

Quality Development Model of Management Islamic Religious Higher Education of Nahdlatul Ulama

Subandi

Universitas Islam Negeri (UIN) Raden Intan Lampung, Indonesia

Corresponding Author: Subandi, ✉ subandi@radenintan.ac.id

ABSTRACT

Quality management was a systemic mechanism in ensuring the sustainability of University. This lack of quality Islamic Religious Higher Education / *Perguruan Tinggi Keagamaan Islam (PTKI)* including Islamic Religious Higher Education NU / *Perguruan Tinggi Keagamaan Islam Nahdlatul Ulama (PTKI NU)* resulted less productive and competitive. The aim of this research was to describe the implementation of the development of high-quality management education in the Islamic Religious Higher Education of Nahdlatul Ulama or *Perguruan Tinggi Keagamaan Islam Nahdlatul Ulama*. The method was qualitative based on through inductive analysis. The result showed that in planning of quality management education which was done by three PTKI NU was systemic and structured, where each University was oriented to improve the quality academic, with varying strategies through a needs analysis process. Next, the implementation of quality management aspects of higher education of three PTKI NU varied and has the same quality management aspects, namely carry out the procedure, preparation of human resources through training, financial support, and focus on in integration of two areas of quality : quality of students and *Tri Darma Peguruan Tinggi*. Furthermore, the evaluation aspects of quality management implemented mechanisms of self-evaluation, internal academic quality audit.

Keywords: *Quality Education Management, Quality Development Model Education Management*

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INTRODUCTION

Knowledge and intelligence was a vital resource for a nation. Peter F. Drucker in *The Post Capitalist Society* explained that modernist society was not capitalist or socialist but a post-capitalist society, namely knowledge community (Lumintang, 2019). Knowledge was the basic of excellence and knowledge society that can only be processed into value by human being. It means that the superiority of a nation was ultimately determined by its human excellence. However, the reality shows that Indonesia has not resulted in human resource quality when compared with the other of countries in Southeast Asia. The various educational policies issued by the government was not fully able to boost education quality evenly (Samsuardi, 2018), UNESCO Report: Education for All (EFA) Global Monitoring Report of 2014, ("Education for All Global Monitoring

Report 2013/2014 | United Nations Educational, Scientific and Cultural Organization," n.d.) reveal that despite growing access to education, quality of education in some countries remains low reinforce several unsuccessful education in various countries including Indonesia in creating quality human resources. Report of the United Nations Development Programs (UNDP) Released in 2015 even put Indonesia on the order of 113th of 182 countries. Indonesia's Human Development Index (HDI) also shows Indonesia still ranks lower than Singapore, Malaysia, the Philippines, and Laos which is equal to 70.81 ([Perempuan et al, 2018](#)). Basically, Superior human resources can be obtained from the process of quality education. Therefore, the awareness of the importance in improving quality of education need to be cultivated continuously. Implementation of quality management in higher education formally in Indonesia was began in 2003, namely when the rise of the university's quality management guidelines which published by the Higher Education. Although the true quality management movement has existed before. One significant factor encouraging the movement of quality assurance in universities is the stipulation HELTS 2004-2010.

Hence, the quality universities can contribute to the improvement of the nation's competitiveness and the creation of healthy ([Lewallen et al, 2015](#)). A professor or educator holds a very important role for the progress of their institution that has long been recognized by the faculty. This awareness was demonstrated by personal efforts to have own competence and expertise that matching their interests and background knowledge. A growing number of Universities have lecturer experts and well-known, it will give students' motivation. So that it is able to develop the students' potency and competency ([Atikah, 2015](#)). The statement above has been strengthened with the transition from teacher center to student center in that is able to optimize all the potential learners through the establishment of indicators as a component of competence which is measured by assessment. To measure the level of lecturer's success in learning process was needed the objectives of the course the quality of education. If the lecturers set of education quality which is carried out in half of the overall process in a course, it can be known. Here in lies the role of the faculty in improving the achievement of quality targets college. In other words, the role of the faculty in improving the achievement of quality targets university initiated by compiling quality objectives in education learning.

