



## Institutional Quality Management Based on Strengthening Accreditation of Study Programs at Islamic State University of North Sumatera

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### Abstract

*In general, Islamic Religious Higher Education Institutions in Indonesia obtain Accreditation status of Higher Education Institutions which are still B and the accumulation of all Study Program Accreditation statuses that have achieved A is still less than 50%. The Accreditation Rating for Study Programs and Institution Accreditation is a result that cannot be changed directly, meaning that these changes can only be achieved through the processes and stages in the Quality Management System. The level of customer satisfaction with the quality of service provided by educational institutions to customers, namely on the other hand, if the process goes well, it will not be enough to produce good service, because a good service also depends on good input. That input then becomes a requirement whether a good process can be carried out to produce a good service. Based on this assumption, a quality management system was born, institutions need to clearly define the provision and service standards they will provide. Improving the quality of education is carried out through implementing a Quality Management System for; (1) carrying out an accountable higher education system through efforts to achieve its vision, (2) carrying out best practices in carrying out daily work, and (3) efforts to always carry out sustainable development so that it is always in accordance with the demands of the times and evolving needs and expectations in society.*

**Keywords:** accreditation status, quality management, service standards

### MANAJEMEN MUTU INSTITUSI BERBASIS PENGUATAN AKREDITASI PROGRAM STUDI DI UNIVERSITAS ISLAM NEGERI SUMATERA UTARA

#### Abstrak

Pada umumnya Perguruan Tinggi Keagamaan Islam di Indonesia memperoleh status Akreditasi Institusi Perguruan Tinggi masih B dan akumulasi dari seluruh status Akreditasi Program Studinya yang telah mencapai A masih kurang dari 50%. Peringkat Akreditasi Program Studi dan Akreditasi Institusi ini merupakan hasil yang tidak bisa dirubah secara langsung, maksudnya perubahan tersebut itu hanya dapat dicapai melalui proses dan tahapan-tahapan dalam Sistem Manajemen Mutu. Tingkat kepuasan pelanggan terhadap mutu layanan yang diberikan lembaga pendidikan terhadap pelanggan, yaitu di sisi lain, jika proses berjalan baik, maka akan menghasilkan layanan yang baik belumlah cukup, karena sebuah layanan yang baik juga tergantung pada input yang baik. Input itulah yang kemudian menjadi sebuah persyaratan apakah sebuah proses yang baik dapat dilakukan untuk menghasilkan suatu layanan yang juga baik. Mendasarkan pada asumsi inilah kemudian lahir sistem manajemen mutu (quality management), lembaga perlu mendefinisikan dengan jelas penyediaan dan standar layanan itu yang akan mereka berikan. Peningkatan mutu pendidikan dilakukan melalui pengimplementasian Sistem Manajemen Mutu untuk; (1) melaksanakan sistem pendidikan tinggi yang akuntabel melalui upaya pencapaian visinya, (2) melaksanakan praktik terbaik dalam melaksanakan pekerjaan sehari-hari, dan (3) upaya untuk selalu melaksanakan pengembangan secara berkelanjutan sehingga selalu sesuai dengan tuntutan zaman dan kebutuhan dan harapan yang berkembang di masyarakat.

**Kata Kunci:** status akreditasi, manajemen mutu, standar layanan

## INTRODUCTION

Attention to the quality of higher education in the history of human civilization has been going on for a long time, namely since Plato's training program for the guards of the republic (Guardians in the Republic). At present, there has been a great increase in interest in the need for quality higher education by involving quality control organizational structures which are legitimized by a number of Laws and Regulations concerning the Higher Education Quality Assurance System, such as the Law of the Republic of Indonesia Number 12 of 2012 concerning Education Tall. In accordance with the mandate of article 55 paragraph 4 of Law No. 12 of 2012 concerning Higher Education that higher education accreditation is carried out by the National Accreditation Board and Study Program Accreditation as a form of public accountability carried out by Lembaga Akreditasi Mandiri (LAM).

Quality has now become a buzz word in higher education. This has to do with ensuring that an institution has an effective and efficient system for managing quality rather than just talking about the quality of services as a result. Improving the quality of education is carried out regularly, starting from input, process, and output through the implementation of a Quality Management System (QMS) for; (1) carrying out an accountable higher education system through efforts to achieve its vision, (2) carrying out best practices in carrying out daily work, and (3) efforts to always carry out sustainable development so that it is always in accordance with the demands of the times and evolving needs and expectations in society.

