

## Management Improving the Quality of Graduates of the Management Study Program at Islamic Higher Education

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### Abstract

Management problems of Quality Improvement Graduates of Management Study Programs at Islamic Higher Education are unsolved problems in line with the complexity of environmental changes, both in terms of planning, organizing, implementation and evaluation. Departing from this thought, it becomes something very interesting to study more deeply about quality management in higher education and its determination factors, to produce accurate, valid, and objective data, so that it is expected to be able to answer problems with a value-free scientific spirit, especially The Management Study Program located at the Kusuma Negara College of Economics Jakarta and the As-Syafi'iyah Islamic University (AIU) in the Jakarta City area. This study aims to reveal and analyze the quality improvement management of management study program graduates at Islamic universities in Jakarta. The research approach used is qualitative with the data collection method used, namely the case study method through direct observation where the researcher sees firsthand the symptoms or events that occur and analyzes the events found in the field that are adapted to the research problem. Data collection techniques used are observation (observation), interviews, documentation studies. Regarding data analysis techniques using non-statistical analysis techniques. In general, there are similarities in the management process for improving the quality of university graduates to improve the quality of graduates at the Islamic University of As Syafi'iyah and STIE-KN, namely to improve the reputation of the institution and as an entry point to achieve graduate quality in a sustainable manner. Besides the similarities, there are also differences in the basic values that underlie the implementation of quality assurance between AIU and STIE-KN, related to their different institutional visions and goals. The Management of the Internal Quality Assurance System at AIU and STIE-KN makes a positive contribution to improving the quality of graduates. This is reflected in the implementation of the Teaching, Research and Community Service Program, standardized through the policy of establishing a Graduate Quality Improvement Unit at AIU and a Graduate Quality Improvement Institute at STIE-KN. However, it is still limited to focusing on the academic field (only focusing on the learning aspect). This research is expected to provide input as a source of information about the quality of the internal quality assurance system process of private universities as a basis for mapping to determine quality improvement policies in higher education units, especially universities. The Ministry of Education and Culture continues to disseminate information on improving the quality of graduates by providing assistance and support in the process of preparing and setting quality standards and their development in order to broaden understanding of the education quality assurance system, so that all universities are able to manage improving the quality of graduates properly and have an impact on the quality of graduates according to the National Education Standards (NES).

**Keywords:** Improvement, Quality of Graduates, Islamic Higher Education.

### INTRODUCTION

Education in Indonesia has not produced quality human resources. Education has also not succeeded in creating intelligent people; spiritual, emotional and social, intellectual, and kinesthetic. Though intelligence is a vital resource for a nation. Even Peter F. Drucker in The Post Capitalist Society explains that: "Modern society is not a capitalist or socialist society but a post-capitalist society, namely: the knowledge based society". Knowledge is the basis of

social advantage, knowledge can only be changed be valued by humans. That is, the superiority of a nation is ultimately determined by the superiority of its human beings.

People who excel are the result of a very good or high-quality educational process. Education is a determinant of competitive advantage; determinant of success. In such conditions, the government makes various efforts through various policies to provide quality education for all Indonesian people.

Based on the mandate contained in the opening of the 1945 Constitution which states that one of the tasks of the state is to educate the nation's life and the mandate of the 1945 Constitution Article 31 concerning the right of every citizen to receive education and the government's obligation to finance and provide education. In addition, the government issued several other educational policies in the form of Law Number 20 of 2003 concerning National Education System, PP Number 19 of 2005 concerning National Education Standards, and Permendiknas Number 19 of 2007 concerning Management Standards.

Quality of education is a strategic issue of national education because the quality of national education is still very low. Efforts made by the government have not succeeded in increasing the quality of education. Various educational policies issued by the government have not been fully able to encourage the improvement of the quality of education equally. The report of UNESCO: Education for All (EFA) Global Monitoring Report of 2006 which states: "although access to education is growing, the quality of education in a number of countries is still low" underscores the failure of providing education in various countries including Indonesia in creating quality human resources. The United Nations Development Programs (UNDP) published in 2008 even placed Indonesia at 111th out of 182 countries in the Indonesian Human Development Index (IHDI), which is much lower than Singapore, Malaysia, the Philippines, Vietnam, Cambodia, and even Laos. .

Universities in Indonesia, although working on the field of higher education quality assurance formally only started in 2003, when the guidelines for higher education quality assurance issued by the Ministry of National Education were issued, but actually the quality assurance movement existed long before that. One of the significant factors driving the quality assurance movement in higher education is the establishment of the 2003-2010 HELTS which hopes that national higher education can contribute to increasing the nation's competitive ability and the realization of a healthy higher education organization (Directorate General of Higher Education, 2003:1). In the next development, the quality assurance movement is growing faster in universities when all scenarios for granting block grants must include the willingness of national universities to carry out quality assurance. This factor is the factor that most spurs the emergence of quality assurance institutions at universities in Indonesia, although in the end many implementations of improving the quality of graduates in universities were born not because of internal encouragement in the form of high quality culture, but only for the sake of administrative performance block grant requirements.

In college, a lecturer plays a very important role in institutional development. This has long been realized by the lecturer himself. This awareness is shown by personal efforts to make him/herself have competence and expertise in accordance with the interests and fields occupied. Ina is famous among the public for his skills.

Many introductions at various seminars show their expertise so that they are widely known in the community. Is there a contribution from the lecturer to the quality of education at the university where the lecturer is based? The answer is, there is. Because the college where the lecturer comes from is becoming more widely known by the public. Many students are proud to be taught by lecturers who are very well known and well known in the wider community. Finally, a lot of student who aspires to become a famous lecturer.

The more these universities have well-known expert lecturers, the more motivated students will be. Lecture activities are always full, many seminars and discussions take place.

Expertise debates between lecturers covered the academic atmosphere at the university, students were carried away by a good academic atmosphere, because it was really proud.

The development of the current educational model has advanced rapidly. The model that focuses on the teacher center shifts to the student center. Many universities have gone through the educational process from teacher center to student center, however, not all colleges and universities actually carry out the learning process the student center.

There is a saying that the bottle may be different but the content remains the same. This is what happened. Why is that, lecturer paradigm can't be changed. This is often found in daily teaching practices, lecturers still dominate in the educational process and educational evaluation is determined based on the final results of the exam. The student center education system requires a paradigm shift for learning actors, both lecturers and students.

Lecturers play the role of facilitator and motivator, and students act as active and independent learners. The position of lecturers is not the only source of educational material but as a source of educational material, and the position of students as users of educational materials.

For to produce quality and dignified human resources, the development of the education sector is an important part and therefore education must be implemented in a more planned and programmed manner. Law No. 20 of 2003 concerning the National Education System mandates: "The National Education System must be able to guarantee equal distribution of educational opportunities, improve quality as well as the relevance and efficiency of education management to face challenges in accordance with the demands of local, national, and global changes so that education reform is necessary. in a planned, directed, and sustainable manner.

The meaning of the National Education System explains that the development of the education sector will face three main challenges, namely (1) equal opportunity and access to education, (2) improving quality, relevance, and competitiveness and (3) improving governance, accountability and related public image. with the efficiency of education management.