Nevertheless, the higher education in Indonesia has not result academic quality which was marked by radicalism in several universities in Indonesia, including in Islamic universities, as stated by BIN (*Badan Intelejen Negara*) through *kompas.com* November 20, 2018. This report stated that 39% of students in 15 provinces in Indonesia were interested in understanding of Islam radicalism. These conditions indicated the quality of the academic University of PTKI was not guarantee academic quality that was moderate. Three University at PTKI NU namely Institut Agama Islam Ma'arif NU Metro Lampung, STAI Al Ma'arif Way Kanan Lampung and STAI Ma'arif Kalirejo Central Lampung show the same symptoms that have not been able to fully realize the quality appropriate management. Supposedly, Islamic university also serves as a public service as well as other public universities ([Hill et al, 2014](#)). The discovery of more systematically in quality management of Islamic university, which accommodate of basic elements of quality management was indispensable.

Academically, research on PTKI NU in Lampung province was done by a consideration of fundamental, namely the uniqueness of the three PTKI NU which have high commitment in developing quality management education. It was characterized by the 'positive values' that was developed to become Islam moderate which was still exist (sustainable). Through number of students as a form of social trust of high society and

able to instill Islamic values were moderate to students and the academic community. Islam was able to uphold the truth which accentuate welfare people through the principle of *rahmatan lil alamin* (Nugroho et al, 2018). In terms of education quality management theory has formulated in the Juran Trilogy. It described that planning of implementation, quality evaluation and control evaluation required the involvement of all stakeholders. Based on phenomena above the researchers was interested to examine the process of quality planning involving religious leaders and community leaders, implementation of learning all fields of science integrated with the schools of moderate Islam, and graduates have the academic religious at three Universities Nahdlatul Ulama (NU), namely Institut Agama Islam Ma'arif NU Metro Lampung, STAI Al Ma'arif Way Kanan Lampung and STAI Ma'arif Kalirejo Central Lampung.

METHOD

This research was a field research. It was directed at the background and individual holistic (whole). A qualitative approach has the natural characteristics (natural setting). Hence, in qualitative research instrument was the human. To be able to be an instrument, the researchers should have the provision of comprehensive theory and insights to inquire, analyze, photograph, and constructs the object under study becomes more clear and meaningful. Subject of this research was Three University at PTKI NU namely Institut Agama Islam Ma'arif NU Metro Lampung, STAI Al Ma'arif Way Kanan Lampung and STAI Ma'arif Kalirejo Central Lampung. In this study, researchers used data collection instrument. Instruments other than humans can also be used, but its function was limited as a supporting instrument research tasks. Hence the presence of researchers in the field of qualitative research must be carried out or decipher the data required in the future.

The data were collected by three techniques: Interview, Observation, and Documentation. Interview techniques was implemented to construct about people, events, activities, organization, motivation feeling, demands, concerns and needs of others (Arifin, 2020), In-depth interviews carried out to reveal three universities' view of NU college regarding the development process of quality management. In observation, Moleong (2009) defined it was as the process of selecting, converting, recording, and coding a series of behavior and mood related to the organism in accordance with the objectives of the empirical (Anggito & Setiawan, 2018), Observations in this study based on researcher's experience, supported by the collection and recording of data systematically. It Spradley divided into several stages, including the observation phase descriptive (descriptive observation) which describes the situation of events and activities happening on the ground, then narrowed the selection of data. The lasw was documentatio. It was due to the data obtained through documentation consists of various written sources such as: letters, manuals, white papers, diaries, meeting notes related to the implementation of quality management (Anggito & Setiawan, 2018).

Qualitative research data analysis was done from the beginning to the end of the research. Analysis of the data used in descriptive analysis with Interactive Analysis Model of Miles and Huberman consisting of process data reduction, data display, and data verification (Anggito & Setiawan, 2018). While the examination of the data in this study used triangulation techniques to take advantage of something other than the data for the purpose of checking or as a comparison against the data.

