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Optimizing The Use Of Management Information Systems In Managing And Improving The Quality Of Educational Products Through The Internal Audit System At Al Azhar University Indonesia (UAI)

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Abstract; *Based on observations that have been made, currently the implementation of UAI quality assurance has begun to be implemented by setting quality standards and policies. This is in accordance with what has been determined by Dikti, namely PPEPP (Determination, Implementation, Evaluation, Control and Improvement). However, the implementation of PPEPP has not been fully realized in each study program. UAI, in this case the Directorate of Quality Assurance, continues to improve quality, efficiency and productivity in order to be able to survive the competition and challenges between universities in today's continuous changing situation. In addition, the lack of integration of all information systems is one of the obstacles that will be improved to improve the internal quality assurance system. The factors of strength, weakness, opportunity and threat which are dynamic factors in the SWOT (Strenght, Weakness, Opportunity, and threat) picture describe UAI's ability to optimize and allocate using its resources and the situation faced in an effort to achieve a goal. To find research answers as stated in the research questions, this research uses qualitative research methods, namely the recording process that describes existing facts based on the state of the object under study (Creswell, 2018). This method is interpretive in nature whose characteristics are based on opinion because the results of the research are based on opinion.*

Keywords : Information System, Internal Audit, Quality Assurance System

INTRODUCTION

Higher education, which is a producer of educational service products, currently offers a variety of study programs, so that indirectly causes the college to continue to improve the quality of education based on the college quality assurance system. By implementing a quality assurance system in an optimal and focused manner, the opportunity for universities to gain market share is greater. besar dan mampu memberikan produk bermutu yang sudah standardized. In Indonesia, there are many universities that compete with each other to become the best university, both in services, guaranteed accreditation and teaching and learning processes that are in accordance with standards.

The implementation of SPM-PT needs to be gradual according to the readiness of the university, and a clear time frame is prepared. The implementation of SPM-PT generally starts from educational activities, continues in the field of research and then community service, thus covering all academic activities.After being able to implement SPM-PT in the academic field, it can then be developed into a broader field, for example finance, human resources and so on.The ultimate goal of SPM-PT is to ensure and improve the quality of all fields related to university management so as to create a healthy and good university.

Higher education management is management that is oriented and based on quality assurance. Thus, universities that implement SPMI in the management of higher education, university managers must consistently strive to achieve quality in all aspects, namely aspects of input, process, output, and outcomes of higher education. SPMI is based on the existence of Higher Education Standards that serve as benchmarks to assess the quality of higher education implementation. Therefore, the implementation of SPMI in higher education will cause universities to work based on the Higher Education Standards that have been set.

Problems

Based on observations that have been made, currently the implementation of UAI quality assurance has begun to be implemented by setting quality standards and policies. This is in accordance with what has been determined by Dikti, namely PPEPP (Determination, Implementation, Evaluation, Control and Improvement). However, the implementation of PPEPP has not been fully realized in each study program. UAI, in this case the Directorate of Quality Assurance, continues to improve quality, efficiency and productivity in order to be able to survive the competition and challenges between universities in today's continuous changing situation. In addition, the lack of integration of all information systems is one of the obstacles that will be improved to improve the internal quality assurance system. The strength, weakness, opportunity and threat factors which are dynamic factors in the SWOT (Strenght, Weakness, Opportunity, and threat) picture describe UAI's ability to optimize and allocate using its resources and the situation faced in an effort to achieve a goal.

Based on this background, the main problems that will be discussed in this study can be formulated, namely:

1. What are the obstacles faced by UAI to optimize the internal audit information system in improving the quality of higher education?
2. How does UAI optimize the internal audit information system in improving the quality of higher education?Bagaimana sistem penjamin mutu yang sedang berjalan di UAI ?
3. What efforts does UAI make to optimize the internal audit information system in improving the quality of higher education?

