

PROJECTING PROFESSIONAL TEACHERS: EVIDENCE FROM IAIN SURAKARTA

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Abstract

This study examines the quality and features associated with studying six study programs. It examines the quality of FITK in IAIN Surakarta with respect to their readiness to prepare professional teachers to teach students internalized Islamic values. The methodology adopted in carrying out this research study is the descriptive quantitative with no treatment design using 196 participants. Data was collected using Delta Internal Quality Assurance derived to evaluate Islamic higher education institutions. The instrument consisted of 10 sets of questionnaires, 7 evaluation dimensions, and 477 questionnaire items. The results obtained, show that all six study programs receive very good quality in seven dimensions, namely: vision and mission, curriculum, competency of lecturers and staffs, infrastructure and facilities, teaching learning process, student development supervisory, and graduate competency. Similarly, it showed that FITK being the institution's umbrella, also has good reputation with seven dimension. From the analysis obtained, both FITK and the six study programs are ready to produce Islamic professional teachers as indicated by the graduate competency.

Keywords: quality assurance, Islamic university, Delta Internal Quality Assurance, professional teachers.

Introduction

This study analyzes and presents the results of evaluation of internal quality of six study programs in the Faculty of Islamic Education and Teaching (FITK) in IAIN Surakarta. The study made use of Delta Internal Quality Assurance (DIQA). The evaluation was conducted for two essential reasons. Firstly, it was carried out because Islamic higher education institutions performed poorly requiring the need for internal quality assurance practices. Secondly, the study was carried out because a new instrument model of internal quality assurance for the Islamic higher education institutions has just been created. The institution was created as a part of the doctorate dissertation named DIQA. This left a whole lot of people with the curiosity to implement the instrument. DIQA gives focus on internal quality assurance of Islamic university and the results of evaluation will be visible to project professional teachers graduated from the Islamic university.

This study focuses on three stands. First, this study illuminates the various programs associated with the teaching profession development in Indonesia. It darts the teaching profession development processes, and how the university puts the standard of teaching services. Secondly, this study takes a look at the standard conduct of teaching accepted by the Indonesian government. Thirdly, it is concerned with the quality of the Islamic institutions provided by teacher with the need for accountability.

According to Kennedy (2016) teachers have been charged with the sole responsibility and difficult task of teaching students things that they themselves were likely not to learn before, or things that they may not have learned in their teacher education programs. The air surrounding education accountability, as well as their success at such tasks has taken on an increasingly higher stakes leading to a higher demand for professional development. Teacher professional development has been widely acknowledged and analyzed. From analysis obtained, inadequate support for the development of these teachers is one of the reasons substandard development. The professional development are not linked to what teachers need to learn in order to support their understanding of what students are expected to know, understand, and be able to do.

The idea of professional development, according to Kennedy (2016) can foster teaching improvements if widely accepted. Yet, there is little consensus about how these professional development works, such as, what happens in professional development, how it fosters teachers learning, and how it is expected to alter teaching practice. Kennedy (2016), beams that professional development varies from: subject matter and pedagogy; substantive foci: generic teaching practices, subject-specific teaching practices, curriculum and pedagogy, and how students learn. Others focus on the various features of program design: follow-up steps in teachers' schools, active learning methods, collective participation, and substantive attention to how students learn specific content; the content and process of the programs, the characteristics of the teachers' schools, and the social context of their work.

Teacher Professional Development

Richards (2012) admits that teacher professional development consists of teacher training and teacher development. Training involves the development of basic concepts, theories and principles and a repertoire of teaching skills, acquired through observing experienced teachers and engaging in practical-teaching in a controlled setting, e.g. through micro-teaching or peer teaching. With respect to these teacher development concept, good teaching is seen as the act of mastering the basic knowledge and set of skills or competencies of the human body. In addition to this, teacher development serves a longer-term goal and seeks to facilitate growth of the teacher's general understanding of teaching, of the teaching context and of his or her performance as a teacher. It is often the focus of in-service education. It, therefore, builds on the initial knowledge and skill base acquired through teacher training.

Richard (2012) beams that teacher development involves developing a deeper understanding of the knowledge base as stated below.