RESULT AND DISCUSSION

The discussion in the context of quality management focused on three main aspects: planning, implementation and evaluation of the quality of Islamic Religious Higher Education of Nahdlatul Ulama or PTKI NU.

Planing of Higher Education Quality Management Islam at PTKINU

Planing Quality management requires the element supporting device in order to go well implementation. The indispensable element was prepared by the higher education quality management unit. It was used as a reference line for the development policy and the implementation of quality management. These elements must be documented and widely socialized and understood by every member of the community from the three community universities concerned. Indispensable element in the planning of the quality management was used as minimal operational standard picture quality management guidelines at the department level (Baird & Reeve, 2011). It was also being conducted by three PTKI NU.

The basic in preparation of quality management planning Islamic Universities in three PTKI NU substantively can be explained as follows:

a. Academic Policies.

Academic Policy contains provisions that were implemented at institutional level, namely Study Program or Faculty at PTKI NU. Academic Policy contained vision and mission general education from faculty or department. Likewise, it contained curriculum development and course materials, new admissions system, human resource development, principles of the implementation and evaluation systems. Only at Institut Agama Islam Ma'arif NU Metro Lampung, Academic Policy has been integrated with the academic policy documents at the institute level. It was indicated that Institut Agama Islam Ma'arif NU Metro Lampung preceded two PTKI NU, namely STAI Ma'arif Way Kanan Lampung and STAI Ma'arif Kalirejo Central Lampung.

b. Academic Quality Policy.

The scope in Academic Quality Policy should be contained was graduate (*gambaran lulusan*) by univerisity, whether performed by IAI Ma'arif NU Metro Lampung, STAI Ma'arif Kalirejo Central Lampung, and STAI Al Ma'arif Way Kanan. In practice, the policy of academic quality of those University have similarity, namely concerning about how the quality of education provision, development and evaluation program laid developed within the framework of enhancement and improvement of academic quality. Academic quality policy also described the quality assurance system that was developed internally in each study program that appears in every scientific specialization fostered at the level of department or study program.

c. Manual quality assurance procedures.

Manual Quality Assurance procedures contained the implementation of quality assurance procedures which was applied in education. It described the workflow order of implementation of quality assurance that started from the appointment of the person in charge of quality assurance, validation draft quality policy at the Faculty, the preparation of quality manual faculty level up to the majors, formulation of competence department, team building implementation of a quality policy and evaluation and follow-up of evaluation. It has been done by three University PTKI NU. only one IAI Ma'arif NU Metro arguably more advanced (Interview Result with Dr. Mispani, M.Pd, Head of University of IAI Ma'arif NU Metro Lampung, July 19-22, 2019).

Faculty must have a mechanism to fulfill the student's satisfaction in activities of learning process, lecturer's qualification and competence to perform his duties. This

mechanisms were taken from give questionnaires to students. It also has been implemented by PTKI NU.

d. Information Systems.

Faculty or Department should convince that the resources supporting of faculties and departments and the organization of learning were adequate in the program/courses offered to students. Although in certain aspects can not entirely up to remember that not all the system information can be provided in particular by STAI Ma'arif Kalirejo and STAI Al Ma'arif Way Kanan, such as in terms of providing SIAKAD system that does little cost. So that in the end they were still used manual systems' traditional' (Interview Result with Dr. Mispani, M.Pd, Head of University of IAI Ma'arif NU Metro Lampung, July 23-24, 2019).

Figure 1. Planning Higher Education Quality Management at PTKINU



The Elements of planning process quality management above has been prepared by PTKI NU. Those elements were a standard for the delivery of internal quality management. Implementation of internal quality management was provision of quality management implementation. It was controlled by the existing units in three institute of Islamic higher education, namely the Quality Assurance Agency / *Lembaga Penjamin Mutu* (LPM). This model prefers the commitment of all stakeholders in the PTKI NU. It should be drawn up by the Faculty together with the Department.