The role of universities actually faces various big challenges. Therefore, higher education institutions are more required to make breakthroughs in the field of science and technology in filling this new millennium. In addition, universities must be able to become a conducive learning place for scientists to work and produce work or inventions. Universities are also required to be able to educate future leaders and professionals. Therefore, to face various challenges in the future, whether you like it or not, the management of higher education must be reformed so that it can support optimal learning processes, creative and innovative scientific development and relevant and responsible community service in accordance with the demands of science and technology progress and the development needs of the user community. science and technology.

Quality is an issue of globalization today, especially in the world of education. To be able to carry out its role as guardians of academic and scientific culture, universities are in the form of independent institutions, with governance based on accountable autonomy (Law No. 12/2012 on higher education). Higher education governance is able to provide academic and scientific freedom for the academic community so as to give them the ability to develop optimally to become excellent academics and scientists. In this case, the concept of higher education autonomy is closely related to quality assurance of the learning process and its products, in order to fulfill the accountability of higher education institutions to stakeholders.

Various components that become the accountability of higher education (managerial) performance, referring to Law No. 12 of 2012 concerning Higher Education consist of the main and supporting components in higher education, which basically include the main components, namely: 1) the learning process, 2) curriculum, 3) lecturers, 4) learning

facilities, 5) funding, and 6) research, which is supported by supporting components, namely: 1) management and 2) leadership.

The quality of graduates does not just happen, because it must be planned systematically by using a management process to improve the quality of graduates expected. Quality improvement management includes the preparation of quality improvement plans, organizing, implementing quality improvement management, as well as monitoring and evaluating the quality improvement of graduates. The quality of graduates can be said to be the seed of future human resources. The low quality of graduates is also a problem in itself. The quality of educational outcomes in the form of graduates is not in accordance with the needs of the community. Society and the world of work receive human resources in accordance with the high and low quality of graduates.

The quality of higher education graduation is currently still a problem that must be resolved, higher education graduates do not meet the expected Indonesian national work competency standards, there are still many complaints from higher education graduation users who are not ready to work, still need training and work experience. Furthermore, this shows that the learning system carried out at the higher education level is still not optimal. Improving the quality of education so that university graduates (PT) are qualified in their fields are always pursued by both the government and the private sector. The need for improving the quality of education can be stated by several facts, for example: the number of unemployed university graduates,

The quality of graduates is a pillar to produce good and reliable human resources, so that efforts to improve them must always be carried out continuously. But in reality, these efforts are still not optimal and satisfactory. In general, indicators to measure the quality of graduates include (1) GPA; (2) Length of study; (3) The predicate of graduation. However, to be able to achieve success, universities need to ensure that they can improve the quality of life of graduates by filling the world of work. If this effort is successful, it means that the university will get recognition from the community regarding the quality of education that has been implemented.

The issue of the quality of graduates has become one of the central issues that are always warm and interesting to be discussed by various groups today. The quality of these national graduates has not been able to increase significantly so that it satisfies all parties, especially users of educational outcomes. Therefore, discussion after discussion, discussion after discussion, seminars, workshops and similar meetings continue to be held to find solutions to graduate quality problems both nationally and regionally (Susanti, 2018).

In facing the global era of quality or quality issues, every university leader and the elements under him should think in a planned and simultaneous way how to improve the quality of graduates, research results and community service can be guaranteed in accordance with the needs and demands of the community. increasingly complex. One of the efforts to improve the quality is to build and implement a higher education quality assurance system so that the vision and mission of higher education can be achieved. Universities in the era of globalization must be based on quality, how universities in educational service activities and the development of human resources have advantages.

The reality today shows that the quality of college graduates is not always acceptable and able to work as expected by the world of work. The rise of universities has the potential to decrease the quality of graduates, considering that standardization of graduate quality is not the goal; but only seen from the aspect of quantity; namely how to get as many students as possible. In this study there is a phenomenon related to quality assurance, which is characterized by quality assurance that has not been accredited by BAN-PT and the Internal Quality Assurance System that does not fully refer to the QAU-PT. This phenomenon must

be overcome so that the institution can produce the quality of graduates expected by users, so that the institution is in great demand by customers (parents/students).

The steps needed to be able to realize this, starting with the design of the curriculum, the educational process to the standard of assessment. The preparation of curriculum design is directed towards meeting user satisfaction and needs. The implementation of education is divided into several stages of learning activities.

At each stage of learning activities, indicators of achievement are determined, and these indicators of achievement become the basic components of the assessment. Based on this assessment component, it can be determined and determined the final grade of the student. To measure the level of success of a lecturer in the learning process, it is necessary to target the quality of education from the courses he has. If each teaching lecturer prepares educational quality targets that are carried out in each semester, the overall process in a study program can be known.

Based on this educational quality target, the study program is able to assess the level of success of the educational process of all courses held. If all lecturers have done so, this educational quality target can be further increased to become the educational quality target for the study program. Next, to the faculty level and finally to the university level. Herein lies the role of lecturers in increasing the acquisition of university or college quality targets. In other words, the role of lecturers in increasing the acquisition of university quality targets begins with setting goals for the quality of education for their courses. This educational quality target needs to be stated in lecture guidelines for students, this is intended so that students can know and be able to supervise lecturers in teaching.

The challenges that necessitate the emergence of quality assurance can at least be identified in three factors, namely: (1) changing demands on higher education by the increasing scarcity of public funding sources in which it appears (2) the necessity of public accountability and (3) the qualification requirements of graduates by the job market ( Olssen, 2004: 194).

Education is seen as an investment of resources that never loses and at the same time has added value that is certain to have a profitable return. This phenomenon has begun to strengthen in Indonesian people who are increasingly aware of investment in human resources for the sake of competition as well as efforts to increase competition and excellence, especially in entering globalization and competition in the economy (Thune, 2001:5). And according to another opinion the mobilization of individual status through the achievement of scientific and technological excellence as well as financial excellence (Darling, 2005:468).

Along with the great expectations of the community for the role of Islamic Higher Education institutions, now the community's demands for the quality of Islamic education are getting stronger. This demand for quality is getting stronger, especially when there is a macro paradigm shift in society from the effects of globalization to an increasingly transparent pattern of economic logic (Olssen, 2004:7). And in reality, Islamic higher education has not realized the appropriate quality improvement. Islamic universities should also function as public services like other public universities (Robin, 2001:5). Systematic findings and quality assurance in Islamic higher education institutions that are based on Islam that accommodate the basic elements of existing quality assurance are very necessary.

From resultPrevious research on the quality of higher education graduates can be described as follows:

- 1) Most of the quality of university graduates in Indonesia do not meet the standards.



- 2) Content standards and competency standards for graduates have not been fully met by all universities which still lack facilities and resources, both human resources and other supporting resources.
- 3) Judging from the standard of the process, a conducive, active, creative, innovative and fun learning atmosphere can be said to have not been well internalized by educators in the learning process at the Higher Education level.
- 4) The learning approach that occurs is more often centered on the lecturer.

