

QUALITY ASSURANCE MODEL FOR NON-FORMAL INSTITUTIONS AT COMMUNITY LEARNING CENTER AL-MADINAH, KEDIRI CITY

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ABSTRACT

This article examines the quality assurance model implemented by Community Learning Center (CLC) Al-Madinah in Kediri City. This research uses a qualitative approach with a case study method. Research data was collected through observation, interviews and documentation techniques. Research data was analyzed using an interactive analysis model. The research results show that CLC Al-Madinah implements an internal quality assurance model that is participatory, collaborative and sustainable. This internal quality assurance model includes four stages, namely planning, implementation, assessment and improvement. This internal quality assurance model has several advantages and disadvantages that need to be considered and improved by CLC Al-Madinah and other non-formal institutions. This research provides several recommendations for CLC Al-Madinah and other non-formal institutions in improving the quality of educational services. This study also has several limitations that need to be addressed by future research.

Keywords: Quality Assurance, CLC, Nonformal Education.

INTRODUCTION

Quality assurance is an effort made by educational institutions to ensure that the quality of education provided is in accordance with the standards set by the government or accreditation institutions. Quality assurance can be done internally and externally (Warner et al., 2022). Internal quality assurance is the process of assessing and improving quality carried out by the educational institution itself, while external quality assurance is the process of assessing and recognizing quality carried out by external parties, such as accreditation institutions or professional associations (Aburizaizah, 2022).

Quality assurance in non-formal institutions has several special characteristics, including, (1) More oriented towards the needs and satisfaction of students and society rather than national or international standards, (2) More flexible and adaptive to environmental changes and the challenges of the times, (3) More prioritizing interactive, participatory and collaborative learning processes rather than measurable and standardized learning outcomes. (4) More emphasis on developing competencies and skills that are relevant to real life rather than theoretical and academic knowledge. (5) Rely more on local resources and community potential than on external resources and government assistance.

Quality assurance models for non-formal institutions that have been developed and implemented in various places include the Self-evaluation and Improvement Planning Model, the Quality Assurance Framework Model, and the Quality Management System Model. An explanation of the quality assurance models of non-formal institutions can be seen as follows. Self-Evaluation and Improvement Planning (SEIP) Model. This model requires non-formal institutions to carry out regular self-evaluations and develop improvement plans based on the evaluation results (Wooldridge et al., 2017). This model also involves related parties, such as students, teachers, managers, work partners and the community in the evaluation and improvement process. This model has been implemented in England, Scotland and Wales. Quality Assurance Framework (QAF) model. This model regulates quality standards that must be met by non-formal institutions in the aspects of input, process, output, outcome and impact (Rayel & MAEd, 2023). This model also provides quality assessment and verification instruments that can be used by non-formal institutions themselves or by external parties (Zou et al., 2023). This model has been implemented in Ireland, New Zealand and Australia. Quality Management System (QMS) model. This model adopts quality management principles used by the industrial and business sectors, such as ISO 9001. This model emphasizes systematic and continuous quality control and improvement (Rehmani et al., 2023). This model also integrates internal and external quality assurance in one system (Singh et al., 2022). This model has been implemented in Germany, the Netherlands and Singapore.

Non-formal institutions are educational institutions that organize educational programs outside formal education channels. Non-formal institutions have an important role in improving access, quality and relevance of education for society. One of the non-formal institutions operating in the education sector is the Community Learning Center (CLC). CLC is an institution that organizes equality, literacy and life skills education programs for the community. One of the CLCs in Kediri City is CLC Al-Madinah. CLC Al-Madinah was founded in 2013 and has a vision to become a quality, professional and competitive educational institution. To realize this vision, CLC Al-Madinah needs to carry out continuous quality assurance. Quality assurance is a systematic process to ensure that educational institutions meet quality standards set by the government or accreditation agencies. Quality assurance in non-formal institutions includes aspects of input, process, output, outcome and impact.

This research aims to examine the quality assurance model implemented by CLC Al-Madinah in Kediri City. This research also intends to identify supporting and inhibiting factors in implementing quality assurance at CLC Al-Madinah. It is hoped that the results of this research can provide input and recommendations for CLC Al-Madinah and other non-formal institutions in improving the quality of educational services.

METHOD

This research uses a qualitative approach with a case study method. A case study is an in-depth and detailed research method about a particular phenomenon, event or case in a real context (Rijali, 2019). The case study was chosen because this research aims to understand the quality assurance model implemented by CLC Al-Madinah in a holistic and comprehensive manner. Research data was collected through observation, interviews and documentation techniques (Riasnugrahani & Analya, 2023). Observations were carried out to

see directly the quality assurance process that look place at CLC Al-Madinah, such as learning activities, assessment, evaluation and improvement. Interviews were conducted to obtain information and perceptions from informants involved in quality assurance, such as managers, teachers, students and CLC Al-Madinah work partners. Documentation is carried out to collect documents related to quality assurance, such as curriculum, syllabus, modules, assessment instruments, evaluation reports and accreditation certificates.