Implementation of Islamic Higher Education Quality Management in PTKI NU

Implementation of quality management in PTKINU was practically based on the number of documents, namely academic documents and document quality. Academic document as a plan or standards. Academic document contained about directions/policies, vision and mission, the standard of education, research, and community service, and academic regulations. Quality document conained quality manual, manual procedures, work instructions, supporting documents and *Borang Akreditasi*. It was integrated to which goes hand in hand between the quality policy at institute level and at the level of faculties and departments. While in PTKI NU was only more focus on institute level. As the result, it caused less optimization in quality of management planning (Interview Result with Sungkowo, M.Pd, Head of University of STAI Ma'arif NU Kalirejo Central Lampung and Metro Head of University of of STAI Ma;arif NU Way Kanan, July 25-27, 2019).

Applicatively, the elements in the implementation of quality management of higher education in at PTKI NU can be described and analyzed as follows:

The policy document-level academic institutes/faculties/departments/study program

In general, Three PTKI NU has been running implementation of quality management principles. Those PTKI NU were starting specific document formulating competencies departments/study programs that include academic quality assurance procedures manual, and document related to quality standard of academic departments or study programs. Implementation of quality management education at PTKI NU can be more simplified when developing in order to more optimally. It agree with Basyar in Quality Assurance and Development in Islamic university. He said that efectivity implementation of quality management in an organization depends heavily on the simplicity of implementation models which can be understood easily by the entire academic community (Basyar, 2016; Herawati et al., 2020), And how that can be achieved for example by simplifying a number of supporting instruments and apply only to the faculty level. So that the document at the level of department or study program put together at the faculty level. Nevertheless, it still must exist ideal standard that includes aspects of academic quality and ideological aspects of three collegues PTKI NU.

Mapping the implementation of quality assurance in the lecture material.

A good course material was well-documented lecture materials and skills. It was needed openness of every faculty to receive the evaluation from other faculty colleagues in the PTKINU. Openness attitude of lecturer in mapping course materials was the key in quality assurance of learning because through this mechanism quality material will be monitored by another lecturer. So it always controlled and avoided from determination of the lecture material which roughing. Furthermore, the results of review among Univeristiy at PTKU NU determined through the mechanism of the Forum Group Discussion (FGD) involving Lecturer who have the same scientific clumps. This implementation should be done by PTKI NU. Because lecturer mapping was the process whereby lecture material document of teaching followed by a shared inputs among lecturers and test, overlap piercing material, repetition and create linkages and level of consistency. Mapping of lecturerl was an effort to comply quality assurance standards. Mutual meriview done with cognate faculty.

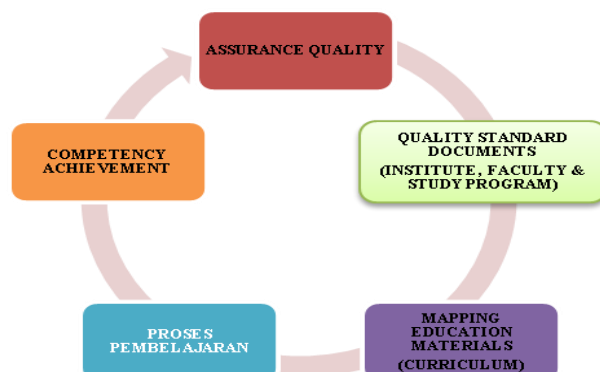
Implementation Model for Quality Assurance

Applicatively the implementing quality assurance of three colleges PTKINU was appropriate, because has involved all stakeholders from leadership to implementers at the department level. It started from new admissions to the graduate, emphasis on quality assurance of learning (*Interview Result with Sungkowo, M.Pd, Head of University of STAI Ma'arif NU Kalirejo Central Lampung and Metro Head of University of of STAI Ma'arif NU Way Kanan, August 11, 2019*). The elements of quality assurance applied to support the implementation of quality management. three Universities at PTKI NU manual guidance quality, optimally to implement a comprehensive quality assurance hence both are more concerned with the preparation of the mechanisms that lead to the implementation of quality assurance of learning.