- Disciplinary knowledge: understanding the disciplinary basis of expertise, with a definition of the professional knowledge.
- Pedagogical expertise. Mastery of new teaching areas, adding to one's repertoire of teaching specializations, improving ability to teach different academic skills to learners irrespective of their ages and backgrounds.
- Learners understanding: Deepening learners understanding, learning styles, learners' problems and difficulties, seeking for ways to make contents more accessible to learners.
- Understanding the curriculum and materials. Deepening one's understanding on the curriculum and curriculum initiatives, and the use and development of instructional materials.
- Research skills. Knowledge of reach approaches used to investigate one's own classroom practices and to conduct small-scale classroom research.
- Career advancement. Acquisition of knowledge and expertise necessary for personal advancement, including mentoring and supervisory skills.

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In addition, Irlandian Committee on Teacher Profession (IRTP, 2012), advocates that the role of the teacher is to educate. The committee made use of two criteria to guide the conduct namely; personality standard that includes: respect, care, integrity and trust; and professional knowledge, which consists of standard of teaching, knowledge, skills, competence and conduct. In the professional practices, teacher demonstrates and command respect for spiritual and cultural values, diversity, social justice, freedom, democracy and the environment. With regards to care, every teacher is motivated by the best interests of the pupils/students entrusted to them. Teachers show this by influencing these students positively, and through the display of professional judgement and empathy in practice. Integrity consists of honesty, reliability and moral action. They are embodied in integrity. Teachers exercise integrity through their professional commitments, responsibilities and actions. Furthermore, teachers' relationship with pupils/students, colleagues, parents, school management and the public are based on trust. Trust embodies fairness, openness and honesty. To implement the development of teachers professionalism, Tam (2001) stated that the higher education institutions should show their quality through the implementation of internal quality assurance. Implementing internal quality assurance is currently in trend and in greater demand in higher educational institutions owing to the high competitive demand globally (Patil & Pudlowski, 2005). In addition to this, the urgent need for measuring the product for the benchmarking system (Rita & Shokrpour, 2011:228) is also one its essential reasons. The internal quality assurance is useful for the accountability of education management where in the global era online information becomes the basic needs for the management. This way, the education program can be assessed to see if the target objective has been achieved so that the results will be useful as the benchmarking.

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Quality Assurance

Some of the major inconsistencies or issues currently faced by Indonesia are related to the low quality education, low quality higher education institutions, and the fact that the graduates produced are up to standard market value. OECD (2015:37) reports that most universities have limited international links to create a conducive academic atmosphere. Top 92 Indonesian universities are rated fair to middling. However, among 3,000 private universities situated in the country, most are rated poor and with many rated very poor. In addition to this, academic teaching staffs of most Indonesian universities are unqualified by international standard, and their remuneration rates conditions are relatively poor. The quality of education, with a few exception, is poor, particularly in institutions with insufficient

qualifications to conduct degree programs. Many graduates fit poorly in the labor market. There is a significant backlog of unaccredited higher education institutions and study programs. This problem jeopardizes the quality of student learning, the job prospect of graduates and the sustainability of Indonesian higher education qualifications.

OECD (2015) further beams that the reports quality of teacher training programs in Indonesia is problematic. There are about 32 public and 342 private teaching training institutions in Indonesia, with a large quality of student's intake, teacher training and graduate output. There are not only limited supply of demand, but there are serious deficiencies associated with teaching students effectively and helping them learn. Many higher educational institutions are unaccredited with a large shortage of advanced human capital. Accreditation capacity must be strengthened and stronger regulation must be implemented in order to address institutions with low quality academic services. To achieve the world benchmarks, it will be necessary to improve investment and internationalisation of research capacity among universities.

Most Indonesian degree programs are still substandard and yet to meet up with the various industry standards. Graduate supply is out of sync with the emerging labour market requirements. Only about 16% of graduates study engineering, manufacturing and construction. A persistent complaint issued by employers of labor is that graduates lack relevant knowledge and skills. An insular approach to higher education can result from institutional government being disconnected from the community it serves (OECD, 2015:38).

