Quality Assurance Management Model for Improving Online Learning in Accounting Major

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ABSTRACT

Good online learning requires management with quality standards that are easily accessible to students, staffs and lecturers. An online learning without clear standards will have no guarantee over the quality of learning, and this causes students to lose out. In order to develop the Quality Assurance Management Model in Accounting Major, an internal and external analysis was carried out to determine the existing learning condition. Research & Development (R&D) method was used to create the Quality Assurance Management Model was based on field findings from the analysis. The internal and external analysis shows that accounting Major lack facilities that supports the growth of lecturers' IT skills, has a B accreditation score, has graduates' which cannot compete with those from better universities, and also a declining quality of online learning due to the student's not using E Campus optimally. The outcome of this condition is poor academic performance. It is necessary to improve learning environment to avoid student loss. From here, a guideline which serves as an online learning code of conduct was made to ensure a better learning experience. In order to further enhance this guidebook,, it is recommended to do periodic evaluations and update the system.

Keywords
Online Learning, Quality Assurance, Accounting Major

1. Introduction

Good online learning requires a quality assurance, because the quality of education affects the learning results of students (Prasetya & Harjanto, 2020). An online learning without clear quality standards will have an impact on the quality of learning that is not guaranteed and the credibility of the university decreases. If universities as education providers do not make efforts to guarantee the quality of online learning, their existence will become more and more faint (Inggit Putri I. Paputungan, Ansar, 2021).

The rapid development of online learning over the past decade has been pushed to the forefront of high priority development by the sudden breakout of Covid-19 (Jordan et al., 2020; Kanekar et al., 2020; Lipsitch et al., 2020). Online learning has been chosen as the perfect solution to continue education while staying at home (Arifiati et al., 2020; Goranova, 2020; Isaias et al., 2020; Lee et al., 2020; Setiawan & Munajah, 2020). This has caused quite the learning cultural shock amongst educators and students alike. Other than being unprepared on the technical side of things such as not owning the device to enable internet access or owning the tool but getting bad reception, the skills to make use and operate the online learning system remains a hurdle(Arifiati et al., 2020; Setiawan & Munajah, 2020; Wright, 2014; wu et al., 2016). Traditional quality assurance measures for offline learning conditions made things worse because they offer little guidance in implementing good online learning. While we could technically continue the learning process by moving schools online, almost everyone is struggling to adapt to the fast-paced changes in our learning environment and this has put the quality of education at risk – one that could be solved by developing Quality Assurance Management Model for Improving Online Learning.

Based on the evaluation of the management review of the Accounting Study Program, this university has implemented a learning system called an online campus. Students have used online campus facilities to get material from lecturers regarding learning at certain meetings but there is no definite learning time with this online learning. In addition, it can be seen that students have access to a variety of internet with 50% of students having good access, 20% having poor access and the remaining 30% getting fluctuating internet access.

Even though students are familiar with the online campus as a learning tool, they are ultimately passive in utilizing the facility. The material taught is responded to based on different levels of understanding, some students may be able to grasp the material faster just by reading, but many take longer to really understand. The lecturer only prepares the learning material and does not know whether all the students use the online campus to get the material that has been given or not, so there is no control from the instructor for the implementation of this online learning

Online learning in the Accounting study program of the Faculty of Economics, Bina Insani University requires a process of determining and fulfilling online learning quality standards independently, consistently and sustainably so that stakeholders get satisfaction, and to ensure that the quality of online learning is in accordance with the competencies set or promised so that quality can be achieved. consistently maintained and continuously improved.

1.1. Objectives

Based on the background of the problem above, the objectives of this study are: (1) To find out how the existing online learning condition in the Accounting Major, (2) To develop a quality assurance system in online learning for the Accounting Major.

2. Literature Review

2.1 Online Learning

Online learning open to many and encourages independent and complete learning by utilizing technology and the internet in its implementation, so that the lecturers and students can easily give and receive material anywhere and anytime without limitations of space and time (Kemendikbud, 2013: 2), Hillman et al. (2021). According to Pangondian (2019: 58), the quality of online learning is influenced by several factors, including the technology used, the quality of lecturers (Wiyono, 2009: 51) and the motivation of students (Yulita, 2017: 164). González & Gesú (2020) adds that the learning process must be supported by access to technology in the form of a laptop or computer and connected to the internet so that learning can run well.