Purpose of Writing

The purpose of writing this research is:

1. Identifying the optimization of the Internal Audit Information System at UAI in improving university quality
2. Identify the current Quality Assurance Information System
3. Identifying the obstacles faced by UAI in optimizing the Internal Audit Information System in improving the quality of higher education.
4. Identifying efforts made by UAI to optimize the Internal Audit Information System in improving the quality of higher education.

THEORETICAL FOUNDATION

Definition of Information System

An information system is a system that combines human activities and the use of technology to support management and operational activities. Information systems can also be defined as an integration of components for data collection, storage, and processing. Information systems consist of several components, namely people, software, hardware, communication networks, and data sources. The purpose of the information system is to provide the information needed by management in the decision-making process and run operations from a combination of people, technology, and organized procedures. Some of the benefits of using information systems are facilitating decision making, increasing efficiency and productivity, and improving the quality of products and services. In the development of information systems, system functional analysis and context diagrams can be used to clarify the main objectives and functions.

Information systems can also be defined as a set of hardware, software, brainware, procedures and / or rules that are organized integrally to process data into useful information for solving problems and making decisions.

Some keywords in information systems are as follows:

1. Computer-based and Human/Machine Systems
   Computer-based. The designer must understand computer knowledge and information processing. Human/machine system: there is interaction between humans as managers and machines as tools to process information. There are manual processes that must be done by humans and processes that are automated by machines. Therefore, a system procedure/manual is required.

2. Integrated database system
3. The use of databases together (sharing) in a data base management system.
4. Support Operation

Information that is processed and generated is used to support organizational operations.

Information systems have several components whose functions are vital. The components of the information system are Hardware, Software, procedures, users and data base. The physical component of the information system has 4 pillars, namely:

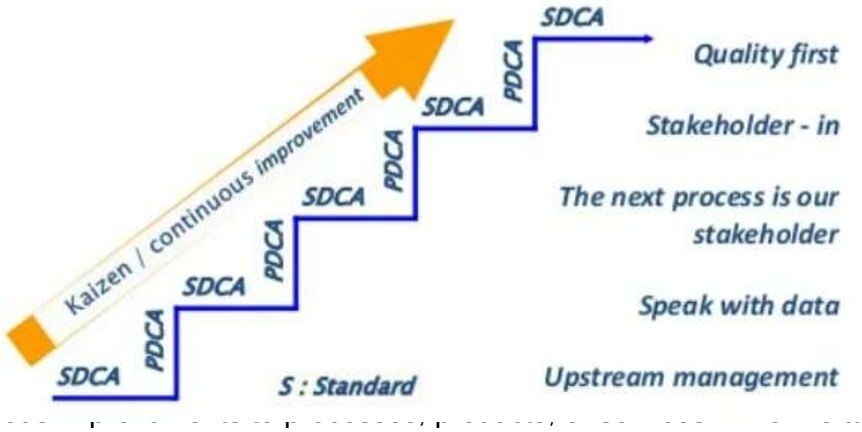
1. Personnel (Humanware): managerial executives, Data Entering Operator, Computer Operator, Programmer, System Analyst, Database Administrator etc.
2. Procedures (Organiware): Formal policies and instructions for operating the system. Consists of procedures, data processing procedures and user guidelines.
3. Data Processing Devices (Technoware): Hardware, software, supporting devices such as computer networks, communication systems, etc.
4. Data (Infoware): Database
   The information system runs well if the information system has 5 components including Hardware, Software, procedures, users and data base.

Definition of Internal Audit

Internal audit is an independent, objective assurance and consulting activity designed to add value and improve an organization's operations. Internal audit helps organizations achieve their objectives by taking a systematic and disciplined approach to evaluating and improving the effectiveness of risk management, control, and governance processes.

A quality assurance system is a system about achieving a certain level of quality based on procedures. The goal is to achieve a certain level of quality that has been previously determined (Reynolds, 1993). This is the definition of quality assurance in the general sense commonly used in the manufacturing industry. The understanding of quality assurance applied in higher education is quality assurance activities that cover aspects of education, such as student quality, curriculum, teaching-learning process, learning outcomes assessment, teaching media development, and so on (UGM Quality Assurance Office, 2002).

