

Control Quality of E-Learning Implementation Management

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ABSTRACT

The purpose of this research was to obtain the implementation of control quality management for e-learning. This research was qualitative research through the method of description. The research was conducted at one of the Islamic State Universities in Tulungagung. Participants were lecturers from the Islamic Religious Education study program and the team in charge of higher education quality assurance (n=50). Data collection used documents, observations, and questionnaires. Data analysis techniques were 1) data reduction, 2) data display, and 3) conclusion/verification. The results of the study concluded that the quality control of e-learning that needs to be considered by the quality assurance team is the quality of learning design, interaction and communication. In terms of content, assessment and evaluation, the human resources and technology systems are of high quality and meet the standards of online learning needs. The results of the research had implications for understanding the concept of implementing different educational quality assurance between e-learning and face-to-face learning.

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1. INTRODUCTION

Technological developments have made many changes to the process of providing education, such as the use of e-learning. However, implementing e-learning was not as easy during the Covid-19 pandemic because many educational institutions suddenly changed face-to-face learning activities to online (Sepulveda-Escobar & Morrison, 2020). Even this condition occurs in all countries in the world. They have to change the concept of education suddenly and according to the current situation (König, Jäger-Biela, & Glutsch, 2020; Daniel, 2020; Lemay, Bazalais, & Doleck, 2021; Mali & Lim, 2021; Nugroho, Nugroho, Haghegh, & Triana, 2021). This means that educational institutions must be able to organize education properly, especially regarding the quality of education, which must comply with the quality assurance standards of each tertiary institution so that they can meet regulatory standards in determining the quality of management of education delivery because this change has an impact on the implementation of learning quality control which is usually carried out by tertiary institutions. They have to change the concept of quality control with the conditions of learning implementation.

Quality control of education management is a must to maintain the quality of education carried out by tertiary institutions. Therefore, every tertiary institution has a quality assurance system that is responsible for conducting periodic evaluations, both short and long-term, so that all procedures and regulations are made to standards that refer to university and government regulations, especially those related to quality assurance process (Mukhopadhyay, 2020). The higher education internal quality assurance system is planning, implementing, controlling, and developing higher education quality standards consistently and continuously to obtain stakeholder satisfaction and ensure the quality of graduates according to the specified competencies (Daromes & Ng, 2015). So, it can be concluded that the quality assurance system is one of the priorities that must be considered by educational institutions as a form of maintaining the quality of education delivery.

The results of the analysis of the learning implementation report for the 2020-2021 academic year showed the researcher found several problems related to the quality of control of e-learning. These findings show that the management of the quality of teaching and learning during online learning has decreased both in the level of activity and creativity of students and lecturers. Student learning outcomes have decreased compared to their achievements before the pandemic. Students also experience a decrease in interest in learning. This means that teachers must correct and re-motivate the concept of managing student learning during online learning activities during the Covid-19 pandemic (Komsiyah, 2022).

Sari, Firat, & Karaduman (2016) examine efforts to achieve quality education in universities from many international institutions. One of the findings is that increasing quality problems have led to changes in the understanding of administration in universities, and it is understood that universities should try a different model in the administration system. In addition, many studies have been conducted related to improving the quality of education delivery, such as quality evaluations conducted by educational institutions on the implementation of learning (Yanuschik, Pakhomova, & Batbold, 2015; Anwar, Jufri, & Muhaimi, 2019; Giatman, Siswati, & Basri, 2020), curriculum design that is relevant to the concept of education and current global conditions (Twining et al., 2020), the quality of teaching and learning resources both from the aspect of learning facilities or the role of the teacher (Krajka, 2018; Clements & Pawlowski, 2012; Margaryan, Bianco, & Littlejohn, 2015; Pannen, 2021), even the competence of teaching staff (Nurochim, 2017; Scholes et al., 2017; Sahlén, Stålbbrandt, & Åberg, 2020; Maimun & Hakim, 2021). From the explanation of the previous findings, it is known that quality assurance is a must as a form of quality control, especially for the implementation of teaching and learning.