5 According to analysis analyzed by OECD, the quality assurance of higher educational institutions in Indonesia, as well as the way these higher educational institutions serve the management of quality assurance is questionable. Zhang and Patil (2017) beams that the keystone to a quality education is to define "who has to evaluate," namely, what is the evaluation subject?. The issue of quality higher education and the role associated with higher education institutions in quality assurance has changed management in higher education policy (Chinta, Kebritchi, & Elias, 2016). All evaluation, assessment, accreditation, review and other quality assurance activities are bound to have standards, guidance or criteria. Good standards and guidance can guarantee quality assurance activities, thereby achieving the desired objectives in accordance with the established quality assurance development mission (Zang & Patil, 2017:59).

According to Tam (2001), the key for quality assurance, is to keep the widest possible academic community, starting from teachers to students and the administrative staff informed. This will put quality assurance into practice and implement it on their respective institutions (Tam, 2001). Globally, expansion of higher educational institutions, has put information on academic quality as a benchmarking for the university. According to Rossi, et. al. (2004) universities must introduce systematic evaluations of education at departmental, faculty and university levels. Attempts to measure quality in higher education should be based on purpose and major goals. The assessment programme should reflect what constitutes the quality in higher education, determine the outcomes to be measured, and the approach to be used in measuring them (Tam, 2001:45).

Quality assurance has close relationship with measurement and benchmarking. According to Chinta, Kebritchi, & Elias, (2016), "What you measure is what you get" ; and "What benchmarks you use is what meaning you get" (. Measurement becomes the basis for utilizing multiple metrics in performance management to ensure that organizations seek to achieve progress along multiple dimensions (Podsakoff, MacKenzie, Paine, and Bachrach, 2000:513). In addition, benchmarking is evaluating an action with a standard for comparison (Rich, Lepine, and Crawford, 2010:617).

3 Competitive pressure to achieve universal access makes the assessment of higher education institutions a major concern for the public (Patil & Pudlowski, 2005). Just like in industries, the higher education views quality measurable product or service as achievable when expectations or requirements are met. Quality represents products, service, and knowledge that is basically evaluated by customer's feedback. University quality is determined by its outputs, such as efficient use of resources and whether or not it produces competent, and employable graduates. Quality is defined by the customer, while management is responsible for the quality, and how quality can be improved (Koslowski, 2006).

The government of Indonesia has conducted a quality assurance research through BAN-PT (2002) (National Accreditation Body for the Higher Education) to control the quality of higher education institutions. BAN-PT classifies quality educational institution as: (1) shared understanding and commitment to high goals, (2) open communication and collaborative problem solving, (3) continuous assessment for teaching and learning, (4) personal and professional learning, (5) resources to support teaching and learning, and (6) curriculum and instruction. However, critics have beamed that, BAN-PT

does not fully implement the accreditation as there are different treatments for different universities and the focus of accreditation for Islamic universities may shed out Islamic values not covered in the evaluation (Fitri, 2016:209).

Inspired by the above listed conditions, we try to evaluate the internal quality assurance of FITK in IAIN of Surakarta. The practices of internal quality assurance of IAIN Surakarta indicate disharmony with the objectives. Choiriyah (2018) beams that the evaluation is using AMI (Internal Management Audit) conducted by the consultant. The focus of AMI is on administrative process and not on the competency of lecturers, staff, and graduates. In a bid to provide an answer to the problems, Choiriyah (2018) developed DIQA. This was used to improve the weaknesses of previous tool used to measure the quality assurance. This study, therefore, aims at measuring the internal quality of FITK in IAIN Surakarta. The study makes use of two research questions as listed below:

- 1) What is the quality of study programs in FITK IAIN Surakarta and quality of FITK that is evaluated using DIQA?
- 2) How are the readiness of each study program and FITK in IAIN Surakarta projected to serve professional teachers?