Quality Assurance System is a quality assurance system for the implementation of higher education which is carried out through 3 sub-systems, namely: (i) National Higher Education Database (PDPT) which is a systemic activity of collecting, processing, and storing data and information about the implementation of higher education in all tertiary institutions by the Directorate General of Higher Education to supervise the implementation of higher education by the Directorate General of Higher Education. (ii) Internal Quality Assurance System (SPMI), which is a systemic quality assurance of higher education by universities and (iii) External Quality Assurance System in the form of systemic activities to assess the feasibility of programs and / or universities by the National Accreditation Board for Higher Education or independent institutions outside universities recognized by the government to oversee the implementation of higher education for and on behalf of the community as a form of public accountability. The implementation of SPMI in higher education can be controlled through a quality control management model.



make ed to n as the Shewhart cycle or control cycle. This model consists of four stages, namely:

1. *Plan*

At this stage, the goals and objectives to be achieved are determined, and the actions to be taken to achieve these goals are planned.

2. *Do*

At this stage, the actions that have been planned at the planning stage are implemented.

3. *Check*

At this stage, the results of the actions that have been implemented in the previous stage are examined and evaluated to find out whether the objectives have been achieved or not.

4. *Action*)

At this stage, corrective actions are taken based on the evaluation results of the previous

stage, and the PDCA cycle starts again from the planning stage.

Internal Quality Audit Information System

System Functional Analysis

System functional analysis is the process of identifying and defining all functions or processes performed by the system and indicating the facilities needed in the system. System functional analysis is divided into two types, namely functional needs and non-functional needs. Functional needs are all the processes performed by the system, while non-functional needs are requirements that must be met by the system, such as security, performance, and scalability. System functional analysis is important in system design to ensure that the system built can meet user needs and meet business goals. In conducting system functional analysis, it can be done by several methods, such as PIECES analysis, fishbone diagram analysis, problem solution, and others. The results of the system functional analysis can be used as a basis for designing a system that suits user needs and meets business objectives.

Functional analysis in this system includes a system flow chart (flowmap system), context diagram (Context Diagram), Data Flow Diagram (DFD) and Entity Relationship Diagram (ERD).

a. Flowmap System

Flowmap is a picture of the relationship between the entities involved in the form of existing document flows. The document flow chart is also called the Quality Assurance Information System flow chart which shows the flow from data input to evaluation.

b. Context Diagram

Context Diagram is a diagram that describes the scope of a system and consists of a process which is the highest level of Data Flow Diagram (DFD). This diagram shows all inputs into the system and outputs from the system that describe the entire system. Processes in context diagrams are generally marked with a number or zero and represented with a single circle that represents the entire system. The main purpose of creating a context diagram is to serve as a communication bridge with stakeholders, not to explain data flows to developers. The steps to create a context diagram include labeling each entity involved in the system, both internal entities and external entities, adding data flows that represent data movement between processes/entities, and discussions with relevant people to make revisions if needed. The benefits of creating a context diagram include knowing the scope of the system, identifying the stakeholders involved, and analyzing a problem.

The context diagram describes the input/output relationship between the system and the outside world, a context diagram always contains one process that represents the entire system. The entities associated with the system in the figure are Users, who have limited access rights. Administrator, is the user with full access to the system.

Context diagram as a visual representation used in systems engineering and software engineering to depict high-level relationships and interactions between a system (or component) and its external entities. It provides an overview of the system's boundaries and helps stakeholders understand how the system interacts with its environment. Context Diagrams are typically used at the beginning of a project to establish a shared understanding of the scope and context of the system.

A Context Diagram is a useful tool for communication and initial understanding of a system or project, and is often used as a first step in analyzing or designing more complex systems.