Therefore, the quality assurance process at the University as one of the quality controls has an urgent role in controlling the activities of education administration. This situation becomes a gap and novelty that we want to study in more depth because learning activities that were originally face-to-face were changed to online. So, the assessment from the higher education quality assurance unit is different and must consider the basic concept of e-learning. This study does not only come from the results of distributing questionnaires filled out by lecturers and students every semester. However, this study was carried out objectively, not as actors from implementing university quality assurance. So, quality assurance institutions in tertiary institutions have a big and very important role in improving the quality of e-learning management. It is known that online learning often does not go well and faces many obstacles due to inadequate planning and implementation management (Atmojo & Nugroho, 2020; Mohamed, Id, Hamed, & Bolbol, 2021). Thus, the purpose of this research is to obtain the implementation of management quality control for e-learning that has been implemented. Thus, research is limited to the analysis of the components involved in the quality control process for e-learning from universities because this context is a very important part of improving the quality of education delivery.

2. METHODS

This research is qualitative research through the description method. Qualitative descriptive research produces data that describes the 'who, what, and where of an event or experience' from a subjective perspective. In descriptive qualitative research, this translates to researchers who are concerned with understanding individual human experiences in their unique contexts (Doyle, McCabe, Keogh, Brady, & McCann, 2020). The research was conducted at the State Islamic University of Sayyid Ali Rahmatullah Tulungagung, at the faculty of Tarbiyah and Teacher Training. Participants were lecturers in each study program, the head of the study program, and the team responsible for university quality assurance (n=50). Selection of participants who are oriented towards lecturers or educators and university management actors because they are one of the parts that can provide data related to the need for analysis of the quality control component for e-learning.

The data collection process is tailored to the needs and can evolve as the data collection process progresses (Braun, Clarke, Boulton, Davey, & McEvoy, 2021). Collecting data techniques using documents, observations, and questionnaires. The questionnaire was designed using a rating scale with yes and no answer choices. So, participants can fill out the questionnaire according to the answer choices that have been given. It was conducted to identify the quality control efforts of E-learning implementation management by the needs of quality assurance procedures. Questionnaire questions are designed to include six indicator domains taken from Pannen's research for online learning so that the level of validity can be trusted. The six indicator domains are (i) instructional design, (ii) content, (iii) interaction and delivery process, (iv) assessment and evaluation, (v) systems and technology, and (vi) human resources (Pannen, 2019). Meanwhile, the documents used as research data are reports on the results of evaluating the implementation of e-learning that has been compiled by the quality assurance team for the implementation of e-learning every semester. This data was taken for the 2019-2020 and 2021-2022 academic years, and the observations are related to the results of the researcher's field notes observing the implementation of online class learning, and teaching and learning interactions (e-learning). The data analysis techniques used were 1) data reduction, 2) data display, and 3) concluding/verification (Creswell & Creswell, 2018). The data reduction stage is carried out from the initial data collection process to the end, the data presented is carried out through data categorization according to the needs of the research focus that is disserted with data analysis, and drawing conclusions, namely determining the conclusions from the results of data processing to answer research problems.

3. FINDINGS AND DISCUSSION

The result of the data analysis is presented in the following table;

Table 1. Mean of the control quality for e-learning

	The domain of control quality for e-learning	Indicators	Mean
1	Instructional design	1. The strategy of learning for e-learning 2. The social factor, individual factor and e-learning environment	0,4 0,3
2	Content	1. Authentic material 2. Multimedia technology	0,8 0,5
3	Interaction and delivery process	Interaction and communication between teacher, students, material and digital flatforms	0,4
4	Assessment and evaluation	Model of evaluating students' learning	0,7
5	Systems and technology	1. Learning management system	0,4

		2. Technology devices and internet network readiness from students, teachers, and institutions.	0,6
6	Human resources	1. Staff readiness to manage e-learning	0,6
		2. Students' and teachers' digital competence	0,6

Table 1 describes the results of the quality control analysis of the questionnaires that have been filled out by the teachers on the implementation of e-learning for the 2021-2022 academic year. The data concludes that the quality of control in the aspect of instructional design is still low because the average value is 0.35. In addition, aspects of the interaction and delivery process are related to the process of interaction and communication. Students tend to be passive in interacting when doing video conferences or WhatsApp groups. Moreover, higher education institutions must also strengthen the learning management system so that the online learning process runs as well as face-to-face activities. Whereas in terms of content, assessment and evaluation, the human resource and technology systems are of high quality and meet the standards for online learning needs (Kats, 2010; Mahnegar, 2012). This means that the availability of technological devices to the readiness of students, institutions and teachers is good. Likewise, with the condition of the internet network provided by tertiary institutions, teachers have no difficulty accessing the LMS. However, internet network problems arise from the aspect of the area where students live.