Methods

Descriptive study was used to explore how students and teachers study programs in FITK and FITK of IAIN Surakarta in a bid to prepare themselves for the internalize Islamic values. The main focus of the research object was FITK of IAIN Surakarta; and the study programs of FITK which includes: Islamic Education (IE), Early Childhood Islamic Education (ECIC), Teacher Education for Islamic Elementary School (TEIES), Arabic Language (AL), Indonesian Language Education Unit (ILEU), and English Language Education (ELE). The quality of each study program was evaluated using two criteria: scores of evaluation results to see 7 dimensions of quality, that are: vision and mission, curriculum, competency of lecturer and staff, infrastructure and facilities, student supervisory development, teaching learning process, and graduate competency.

This study made use of descriptive quantitative design with no treatment. The instrument used on the analysis and evaluation of this study was DIQA (Delta Internal Quality Assurance). The instrument was specifically devised to evaluate Islamic higher education institution by Choiriyah (2018). The DIQA consisted of 10 sets of questionnaires, 7 dimensions to evaluate, and 477 items to select the information. The participants recruited as the research subjects included 4 leaders of 4 different faculties, 12 heads of study programs, 60 lecturers in six study programs, and 120 students from six study programs, with the total 196 respondents. The participants were selected using purposive sampling technique, considering the authority of participants that include leaders of faculty, head of study programs, and the availability and readiness that apply to select lecturer and students.

Procedures used to collect data were as follows: Faculty leaders, head of study programs and lecturers were invited to answer questions in the DIQA. They were grouped in same category; 120 students were also grouped in different categories to answer the DIQA's questions. In the preceding steps, head of faculty, head of study programs, and lecturers were invited to assess the answers of the DIQA questions. Together with the researcher, they rated the answers and make decision to judge the quality of each dimension of the questionnaire. The results were analysed using the quality of seven dimensions. The results showed that a study program, may be scored low to very good quality. Based on the level of evaluation, each study program indicated how well it was ready to project the Islamic professional teachers.

Results and Discussion

This study aims at evaluating the quality of the results obtained in the six study programs in FITK IAIN Surakarta and the quality of FITK. In addition to this, analysis was carried out to determine how ready institutions of FITK and its study programs prepare Islamic professional teachers.

Quality of Each Study Program

This section analyzes the results obtained from quantitative evaluation. Dimensions to evaluate include seven stands: vision and mission, curriculum, lecturer and staff, infrastructure and facilities, teaching learning process, students supervisory, and graduate competency.

1. Islamic Education Study Program

IE program achieved a mean score of 3.75, which is an excellent quality. As shown in table 1, the result from the evaluation evidently proves that this study program has been designed to prepare professional teachers. Seven dimensions were used which proved to be fundamentally useful to be used

as the main indicators show the readiness to produce professional teachers. The quality supports the evidence that IE Study Program receives status A from BAN-PT accreditation.

Table 1. Quality evaluation os IESP

Evaluation	No	Dimension	Score	Category
Input	1	Vision and mission	3,96	Very good
	2	Curriculum	3,94	Very good
	3	Lecturer & staff	3,45	Very Good
	4	Infrastructure & facilities	3.59	Very good
Mean of Input			3,74	Very good
Process	5	Teaching learning process	3,85	Very good
	6	Supervisory of students	3,90	Very good
Mean of process			3,88	Very good
Output	7	Graduate competency	3,40	Very Good
Mean of output			3,40	Very Good
Mean of evaluation			3,67	Very good

2. Early Childhood Islamic Education Study Program

ECIE study program is accredited A by BAN-PT and the result obtained from the evaluation using DIQA is "very good". Each of the seven dimensions evaluated provide very good results. Table 2 illustrates the results of the quality evaluation.

Table 2. Result of Evaluation of ECIE Study Program

Evaluation	No	Dimension	Score	Category
Input	1	Vision and mission	4,0	Very good
	2	Curriculum	3,88	Very good
	3	Lecturer & staff	3,54	Very good
	4	Infrastructur & facilities	3,60	Very good
Mean of Input			3,75	Very good
Process	5	Teaching learning process	3,76	Very good
	6	Supervisory	3,96	Very good
Mean of process			3,86	Very good
Output	7	Graduate competency	3,39	Very good
Mean of output			3,39	Very good
Mean of evaluation			3,66	Very good

3,75

3,86

3,39

3,66

3. Arabic Education Study Program

AE study program obtained "excellent" status (score 3.59) as seen in Table 3. Vision and mission obtained very good criteria, lecturer competence and employees in general categorized all had "very good" status grade with score 3.51.