The implementation of quality assurance at three Universities at PTKI NU need aspects of quality assurance. So that it can achieve quality through quality assurance centered on aspects that did have a great contribution in improving the quality of higher education. Here are each aspect in particular quality assurance of learning in the implementation of quality management models in the three Universities PTKI NU : (1). Leadership 15%; (2). Standardization of 20%; (3). Accountability audit 15%; (4). Audit

mechanisms 20%; (5). Review 10%; (6). Documentation 10%; and (7). Menkanisme development 10%.

Figure 2. Implementation of Quality Assurance at PTKI NU



Good aspects of standardization either academic quality and quality of the ideology acquired high percentages. Because it was reference to be achieved and has self character of PTKI NU, different from other Universities in general. So that if Three Universities at PTKI NU were able to compile good standard good, comprehensive, followed by the audit whose mechanism of objective and accountable, these PTKI NU was qualified. Because it desperately needs leadership role in implementing quality and foster professionalism and academic ideology in an effort to realize the demands of the rules their Universities.

Evaluation of Islamic Higher Education Quality Management at PTKI NU

Three Univesities PTKI NU has had a character as an institution that directly generate moderate Islam practiced workforce ready to enter employment as well as cadre organization NU. Therefore, the suitability of graduates with the demands of work and ideology NU, was integrative. (Interview Result with Sungkowo, M.Pd, Head of University of STAI Ma'arif NU Kalirejo Central Lampung and Metro Head of University of of STAI Ma'arif NU Way Kanan, August 21, 2020).

Quality assurance processes as an integral part of quality management were intended as steps taken to adjust to the demands that are expected workplace or the PTKI NU expectations. It was appropriate quality management process. It was also in line with (Rowlands 2012) in Quality Assurance Implications of New Forms of Higher Education. He stated that to get the better of education quality should be started by hard work, a good commitment in all levels workplace. Started from Rector untill Quality Assurance team or Faculty (Rowlands 2012). Hence PTKI NU can be healthy and able to perform the identification requirement to the implementation of the evaluation of the final results.

The quality process evaluation of Implementation in three Universities at PTKI NU also can be characterized by several attributes regarding the implementation of the self-evaluation process and report evaluation . It can be described and analyzed as follows:

The involvement of all parties

The involvement element of three Universities at PTKINU in planning and decision making educational program was a very important part in modern management including the management of higher education. In evaluation report, three

Universities at PTKI NU was good aspect, which was reflected by the amount of support the various stakeholders in the preparation of evaluation report. However, the involvement of key actors inside and outside of institution should be presented in detail where it was becoming one of the weaknesses of the three PTKI NU. It would be evidence of the involvement of staff, students and leaders in the preparation of self-evaluation report. Some of the important actors outside institution can be involved, for instance Graduates students, parents of students, professional associations, the graduates and so on.

Level Comprehensivity

Comprehensivity level of three Universities at PTKI NU can be known based on the appropriateness and completeness of the important aspects or important issues or observed in the evaluation itself. These aspects should be on the level of courses and programs as well as at a higher level/faculty. But not all have had a comprehensive self-evaluation report, aside from IAI Ma'arif NU Metro.

Monitoring and periodic program reviews.

Faculty and department or study program must have a formal mechanism for monitoring and review of programs which carried out periodically. It was also done by the three Universities at PTKI NU. In its application of IAI Ma'arif NU Metro was more consistent in the process of monitoring and review. It was caused by the experience and implementation of quality management that more adequate personnel, either scientifically or institutionally.

Measurement students.

Study Program has an instruments and transparent criteria to measure students knowledge. It has been done by PTKI NU, either at the department or agency level through the mechanism student feedback, particularly related to educational services in three PTKI NU. It relevant with Arcaro which confirmed that the measurements associated with the learner must be done on all aspects of educational services, so that the quality of education services for students can be measured in a comprehensive manner as a part of the internal evaluation (Tikly, 2011).

Accuracy of data

Self-evaluation material data according to the researchers should have accurate and consistent and mentioned the source. In three Universities at PTKI NU, considering redundant data was not related to the issues that was discussed can degrade the quality of self-evaluation and vice versa (*Document IAI Ma 'arif NU Metro Lampung, STAI Ma'arif NU Kalirejo Central Lampung and STAI Ma;arif NU Way Kanan, August 17, 2019*).

