FKIP Unmul through Vice Dean II, by applying for the first job to be filled and the competence expected to occupy the job.

Data of education personnel either with civil servant status or non-civil servants in FKIP UNMUL serving students of Study Program, and educational background can be seen in Table 2:

Table 2. Number Of Educational Staff FKIP UNMUL Year 2017.

No.	Type of Education Personnel	Number of Education Personnel with Last education								Total
		S3	*S2*	*S1*	*D4*	*D3*	*D2*	*D1*	*SMA/ SMK*	
1	Librarian	0	0	1	0	1	0	0	-	2
2	Laboran / Technician / Analyst / Operator / Programmer	0	0	8	0	0	0	0	3	11
3	Administration	0	4	47	0	2	0	0	19	72
4	Security officer	0	1	1	0	0	0	0	4	6
5	Janitor	0	0	0	0	0	0	0	12	12
Total		0	5	57	0	3	0	0	38	103

3.2.5. College student

3.2.5.1. Admissions Process

The process of enrollment of new students at Mulawarman University is carried out through the system: Penjaringan Bibit Unggul Daerah (now through Invitation), National Selection of State University Entrance, and Independent Path Selection, Cooperation Program, and Special Program set by Rector UNMUL. Prospective students interested in enrolling in education at UNMUL must meet the requirements contained in Regulation Akemiki Mulawarman University Year 2016. Moreover, in the academic year, 2017/2018 Number of Students FKIP UNMUL can be seen from Table 3.

3.2.6. Academic Calendar

Academic calendars include commencement of the school year, effective lecture schedules, exam schedules, holidays, and other academic activities. Mulawarman University only uses a beginning of the academic year for each academic year, ie in the first semester beginning in September. One school year is divided into two semesters, the semester of gas which runs from September to January, and even semesters which run from February to June. In the month that includes the even and odd semester is used for effective lecture schedules, exam schedules, and other academic activities such as yudisium, graduation, and Dies Natalis. While the time outside is used for street vendors, KKN, or semester holidays and national holidays. This academic calendar is issued no later than 3 (three) months prior to the commencement of the beginning of the academic year for the purposes of the academic community.

Table 3. FKIP Student Unmul Semester Odd State Academic Year 2017/2018

No.	Study program	Student						Total
		Registration			*No Registration*			
		M	*F*	*Subtotal*	*L*	*P*	*Subtotal*	
1	Biology Education	67	311	378	20	47	67	445
2	Chemistry Education	71	283	354	9	42	51	405
3	Physical education	71	230	301	19	29	48	349
4	Mathematics education	185	477	662	77	66	143	805
5	Geography Education	83	117	200	11	15	26	226
6	Economic Education	159	365	524	37	58	95	619
7	PPKN	173	266	439	45	31	76	515
8	History Education	69	84	153	20	17	37	190
9	BK	112	383	495	31	39	70	565
10	PGSD	148	767	915	39	82	121	1.036
11	PAUD	4	380	384	7	280	287	671
	Total	*1142*	*3663*	*4805*	*315*	*706*	*1021*	*5826*

3.3. Evaluation of Policies on Process Components

3.3.1. Curriculum

To carry out the faculty's vision and mission, FKIP Unmul always takes into account the quality aspect of the graduates. The expected graduates are qualified and able to meet the needs of education stakeholders. Therefore FKIP unmul always review the feasibility of the curriculum from time to time. The curriculum development policy at FKIP is policy oriented at Mulawarman University. as stated in the Unmul Statute, hereinafter described in Unmul Strategic Plan (Renstra) and is currently being adjusted again with KKNI. Development of the curriculum is also based on the vision and mission of the dean of FKIP as stipulated in Renstra FKIP Unmul. In 2016 FKIP Unmul facilitates curriculum development throughout the study program by providing development funding, providing curriculum expert team, assisting workshop activities in designing curriculum in accordance with the development of science and technology, increasing labour market needs, benchmarking and stakeholders and through the reviewing of the KKNI-based curriculum.