According to Adina (in the journal Fitrah et al, 2018) quality assurance in higher education as a whole is very important because the goal of education is not just academics, but the whole person. Improving the quality of higher education graduates also plays an important role in answering various problems related to education and as a tool for analyzing the challenges of higher education. Quality improvement in higher education is carried out to measure how effective the academic policies are implemented and how high the quality of the graduates they produce.

Another research that can be used as a reference is the research conducted by Gunawan (2017), regarding the Quality Management of Private Islamic Higher Education (Case Study of Islamic Religious Colleges in Increasing Input and Output of UM Metro, IAIM NU and STIT Agus Salim Metro), concluded as follows:

"Quality management will affect the input, process and output as well as the conclusion  
1) Quality management of private Islamic higher education at UM Metro, IAIM Metro, and STIT Agus Salim Metro in overall planning and administration has been carried out well and is oriented to improving the quality of input, process and outputs. 2) The high and low interest of prospective students (Input) of the three universities is influenced by other factors".

Research conducted by Sitorus (2021), about Integrated Quality Management of North Sumatra State Islamic University in Developing Soft Skills-Based Graduate Competencies. concludeas follows:

"The results show that UIN North Sumatra implements integrated quality management in developing the quality of graduates based on Soft Skills through the implementation of planning, management, implementation and quality control. The conclusion is that with a commitment to implementing Total Quality Management, we can develop the quality of graduates based on Soft Skills in accordance with customer expectations and the world of work with a focus on customers, quality commitment, directed planning, implementation and quality control, continuous improvement and trying to be better in the future".

Departing from this thought, it becomes something very interesting to study more deeply about quality management in higher education and its determination factors, to produce accurate, valid, and objective data, so that it is expected to be able to answer problems with a value-free scientific spirit, especially The Management Study Program (Prodi) located at the Kusuma Negara College of Economics Jakarta and the As-Syafi'iyah Islamic University (AIU) in the Jakarta City area.

From the facts that the author observes, it can be seen that in output, STIE Kusuma Negara Jakarta and the As-Syafi'iyah Islamic University (AIU) in the City of Jakarta, have something in common, namely they both have an Islamic university background. However, in total, the three universities have slightly different output data for university graduates.

From the description above, it is clear that the management of the quality of education in higher education greatly affects the output. How much effort universities make to manage education, it also affects the assessment of labor absorbers, and no less important is the public's interest in these universities.

In an environment full of dynamics, education management must be able to create an organization that is able to provide satisfactory services to the community in general and the object of education (students and parents) in particular. At the same time, they can compete effectively in local, national and even global contexts. In other words, the world of education is now required to develop quality education management, so that quality strategies and implementation are planned together with various components (stakeholders) so that they can be implemented and evaluated regularly and continuously.

Based on the above background, the research wants to try to explore the phenomenon/uniqueness of the management of improving the quality of higher education graduates who are the objects for observation, interviews and documentation studies at STIE Kusuma Negara and the University Islam As-Shafi'iyah and these two universities have implemented the implementation of QAUI in terms of quality improvement management, especially at the stages of Planning, Implementation, Evaluation. This university is an institution that is able to represent universities in the Special Capital Region of Jakarta in terms of management of improving the quality of university graduates.

## **RESEARCH METHODS**

The data collection method used is the case study method through direct observation where the researcher sees firsthand the symptoms or events that occur and analyzes the events found in the field that are adapted to the research problem.

### **Research Approach**

The research approach used is qualitative, which is to reveal an intensive and in-depth picture of Islamic Higher Education management in improving the quality of graduates at STIE Kusuma Negara Jakarta and As-Syafi'iyah Islamic University, whose ultimate goal is to improve the quality of student graduation.

### **Data collection technique**

Data collection techniques used are observation, interviews, documentation studies. Regarding data analysis techniques using non-statistical analysis techniques.

## **LITERATURE REVIEW**

Management improving the quality of graduates of management study programs at Islamic universities"based on the principle of understanding that "Quality as excellence" according to Ellis (1993). This quality improvement runs not only internally but also combines all lines of relationship joints that can build higher and wider public trust. Developing quality automatically develops the value of creativity and productivity that is superior in potential development that is clearly measurable, transparent, accountable and accountable, on this basis the fundamental components in the implementation "Management improving the quality of graduates of management study programs at Islamic universities" determined by the scope of management at the university itself, both in terms of graduate standards, process, implementation, content, teaching staff, education staff, research and community service supported by infrastructure and costs in it. The scope of management in the application of improving the quality of graduates uses many concepts Planning, Organizing, Executing, Evaluation, in detail the concept of quality management is:

1. Planning includes the act of selecting and relating facts and making and using assumptions about the future in terms of visualizing and formulating proposed activities that are deemed necessary to achieve the desired results, drawing up an effective plan, facts are needed. - Important facts are available, then incorporate into the plan."Managementpimproving the quality of graduates of management study programs at Islamic universities"make the student's own objective value seas customers who are the basis for developing work activities or achieving the goals of activitiesmanagement to improve the quality of graduates of management study programs at Islamic tertiary institutions carried out in tertiary institutions. StrategyEarly in the quality improvement plan, the Strength, Weaknesses, Opportunity, and Threat analysis approach or what is known as a SWOT analysis can be done. SWOT as introduced by Humphrey (1970) is widely used in many plans in various fields of business, including in the field of education. SWOT for quality improvement may include:
  - a. Strength  
Strength refers to the strength or initial capital of improving the quality of higher education graduates in achieving the goal of improving the quality of graduates as well as educators and education staff. In improving the quality of a tertiary institution, these strengths include the status of higher education accreditation, qualified and qualified lecturers, all professional and skilled educational staff, good facilities and infrastructure, good learning process, good student input, being known by the community, and support from higher education leaders. the maximum. Establish and communicate customer needs and expectations throughout the organization. As well as preparing the process of planning, designing, developing, producing educational activities.
  - b. Weaknesses  
Weaknesses are more than conditions that are unsatisfactory or even unsatisfactory or not ready with the strengths that should exist above. Examples of shortages of lecturers are either in number, or the ratio of lecturers to students, as well as in terms of quality, facilities and infrastructure that do not meet the requirements or are incomplete, student input, and leadership support.
  - c. Opportunity  
Opportunity is more of a hope or gap to get ahead of all the shortcomings or weaknesses earlier. This opportunity can be opened when there are other supporting elements, such as additional funds, the presence of newly recruited and qualified human resources, the existence of a program or policy from the leadership or government that supports it, and there are external challenges to produce quality graduates to be appointed as employees.
  - d. Threat  
Threats are more intended to threaten or hinder the success of the established quality improvement program. These obstacles can be in the form of a reduction in operational funds, decisions or policies of leaders that change towards reducing the strength of quality improvement, and other obstacles that affect the quality of higher education.
2. Implementation is a leadership function in directing, motivating to increase effectiveness and efficiency, maximum productivity and work accountability as well as creating a healthy, dynamic work environment, and so on. Implementation is a leadership function in directing, motivating to increase effectiveness and efficiency, maximum productivity and work accountability as well as creating a healthy, dynamic work environment, and so on. Implementation of quality improvement management process activities required leadership support. Leaders at all levels establish unity of purpose and direction and



create conditions in which people are involved in achieving the organization's quality objectives. The basis for creating unity of purpose and direction and human involvement enables organizations to align strategy, policies, processes and resources to achieve its objectives. Establish a culture of trust and integrity and encourage a broad organizational commitment to quality.