In implementation of quality management, Quality Assurance activities at PTKI NU should be seen as a long process so the results was not be as fast as lightning visible results. But the positive implementation quality assurance has been preceded by encouraging a commitment of the leadership and did not preceded by growing the quality culture at the grass roots because a good organizational culture must start from leaders who have the power to mobilize the people. The activities of leaders in University was to establish a task force on all levels for the implementation of quality management. Hence it will further accelerate of achievement in quality of higher education.

The Formulation of Standards competence in three Universities at PTKI NU was reached by need analyze of the workforce and the Guideline Universities respectively. Later, In this analysis found statement of competencies which is expected by stakeholders. After its learning in higher Education institutions was completed.

In mechanisms above, the initiative for the formulation of standards of competence was a “*task force*” of high-level Department of Education. The “*task force*” do assessing either users or the world of work and also the expectations of graduates from the three cs PTKINU in this case to find out what exactly he wants to graduate from college is concerned with the study program. Based on the identification of the wishes and needs of the workforce who are candidate’s graduate placement and the expected goals by the three University at PTKI NU, then formulated draft their respective competence. In the draft formulation of competence, the task force should sort formulation into different levels of competence so structured where key competencies, which competencies support and other competencies.

The formulation in the form of competency statements made at an early stage. This statement was important because the formulation competency influence on the structure of the curriculum which were held as well as the scope and volume of the lecture material. This lecture material set referenced by each department and program of study in the three Universities at PTKI NU. The formulation of the competence of graduates each department or program of in the three Universities at PTKI NU was dynamic. So it’s was possible to formulate or changes. Renewal of the content was always done when the external or the work wolrd’s needs.

The formulation of general competence in the three Universities at PTKI NU involved areas of competence include knowledge, skills, abilities and attitudes that competency into a comprehensive coverage. After formulation competency formulated, next done *sanctioning* competence with the relevant parties in order to obtain a view of understanding and common ground. The Implementation of *sanctioning* through consultation on the formulation of the competence of the parties considered an expert in order to obtain the truth of the concept and content of the comprehensive coverage (Source: Document IAI Ma ‘arif NU Metro Lampung, STAI Ma’arif NU Kalirejo Central Lampung and STAI Ma;arif NU Way Kanan, August 18, 2019).

After formulation of competency in three Universities at PTKINU formulated, next conducts workshop to analyze the formulation of competencies into the curriculum structure, scope and volume of the lecture material. The workshop was expected to result in joint curriculum structure of apparatus in the form of a syllabus, lecture material description and evaluation. It should pay attention to the quality of syllabuses and material. So that the location of the excellence and quality of the lecture can be achieved and appear. Nomenclature, although important but should not seeded in the workshop. But it the items (content) must be determined carefully in order to obtain course materials relevant to the competence, updates and has a bulk density guarantee qualification.

In order to support the activities of the quality assurance of the quality management in this course material, three Universities at PTKI NU have also developed mechanisms to review the material lecture forum through mechanisms and expert peer review, although still in a simple form with the involvement of external parties *ansich* only. But it was already said to be good mechanism, considering the evaluation system was able to go well in order to control the rate error. This is in line with Thune, Christian Thune in the European Network for Quality Assurance in Higher Education which affirms that through the forum review (review) will be spared the lecture material that was not relevant to the formulation of competency and lectures that have expired in a college who was nor has grown (Thune, 2017), Hence, the lecture materials comply with the latest literature and reference sources that the latest material. the depth and truth of

the concept of experts and colleagues and adjust to the needs of students as well as the environment as well as the demands of college.

The efforts in checking with various parties was to avoid a bad quality course materials that was prepared by the lecturer. This step was very important, because during the determination of the course material (syllabus) in college was decided by lecturer. Therefore, when the determination of the course material was handled by the lecturers who have less competence, lack a lot of research and seminars, it would have very dangerous for the existence of the lecture material. It would be obtained by the determination of the crude material and inferior. It means that the three Universities at PTKI NU, especially at the level of department or program of study, course materials not only provide knowledge alone but should lead to the strengthening and establishment of a higher competence relevant to the world of work.