3.3.2. Learning

FKIP Unmul conducts monitoring and evaluation in a systematic and continuous manner and the results are used to improve the learning process. Evaluation monitoring is carried out starting from the level of study program is the implementation of teaching and learning process conducted by lecturers. The faculty provides the form used as the evaluation process. monitoring and evaluation is done once every semester, ie at the end of odd and even semesters
The monitoring and evaluation process is carried out by a faculty quality assurance group which is an extension of the Institute for Educational Quality and Quality Assurance (LP3M) at the university level. To fulfil the function GJMF has the task: a. Establish quality assurance tools and guidance, both academic and non-academic programs. b. to coordinate the implementation of quality assurance activities within the University. c. Analyzing the achievement of quality assurance results from each element or unit of the University's organs. The quality guarantee group established the standard operating procedure (SOP) of this System can be accessed online at www.sia.unmul.ac.id

3.3.4. Assessment Standards
Assessment of education conducted to measure the ability and competence of students in receiving, understanding, and reasoning materials provided in accordance with the prescribed curriculum, and to determine changes in attitudes and skills of students, as well as to determine the success of presentation of study materials by faculty and successful implementation of the program education. Assessment of education is done by providing an assessment of the academic ability of students in a course, practicum, PPL, KKN, and Thesis.

3.4. Evaluation of Policy on Output Components
3.4.1. Graduate competence standard
The competency standards of graduates are guidelines for the assessment of students' graduation including competence for all courses or group of subjects covering attitudes, knowledge and skills, with the aim of preparing students to become members of a society of noble character, possessing knowledge, skills, independence and attitude to discover, develop and apply science, technology, and art, which is beneficial to humanity.
To achieve the competence of graduates, Mulawarman University establishes the Graduate Competency Standards as follows: (1) Students who passed in undergraduate, master and doctoral programs are only students who have fulfilled the requirements of graduation. (2) The graduation statement shall be set forth in the form of the Dean's Decree for diploma and undergraduate programs and/or Director's Decree for master's and doctoral programs. (3) The graduation criteria for diploma, undergraduate, master and doctoral programs are detailed in Table 4. (4) Determination of graduation minimum at study level is based on Grade Point Average obtained by students with minimum standard 2.00 for diploma and undergraduate program 2.75 for master's program, and 3.25 for doctoral program, and (5) A graduation degree with praise is only given if the students pass within the time limit $\leq 4 + 1$ semester for undergraduate program, $\leq 2 + 1$ semester for master program, and $\leq 3 + 1$ semester for the doctoral program, no C grade and never repeat the course exams to achieve graduation and or improvement.

Table 4. The predicate of Program Graduation

No	Grade-point average	Predicate
Vocational / Bachelor		
1	3,51 - 4,00	With compliments
2	3,01 - 3,50	Very satisfactory
3	2,76 - 3,00	Satisfactory
4	2,00 - 2,75	Enough
Profession / Specialist / Master / Doctorate		
1	3,76 - 4,00	With compliments
2	3,51 - 3,75	Very satisfactory
3	3,00 - 3,50	Satisfactory

3.4.2. Students' achievement
The achievement of FKIP graduates from Mulawarmana University in the last 3 years in detail based on Study Program is like table 5.

Table 5. Number of graduates of FKIP Unmul Based on Study Program Year 2015 – 2017