In its development, the quality management system does not only refer to the level of quality assurance: quality control, validation and inspection, and external assessments in the industrial sector, but also mentions the Quality Management System (QMS) ISO 9001:2008, TuV Rheinland Germany ISO 9001:2015, and the ASEAN University Network Quality Assurance (AUNQA) which is specifically used in the

field of education as a more recent quality system. However, in many universities in Indonesia, due to limited resources, they generally still rely on the Quality Assurance System from The National Accreditation Board for Higher Education (BAN PT) and Lembaga Akreditasi Mandiri (LAM) only.

The aims of this research are to clarify, grow, consolidate, accelerate, systematize, and institutionalize the higher education quality movement through institutional transformation of the institutional quality assurance system or study programs at the State Islamic University of North Sumatra (UIN SU) Medan.

## LITERATURE REVIEW

According to Edward Sallis (2002), consumers assess quality by comparing their perceptions of what they receive with what they expect about it. This also applies in the field of education. If the input is good, the process and service standards are good, then there is a match between the perceptions of what they receive and what they expect. Here it also means that the better the students, the higher the demand for truly quality education. They do not like pseudo achievements and achievements that can bias the assessment of the true meaning of quality. Muhammad Ali (2007: 344) defines quality management as a process procedure to improve performance and improve the quality of work.

Thus, quality management does not only want the services produced to meet quality standards, but places more emphasis on the service process with good procedures so as to produce good service as well.

Realizing quality education and providing services that satisfy customers are not as easy as turning the palm of the hand. However, it requires ongoing stages and processes. An educational institution is said to be of good quality if it is able to provide services that match or even exceed the expectations of lecturers, employees, students and other related parties, such as parents, funders, the government or the world of work as users of graduates. To guarantee quality,

educational institutions must know exactly what their customers need. Educational institutions should always try to synergize various components to carry out quality management of the education they manage so that they can carry out educational tasks and functions.

### Education Quality Issues

Many problems are faced in the world of education, such as the quality of graduates, the quality of learning, the quality of the curriculum, guidance and training by educators, and the quality of the professionalism and performance of educators. The quality of the elements mentioned above is closely related to the quality of management, infrastructure, financing, facilities, media, learning resources, and the campus environment. Educational environment and support from parties related to education. All of these quality weaknesses and educational components lead to low quality graduates. Low quality graduates can cause various problems, such as graduates unable to continue their studies, unable to complete their studies at the next level of education, and cannot be accepted into the world of work, do not excel, cannot keep up with community developments, and are unproductive. Graduates who are not productive will become a burden on society, add to the cost of living and social welfare, and make it possible to become citizens who are excluded from society.

According to Crosby (1979: 58), product quality is conformance to requirements, that is, according to what is required or standardized. If the service is in accordance with the standards or quality standards that have been determined, the service is said to be a quality service. These quality standards include input, service processes, and graduates.

Various studies have shown that quality management has an effect on institutional performance. Based on the research, it is understood that there is a

relationship between the dimensions of quality and organizational performance. A study also proves that quality management practices have an influence on company performance and competitive advantage.

Educational institutions that have implemented educational quality programs must adhere to the principle of quality. Some experts differ on the principles of quality. Nana Syaodih Sukmadinata et al (2006: 12-13) identify the following quality principles:

1. Focus on customers is the key to success of an integrated quality culture where there is an effective relationship, both internally and externally, between customers and suppliers. All vertical and horizontal networks and communications need to be optimized to form a climate conducive to the creation of a culture of communication by utilizing all media in a multi-directional manner in harmony whenever necessary to implement integrated management in the education sector. Customer satisfaction is an important factor in integrated management. Satisfaction is a person's feeling of pleasure or disappointment that comes from a comparison between impressions of performance. Everyone on campus must understand that education has users. There are two kinds of users, namely internal users, such as parents, students, and lecturers, and external users, such as communities, companies, and government agencies..
2. Process Improvement Quality improvement in the process refers to continuous improvement that is built on the basis of work which will produce a series of interrelational stages and activities which will ultimately produce output. A process can be defined as the sequential integration of people, things, methods and machines in an environment to produce additional output value for the customer.

3. Overall involvement of all people in educational institutions must be involved as a whole in quality transformation. Management must be committed and pay attention to quality. Quality transformation must begin by adopting a new educational paradigm, namely that the quality of education depends on the number of people available. The involvement of all educational components begins with active leaders from leaders (Rectors) to lecturers and education staff. They must be engaged to achieve a competitive advantage in a broad user environment. Lecturers and education staff at all levels are empowered to improve the quality of graduates together in a new and flexible work structure to solve problems, improve the educational process, and satisfy users.
4. Measurement The old view understands that the quality of education must be measured from the cumulative grade point average. In the new approach, education professionals must learn to measure the quality of education and the performance capabilities of graduates based on user demands. Professionals must have the ability in data collection techniques and data analysis techniques, not only data on graduates' abilities, but also all data related to activities supporting the implementation of education.
5. Education as a system should improve the quality of education based on the concept and understanding of education as a system. Education as a system has a number of components, such as students, lecturers, curriculum, infrastructure, media, learning resources, parents, and the environment. All of these components have a continuous and integrated relationship in the implementation of the system
6. Continuous improvement Old philosophy is known as the principle

"If it's broken, then it's fixed". Meanwhile, the philosophy of quality adheres to the principle that every process needs to be improved and there is no perfect process that needs to be constantly improved and perfected.