3. Evaluation/Monitoring of implementation is a process of supervision in assessing performance measures in achieving quality reference standards and taking actions that can support the achievement of expected results in accordance with the performance that has been determined. to ensure that all activities are carried out according to what has been planned. Monitoring/Evaluation"Management of improving the quality of Higher Education Graduates".Cultural values are a reflection of the value system that forms the basis for the implementation of quality management activities, some of the indicators of the technical implementation process that will provide a basic understanding value, this understanding develops a value system for life that is raised related to theological, physical, ethical, aesthetic, logical and theological levels. Increased impetus for innovation with actions that can be taken are:
  - a. Promote the establishment of improvement goals at all levels of the organization.
  - b. Educate and train people at all levels on how to apply basic tools and methodologies to achieve improvement goals.
  - c. Ensure people are competent to successfully promote and complete improvement projects.
  - d. Develop and deploy processes for implementing improvement projects across the organization.
  - e. Track, review, and audit improvement project planning, implementation, completion, and results.
  - f. Integrate improvement considerations into the development of new or modified goods, processes, people and processes.
  - g. Recognize and acknowledge improvements.

## RESULTS AND DISCUSSION

### Planning for Quality Improvement of Graduates of the Management Study Program at Islamic Higher Education

Planning to improve the quality of graduates to improve the quality of graduates at the As Syafi'iyah Islamic University and at STIE-KN is a very important and strategic stage as well as a strong foundation as a framework for the stages of implementing activities and planning functions to determine goals, set strategies and achieve goals. and develop plans to integrate and coordinate related activities.

The planning process for improving the quality of graduates in academic and non-academic quality at As Syafi'iyah Islamic University and STIE-KN begins with determining the goals to be achieved, then formulating by taking into account current conditions and challenges, identifying facilities and obstacles, developing plans or a series of activities refers to the provisions of Higher Education Standards, namely the National Higher Education Standards (NHES) consisting of (1) Graduate Competency Standards, (2) Learning Content Standards, (3) Learning Process Standards, (4) Learning Assessment Standards (5) Lecturer and Staff Standards Education, (6) Facilities and Infrastructure Standards, (7) Learning Financing Standards and research standards, community service standards, information system standards, standard of domestic and foreign cooperation and the most important thing in the planning process, is to formulate policies on improving the quality of graduates and need to be documented in the form of a book which includes aspects of learning, and all

aspects of the Tri Dharma of Higher Education as well as aspects of funding and management of Higher Education.

In the planning process it is considered quite accountable, this can be seen with the commitment of top management and the involvement of all stakeholders, both internal (university leaders, faculty leaders, lecturers, students) and externally (alumni, graduate users) and in the standard setting stage the planning process begins with:

1. Determination of Content/Curriculum Standards in which the basic framework and structure of the curriculum are set, the next step is to determine the standard content of the curriculum for the study program and the next stage is to determine the Study Program Credits and determine the Academic Calendar.
2. Determination of Learning Process Standards with the stages (a) Learning Process Planning Standards, (b) Learning Process Implementation Standards, (c) Learning Process Outcomes Standards, (d) Learning Process Supervision Standards.
3. Determination of Graduate Competency Standards (GCS)
4. Standard Setting for Educators and Personnel
5. Determination of Academic Qualification Standards, (a) Lecturer Competency Standards, (b) Lecturer Expertise Certification Standards, (c) Lecturer and Student Ratio Standards. All stages are completed with forms/forms.
6. Determination of facilities and infrastructure standards with the stages of setting land standards, Lecture Room Standards, Library Standards, Leadership Room Standards, Lecturers, Administration and Canteens, Lecture Room Equipment Standards, Book Standards and Learning Resources.
7. Determination of Management Standards, with the stages of determining Academic Management Standards, Operational Management Standards, Personnel Management Standards, Financial Management Standards, Annual Work Plan Standards.
8. Determination of Financing Standards, with the stages of setting standards for Higher Education Investment costs, Standard Operating Costs for Higher Education, Standard for Student Personal Costs.
9. Determination of Educational Assessment Standards, with the stages of determining Learning Outcomes by Lecturers, Learning Outcomes Assessment Standards by Institutions, and formulating standards set by universities themselves, namely Research Standards, Community Service Standards, Cooperation Standards and Information System Standards.

While the planning for improving the quality of graduates to improve the quality of graduates at STIE-KN is essentially the same as that carried out by the As Syafi'iyah Islamic University, in the planning process for improving the quality of graduates the main reference is the Vision, Mission, Objectives and Strategies of STIE-KN which is a juridical and strategic basis in every preparation of quality standards plans at STIE-KN, because the Quality Assurance Agency (QAA) STIE-KN, is required to refer to the STIE-KN Statute. Structurally, the implementation of standard setting is the responsibility of the Head of the Quality Assurance Agency (QAA), while the technical implementation in planning and preparing standards is the responsibility of the Head of the Drafting Team.

In the Standard Setting process, the Head of QAA according to his main duties and functions does the following: a) Leads planning meetings for the preparation of standards for improving the quality of graduates; b) Forming a Planning and Implementation Team for Standards to improve the quality of graduates consisting of leaders, lecturers, education staff, and stakeholders; c) Obtaining input from the meeting on standard points that must be formulated; d) Delegating to the Planning and Implementing Team for the Preparation of

Graduate Quality Improvement Standards to continue the process of planning and implementing the preparation of graduate quality improvement standards.

The Planning Team for Standards for Quality Improvement of graduates is tasked with:

- Performing standard needs analysis to determine the scope, type, and number of standards required, as a form of follow-up on the results of the evaluation of standard application;
- Mapping the standard components and sub-components as the basis for compiling quality standards for each sub-component, based on the National Education Standards (NES) and standards in accordance with the university's vision and the needs of stakeholders;
- Collecting information in the form of relevant laws and regulations, results of self-evaluation on ongoing performance, input from stakeholders, results of tracking studies, quality assurance development policies of the Directorate General of Higher Education;
- Formulating quality standards for each sub-component based on the information collected based on the university's vision and the needs of stakeholders;
- Conduct testing and review of standard drafts by soliciting input from the entire academic community;
- Re-formulating based on input from the entire academic community;
- Provide a draft standard for improving the quality of graduates to the Head of QAA.

According to the results of observations, interviews and studies of planning documentation at the As Syafi'iyah Islamic University and STIE-KN are essentially the same and in general in the determination/planning of quality standards and quality points that will be a reference in the implementation of improving the quality of graduates is good in accordance with The National Education Standards, although they have not accommodated the 8 (eight) stages of the standard, emphasize more on the academic field related to the learning process, this sees and adjusts the existing conditions, both the availability of human resources and other sources of funding and support. The quality standard setting process that becomes the reference includes: Statutes, Vision, Mission, Objectives, Targets and Strategies and Policies and involves elements of the University Senate and Faculties, Chancellors, Deans, Postgraduate Directors, Head of Study Programs and all relevant stakeholders.