Chitra & Raj (2018: 12) mentioned that online learning learning methods bring benefits to students. The first benefit is that students can access an unlimited number of content and repeat it, especially when preparing for exams. Furthermore, online learning is more cost effective when compared to traditional forms of learning. The reason for this price drop is because learning through this mode happens quickly and easily. Much training time is reduced in relation to coaches, travel, course materials and accommodation. Another benefit is that online learning is a learning method that does not use paper at all, online learning is very protective of the environment.

Nilson & Goodson (2021) Found in their study that Online learning is growing too fast so that users don't have enough time to keep up with these developments. This raises the obstacles faced by the faculty as the organizers of teaching and learning activities and students as users of educational services. The problems faced by the faculty are not only related to online learning infrastructure, but also include the pedagogical aspects of online learning. As for the obstacles experienced by students, adds (Isaias et al., 2020) is digital competence, namely the ability of students to use digital devices such as a personal computer (PC), a laptop, a smartphone etc.

Budhianto (2020: 16) mentions that the success of the implementation of online learning is influenced by many factors. But these factors can be grouped into three major groups: the first group is factors related to the system used including its supporting infrastructure, the second group is factors related to the content and information provided in learning, and the third group is the factors -Factors related to the self-readiness of system users including management and staff who support the running of the system. Third, for the success of online learning, every institution that wants to implement it needs to consider the balance of preparation of the three major groups of factors that influence the success of online learning.

2.2 Online Learning Quality Assurance

Quality assurance is important in the educational environment to produce a quality educational environment (Shrivastava, 2015: 12-14). Quality assurance can be realized by policies regarding quality assurance within PT. Leadership commitment in making quality-related policies determines the quality of education (Ariyantho et al., 2021). The implementation of the quality policy is monitoring (monitoring) the quality of the learning held. The online learning monitoring team can help leaders to supervise online learning in a managerial way (Utomo et al., 2020). Accorting to study by Kaseke (2020: 155) quality management includes several efforts including 1) Controlling the processes that take place in educational institutions, both curricular and administrative. Involves the diagnosis process and the action process to follow up on the diagnosis. 2) Improving quality must be continuous and continuous. 3) Giving satisfaction to students, parents and society.

The Government of Indonesia has taken measures in order to implement quality assurance in education since 2003 through the Academic Directorate (Kementrian Pendidikan Republik Indonesia, 2003). With the stipulation of the National Education Standards in 2005, quality assurance activities is compulsory for every university (Presiden Republik Indonesia, 2005). In 2013 the government established national standards in the implementation of distance education which includes online learning (Kemendikbud, 2013). The Quality Assurance System for universities consists of (*Panduan Penjaminan Mutu Proses Pembelajaran Daring*, 2016): (1) *Sistem Penjaminan Mutu Internal* (SPMI) or Internal Quality Assurance System developed by each university, and (2) *Sistem Penjaminan Mutu Eksternal* (SPME) or External Quality Assurance System where universities go through accreditation by the Higher Education National Accreditation Board/ *Badan Akreditasi Nasional- Perguruan Tinggi* (BAN-PT).

According to Abdous (2009: 283–284), Etedali & Feiznia (2011), online learning quality assurance in higher education has a goal that is not only to guarantee quality, but also to improve quality so that quality assurance becomes a dynamic and continuous process. This change is driven by internal factors of universities such as pursuing the best accreditation, accountability in the eyes of the public, limited resources, developments in online learning technology, increasing the number of students and also external factors such as competition with other universities, investor demand, transnational education and the workplace demands. The process of quality assurance is also an evaluation of what has not been achieved and what must be maintained. Educational institutions need to work together with all stakeholders to be able to provide the best results (Fadhli, 2020).

3. Method

This research is qualitative research, where data related to the internal and external analysis of the accounting Major were obtained through questionnaires to students, interviews with lecturers and the administration department and related documents from the accounting Major. The development of quality assurance for online learning is carried out by Research and Development using field findings from internal and external analysis of the accounting Major. The internal and external analysis process goes through several stages including, Internal Factor Evaluation (IFE) Matrix, External Factor Evaluation (EFE) Matrix, SWOT Matrix and Space Matrix. Then from the results of the analysis carried out Research & Development (R&D) to create the Quality Assurance Management Model. According to Bennett (2007), the R & D process includes identifying learning objectives, analyzing the learning process, analyzing the student's characteristics, writing goals specifically for developing assessment instruments, making learning

strategies, formulating the teaching materials and developing formative evaluations, design revisions, designing summative evaluations.