Walter Shewhart is a statistician working at the Bell Laboratory in New York. He has developed techniques for bringing organizational processes under what is known as statistical control. This technique is a series of techniques to replace various resources of industrial processes, thereby making them able to control and predict industrial processes. Shewhart's goal was to use statistical control to eliminate waste and delays in service delivery. One of Shewhart's later contributions, also developed by Deming, was the Plan, Do, Check, Act (PDCA) cycle which introduced the first method for continuous quality improvement management.

Deming and Shewhart's statistical method is a method now known as Statistical Process Control (SPC). This method combined with the ideas of the human relations movement along with Mayo and his colleagues and the SPC was the theory developed as *Total Quality Management* (TQM).

In the quality management system, the process approach emphasizes importance:

1. Understand and fulfill the requirements,
2. The need to consider processes in terms of added value,
3. Obtain process performance results and their effectiveness,
4. Continuous improvement of processes based on objective measurements.

All major theorists, such as Deming, Juran, Crosby and Peters, advocate for a change in work culture. From the mid-1980s attention to quality continued to spread. The integrated quality movement in education has developed recently. According to Edward Sallis (2002), consumers assess quality by

comparing their perceptions of what they receive with what they expect about it. This also applies in the field of education. Reputation is critical to an institution's success, but the origins of that reputation are often contradictory in its analysis and measurement. What we do know is that reputation has a lot to do with the care and attention shown to pupils and students. For the purpose of analyzing quality it is more appropriate to see education as a service industry rather than as a production process. Once this view is settled, agencies need to clearly define the provision and standards of the services they will provide. This needs to be done with all of its customer groups, including discussions with government, parents, and with industry directly or through local education business partnerships.



**Figure 1.** Policy Direction and Strategy for Strengthening Quality Higher Education RPJMN 2020 – 2024

### Building a Culture of Quality

According to Hadijaya (2020: 3), the concept of culture is a complex concept that examines groups, work, and organizations. To understand the concept of culture here, we can start by observing the level of culture that is visible and visible to the naked eye, namely the level of artefacts, after that we can dive into the level below which includes beliefs and values that are accepted and become life guidelines for members of the organization, so that we dive deeper at the deepest level, namely the shared assumptions accepted by members of the organization which become the foundation for the organization which will shape the patterns of cognition, perception,

and feelings displayed by group members. By understanding this deepest level, we will be able to carefully decipher the meaning of various phenomena that occur at levels above it to the highest level on the surface that can be seen with the naked eye and thus people will avoid misinterpreting it as a result of that person's possibility. do so by projecting their own culture which will cause the results of observations of the phenomenon to be biased.

Goetsh and Davis (1994) argue that quality culture is an organizational value system that creates a supportive environment for achieving high quality and continuous quality improvement. Quality culture includes perceptions, philosophies, beliefs, attitudes, morals, habits, procedures and quality improvement goals. Meanwhile, according to Mc Namara (2002), in terms of input, quality culture includes feedback from customers, stakeholders, employers, workers, communities, competitors, environment, and so on. While viewed from the process, organizational culture refers to assumptions, values, and norms, for example values regarding: finance, tempo, people, place, and infrastructure. Meanwhile, in terms of output, it relates to the effect of organizational culture on organizational behavior, strategy, technology, products, image, and so on.

Quality control is a system based on a feedback mechanism on how to obtain information through inspection activities aimed at finding errors and then taking corrective steps. In the world of education, quality control requires feedback from teachers, students, employees, even from the business world, which in the future will use human resources taken from the school graduates. For this purpose, it requires monitoring and evaluation of teaching materials, learning strategies, infrastructure, and professional training on a scheduled basis.

Quality management is a complete process established to ensure that the process for maintaining quality actually occurs which includes analysis of market segments in the world of education, curriculum development

in tertiary institutions which in Indonesia is not too urgent since the enactment of the National Curriculum, strategic planning and training, human resources resources, and validation of reports on the success of learning experiences and student achievement.