### **Implementation of Quality Improvement of Management Study Program Graduates at Islamic Higher Education**

The implementation of improving the quality of graduates in improving the quality of graduates at As Syafi'iyah Islamic University and STIE-KN is the second stage after the determination/planning and the basis for work are the guidelines that have been prepared after going through the formulation involving internal stakeholders in the planning process.

According to Hunger (1996:231), to start the implementation process, the management must pay attention to the following 3 (three) questions: a) Who will implement the strategic plan that has been formulated?; b) What to do?; c) How will the human resources responsible for implementation carry out the various aspects required?

The implementation of all programs to improve the quality of higher education graduates at As Syafi'iyah Islamic University and at STIE-KN is carried out continuously and continuously referring to the Kaizen model which applies Plan-Do-Check-Action (PDCA) which is preceded by setting quality standards. As for the process of setting/planning standards for quality assurance activities, starting from setting/planning standards, implementing standards, evaluating/monitoring the implementation of standards, controlling/auditing internal audits for implementing standards, and improving/reporting standards through the formulation of corrections, quality improvements and setting new standards.

The targets of the university's internal quality assurance system program include the fields of Tri Dharma (education, research, and community service), human resources, and

management systems. Programs are arranged in order of priority in a stage of standard setting, standard compliance, standard control, and continuous standard improvement.

The implementation of internal quality assurance at As Syafi'iyah Islamic University and STIE-KN which is used as the object of research, shows that it has been running according to a predetermined plan where the operational technique is based on documents, consisting of academic documents and quality documents. Academic documents as plans or standards. Quality documents as an instrument to achieve and meet the standards that have been set and carried out in stages according to readiness with a fairly clear implementation time, the focus of activities includes the activities of the Tri Dharma of Higher Education which begins with educational activities. The documents that are used as a reference for the implementation of improving the quality of graduates at the university, faculty, postgraduate, and head of study programs both at the As Syafi'iyah Islamic University and at STIE-KN are published in academic policies, academic standards, academic regulations, quality manuals, procedure manuals. At the faculty level, postgraduate and study programs are also published academic policies, academic standards, academic regulations, quality manuals, procedure manuals. At the Study Program level, policy specifications for Study Programs, graduate competencies, learning programs, work instructions and supporting documents are issued.

In general, the implementation of improving the quality of graduates at As Syafi'iyah Islamic University and STIE-KN has been running even though all the programs that have been set/planned have not all been implemented according to the specified time schedule, this is still the low commitment of the stakeholders who have not been maximized in achieving the standards. specified quality. In addition to the low commitment, there are also human resources who do not fully understand the work culture with the quality standards set, so that they have not mastered and have not been able to implement it properly, as well as budget support which is also still low to support various deficiencies and skills or abilities possessed by all HR as stakeholders. interest in the process or implementation of the QAUI implementation.

### **Evaluation of Quality Improvement of Management Study Program Graduates at Islamic Higher Education**

Evaluation of improving the quality of graduates to improve the quality of graduates at As Syafi'iyah Islamic University and STIE-KN is the last stage of the management function which has a broad concept and applies to various organizational activities, both industrial and educational services.

The implementation of evaluation and monitoring of quality assurance implementation at the As Syafi'iyah Islamic University and at STIE-KN is carried out through the process of preparing an implementation plan and schedule, determining an implementation plan and schedule, sending an implementation plan and schedule to all related work units, appointing a person in charge of implementation. quality assurance system and validation of academic documents at the faculty, postgraduate, study programs and related units. This evaluation/monitoring activity is to see the process of implementing each stage of the process in each work unit at the faculty, postgraduate, and postgraduate levels. the study program or work unit related to whether the implementation in each work unit is running according to the plan and this stage is carried out before controlling/auditing activities are carried out with the aim of immediately obtaining data that can be used as evaluation for the next stage both for the achievement of the planned program as well as the development of more appropriate and better programs to achieve the expected quality results in accordance with improving the quality of graduates referring to PPE and NES. The stages of evaluation/monitoring of the implementation of standards need to be carried out properly to find out the standard implementation process is carried out properly and on time and according to the standards

that have been set or not and if it is not done properly it is necessary to find the problem, is it due to human resources, time or other factors,

### **Obstacles in Quality Improvement Management of Management Study Program Graduates at Islamic Higher Education.**

In the management process of improving the quality of graduates, there are obstacles encountered in the management of improving the quality of graduates in two universities, both at the As Syafi'iyah Islamic University and at STIE-KN.

#### **1. Constraints and Solutions at As Syafi'iyah Islamic University.**

In any system that is implemented in an organization of course there are obstacles/obstacles faced and this is very necessary for policies and solutions by management so that obstacles/obstacles can be overcome and solutions are sought to facilitate the achievement of goals. Obstacles in the implementation of improving the quality of graduates to improve the quality of graduates at the As Syafi'iyah Islamic University can be explained, among others:

- a. Obstacles to improving the quality of graduates: a) Structural officials, lecturers and education staff are not or are not accustomed to working based on standards; b) The limited time and energy of the Leaders, Staff, and Lecturers to implement and develop the quality improvement of graduates in a planned, consistent and continuous manner, in addition to continuing to implement the Tridharma of Higher Education; c) Limited availability of lecturers and education staff who have competence on improving the quality of graduates, including for example lecturers who must act as internal auditors d) There are still leaders, lecturers and education staff who do not fully understand the difference between improving the quality of graduates and Academic Quality Audits Internal (AQAI) or between improving the quality of graduates with ISO 9000, so that improving the quality of graduates is equated with ISO; e) Relatively many internal audit processes were not carried out on time and internal audit results were found that were not followed up by the relevant units.
  - b. Organizational obstacles/obstacles in improving the quality of graduates: a) Limited lecturers and education staff who have a commitment and comprehensive and correct understanding of improving the quality of graduates; b) The limited understanding of improving the quality of graduates is only for structural officials, not all lecturers, education staff, and students; c) Limited sources of funds to finance the preparation, implementation, evaluation, and development of graduate quality improvement; d) Weaknesses in planning work programs in special units for improving the quality of graduates; e) There is not yet a complete standard of procedures to meet various standards in improving the quality of graduates, especially in the non-academic field.
  - c. Psychological obstacles/obstacles in improving the quality of graduates: a) Resistance or rejection from lecturers and/or education personnel, including for example an attitude of neglect, underestimation or cynicism towards the quality assurance system and process; b) Low commitment from stakeholders, especially from organizers/leaders and structural officials to implement continuous and sustainable quality improvement of graduates; c) Weak internal communication and socialization regarding improving the quality of graduates to higher education stakeholders; d) The difficulty of building awareness about the need and importance of a quality culture among leaders, lecturers, education staff, and students; e) Lack of patience, discipline, firmness and consistency from structural officials, including those specifically tasked with implementing and developing graduate quality improvement.
- Constraints/Obstacles and Solutions at STIE-KN.