The Impact of the Development of Islamic Higher Education Quality Management at PTKI NU.

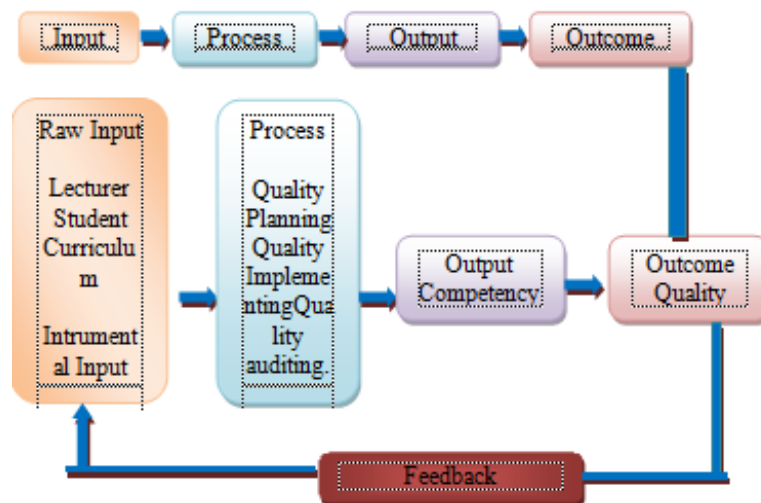
Implementably, there was a lot of effects on development efforts of higher education quality management which was developed by three Universities at PTKINU to improve the quality, process and output education. These Universities generally have similarities and differences that can be elaborated as follows:

- a. Model development of quality management of higher education built on internal conditions universities through the implementation of quality management system. It involve academic documents which consisting of a standard plan established quality, quality document as an instrument to achieve the standards that have been established, as well as quality document consisting of quality manual, procedures, instructions work, and instruments 8 strander quality of higher education Islam. It was in line with the Lee Harvey, in *Transforming higher education*, which confirmed that the commitment of good quality in order to build the quality of education that was competitive to be started from the awakening of understanding collective academic community University (Teeroovengadum et al, 2016). It was that the key to success of three universities at PTKI NU.
- b. Model development of higher education quality management, the implementation does not require a lot of personal (task force) so there is no resource disalokasi lecturer at the level of the study program. This model, character Univerisies, were limited carrying capacity as a university lecturer growing.
- c. Model development of high-quality management education at the three Universities PTKI NU has accommodated the achievement of the goals of academic quality and quality of ideology through quality standard formulation procedures involving stakeholders in the Foundation and Dirjend Islamic Higher Education as well as other user. It was according to the authors make the third PTKINU further optimized its institutional performance.
- d. Model development of high-quality management education was began of growth at the level of leadership commitment to the quality of Universities. It pattern was in accordance with the third character Higher education institutions which was prioritizing NU (*uswah*) leadership. However, according to the obervation, there were still some weaknesses, namely:
 - 1) The implementation of this model was dependent on the level of commitment of the leadership. Hence, when the leadership was initiative the institutional quality management, the implementation of quality management would be difficult to realize.

- 2) Quality management development model that accommodates the quality of ideology was not so easily accepted in academic faculty. Because it was also an element of the organizations' quality management (*Nahdlatul Ulama*) NU.

Broadly, the model of development of Islamic higher education quality management was done by three Universities at PTKI NU in improving the quality of input, process and output of education that can be described through the following figure:

Figure 3. Model Development Quality Management



Three Universities at PTKI NU advanced quality when implementing quality management was good or implement overall quality management concepts.

Implementation of quality management must necessarily be preceded by the planning quality. The planning was actually an application to be realized and desired. Then the quality planning was breakdown in bechmarking. Bechmarking, namely activities to set the standard, both the process and results was to be achieved in a given period. For practical reasons, those standards reflected from reality. So that it would be produced quality serve as a structured process to increase the generated output.