Research data was analyzed using an interactive analysis model developed by Miles and Huberman (Sevilla-Liu, 2023). The interactive analysis model consists of three stages, namely data reduction, data presentation, and drawing conclusions. Data reduction is the process of simplifying, organizing and selecting data that is relevant to research objectives (Ritter et al., 2023). Data presentation is the process of grouping, sorting and visualizing data in the form of tables, diagrams or graphs. Drawing conclusions is the process of interpreting, explaining and verifying data to answer research questions.

RESULTS AND DISCUSSION

Based on the results of data analysis, it was found that CLC Al-Madinah implemented an internal quality assurance model that was participatory, collaborative and sustainable. This internal quality assurance model includes four stages, namely planning, implementation, assessment and improvement.

Planning

The planning stage is the stage of preparing strategic plans, operational plans and annual work plans for CLC Al-Madinah. This stage involves all elements of CLC Al-Madinah, such as managers, teachers, students and work partners. This stage also refers to national non-formal education standards and community needs (Cavinato et al., 2023). This stage aims to determine the vision, mission, goals, objectives, strategies, programs and activities of CLC Al-Madinah.

To prepare strategic plans, operational plans and annual work plans, CLC Al-Madinah uses steps, methods and techniques consisting of three stages. The first is to carry out an analysis of the internal and external situation of CLC Al-Madinah. Internal situation analysis includes analysis of CLC Al-Madinah's strengths, weaknesses, opportunities and threats (SWOT). External situation analysis includes analysis of strategic issues, challenges and opportunities faced by CLC Al-Madinah in the context of national and global non-formal education. Using brainstorming, discussion, and survey methods to collect data and information needed for situation analysis.

The second is to prepare the vision, mission, goals, targets, strategies, programs and activities of CLC Al-Madinah. The methods used are intervention logic, problem trees, goal trees, and logical matrices to formulate and align the vision, mission, goals, targets, strategies, programs, and activities of CLC Al-Madinah. Apart from that, it uses the SMART technique (Specific, Measurable, Achievable, Relevant, and Time-bound) to set performance indicators and targets for CLC Al-Madinah. Next, the third is preparing a strategic plan, operational plan and annual work plan for CLC Al-Madinah. The methods used are cost-effectiveness analysis, cost-benefit analysis, and risk analysis to determine priorities, resource allocation, and risk mitigation for CLC Al-Madinah. Apart from that, the balanced scorecard method, logical framework approach, and theory of change are used to prepare strategic plans,

operational plans, and annual work plans for CLC Al-Madinah. At this stage, use the format and template provided by the government or accreditation agency to present these plans.

Implementation

This stage is the implementing Al-Madinah CLC programs and activities in accordance with the plans that have been prepared. This stage includes the learning process, guidance and assessment of students (Morales et al., 2023). The following is a further description of the implementation stages; (1) The learning process is a process of interaction between teachers and students in developing the competencies and skills needed by students (Cavallo et al., 2023). The learning process at CLC Al-Madinah uses varied learning methods, such as lectures, discussions, questions and answers, demonstrations, simulations, practicums and projects. The learning process also uses interesting learning media, such as books, modules, videos, audio and the internet. The learning process at CLC Al-Madinah is carried out face-to-face, online, or a combination of both, according to the students' abilities and availability. (2) Guidance is the process of providing assistance and support to students in overcoming problems and difficulties faced in the learning process. Guidance at CLC Al-Madinah is provided by competent and experienced teachers, counselors or tutors. Guidance at CLC Al-Madinah includes academic guidance, career guidance, personal guidance and social guidance. Guidance at CLC Al-Madinah is carried out individually, in groups or in classes, according to the needs and requests of students. (3) Assessment is the process of measuring and determining the level of achievement of competencies and skills possessed by students. Assessments at CLC Al-Madinah are carried out by authorized teachers, assessors or certification bodies. Assessment at CLC Al-Madinah includes formative assessment, summative assessment and certification assessment. Assessment at CLC Al-Madinah uses various assessment instruments, such as written tests, oral tests, practical tests, portfolios, observations and case studies. Assessments at CLC Al-Madinah are carried out on an ongoing, periodic or final basis, in accordance with the applicable curriculum and standards.

Assessment

The assessment stage is the stage of collecting and analyzing data about the performance and results of CLC Al-Madinah. This stage uses various assessment instruments, such as tests, portfolios, observations, questionnaires, interviews and case studies (Betchoo, 2023). This stage involves all interested parties, such as managers, teachers, students, parents, work partners and the community. This stage aims to measure target achievement, evaluate processes, and identify the strengths and weaknesses of CLC Al-Madinah.