The benefits of using context diagrams in information system development include:

1. Clarify the purpose and main functions of the system to be built in the early stages of system development.
2. Makes it easy to understand how the system interacts with its environment and how information and data flow through the system.
3. Shows all inputs into the system as well as outputs from the system that describe the entire system.
4. Facilitate the management of audit data.
5. Displaying the system transparently makes it easier for many parties to use and obtain information on the diagram.
6. It is easy to make changes and developments because the connected notation is still limited.
7. Can show the scope and limits of a system including the network and other systems that interact with it.

c. DFD (*Data Flow Diagram*)

A DFD is a graphical representation of a system that uses a data system between its components. A Data Flow Diagram (DFD) is a visual tool used to describe the flow of information in a system or process. DFDs are an important component in modeling business processes and information systems. This diagram illustrates how data is easy to understand because it has a simple system. Enters the system, is processed, and exits the system. DFDs aid in a better understanding of how data moves and is processed within an organization or system.

Framework of Thought

The framework of the internal audit information system in improving the quality of higher education from input to output can be explained as follows:

Input :

a. Information systems used to collect, process and present information for the benefit of stakeholders.
b. Professional skills of internal auditors which include analysis, problem solving, and communication skills.
c. Internal audit functions that include audit, governance, information technology, and others.

Process:

a. Internal audits are conducted by the internal audit department on the operational reports of UAI colleges.
b. System design analysis is used to design an effective and efficient internal audit information system.
c. The internal quality audit information system is used to facilitate the internal audit process.

Output:

a. Evaluation of the effectiveness and efficiency of the internal control system and provide recommendations for improvement.
b. Improve the quality assurance performance of higher education and maintain and improve the quality of higher education on an ongoing basis.
c. Facilitate the management of audit data.

In the framework of the internal audit information system in improving the quality of higher education, the required inputs are accounting information systems, professional abilities

of internal auditors, and internal audit functions. The process includes internal audit, system design analysis, and the use of internal quality audit information systems. The resulting outputs include evaluating the effectiveness and efficiency of the internal control system and providing recommendations for improvement, improving the quality assurance performance of higher education and maintaining and improving the quality of higher education on an ongoing basis, and facilitating the management of audit data.

An integrated information system can help in realizing the vision and mission of an institution or company. Here are some examples of vision and mission related to integrated information systems:

1. Develop an integrated computer network infrastructure and information system that encourages work effectiveness and efficiency.
2. Become a study program that produces reliable information systems graduates in education, research, and community service with integration.
3. Develop updated technology and information systems and provide integrated database services and fast internet.
4. Organizing superior vocational education in the field of information systems that is integrated with research and community service activities.

An integrated information system can help institutions or companies achieve their vision and mission by making it easier to manage data and information, improve work efficiency and effectiveness, and speed up the decision-making process. In developing an integrated information system, it is necessary to consider several things such as functional and non-functional requirements, system design analysis, and the professional ability of internal auditors.

DISCUSSION AND DATA ANALYSIS

Optimization of UAI Internal Audit Information System

Improving the quality of higher education through optimizing the internal audit information system is an important step in maintaining the quality and sustainability of educational institutions. To do so, UAI (Universitas Al Azhar Indonesia) takes several key steps as follows:

1. Understanding the Purpose of Internal Audit. The first step is to clearly understand the purpose of internal audit. Internal audits in the context of education are usually carried out to ensure that the various activities and processes that take place in higher education are in accordance with applicable policies, standards, and regulations.
2. Preparation of the Audit Plan. After understanding the purpose of internal audits, UAI must develop a clear and comprehensive audit plan. This plan should include audits of various aspects of the college, such as financial management, teaching quality, research, and general administration.
3. Use of Information Systems. UAI needs to optimize the use of information systems in conducting internal audits. Information systems can assist in more efficient data collection, analysis, and reporting of audit results. This can enable faster identification of problems and recommendations for improvement.
4. Personnel Training and Development. UAI should ensure that personnel involved in internal audits have sufficient skills and knowledge in using information systems as well as in the audit process itself. Regular training and development is necessary to ensure personnel capabilities remain current.