The main elements of quality management was understood as a process of certainty that has a specific standard and continuously strived to achieve superior product or service (Wittek, L., & Kvernekk, T, 2011), (Ellis & Hogard, 2018). Hence, the end result was a product of graduates quality. Jerome S. Arcaro as a figure who pursue quality management education. The higher education quality process has characteristic as follows 1) the typical standard for the service 2) the identification of the necessary procedures, 3) their activities do checks on consumers and monitor the achievement standards, 4) the existence of documents that store all the events that took place, 5) involves all parties concerned and quality improvement continuously (Kementerian Riset, Teknologi & Mutu, 2016). The challenging of application quality management was seen at least from three factors: (1) the changing in the demands on higher education related to learning quality (2) necessity of public accountability and (3) the requirements for qualification of graduates by the labor market (Reid et al, 2013). Those quality managements above over the coming and began to strengthen the Indonesian public which is increasingly aware of the importance investment in human resources to improve the competence, competitiveness and excellence, particularly in entering the era of competition in the global economy and the increasing mobilization of individual status through achievement of excellence of science and technology and the advantages

of financial (Jibean & Khan, 2015), and increasing individual status mobilization through the achievement of scientific and technological excellence and financial excellence. Strengthening the demands and challenges of quality can also be seen in the connection of macro paradigm changes from the effects of globalization with increasingly transparent logic of the economy (Reid et al, 2013).

The finding of this study showed that three universities in PTKI NU, especially in quality management education was systemic and structured, where in each universities has oriented in improving the quality academic. It involve in the formulation of manual quality, the establishment quality objectives, quality targets, quality monitoring. Both the quality implementation includes: (1) Establishment of procedures (operating system procedures), (2). implementation of quality management system implementation of the instrument guided learning, research guidelines and instruments instruments community service guidelines and (3). Implement the principles of the four areas of quality that the quality of students at intelektual development and social competence with the application of the values of a moderate Islam that Islam tolerance. Islam could establish the truth of nonviolence, increasing quality of lecturers through training and development, quality of research, and community service. Third Evaluation of quality through mechanisms: (1). Evaluate using the SWOT analysis (2). Internal quality audit to investigate the implementation of a standard (3). Findings of the evaluation was used as material for the improvement of quality assurance continuously. There was impact of the development of Islamic higher education quality management to improve the quality of three college PTKINU, namely (1). The improvement of governance (input output process), (2). Religious academic competency moderate Islamic understanding (*rahmatan lill alamin*), (3). Quality assurance and continuous quality improvement. It was in line with Laurie et al., (2016) who revealed that management education should have a positive impact on academic outcomes and sustainable development. It was high commitment in developing quality management education (Razinkina, 2018; Komalasari, et al., 2020). It was characterized by the 'positive values' that was developed to become Islam moderate which was still exist (sustainable) (Dewi et al., 2018; Leiber, 2018). The quality management in education was interpreted as standard and excellence in management institutions. Hence, it can provide knowledge and lead to the strengthening and establishment of a higher competence relevant to the world of work

CONCLUSION

Planning quality management of Islamic higher education at three Universities at PTKI NU, namely Institut Agama Islam Ma'arif NU Metro Lampung, STAI Al Ma'arif Way Kanan Lampung and STAI Ma'arif Kalirejo Central Lampung were conducted a systemic and structured. Those universities was oriented in improving the quality of inputs, process and output in quality management that involve target in quality, operating system procedures, implementation of instrument guided learning, quality of students at intellectual development, social competence with relevance of the values moderate Islam, that Islam tolerance. Therefore, the evaluation quality through mechanism, involve using SWOT analysis, internal quality audit. An impact development quality also arise in quality management, namely Religious academic competency moderate Islamic understanding (*rahmatan lill alamin*), Quality assurance and continuous quality improvement, and The improvement of governance (input output process

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AUTHOR CONTRIBUTION STATEMENT

The author had participated in the research and approved the final version of the manuscript

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