No.	Study program	The average period of study (year, month)			Average GPA of graduates		
		2015	*2016*	*2017*	*2015*	*2016*	*2017*
1	Mathematics education	5,4	5,3	5,0	3.17	3.11	3.24
2	Physical education	4,5	4,6	4,5	3.21	3.28	3.31
3	Chemistry Education	4,7	4,7	4,6	3.30	3.28	3.31
4	Biology Education	4,2	4,5	4,6	3.32	3.36	3.36
5	Economic Education	4,9	4,7	4,8	3.29	3.32	3.30
6	English language education	5,1	4,7	4,9	3.26	3.31	3.27
7	Regional and Indonesian Language and Literature Education	4,6	4,6	4,7	3.26	3.26	3.26
8	Pancasila and civic education	4,5	4,8	4,7	3.21	3.32	3.31
9	Education Jaskesrek	4,4	4,6	4,8	3.33	3.32	3.34
10	PGSD	4,6	4,4	4,1	3.44	3.45	3.43
11	PG-PAUD	4,6	4,5	4,3	3.43	3.35	3.37
12	Guidance and counseling	4,7	4,6	4,6	3.27	3.36	3.36
13	Non-formal education	4,7	5,6	5,2	3.26	3.28	3.42
	Average S1 Program in FKIP	**4.7**	**4.7**	**4.68**	**3.28**	**3.31**	**3.33**
14	S2 Education Management			2,5			3.40
15	S2 Biology Education			2,6			3.72
16	S2 Education Bahasa Indonesia			2,7			3,85
17	S2 English Education			3,2			3,49
18	S2 Chemistry Education			2,5			3,78
	The average S2 study program			**2,7**			**3,60**
19	S3 Education Management			3,9			3,65
	The average S3 program			**3,9**			**3,65**

Table 5. Shows the undergraduate study programs with an average duration of more than 5 years of study are Mathematics Education courses, and Masters study courses over 3 years are Master English Education courses.

3.5. Discussion
The national policy on quality assurance synergizes the Evaluation of Self-Evaluated Study Program (EPSBED), Higher Education Accreditation (among others by BAN PT), and Quality Assurance, and is named Quality Assurance System of Higher Education, abbreviated SPM DIKTI.

3.5.1. Evaluation in Context Components
SPM Dikti is a system of guaranteeing the quality of higher education through three sub-systems, each of which is also a system, namely: (1) Database of Higher Education (PDPT), (2) Internal Quality Assurance System (SPMI) and (3) Guarantee System External Quality (SPME).
The need of SPM DIKTI policy at FKIP Mulawarman University of Samarinda as the biggest faculty at Mulawarman University was felt once starting in 2004 since where the vision of Mulawarman University became an international standard university that was able to play a role in national development through education, research and community service based on forest environment tropical moist.

By going to international standard university inevitably Mulawarman University must apply SPM DIKTI so that every college graduate is expected to be able to compete in the world of work with other university graduates, especially universities forward nationally and internationally.

FKIP Unmul Since 2011 already has an organization that handles quality assurance system named Faculty Quality Guarantee Group (GJMF).

All the existing courses at FKIP Mulawarman University have started to run SPM DIKTI, this can be seen from some study program has conducted a workshop on quality assurance, both in the form of SPMI and SPME. In 2017 all study programs at FKIP UNMUL already have the Head of Quality Assurance Unit of Study Program (UJMP).

3.5.2. Evaluation of Input Components

Based on the results of investigations on several aspects of curriculum, financing, infrastructure, educators and education staff, students, academic calendar and minimum service standards.

The result of an interview with Vice Dean I academic explains that all curriculum in study program has been referring to KKNI-based curriculum and application of active learning SAP either through lecturers training on KKNI-based Curriculum through PNBP fund or APBN through LPTK Revitalization Grant and through Pekerti and AA training.

Financing management at Mulawarman University refers to the regulation of the Minister of Finance, specifically for financing in 2016 referring to Minister of Finance Regulation No. 33 / PMK.02 / 2016 on Standard Input Costs of the Fiscal Year 2017.

Budget expenditure at FKIP Mulawarman University based on the proposals from each Work Unit/faculty in the year prior to that stated in the Annual Working Plan (RKT) and Annual Budget Plan (RAB) then forwarded to the director general of the budget to be approved. So simple language if the work unit/faculty does not propose, then they do not get it.

Facility and infrastructure in FKIP Unmul are not sufficient, for example, lecture room, laboratory room and lecture room still felt some study program, while infrastructure has begun adequate like LCD already installed in all classrooms.