4. Data Collection

Primary data such as the online learning system, use of ICT in learning, and Changes and improvements to the curriculum in response to market demands was collected by having lecturers and students fill out an online questionnaire. 15 lecturers and 135 students were chosen by using the random sampling method. Secondary data such as the student and lecturers' population, campus facilities, the number of research published, and the education level of the lecturers were gathered through literature review of campus documents.

5. Result and Discussion

5.1. Numerical Results

Table 1. Internal Factor Evaluation Matrix

Internal Factor Evaluation Matrix	Weight	Rating	Score
Strengths			
Have a clear and forward-looking vision, mission, goals and objectives	0,06	2	0,12
Has planned for online learning	0,08	3	0,24
Having lecturers in productive age	0,03	2	0,06
Some Lecturers already have professional certification	0,04	2	0,08
The ratio of the number of lecturers to students is adequate	0,07	3	0,21
All lecture rooms are equipped with LCD facilities, internet network and AC	0,02	1	0,02
Adequate information technology support for university management and the implementation of higher education tridharma activities	0,04	4	0,16
Have a network of cooperation with other universities, business and industries	0,03	3	0,09
Have an E Campus, which is already used for blended learning	0,09	4	0,36
Most of the lecturers have a minimum educational qualification of S2	0,02	2	0,04
Total			**1,38**
Weakness			
The major was still accredited B	0,1	4	0,4
There is no cooperation with foreign countries	0,03	2	0,06
The number of articles indexed by Scopus is still small	0,04	2	0,08
Not many lecturers have doctoral education level	0,04	2	0,08
Lecturer research results published in accredited national and international journals are still low	0,04	2	0,08
Changes and improvements to the curriculum in response to market demands are still weak	0,07	4	0,28
Mastery and use of ICT in learning and foreign language skills are still low, especially for the teaching staff.	0,08	3	0,24
The ability of lecturers to write standardized scientific articles, both in Indonesian and in international languages is still inadequate.	0,07	2	0,14
The ratio between research numbers and the number of lecturers is still low.	0,02	1	0,02
Weak research management and community service.	0,03	1	0,03
Total			**1,41**

Table 1 shows that the Major has several internal strengths, one of which was the E Campus, used for blended learning. E campus is an internal strength with the highest IFE value (0.36 points). The plan to conduct online learning, the adequate ratio of the number of lecturers to students, and adequate information technology are other internal strengths of the Major that has a high score (0.24 points, 0.21 points, and 0.16 points respectively). The results of the Internal Factor Evaluation analysis also show that the Accounting Major has some internal weaknesses with the high scores, namely; The Accounting Major was still accredited B (0.4 points), the accounting major was still weak in curriculum

changes and improvements in responding to market demands (0.28 points) and the low mastery and use of ICT in learning and foreign language skills, especially for the teaching staff (0.24 points).

Table 2 is the result of External Factor Evaluation analysis which shows that the internal opportunities of the Accounting Major with the highest scores were participation in solving global issues (0.18 points), opportunities to improve the lecturers' IT skills (0.18 points), and scholarships for lecturers (0.16 points). Meanwhile, external threats which needs to be anticipated by the Accounting Major were unstandardized facilities and infrastructure (0.28 points), technological developments that cause facilities and infrastructure to become obsolete (0.24 points), and the fact that graduates cannot compete with other graduates from better universities (0.24 points).