5. Stakeholder Involvement. Involving stakeholders such as faculty, staff, students, and external parties in the audit process can help gain diverse viewpoints on the quality of the college. This can help Implementasi Rekomendasi.
6. conduct continuous evaluation. The internal audit process and the use of information systems should be evaluated regularly. UAI must evaluate the effectiveness of the audit process and the information systems used to ensure that they are relevant and have a positive impact on the quality of the university.
7. Compliance and Accountability. UAI shall ensure that all parties in the college comply with the audit process and recommended corrective actions.
8. Communication and Transparency. UAI should communicate openly about internal audit results and actions taken in response to those results. This transparency can increase stakeholder confidence in the college.

UAI Quality Assurance System

The following are general components in the quality assurance system The quality assurance system that is currently running at Al Azhar University Indonesia (UAI):

1. Quality Assurance Policy. UAI has a policy document that details their commitment to educational quality assurance. This includes the institution's vision, mission, and goals in ensuring high quality education.
2. Organizational Structure. UAI's quality assurance system involves various units and committees that are responsible for different aspects of quality assurance. These include units such as the Quality Assurance Agency (BPM), Quality Assurance Committee, or other similar units.
3. Evaluation and Accreditation. UAI engages in internal and external evaluation processes to assess and assure the quality of their education. This could involve internal audits, curriculum evaluation, and participation in national or international accreditation processes.
4. Data Collection and Analysis. One important component of quality assurance is the collection and analysis of data related to the quality of teaching, research, and services. Information systems can be used to collect this data.
5. Follow-up and Improvement. Once evaluation results are obtained, the next step is to implement corrective actions. UAI must have a mechanism to follow up recommendations and evaluation results with appropriate actions.
6. Stakeholder Involvement. Involving various parties such as lecturers, staff, students, and external parties in the evaluation process.

Quality Assurance Procedure Flow

a. Flow of Quality Assurance Procedure in Study Program

The flow of the current quality assurance procedure is as follows:

1. Lecturers provide Personal Data, Online Syllabus Data and SIMEP Data to the Head of Study Program (Kaprodi)
2. Kaprodi conducts an assessment of the documents provided by the Lecturer.
3. The assessment results are then recapitulated and printed in the form of a report.
4. The results of the report are given to the Directorate of Quality Assurance (QA) for validation.
5. The results of validation by the Directorate of Quality Assurance (QA), the first copy

will be archived for the Directorate of Quality Assurance (QA) while the second copy will be kept by the Head of Study Program for archiving.

b. Flow of Lecturer Data Qualification Procedure

1. Kaprodi submits Lecturer Data, Online Lecturer Data and SIMEP Data to the Directorate of Quality Assurance for assessment.
2. If the data in the Directorate of Quality Assurance is appropriate, then recording is carried out.
3. The results of the recapitulation, namely the first copy will be archived for Vice Chancellor 4 while the second copy will be stored by the Directorate of Quality Assurance (QA) for archiving.

c. Flow of Quality Assurance Document Qualification Procedure

1. The Directorate of Quality Assurance provides SPMI documents to the Head of Study Program including SPMI Policy, SPMI Manual, SPMI Standards and QA Forms.
2. Caprodi fills in the QA form. After the QA form is filled in by the Head of Study Program then it is made in the form of a report and recapitulation is carried out.
3. The results of the recapitulation in the form of the first copy will be archived for the Director of Quality Assurance while the second copy will be kept by the Head of Study Program for archiving.
4. The QA Form report that has been filled in by the Head of Department is then given to the Director of Quality Assurance for checking.

d. Flow of Quality Assurance Data Qualification procedure in Internal Control and Audit