Table 3. Result of evaluation of Arabic Education Study Program

Evaluation	No	Dimension	Score	Category
Input	1	Vision and mission	3,93	Very good
	2	Curriculum	3,51	Very good

Evaluation	No	Dimension	Score	Category
	3	Lecturer & staff	3,91	Very good
	4	Infrastructure & facilities	3,51	Very good
Mean of Input			3,71	Very good
Process	5	Teaching learning process	3,76	Very good
	6	Supervisory	3,81	Very good
Mean of process			3,78	Very good
Output	7	Graduate competency	3,29	Very Good
Mean of output			3,59	Very good
Mean of evaluation			3,50	Very good

3,71

3,78

3,59

3,50

4. English Language Education Study Program

Results of evaluation on all seven dimensions achieved by the ELE are displayed in Table 4. The table suggests that ELE achieves good and very good criteria on all seven dimension of evaluation. The status is "excellent" with a score of 3.45.

Table 4. Result of evaluation of English Language Education

Evaluation	No	Dimension	Score	Category
Input	1	Vision and mission	3,83	Very good
	2	Curriculum	3,31	Very Good
	3	Lecturer & staff	3,66	Very good
	4	Infrastructure & facilities	3,54	Very good
Mean of Input			3,36	Very good
Process	5	Teaching learning process	3,73	Very good
	6	Supervisory	3,58	Very good
Mean of process			3,65	Very good
Output	7	Graduate competency	3,34	Very Good
Mean of output			3,34	Very Good
Mean of evaluation			3,45	Very Good

3,36

3,65

3,34

3,45

5. Teachers Education of Islamic Elementary School

TEIES receives a status grade of "excellent" with a score of 3.53 as shown in Table 5. Each dimension reveals very good status. The result is parallel with accreditation from BAN-PT that is A.

Table 5. Results of evaluation of TEIES

Evaluation	No	Dimension	Score	Category
Input	1	Vision and mission	3,96	Very good
	2	Curriculum	3,42	Very Good
	3	Lecturer & staff	3,83	Very good
	4	Infrastructure & facilities	3,40	Very Good
Mean of Input			3,75	Very good
Process	5	Teaching learning process	3,45	Very Good
	6	Supervisory	3,55	Very good
Mean of process			3,94	Very good
Output	7	Graduate competency	3,40	Very Good
Mean of output			3,40	Very Good

3,65

3,94

3,40

Evaluation	No	Dimension	Score	Category
Mean of evaluation			3,53	Very good

3,53

6. Indonesian Language Education Unit

Indonesian Language Education (ILE) Unit is a preliminary form of Study Program yet to produce graduate students. The evaluation, therefore, is applied to six dimensions as no student have graduated from ILE. Table 6 shows that ILE receives an excellent status with score 3.63.

Table 6. Result of evaluation of Indonesian Language Education Unit

Evaluation	No	Dimension	Score	Category
Input	1	Vision and mission	4	Very good
	2	Curriculum	3,32	Very good
	3	Lecturer & staff	4	Very good
	4	Infrastructure & facilities	3,64	Very good
Mean of Input			3,74	Very good
Process	5	Teaching learning process	3,30	Very good
	6	Supervisory	3,75	Very good
Mean of process			3,52	Very good
Output	7	Graduate competency	-	-
Mean of output			-	-
Mean of evaluation			3,63	Very good

3,74

3,52

-

3,63

Projecting Readiness of FITK to Prepare Professional Teachers

Drawing the quality of each department in FITK, we can evaluate how much the FITK has prepared its program in order to produce qualified teachers. This section analyzes and elaborates the readiness of the whole study programs along with their units.