Table 2. External Factor Evaluation (EFE) Matrix

External Factor Evaluation	Weight	Ratings	Score
Opportunity			
There is an opportunity to develop human resources, especially in the field of information technology	0,09	2	0,18
Availability of further study scholarships for lecturers and education staff from both the government and the private sector	0,04	4	0,16
The development of the business world and industry that is promising and opens opportunities for students and alumni to develop an entrepreneurial spirit	0,03	3	0,09
Opportunities are open to build collaborative networks with alumni, academics, graduate users and the community	0,04	3	0,12
Open opportunities for university graduates to be accepted in companies	0,07	2	0,14
There is an opportunity to open a new major according to the needs of the community	0,04	2	0,08
Becoming a university that supports the growth of the creative economy	0,04	3	0,12
Various collaborations, especially in the field of education with national and international institutions/agencies, are very open	0,05	3	0,15
The superior programs offered by the government through the Higher Education in an effort to respond to academic globalization are quite open.	0,04	4	0,2
Several global issues require universities to be able to participate and play an active role in solving these issues, and other issues related to the economy, urbanization, and technological progress, through research and student research activities.	0,06	3	0,18
Total			**1,42**
Threat			
Competition with other universities that have similar majors	0,02	2	0,04
Weak competitiveness of graduates when compared to graduates from other universities that have better quality	0,06	4	0,24
The demand for the availability of a reliable management system, international standard educational facilities, and the readiness of human resources for the development of information and communication technology as well as global competition	0,04	3	0,12
The growth and increase in the number of domestic and foreign universities has led to a high level of competition in terms of student recruitment, quality of academic services, improvement of the quality of the educational process, and improvement of the quality of graduates.	0,04	3	0,12
Globalization has caused the opening of domestic job opportunities for foreign workers so that competition is increasing.	0,02	2	0,04
Science is developing rapidly in line with the development of information technology in Indonesia.	0,04	2	0,08

External Factor Evaluation	Weight	Ratings	Score
Increased productivity and quality of research and PkM of other universities.	0,03	4	0,12
Technological developments are causing the facilities and infrastructure owned to quickly become obsolete.	0,08	3	0,24
Facilities and infrastructure that must meet standards, both national and international standards.	0,07	4	0,28
The Covid-19 pandemic requires all universities to conduct online learning.	0,07	3	0,21
Total			**1,49**

The SWOT matrix analysis determines the steps or policies taken based on the results of the analysis of the internal and external conditions of the Major by taking 3 conditions with the highest value from each variable. Some of the conditions faced by the accounting Major are facilities that do not support the improvement of lecturers' IT skills, no SOP for online learning, a B accreditation score, graduates which cannot compete with others from better universities, and the declining quality of the online learning due to the students not using E Campus optimally. Table 3 shows the opportunity and strength of the accounting major, namely: encouraging lecturers to continue their studies and optimizing E Campus for online learning with SOPs to improve graduate competencies. In addition, on the opportunity and weakness side, there were; improving the IT competence of lecturers, increasing lecturers' insight into scientific works by actively participating in international discussions or seminars, and making an online learning quality assurance.

Table 3. SWOT Matrix

	STRENGTH 1. E Campus 2. Lecturer-student ratio 3. Has planned for online learning	**WEAKNESS** 1. The major was still accredited B 2. Lack of IT mastery 3. Low Published journal
OPPURTUNITY 1. A chance to Improve IT mastery 2. Lecturers scholarship 3. Participating in solving global issues	**SO** 1. Encourage lecturers to take higher education 2. Optimize E Campus with guideline for lecturers 3. Create a student handbook	**WO** 1. Improve lecturers IT mastery 2. Participate in international projects or discussions 3. Developing quality assurance for online learning
THREAT 1. Cannot compete with better universities 2. Infrastructure quickly obsolete 3. Online Learning	**ST** 1. Infrastructure cannot keep up 2. There are no guidelines to implement online learning	**WT** 1. The number of students are lacking 2. Graduates cannot compete 3. The quality of online learning drops

Table 4. Space Matrix

	Internal Strategic Position	**External Strategic Position**
Axis Y	Competitive (CA)	Industry (IS)

	-6 -4 -2 -3	Lecturers IT mastery E Campus The amount of lecturers Infrastructure	+3 +4 +2 +1	Improve IT mastery Increase student's competence Participate in International seminars B Accreditation
	Average -3,75		Average +2.5	
	Total axis X score: -1.25			
Axis Y	Financial (FS)		Environmental (ES)	
	+3 +1 +1 +1	Government aid Infrastructure obsolete Lower income from students More spending in preparation for online learning	-6 -4 -2 -4	IoT Online Learning Kampus Merdeka Growth of other campus
	Average + 1.5		Average -4	
	Total axis Y score: -2.5			

Table 4 is the Space matrix's assessment of the results of the SWOT analysis. This space matrix determines the major graphic position (Y-axis and X-axis). Total axis Y score is -2.5 and total axis X score is -1.25. Based on these results, it can be seen that the major graphic position is defensive. Defensive Strategy is a strategy to reduce the possibility of switching students to other universities by improving learning services and protecting market share (prospective students) from competitors.