Constraints/obstacles faced at STIE-KN in improving the quality of graduates are very necessary policies and solutions by management so that obstacles/obstacles can be overcome and will facilitate the achievement of goals. Obstacles/obstacles in the implementation of improving the quality of graduates to improve the quality of graduates at STIE-KN can be explained, among others:

- a. Administrative obstacles/obstacles in improving the quality of graduates: a) Structural officials, lecturers and education staff are not or are not accustomed to working based on standards; b) Limited time and energy from the Leaders, Staff, and Lecturers to implement and develop quality improvement of graduates in a planned, consistent and continuous manner, in addition to continuing to implement the Tri Dharma of Higher Education; c) Limited availability of lecturers and education staff who have competence on improving the quality of graduates, including for example lecturers who must act as internal auditors d) There are still leaders, lecturers and education staff who do not fully understand the difference between QAUI and Internal Academic Quality Audit (IAQA) or between QAUI and ISO 9000, so that QAUI is equated with ISO.
- b. Organizational obstacles/obstacles in improving the quality of graduates: a) Limited lecturers and education staff who have a commitment and comprehensive and correct understanding of improving the quality of graduates; b) The limited understanding of improving the quality of graduates is only for structural officials, not all lecturers, education staff, and students; c) Limited sources of funds to finance the preparation, implementation, evaluation, and development of graduate quality improvement; d) Weaknesses in planning work programs in special units for improving the quality of graduates.
- c. Psychological obstacles/obstacles in improving the quality of graduates: a) Resistance or rejection from lecturers and/or education personnel, including for example an attitude of neglect, underestimation or cynicism towards the quality assurance system and process; b) Low commitment from stakeholders, especially from organizers/leaders and structural officials to implement continuous and sustainable quality improvement of graduates; c) The difficulty of building awareness about the need and importance of a quality culture among leaders, lecturers, education staff, and students; d) Lack of patience, discipline, firmness and consistency from structural officials, including those specifically tasked with implementing and developing graduate quality improvement.

### **Solutions to Overcome Obstacles in Management Quality Improvement of Management Study Program Graduates at Islamic Colleges**

Obstacles in improving the quality of graduates at the As Syafi'iyah Islamic University and at STIE-KN, steps or solutions are carried out to overcome various obstacles/obstacles both from the human resource factor or all stakeholders as well as from other factors. Solutions in overcoming obstacles/obstacles both at As Syafi'iyah Islamic University and at STIE-KN in the implementation of QAUI can be explained as follows:

1. Solutions to Overcome Obstacles/Obstacles in As Syafi'iyah Islamic University.
  - a. Structural leaders or officials provide good examples of discipline and administrative order for lecturers, education staff, and students;
  - b. Structural leaders or officials always garner support and establish good, smooth and effective communication with stakeholders, including with organizers for universities organized by the community;
  - c. Carrying out socialization to improve the quality of graduates on an ongoing basis by exploring the possibility of using various available socialization facilities. At

universities organized by the community, socialization can be done through religious organizations, if deemed necessary, can also use a religious touch in order to invite lecturers, education staff, and students to be aware of quality.

Other policies to overcome the obstacles/obstacles faced and to encourage the achievement of improving the quality of graduates at the As Syafi'iyah Islamic University are emphasized in the planning of sustainable and continuous quality development programs contained in the vision, mission, goals, targets and achievement strategies, then implementing harmonization a centralized system of academic operational administration for effective, efficient, productive and accountable service speed and supported by the development and optimization of SOPs and information technology systems that are integrated at every stage of the quality standard process from planning, implementation, evaluation,controlling and improving the computerized integration system to facilitate monitoring and evaluation as well as to support the commitment of all stakeholders and the achievement of the quality targets that have been set.

### **Solutions to Overcome Obstacles/Obstacles at STIE-KN.**

1. Structural leaders or officials provide good examples of discipline and administrative order for lecturers, education staff, and students;
2. Structural leaders or officials always garner support and establish good, smooth and effective communication with stakeholders, including with organizers for universities organized by the community;
3. Carrying out socialization to improve the quality of graduates on an ongoing basis by exploring the possibility of using various available socialization facilities. At universities organized by the community, socialization can be done through religious organizations, if deemed necessary, can also use a religious touch in order to invite lecturers, education staff, and students to be aware of quality.

Other policies to overcome the obstacles/obstacles faced and to encourage the achievement of quality improvement of graduates of the internal quality assurance system at STIE-KN are emphasized in the planning of sustainable and continuous quality development programs contained in the vision, mission, goals, objectives and achievement strategies, then implementing harmonization of the centralized system of academic operational administration for effective, efficient, productive and accountable service speed and supported by the development and optimization of SOPs and information technology systems that are integrated at every stage of the quality standard process from planning, implementation, evaluation,controlling and improving the computerized integration system to facilitate monitoring and evaluation as well as to support the commitment of all stakeholders and the achievement of the quality targets that have been set.

In order to improve the quality of graduates at the As Syafi'iyah Islamic University and at STIE-KN from the results of observations, interviews and documentation studies as well as discussions with the PPPE approach, that the implementation of improving the quality of graduates in the two universities that are the locus of research at the Islamic University As Syafi'iyah and STIE-KN have similarities in the stages of determination/planning, implementation, evaluation/monitoring, control/auditing and improvement/reporting. The implementation of quality assurance consists of: (1) Preparation process; which begins with the policy-making process until the document ratification, (2) The implementation process, is carried out by forming a team and implementers in the field, (3) The internal quality audit process, carried out by internal auditors after they have received training and certificates as evidence that they are worthy and capable of becoming internal auditors. The quality

assurance evaluation process is carried out through the following processes: (a) Self-assessment; (b) Monitoring; (c) Internal quality audit; (d) External quality audit, and (e) Accreditation by BAN-PT. The solutions and strategies used to achieve quality standards include: (1) Continuous socialization; (2) Policy synchronization; (3) Revitalization of management commitment; (4) Internal auditor team training; (5) Giving reward and punishment, (6) Training and human resource development, (7) Building awareness; and (8) Increase service commitment. (c) Internal quality audit; (d) External quality audit, and (e) Accreditation by BAN-PT. The solutions and strategies used to achieve quality standards include: (1) Continuous socialization; (2) Policy synchronization; (3) Revitalization of management commitment; (4) Internal auditor team training; (5) Giving reward and punishment, (6) Training and human resource development, (7) Building awareness; and (8) Increase service commitment. (c) Internal quality audit; (d) External quality audit, and (e) Accreditation by BAN-PT. The solutions and strategies used to achieve quality standards include: (1) Continuous socialization; (2) Policy synchronization; (3) Revitalization of management commitment; (4) Internal auditor team training; (5) Giving reward and punishment, (6) Training and human resource development, (7) Building awareness; and (8) Increase service commitment.