The number of lecturers of FKIP UNMUL in April 2017 was 194 people, Magisterial Education (S2) amounted to 135 people (69.59%) and Doctorate (S3) amounted to 59 people (30.41%). This is when AIPT BAN to be considered the good value of human resources in the Faculty ranging 71 - 80% S2 and 36 - 65% S3, or (15-20% Professor)

3.5.3. Evaluation of Process Components

Curriculum aspect at Mulawarman University starting in 2016 has been referring to KKNI-based curriculum and has applied Student Centered Learning (SCL) approach and application of active learning SAP. The curriculum at FKIP Mulawarman University the curriculum is pervaded thoroughly for 4 years, but every year is always reviewed based on the development of science and technology, for example, the ICT-based curriculum.

The process of teaching and learning at the University refers to the Process Standards in the SPM UNMUL which includes: planning of learning process, implementation of learning, assessment of learning outcomes and supervision of learning process.

Learning process planning standard is realized with syllabus availability, SAP is composed by lecturers or lecturers who take care of the course and endorsed by the faculty leadership. While the standard process of learning implementation is realized with the effectiveness of the learning process including the use of lecture space, an academic load of lecturers, the ratio of textbooks to students and the ratio of lecturers and students.

Lecturers have lessons to teach one semester at least 2 - 8 credits according to academic regulations, each subject number of face-to-face minimal 14 times and maximum 16 times. the maximum ratio of lecturers to the number of students at the faculty level is 1:28.

Starting academic year 2011/2012 Mulawarman University has applied KRS and KHS online, so the standard process of assessment has been referring to the Academic Regulations 2016 Book, where a week after UAS value must be entered in the portal SIA UNMUL, so the implementation of KRS submission is in accordance with Academic Calendar according to the applicable academic year.

3.5.4. Evaluation of Product Components

Evaluation in product component is done to measure the success of achievement of policy/program objectives made by FKIP UNMUL in the application of SPM DIKTI include student satisfaction, student achievement of GPA and length of student study in applying SPM DIKTI consisting of accreditation result of BAN-PT to study program at FKIP UNMUL.

Student satisfaction in education, can be seen from IPK based on graduation competency standard consists of: With praise (cumlaude), very satisfying, satisfying and enough, good vocational program, scholar, profession, master and doctor.

Based on the result of research until August 2017, it is found that the average GPA of students who graduated for Bachelor program, the average GPA = 3.37, S2 = 3.60, and S3 = 3.65 So that when viewed from the predicate of graduation either S1, S2 and S3 has a very satisfactory predicate.

Study duration for undergraduate program average 4 years 6 months (4.5 years), average S2 duration of study 2 years 7 months (2.58 years) and average S3 3 years 9 months (3.75 years).

The implementation of Quality Assurance System Policy at FKIP Mulawarman University has been running, but its implementation to the study program has not been running well, because there are still many obstacles, especially the commitment of the faculty leader and the activeness of the Head of Quality Assurance Unit of Study Program (UJMP) and the Quality Assurance Team of Faculty GJMF) Faculty.

The accreditation result of BAN PT based on Accreditation of Study Program in 2017 has issued accreditation for Chemistry Education S1 Program (accredited B), Study of Geography Education (accredited B) and Chemistry Education S2 Program (accredited C), and still waiting for accreditation result again for 6 study programs namely S2 Management Education Studies Program, Undergraduate Study Program S1, Study Program PLS S1, Prodi Pendidikan Indonesia S1, S2 Biology Teacher Training Program and Prodi PGSD S1.

FKIP Mulawarman University already has 1 National Assessor of BAN PT and 10 Internal Quality Auditor that can be used to assist in the preparation of accreditation form of the study program in FKIP UNMUL.

4. Conclusions and Recommendations

4.1. Conclusion

Based on the results of the study and discussion and considering the limitations of the policy evaluation it can be concluded as follows:

4.1.1. Evaluation of the Policy in Context Components

The background of the urgent need to implement the Higher Education Quality Assurance System (SPM-Dikti) in FKIP Mulawarman University through three sub-systems, each of which is also a system, namely: (a) National Higher Education Database (PDPT); (formerly EPSBED); (b) Internal Quality Assurance System (SPMI), and (c) External Quality Assurance System (SPME), has been running well.

Prime Service Standards are the technical specifications on the service benchmarks provided by FKIP UNMUL to the community have not been fully audited and evaluated.

