

INTISARI

Penelitian ini bertujuan untuk menganalisis transformasi budaya mutu pendidikan tinggi di UGM dari tahun 2000 hingga tahun 2019, mengidentifikasi upaya-upaya yang dilakukan, kelemahan dari budaya mutu yang terbentuk, dan pengaruh budaya mutu terhadap kualitas pendidikan di UGM. Penelitian ini menggunakan *mixed methods* (campuran kuantitatif dan kualitatif tidak berimbang). Pengambilan data primer dilakukan dengan cara wawancara terhadap ketua KJM-UGM dan ketua UJM di beberapa fakultas, pengisian kuesioner oleh para staf UJM di beberapa fakultas dan data sekunder dengan dokumen-dokumen penjaminan mutu di UGM.

Budaya mutu mengacu pada budaya organisasi yang bermaksud untuk meningkatkan kualitas secara permanen dan dicirikan oleh dua elemen yang berbeda, yaitu: elemen budaya / psikologis dan elemen struktural / manajerial. Transformasi elemen psikologis diupayakan melalui internalisasi nilai-nilai QA, penguatan komitmen bersama hingga elevasi cita-cita yang mengedepankan mutu. Transformasi elemen struktural / manajerial memasuki fase transformasional dengan dibentuknya KJM dan UJM di tahun 2001 sebagai fondasi organisasional penjaminan mutu. Upaya berikutnya dengan menguatkan konsep SPMI, implementasi siklus SPMI salah satunya melalui kegiatan AMI pada tahap evaluasi. Pedoman penjaminan mutu di UGM adalah *ginong prati dina* yang bermakna *continous improvement* salah satunya melalui *benchmarking* dengan mitra UGM di luar negeri.

Budaya mutu yang terbentuk berdampak pada kualitas pendidikan di UGM terbukti capaian akreditasi nasional dan internasional di UGM. Berdasarkan data ada sebanyak 34 prodi tersertifikasi internasional dan 37 prodi terakreditasi internasional. Beberapa akreditasi internasional yang telah berhasil dikumpulkan oleh UGM antara lain ASIIN, RSC, ABET, IChemE, IABEE, TropEd, PAASCU, FERCAP, KAAB dan AUN-QA. UGM memiliki beberapa kelemahan dalam melakukan transformasi budaya mutu, diantaranya adalah keterbatasan ruang, kurangnya SDM, ketidakmerataan *awareness* terhadap QA dari para *stakeholder* terkait, dan sistem dokumentasi yang belum *well-management*. UGM tidak hanya berperan sebagai inisiator dalam hal penjaminan mutu tapi juga berkontribusi pada pemerataan dan peningkatan mutu pendidikan tinggi di Indonesia melalui beberapa program seperti pelatihan, workshop, studi banding dan menjadi PT pengasuh pada program PT Asuh yang diselenggarakan oleh Kemenristekdikti

Kata kunci: Transformasi, *Quality Assurance*, Budaya mutu, Pendidikan Tinggi

ABSTRACT

This study aims to analyze the transformation of the quality culture of higher education at UGM from 2000 to 2019, to identify the efforts have been made by UGM, the weaknesses of the quality culture that is formed, and the influence of quality culture on the quality of education at UGM. This research used mixed methods (a mixture of quantitative and qualitative is not balanced). Primary data collection was carried out by interviewing to the head of KJM-UGM and the head of UJM in several faculties, filling out questionnaires by UJM staff in several faculties and secondary data with quality assurance documents at UGM.

Quality culture refers to organizational culture which intends to improve quality permanently and is characterized by two distinct elements, namely: cultural/psychological elements and structural/managerial elements. The transformation of the psychological element is pursued through the internalization of QA's values, strengthening joint commitment to upgrading visions that prioritize quality. The transformation of the structural/managerial elements entered a transformational phase with the establishment of the KJM and UJM in 2001 as the organizational foundation of quality assurance. The next effort is to strengthen the SPMI concept, one of which is the implementation of the SPMI cycle through AMI activities at the evaluation stage. The quality assurance guideline at UGM is *ginong prati dina* which means continuous improvement, one of which is through benchmarking with UGM partners abroad.

The quality culture that is formed has an impact on the quality of education at UGM, proven by the achievement of national and international accreditation at UGM. Based on the data, there are 34 study programs that are internationally certified and 37 study programs are internationally accredited. Several international accreditations that have been successfully collected by UGM include ASIIN, RSC, ABET, IChemE, IABEE, TropEd, PAASCU, FERCAP, KAAB and AUN-QA. Not without obstacles, UGM has several weaknesses in transforming its quality culture. Among them are limited space, lack of human resources, unequal awareness of QA from related stakeholders, and a poorly-managed documentation system. Not only as an initiator in terms of quality assurance, UGM also contributes to equitable distribution and improvement of the quality of higher education in Indonesia through several programs such as training, workshops, comparative studies and becoming a caregiver in the PT Asuh program organized by the Ministry of Research, Technology and Higher Education.

Keywords: Transformation, Quality Assurance, Quality Culture, Higher Education