In general, all study programs are consistent in achieving the right management and administrative process. Documents that regulate lecturers and employees are complete, including recruitment, employment contract for prospective lecturers and employees. Documents pertaining to curriculum, student supervisory, and graduate competency have been properly sorted out and well archived. Our findings evidently prove that FITK is ready to train and prepare professional teachers. The following dimensions, indicates how ready the institutions are:

The first dimension is vision and mission of the program. We have already revealed that all 6 study programs have defined their vision and mission right away, with all having a status of very good. This means that the FITK readiness to prepare professional teachers capable of internalizing Islamic educational values have been defined prior to the implementation of the program. Vision and mission of the study programs have been well defined accommodating to the needs of Islamic professional teachers.

The second dimension, curriculum, has been defined as having a status of "very good", starting from the design and criteria section of the curriculum. Indicators that received very good status is capable of carrying out all study programs as devised by the National Framework Curriculum and as stipulated by the government in 2015. The National Framework Curriculum, and the faculty have invariably defined the main concerns: goals, objectives, and learning outcomes of the graduates. Each study program reviews its curriculum once in every 3 years. The curriculum coverage ensures that the learning outcomes meet the criteria and skills of each program, number of credit course is to be completed in 7 to 8 semesters, with an assurance to equip students with life skills and academic competency, academic literacy, and student development supervisory. As it is with Islamic institutions, the curriculum also set the Islamic moral values and reading Alquran as the basic competency. This happens to be the standardized content of teaching and learning students of higher education as demanded by the government.

The fourth dimension is the competency of lecturers and administrative staff. Each study program has recruited competence lecturer and staff. The first standard that the qualification of a lecturer is a master's degree holder has been 100% asserted. In implementing a career development, each study program encourages the lecturers to further their education to doctorate degree program. By 2018, each

study program has had 30% of its lecturers with doctorate degrees. In addition to this, staff with the right qualification have been recruited into the relevant fields. Besides that, four general competencies have been placed that the lecturer must attain, Islamic competency indicating the Islamic institution are present as mandatory.

The fifth dimension deals with infrastructure and facilities. Infrastructure that are the main facilities of campus, such as halls for rector, dean, rooms for students in each faculty, stadium general, has been prepared in good quality. Rooms for teaching and learning as well as laboratories are available. Support facilities to run the academic atmosphere are also ready to use. Facilities to conduct student activities either for supervisory or individual programs have also been set.

The sixth dimension is the teaching and learning process. Our finding shows that the teaching and learning process has been assured to be conducted using straight procedures. Syllabi, lesson plan, assessment and evaluation, contract of lecture area all pre-defined techniques used before teaching commences. To ensure the materials are well and evenly distributed, the faculty takes complete control, performing 16 meetings in a semester. The teaching plans must be online and at the post teaching process, the final score representing formative test, quiz, assignment, project and final exam must be published online in the faculty's website.

The seventh dimension is graduate competency. The graduate competency indicates how relevant it is to obtain high degree so that graduates of FITK are confident and employable. The criteria involved in doing this is described in the graduate competency and have been identified in the profiles of graduates. However, two problems pertaining to graduate competency were identified. Firstly, the faculty does not serve Tracer Study analysis to portray graduates that perform the competency right way. Secondly, graduates that are evaluated are those who have been certified and declared fit to complete their study. However, records obtained from alumni center, inventory of graduates have supplied objective information pertaining the quality of graduate competence.

Conclusion and Implication

This study summarizes two findings. Firstly, six study programs of FITK are qualified as very good programs. These programs include seven dimensions made up of: vision and mission, curriculum, lecturer and staff competency, infrastructure and facilities, teaching learning process, student development supervisory, and graduate competency perform very good quality. In addition to this, FITK being the main aim of this study programs also receives very good status. Secondly, each dimension suggests that vision and mission has been elaborated in the implementation of input, process and output rigorously. The findings obtained, admits that FITK and its six study programs have been set from the beginning to serve professional teachers. The overall evaluation shows that the process of attaining professional teachers will be successfully gained if the process is done by FITK and its study program.

This study, however, is limited by the dilemma experienced in recruiting respondents to measure the competence graduates and to ideally measure how well the evaluation output is associated with the input and evaluation process. However, there was enough time to track and collect data from graduates scattered and working in various institutions. In summary FITK improves the Tracer Study and alumni center. Future research will improve selection of graduate students, and implement considerable data collection to prevent bias.

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