5.2. Graphical Results

The Accounting Major is recommended to increase human resources in the form of lecturers who can use technology to support learning to face the challenges brought by online learning. The next step is to manage online learning quality assurance in order to maintain or even improve the quality of its graduates. In addition, it is necessary to increase the competence of lecturers in creating scientific works that are published in indexed portals both domestically and abroad. Thus, campus accreditation increases and automatically becomes an attraction for students who want to register.

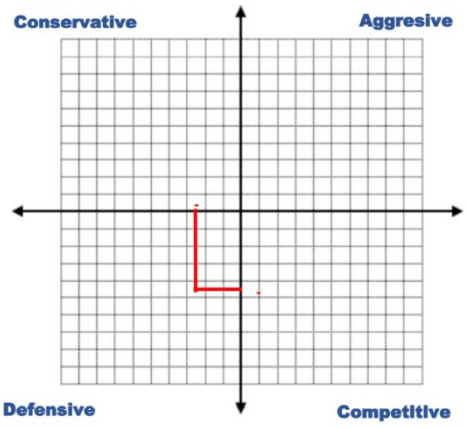

Figure 1. Graphic position of Space matrix

The results of a recent study shows that there is a strong trend due to the implementation of a quality assurance system in higher education in Europe towards strengthening the quality of education. "Quality audit" or "institutional audit" are the most widely used systems and policies as quality assurance instruments. This study also finds that reflection on quality improvement that results from within the institution and is the most important thing to achieve when compared to the encouragement of external institutions (Corengia et al., 2014).

5.3. Proposed Improvements

There are nine aspects which makes a good online learning quality assurance (Asian Association of Open Universities, 2020; Quality Matters, 2020), namely: (1) policy and planning (2) Course Overview and Introduction (3) Learning Objectives (Competencies) (4) Assessment and Measurement (5) Instructional Materials (6) Learning Activities and Learner Interaction (7) Course Technology (8) Learner and Instructor Support (9) Accessibility and Usability
In implementing quality assurance, a set of concrete actions such as quality documentation, quality assessment and quality review must be defined and decisions are needed on how to achieve them. The application of the quality assessment method always requires some basic information including a documentation system of the learning process and results. Furthermore, a standard both internal and external is needed as a reference for conducting the assessment. These references can be provided in the form of guidebooks or policies (Committee for the Coordination of Statistical Activities, 2009).

In his study, Setijowati et al (2020: 58) found that the development of online teaching guidebooks for lecturers that include teaching competencies can help improve the quality of online learning. In addition, the development of SOPs is also a quality assurance effort. Educational institutions are advised to make SOPs on services and learning processes, increase the involvement of all components in service evaluation and implement the results of these evaluations in the work plan for the following year (Widodo et al., 2018). Yuliantoro (2015: 46) added that the ease of use and service of teaching staff has a positive influence on the total satisfaction of online learning users.

This quality assurance can be made in the form of a guidebook. This guidebook serves as a code of conduct for both students and lecturers in the online learning environment. All aspects and benchmarks can be adapted according to dynamically changing conditions. With this guidebook, hopefully the performance and quality of learning will increase as stated by Tri Adi in his research which shows that there is a positive and significant relationship between the quality of online learning and student learning outcomes(Prasetya & Harjanto, 2020). In addition, Britto also found that the success of Florida State University in implementing a quality assurance system for online learning is characterized by a series of online guides that systematically guide novice online instructors, curriculum developers, and students in adapting to the online learning environment. Materials include guides, instructions, tutorials and online courses that make all elements ready for online learning (Britto et al., 2014)

Conclusion

The accounting Major lack facilities that supports the growth of lecturers' IT skills, had no SOP for online learning, has a B accreditation score, has graduates' which cannot compete with better universities, and also a declining quality of online learning. As such, an online learning quality assurance was developed through Research and Development. A guidebook which serves as a code of conduct for both students and lecturers in the online learning environment was made in hope to improve the learning environment. In order to further enhance this guidebook, it is recommended to do periodic evaluations and update the system.

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