The findings above illustrate that the University is a sizable challenge in maintaining the quality of learning such as during the co-19 pandemic. The concept of early learning that is carried out face-to-face must suddenly be changed to e-learning by utilizing various digital applications. This condition of course presents a different challenge to the quality of quality assurance control of education delivery (Blayone, vanOostveen, Barber, DiGiuseppe, & Childs, 2017; Oyedotun, 2020). From the learning evaluation report in the even semester of the 2019-2020 academic year and the odd semester of 2020-2021, it is concluded that the quality of education has decreased in various aspects such as student performance, achievement of learning objectives and psychological and physical changes in students or lecturers also experiencing changes that quite affect learning activity. The evaluation also focuses on the use of digital technology as a medium for implementing e-learning. While the results of observations on the online learning process that have been carried out by lecturers conclude that the lecturers have made considerable efforts to improve the quality of teaching. However, the existence of aspects of students cannot be avoided because they are the main actors to achieve learning objectives. So, students and lecturers both have a psychological influence during the learning process.

However, from these findings, the university should still be able to carry out comprehensive quality control as previously revealed by previous studies that there are five characteristics of quality schools such as customer focus, total involvement, measurement, commitment and continuous improvement. Thus, schools can also use the concept of Total Quality Management (TQM) in designing strategies for planning or managing school management. In addition, TQM forms schools that are responsive and able to respond to changes that occur in the education sector to provide satisfaction to stakeholders (Indriyenni, 2017). In the managerial realm, educational activities can be said to be of high quality if they meet the company's quality standards. Among them is a matter of organization to its development. Including educational output in the form of students (Perdana & Rohmat, 2021).

In addition, the results of a more in-depth analysis as a whole from the observational data that has been carried out by the study program when the teacher is carrying out teaching activities, the teaching evaluation report document and the questionnaire illustrate that the quality of the interactions that occur during e-learning is still low. So, the university finds that quality control must also be improved, namely in the aspect of building interaction and communication in the implementation of e-learning. Most teachers use synchronous and asynchronous online classroom interactions and mixed learning where teacher-student, student-student, student-teacher, and student-learning resources meet

through discussion. This interaction was chosen by many teachers to provide opportunities for students to engage in communication, collaboration, interaction, and participation (Sulistiyani & Riwayatiningih, 2020). So, the interaction process that occurs in online learning can provide student learning experiences like face-to-face learning processes, and students can get the learning value they want to achieve (Downing, Lam, Kwong, Downing, & Chan, 2007).

So, this study also illustrates that the quality of control of e-learning must also emphasize online interaction and communication through the LMS. Students and teachers can take advantage of the methods and tools and overcome the challenges of electronic transactions with one another. Several ways to overcome the challenges of interaction are by using modification techniques of presentation style, speed, graphics, and survey content and one of the best ways to overcome the challenges of interaction by students is to form discussion groups and student associations (Motlagh, Fehrest, Talebi, & Hesari, 2013).

4. CONCLUSION

The results of the study concluded that the quality control of e-learning that needs to be considered by the quality assurance team is the quality of learning design, interaction and communication. Meanwhile, other aspects have been assessed as having quality and meeting the university quality assurance standards. This is, of course, also related to the assessment of the quality of education delivery. So, the results of this study recommend that universities be able to improve the quality of the competence of teachers in designing e-learning learning and building intensive interactions properly so that students can get all their learning needs. Moreover, the e-learning challenges found also show students' physical and psychological aspects during learning activities. So, this research finds a new understanding regarding different management readiness in managing e-learning or face-to-face learning. The results of this study are still limited to an analysis of the quality of management control of e-learning that has taken place during the Covid-19 pandemic. So, researchers can still carry out further research related to the quality control management model of education delivery and analyze its impact on the quality of achievement of learning objectives.

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