The results of improving the quality of graduates can be seen in several aspects, namely:

1. Aspects of the determination/planning of the higher education internal quality assurance system at As Syafi'iyah Islamic University and STIE-KN have been carried out in accordance with the rules in the planning process, this is reflected in the formulation of quality planning through the establishment of quality standards. However, there are still obstacles/obstacles in the planning process for the formulation of quality standards, namely the competence of the quality assurance staff is not sufficient and understands and not all elements of the work unit include input for quality planning.
2. Aspects of the implementation of improving the quality of higher education graduates at As Syafi'iyah Islamic University and STIE-KN have been in accordance with the rules in implementation as reflected through the stages of socialization to improve the quality of higher education graduates. Obstacles in the implementation of improving the quality of graduates at As Syafi'iyah Islamic University and STIE-KN are related to the commitment of leaders and human resources who are not accustomed to working based on quality standards and culture as well as the required funds.
3. The evaluation/monitoring aspect of the higher education internal quality assurance system at As Syafi'iyah Islamic University and STIE-KN is carried out to ensure that the quality standards implemented and developed by QAU/LPM have been established, implemented, fulfilled, evaluated and improved. After the evaluation/monitoring of the implementation, a self-evaluation is carried out to collect and analyze valid and accurate data, so that it can be concluded that the facts can be used as the basis for management actions to manage the continuity of the institution or program.
4. Aspects of internal control/audit to improve the quality of university graduates at As Syafi'iyah Islamic University and STIE-KN have been carried out in accordance with standard operating procedures, this is reflected in the QAU/LPM forming an Internal Academic Quality Audit team at the Faculty/Postgraduate and Study Program levels as well as coordinating internal audit training.
5. Aspects of improving and reporting on the internal quality assurance system of higher education institutions at As Syafi'iyah Islamic University and STIE-KN have been in accordance with the reporting pattern of implementation. The improvement of the

quality of graduates is reflected in the QAU/LPM holding an internal meeting to discuss the results of the existing quality improvement Audit Team. at the Faculty/Postgraduate level and the Quality Assurance Unit, Department or Study Program, followed by QAU formulating a reporting format that will be submitted to the head of the university. Then QAU submits a report on the implementation of the Internal Quality Assurance System to the university leadership for review and follow-up as well as any recommendations that need to be followed up.

6. Obstacles/obstacles in supporting the internal quality assurance system of higher education institutions at As Syafi'iyah Islamic University and STIE-KN, resistance and leadership commitment are still lacking and there are still many work unit personnel who are not accustomed to working with quality standards.
7. Solutions in overcoming obstacles/obstacles to support the implementation of improving the quality of graduates to improve the quality of graduates, it can be seen that there is a clear direction of the sustainable quality development program along with the stages contained in the vision, mission, goals, objectives, policies and strategies for achieving them.

From the stages of the process carried out that the two universities have high determination and enthusiasm and are serious in implementing or implementing quality improvement of graduates to support the achievement of the vision that has been set, namely to produce quality or quality graduates who are ready to meet the human resource needs of the business world and world of work. Although there are still obstacles/obstacles in the implementation of both the HR factor, facilities and infrastructure as well as the required budget and all of this is emphasized in the Statute, Vision, Mission, Objectives, Targets and Achievement Strategies and the steps and policies of the leadership in overcoming obstacles/obstacles This is a form of the leadership's sincerity to achieve good quality. The difference in improving the quality of graduates from the two universities of As Syafi'iyah Islamic University and STIE-KN is due to differences in the vision and mission of each university, but the stages of the implementation process basically have similarities and obligations of higher education institutions to have responsibilities that are mandated by law. the law, namely to guarantee Quality Assurance, among others; Educational System Quality Assurance, Educational Process Quality Assurance, Educational Product/Service Quality Assurance, so that since the admission of new students, the learning process,

### **Impact**

Quality Improvement Management for Graduates of Management Studies Program at Islamic Higher Education

The impact of the graduate quality improvement system to improve the quality of graduates at As Syafi'iyah Islamic University and STIE-KN is a process carried out according to a predetermined schedule through observation, interviews and documentation studies with assessment and assessment using audit and evaluation instruments compiled based on standard standards. .

In achieving the vision, mission, and goals and objectives of higher education institutions at As Syafi'iyah Islamic University and STIE-KN, it begins with designing and implementing a quality assurance strategy that refers to the PPPE quality assurance guidelines set by the Directorate General of Higher Education. Improving the quality of graduates at As Syafi'iyah Islamic University and STIE-KN has the same thing that is coordinated by the Chancellor or Chairperson through Graduate Quality Improvement. The quality improvement strategies used include:

1. Develop a quality assurance system and its implementation tools;

2. Build or increase the commitment of the leadership and all work units to carry out quality assurance for each activity it carries out in accordance with the quality assurance system and its implementation model;
3. Establish quality targets or standards and work units within the As Syafi'iyah Islamic University and STIE-KN for each quality period;
4. Designing organization and work mechanism of quality assurance and implementing it consistently; and sustainable.
5. Identify the unit of activity for each item of quality at each stage of the academic process, as well as determine activities whose quality is guaranteed;

Quality assurance organizations include the leadership level and the work unit level consisting of academic implementing elements (faculty, postgraduate, study programs, institutions, centers, and other institutions), administrative implementing elements, and supporting elements (libraries, laboratories, studios, technical implementing units). , and others) formed by the Chancellor/Chairman.

Quality assurance organizations at the university and high school level involve the Senate of universities and/or high schools, the leadership of universities and colleges, the Quality Assurance Unit, and the Internal Audit Unit. The Academic Senate is the highest normative body of universities and colleges in the academic field. In carrying out quality assurance, the Chancellor/Chairman forms a Quality Assurance Unit (QAU) and appoints his personnel. The scope of quality assurance coordinated or facilitated by QAU includes all activities carried out by the Academic Implementing Element, the Administrative Implementing Element, and the Supporting Element. Quality audits within the Islamic University of As Syafi'iyah and STIE-KN for each period are carried out by the LPM Audit (monitoring and Evaluation) Team which is responsible for the implementation of a quality audit that focuses on auditing the implementation of the internal quality assurance system and the audit objectives of the level of achievement of standards or work unit quality goals. In the implementation of this quality audit, the Audit Team coordinates or cooperates with LPM. The audit format consists of (1) Annual Audit Schedule, (2) Audit Implementation Schedule, (3) Observation Sheet, (4) Audit Non-conformance Report, (5) Internal Audit Implementation Recapitulation, (6) Corrective Action, (7) Action Prevention, (8) Details of Document Revision, (9) Customer Satisfaction Questionnaire, (10) Implementation Monitoring and Evaluation,

Quality audits at As Syafi'iyah Islamic University and STIE-KN in work units are carried out every period and are carried out by the LPM Audit (monitoring and Evaluation) Team which is responsible for the implementation of quality audits focused on auditing the implementation of the quality assurance system and auditing the level of achievement of standards or quality goals. In the implementation of this quality audit, the Audit Team coordinates or cooperates with LPM. The audit format consists of (1) Annual Audit Schedule, (2) Audit Implementation Schedule, (3) Observation Sheet, (4) Audit Non-conformance Report, (5) Internal Audit Implementation Recapitulation, (6) Corrective Action, (7) Action Prevention, (8) Details of Document Revision, (9) Customer Satisfaction Questionnaire, (10) Monitoring and Evaluation of POB Implementation, (11) Evaluation of Quality Target Achievement Levels, and (12) Summary of Internal Quality Inspection. These stages are in accordance with the QAUI audit standards, but from the two universities of the Islamic University of As Syafi'iyah and STIE-KN the audit stages have not all been fulfilled and implemented, because there are still limited competencies of human resources who have audit capabilities and this is of course in the future the focus of higher education leaders, so that the lack of human resources in various work units as stakeholders can continue to be developed so that all human resources are able to continue to develop and improve the implementation



of QAUI properly so that in the future quality standards can be achieved and the impact on the quality of graduates will increase and even exceed the NES.