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from that, it uses the SMART technique (Specific, Measurable, Achievable, Relevant, and Time-bound) to set performance indicators and targets for CLC Al-Madinah. Next, the third is preparing a strategic plan, operational plan and annual work plan for CLC Al-Madinah. The methods used are cost-effectiveness analysis, cost-benefit analysis, and risk analysis to determine priorities, resource allocation, and risk mitigation for CLC Al-Madinah. Apart from that, the balanced scorecard method, logical framework approach, and theory of change are used to prepare strategic plans, operational plans, and annual work plans for CLC Al-Madinah. At this stage, use the format and template provided by the government or accreditation agency to present these plans.

To collect data for assessing institutional performance, CLC Al-Madinah uses various assessment instruments, such as tests, portfolios, observations, questionnaires, interviews and case studies. CLC Al-Madinah involves all interested parties, such as managers, teachers, students, parents, work partners and the community in the data collection process. The following are the methods used by CLC Al-Madinah to collect data by involving these parties: (1) CLC Al-Madinah conducts written tests, oral tests and practical tests on students to measure the level of achievement of the competencies and skills required by students. These tests are prepared by competent and authorized teachers and assessors. These tests are carried out on an ongoing, periodic or final basis, in accordance with the applicable curriculum and standards; (2) CLC Al-Madinah collects portfolios from students to show evidence of learning outcomes and works created by students. This portfolio contains documents, photos, videos, or products related to the competencies and skills possessed by students. This portfolio is assessed by competent and authorized teachers and assessors; (3) CLC Al-Madinah carries out observations of students to observe students' behavior, attitudes and participation in the learning process. This observation is carried out by competent and experienced teachers, counselors or tutors. This observation is carried out individually, in groups or in class, according to the needs and requests of students; (4) CLC Al-Madinah distributed questionnaires to students, parents, work partners and the community to obtain feedback and suggestions regarding the quality of educational services provided by CLC Al-Madinah. This questionnaire contains questions related to aspects of input, process, output, outcome and impact of CLC Al-Madinah. This questionnaire was prepared by the Al-Madinah CLC management, teachers or quality assurance team; (5) CLC Al-Madinah conducted interviews with students, parents, work partners and the community to obtain information and perceptions about their satisfaction, needs and hopes for CLC Al-Madinah. This interview was conducted by the manager, teacher, or quality assurance team of CLC Al-Madinah. This interview is conducted individually or in groups, according to the objectives and topics you want to ask about; (6) CLC Al-Madinah conducted case studies with students, parents, work partners and the community to get an in-depth and detailed picture of the impact and benefits felt by them as a result of participating in CLC Al-Madinah programs and activities. This case study was carried out by the Al-Madinah CLC management, teachers, or quality assurance team. This case study was carried out using qualitative methods, such as observation, interviews and documentation.

Improvement

The improvement stage is the stage of preparing and implementing a follow-up plan based on the assessment results. This stage requires CLC Al-Madinah to make continuous improvements in the input, process, output, outcome and impact aspects. This stage also requires CLC Al-Madinah to carry out monitoring and evaluation of the implementation of

the follow-up plan. This stage aims to improve the quality of educational services and correct existing deficiencies.

The Al-Madinah CLC internal quality assurance model has several supporting and inhibiting factors. Supporting factors include: (1) Commitment and awareness from all elements of CLC Al-Madinah to carry out quality assurance independently and responsibly. (2) Availability and openness of data and information related to quality assurance, both from internal and external sources. (3) There is a coordination, communication and consultation mechanism between managers, teachers, students and work partners in the quality assurance process. (4) There is support and facilitation from the government, accreditation institutions and professional associations in the form of technical assistance, resources and recognition.

Inhibiting factors include: (1) Lack of adequate human, financial and infrastructure resources to carry out quality assurance optimally. (2) Lack of standards, guidelines and quality assurance instruments that suit the characteristics and needs of non-formal institutions. (3) Lack of capacity and competence of managers, teachers and students in carrying out quality assurance, especially in terms of data collection, analysis and reporting. (4) Lack of motivation and incentives from external parties, such as the government, accreditation institutions and professional associations, to appreciate and recognize the quality of non-formal institutions..

CONCLUSION

This research examines the quality assurance model implemented by CLC Al-Madinah in Kediri City. This research found that CLC Al-Madinah implements an internal quality assurance model that is participatory, collaborative and sustainable. This internal quality assurance model includes four stages, namely planning, implementation, assessment and improvement. This internal quality assurance model has several advantages and disadvantages that need to be considered and improved by CLC Al-Madinah and other non-formal institutions

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