The work program of Faculty Quality Assurance Group (GJMF) in preparing SPM-Dikti implementation in the faculty can support to socialize the culture of quality to the academic savitas
, so academic savitas have a commitmentto improving the quality of FKIP UNMUL

Vision, Mission and Objectives FKIP UNMUL has been understood and then describes it in making the basic framework and curriculum structure to improve the competence of graduates in the world of work after the students plunge in spaciousness.

The Strategic Plan of FKIP UNMUL in 2016-2020 is prepared by trying to optimize all the potential possessed by the faculty. All aspects of the faculty's activities are analyzed and included in the preparation of the next 4-year strategicplan and need to be supported by the commitment of the executors.

4.1.2. Evaluation of Policy in Input Components

FKIP Unmul curriculum refers to the regulation on the curriculum at the university level. FKIP Unmul always takes into account the quality aspects of its graduates, constantly reviewing the feasibility of the curriculum over time. Curriculum development policy at policy-oriented FKIP at Mulawarman University which refers to Decree of Minister of National Education Republic of Indonesia Number 091 / O / 2004 about Statute Unmul, hereinafter described in FKIP Unmul Strategic Plan and currently being adjusted again with KKNI which is regulated by Rector Regulation No.05 Year 2015 on the Implementation of Education Mulawarman University. In 2016 FKIP Unmul

facilitates curriculum development throughout the study program by providing development funding, providing curriculum experts, assisting workshop activities in designing curriculum in accordance with the development of science and technology, increasing labour market needs, benchmarking and stakeholders and through the reviewing of the KKNI-based curriculum.

4.1.3. Evaluation of Policies in Process Components

Policy related to curriculum development of study program is also reflected in Renstra FKIP Unmul Year 2016-2020 which proclaimed the implementation of Workshop of KKNI Based Curriculum Development started in 2016. The learning planning process standard is realized with the syllabus available for each course, and the Teaching Events Unit (SAP) that can be accessed by every student. Implementation of the assessment in FKIP UNMUL refers to the national standard of SNPT.

4.1.4. Evaluation of Policy in Component Output

To see the satisfaction of students in education, based on graduation competency standard which is seen from IPK predicate of graduation of the study program, specified in SPM UNMUL, that is with cum laude, very satisfy, satisfy and enough, good vocation program, bachelor degree, master and doctor.

Average GPA of students who graduated until August 2017 for Bachelor program, average GPA = 3.37, S2 = 3.60, and S3 = 3.65 So that when viewed from the predicate of graduation both S1, S2 and S3 has a very satisfactory predicate.

For the duration of study of S1 program average 4 years 6 months (4.5 years), S2 average 2 years 7 months (2.58 years) and S3 average 3 years 9 months (3.75 years).

Until the end of 2017, every study program at FKIP Unmul already has an organization that handles the quality assurance system at the level of study program which is named the Quality Assurance Unit of Study Program (UJMP).

The accreditation result of BAN PT based on Accreditation of Study Program in 2017 has issued accreditation for Chemistry Education S1 Program (accredited B), Study of Geography Education (accredited B) and Chemistry Education S2 Program (accredited C), and still waiting for accreditation result again for 6 study programs namely S2 Management Education Studies Program, Undergraduate Study Program S1, Study Program PLS S1, Prodi Pendidikan Indonesia S1, S2 Biology Teacher Training Program and Prodi PGSD S1.

FKIP Mulawarman University already has 1 National Assessor of BAN PT and 10 Internal Quality Auditor that can be used to assist in preparing accreditation program of the study program in FKIP UNMU

4.2. Recommendation

The existence of FKIP Mulawarman University in East Kalimantan province to become a faculty that gained International recognition, need to apply for the implementation of SPM-Dikti run well, and the implementation of SPMI can achieve its objectives it should be recommended as follows: (1) FKIP Unmul should conduct a quality audit (3) increase the budget for the improvement of faculty quality by empowering the Faculty Quality Assurance Unit (GJMF) and the Quality Assurance Unit of the Study Program (UJMP) to conduct a comparative study on the number of students and the number of lecturers. continuous monitoring.

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