As for other impacts, the implementation of the management of improving the quality of graduates at the As Syafi'iyah Islamic University and at STIE-KN was initiated by holding an internal meeting to discuss the results of the report attended by the Chairperson of QAUI at the As Syafi'iyah Islamic University and STIE-KN, the Secretary and Members, in the meeting agenda, it is determined to follow up on reports on the implementation of improving the quality of graduates at the Faculty, postgraduate and study program levels. Next, QAU formulates a reporting format that will be submitted to the Chancellor of the As Syafi'iyah Islamic University. The reporting materials that have been decided in the QAU meeting of the As Syafi'iyah Islamic University are as follows:

1. As Syafi'iyah Islamic University Quality Assurance System
2. As Syafi'iyah Islamic University Quality Assurance Organization
  - a. Academic Documents and Quality Documents of As Syafi'iyah Islamic University
  - b. As Syafi'iyah Islamic University Quality Standards
  - c. As Syafi'iyah Islamic University QAU Strategic Plan
  - d. Implementation of Quality Assurance of As Syafi'iyah Islamic University:
    - 1) Quality Urgency Socialization
    - 2) Quality Problem Identification
    - 3) Preparation of Quality Improvement Documents
    - 4) *Review*Quality improvement document draft
    - 5) Quality improvement socialization
    - 6) Finalization of quality improvement documents
    - 7) Efforts to Improve the Quality of As Syafi'iyah Islamic University
    - 8) Preparation of Quality Standards of As Syafi'iyah Islamic University
    - 9) Utilization of ICT As Syafi'iyah Islamic University

After the results of the report are documented, it is submitted to the Rector of the As Syafi'iyah Islamic University as a report on the implementation of the QAU, and the QAU awaits the recommendation of the Rector of the As Syafi'iyah Islamic University after going through the Senate meeting, whether there is an improvement in quality or just implementing the existing ones.

Meanwhile, reporting on the implementation of the Quality Assurance System at STIE-KN begins with holding an internal meeting attended by the Chairperson of LPM, Secretary of LPM, Audit Team, with a meeting agenda discussing reporting on the Implementation of STIE-KN QAUI, the things that are included in the reporting form are as follows:

- a. Completion of STIE-KN Level Quality Documents Based on BAN-PT Accreditation Forms.
- b. Preparation of Standards and Guidelines for Quality Improvement of Graduates (QAUI) STIE-KN
- c. Making QAUI STIE-KN Calendar.
- d. Measurement of Learning Process Performance in All Study Programs (Lecturer Assessment Questionnaire by Students).
- e. Service Performance Measurement at Study Program Level, Faculty
- f. Lecturer Performance Studies in the Learning Process for Continuous Improvement.
- g. Management Review Meeting Pelaksanaan
- h. Preparation of High School Self-Evaluation

Furthermore, the format of the contents of the report on improving the quality of graduates is submitted to the Chair of STIE-KN by including it in the agenda of the STIE-KN Senate session. At the stage of improvement or reporting both at the As Syafi'iyah Islamic University and at STIE-KN have similarities, although in the form of pioneering and the documents that become the basis or reference have differences, the As Syafi'iyah Islamic University emphasizes more on quality standards that are commonly used. , while at STIE-KN it has referred to the report format based on the BAN-PT Accreditation Form with the aim of making it easier and accommodating in external audit reports and preparations.

## **CONCLUSIONS AND SUGGESTIONS**

### **Conclusion**

In general, there are similarities in the management process for improving the quality of university graduates to improve the quality of graduates at the Islamic University of As Syafi'iyah and STIE-KN, namely to improve the reputation of the institution and as an entry point to achieve graduate quality in a sustainable manner. Besides the similarities, there are also differences in the basic values that underlie the implementation of quality assurance between AIU and STIE-KN, related to their different institutional visions and goals. The Management of the Internal Quality Assurance System at AIU and STIE-KN makes a positive contribution to improving the quality of graduates. Reflected in the Implementation of the Teaching, Research and Community Service Program, standardized through the policy of establishing the Graduate Quality Improvement Unit at AIU and the Graduate Quality Improvement Institute at STIE-KN. However, it is still limited to focusing on the academic field (only focusing on the learning aspect), while PP. Number 50 of 2018, concerning the National Standards for Higher Education stipulates that higher education internal quality assurance covers academic and non-academic fields, although in general there is still a need for improvement and better efforts, because several aspects need more appropriate solutions and policies, especially growing and aware of the importance of quality education.

### **Suggestion**

The results of observations, interviews and documentation studies on the management of the quality improvement management system of graduates and after the analysis, the results of the analysis or study on the management of improving the quality of graduates at AIU and STIE-KN, some specific recommendations that are considered important are as follows:

1. The graduate quality improvement unit at the As Syafi'iyah Islamic University (AIU ) and the graduate quality improvement unit at the Kusuma State College of Economics (STIE-KN). Higher education leaders need a comprehensive understanding of policy implementation by strengthening the position of the Quality Assurance Institution, both at the university, faculty, postgraduate and study program levels, so that universities are able to establish and realize their vision through the implementation of their mission in line with the issuance of Presidential Decree No. 8 of 2012, concerning The Indonesian National Qualifications Framework (INQF) and Permendikbud Number 49 of 2014, concerning the National Standards for Higher Education. Universities need to do benchmarking to other universities that have been running or implement quality improvement of graduates well and conduct socialization about improving the quality of graduates. While the expected output of higher education is Quality Assurance, among others; 1) Improving the quality of graduates (System Assurance), 2) Quality Assurance of the Educational Process (Process Assurance), 3) Quality Assurance of Educational Products/services (Product Assurance).

2. For Kemendikbudristek

This research is expected to provide input as a source of information about the quality of the internal quality assurance system process of private universities as a basis for mapping to determine quality improvement policies in higher education units, especially universities. The Ministry of Education and Culture continues to disseminate information on improving the quality of graduates by providing assistance and support in the process of preparing and setting quality standards and their development in order to broaden understanding of the education quality assurance system, so that all universities are able to manage improving the quality of graduates properly and have an impact on the quality of graduates according to the National Education Standards (NES).

3. For the next researcher

The results of this study can be used as a comparison or support for further research that wishes to examine the management problem of improving the quality of private higher education graduates, and is expected to find a specific model for higher education. For further researchers on the management of improving the quality of graduates at universities, it may be more appropriate to conduct research related to the development of models for improving the quality of university graduates who have carried out full and sustainable graduate quality improvement and it is necessary to benchmark other universities that have the best reputation at the university level. national and international.

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