1. Director of Internal Control and Audit gets Lecturer Data, Online Syllabus Data and SIMEP Data
2. The Director of Internal Control and Audit checks the data submitted by the Head of Study Program, whether the data submitted is complete or not.
3. If it is incomplete, the Directorate of Internal Control and Audit asks the lecturer to immediately complete and submit to the Kaprodi.
4. If the data provided is complete, a recording will be made.
5. The first copy will be archived for Vice Rector 4 while the second copy will be kept by the Director of Internal Control and Audit for archiving.

e.. Alur Prosedur Evaluasi

1. The Head of Study Program, Director of Quality Assurance, Director of Internal Control and Audit together with the Vice Chancellor 4 at the beginning of each semester hold a meeting to conduct an evaluation.

2. Vice Rector 4 validates Lecturer Data, Online Syllabus Data and SIMEP Data

Optimization of Internal Quality Assurance System (SPMI)

In order to optimize the Internal Quality Assurance System (SPMI), one of the efforts that can be made is to build an electronic system in SPMI, called e-SPMI. By building e-SPMI, existing data can be better integrated, making it easier to manage and monitor the quality of higher education internally. In addition, e-SPMI can also ease the administrative

tasks of officers and improve efficiency in the internal quality assurance process. In the implementation of SPMI, self-evaluation is an internal evaluation to determine and determine the internal quality of higher education institutions, as a step in improving the quality of higher education on an ongoing basis. Therefore, with the optimization of internal audit information systems, such as e-SPMI, it is expected to improve the performance of higher education quality assurance and maintain and improve the quality of higher education in a sustainable manner.

Optimization is done by building an electronic system in the Internal Quality Assurance System (e-SPMI) so that existing data is integrated as a whole. between the University, LPPM, Faculties and Study Programs. Here are some ways to optimize SPMI based on the search results:

1. Implementation of Internal Quality Audit (AMI)
   AMI is one form of evaluation in higher education SPMI. In its implementation, AMI can help identify weaknesses and strengths of the existing internal quality assurance system. Thus, universities can make improvements and enhance SPMI performance.

2. Building an electronic system for SPMI
   Optimizing SPMI can be done by building an electronic system on SPMI, called e-SPMI. With e-SPMI, existing data can be better integrated to facilitate management and decision-making.

3. Optimization of Quality Service Management Information System
   Universities can optimize SPMI by improving the quality service management information system. This can help universities in assessing the quality of performance and implementation of higher education internally.

4. Using SPMI Digital
   Digital SPMI can help universities manage internal quality assurance more effectively. In digital SPMI, data can be accessed easily and quickly, making decision-making easier.

5. Training and Technical Guidance
   Universities can conduct training and technical guidance to improve staff understanding and skills in implementing SPMI. Thus, universities can improve the overall performance of SPMI.

In optimizing SPMI, universities need to pay attention to several things, such as improving the information system, conducting regular evaluations, and involving all relevant parties. By optimizing SPMI continuously, universities can improve the quality of education provided and meet the established higher education standards.

CONCLUSION

The conclusion regarding the formulation of the information system strategic plan based on the analysis of the internal environment of Al Azhar University Indonesia (UAI) is that this process is very important to identify the priorities, objectives and strategic direction of the university's information system.

In the formulation of the information system strategic plan, the analysis of the internal business environment is an important initial stage to determine the company's position in the market and competitive capabilities. Identification of information system needs is also an important stage to ensure that the information system built can meet user needs and meet business objectives. The stages of information system design and information system implementation are carried out to design and implement solutions that meet information system needs.

In order to achieve success, it is necessary to pay attention to several important points as follows:

1. The formulation of the information system strategic plan is designed based on an analysis of the university's internal and external environment.
2. Based on System Functional Analysis which includes flowmap, Context Diagram, the proposed DFD can be a solution to the problem of integrating the entire quality assurance support information system.
3. The Internal Environment Analysis involves an in-depth evaluation of the university's existing resources, capabilities and infrastructure. This helps the university to understand the strengths and weaknesses that can be utilized as a strengthening tool.

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