Deming in Amin Widjaya Tunggal (1993: 43) opposes performance appraisal schemes, and argues that they lead to short-term and under-performing solutions. Inevitably, assessments must be based on measurable results and this presentation often misleads what is important in the process. He did not believe that the quality of employee contributions could be reduced to measurable results. He also believed that, rather than increasing performance, appraisals often had the opposite effect, with staff concentrating on what was essential to getting a good performance rating rather than developing pride in their work. He believed that performance appraisal had the effect of placing staff in competition with one another instead of uniting them into a strong team.

Juran was the first management guru to deal with broader quality management issues. He believed, like Deming, that all quality problems were related to management decisions. He believed that low quality was due to bad management. Using the Pareto principle, Juran believes that 80 percent of an organization's quality problems are the result of management control. The right system often means the right quality. Eighty percent of quality problems lie with management because management controls 80 percent of the organization.

Juran believes that quality doesn't just happen, it has to be planned. to assist managers in quality planning, Juran developed an approach he called Strategic Quality Management. Strategic Quality Management is a three-part process based on staff at different levels making their unique contribution to quality improvement. Senior management has a strategic view of the organization, middle managers take an operational view of quality, while the workforce is responsible for quality control. This is an idea that has appropriate

applications for education. Senior managers and their representatives take the lead in strategic quality management by establishing the agency's vision, priorities and policies. Middle managers - heads of departments/faculties - are responsible for quality assurance, which involves them in coordinating information from their team, systematically checking effectiveness, and transmitting monitoring results to both the teaching team and senior management. Lecturers who organize teams carry out quality control. They can design the characteristics and standards of study programs according to the needs of their students. The Juran Institute, which provides consulting based on Juran principles, teaches a project-by-project solution team with a quality planning approach. Quality planning leads to quality improvement and has meaning only in practical application.

According to Crosby there are several steps to improve the quality of an organization or institution, namely:

- a. An important first step in a quality program, according to Crosby, is management commitment. This is critical to the success of any quality initiative. Quality initiatives must be approved and led by senior management. Crosby points out that this commitment is communicated in a quality policy statement, which must be concise, clear and accessible.
- b. The second step builds on the commitment by setting up a Quality Improvement Team. Since every function in the organization is a potential contributor to defects and quality failures, it follows that every part of the organization must participate in improvement efforts. The Quality Improvement Team has the task of establishing and directing programs that will be implemented throughout the organization. This team does all the quality work. The task of implementing improvements is the responsibility of a team within an individual department. The plan that the Quality Improvement

- Team draws must be accepted and approved by senior management. An important task of the Quality Improvement Team is to decide how to define quality failures and repair them, and lead to this
- c. Step 3, namely Quality Measurement. It is important to be able to measure the flow of evaluation and corrective action. The types of measurements vary between manufacturing and service organizations and, typically, they include data from inspection and test reports, statistical data, and customer feedback data. A major contributor to quality measurement is assigned to
  - d. Step 4, Measuring Quality Costs. Quality costs consist of things like the cost of things going wrong and rework having to do things again, inspections, and tests. It is important to be able to identify the costs of quality and to place a value on them.
  - e. Step 5 in Crosby's move towards quality is building Quality Awareness. It is necessary to increase the awareness of everyone in the organization of the costs of quality and the need to implement quality improvement programs. This requires regular meetings between management and employees to discuss specific issues and means of addressing them. Information about the quality program should be communicated. Quality is not something that suddenly appears like the big-bang theory or the explosion theory. He argues that quality awareness should be key. next switch to
  - f. Step 6, Corrective Action. Supervisors should work with staff to eliminate poor quality. A systematic methodology is needed to deal with the problem. Crosby suggests carefully setting up a series of task teams with an agenda for action. The biggest problems need to be addressed first. One way to highlight the improvement process with the next step
  - g. Step 7, Zero Defects planning. He is of the opinion that a zero defects program

should be introduced and led by a Quality Improvement Team, which is also responsible for its implementation. Crosby argued that all staff should sign a formal contract or pledge to work towards zero defects.

According to Sallis, it is impossible to produce students according to certain standards, as Lynton Gray discussed that, "humans are not creatures that can be standardized because they are educated in certain situations and experiences. A person's emotions and views cannot be determined by certain standards. Determining the quality of education is very different from overseeing a manufacturing industry or retail service.

As an alternative in building an Institutional Quality Management System it seems that this can be achieved through the application of ISO 9001 but not for certificates but for efficiency, to improve performance. Why if PTKI wants to implement ISO 9001 to improve its performance, but it is not necessary to obtain ISO 9001 certificate? because it turns out that from this research on quality management it is clear that what is meant by the process approach in ISO 9001 QMS are various theories, processes, and concepts that do not standardize methods, do not limit the creativity of educational institutions. ISO 9001 only provides guidelines for the characteristics of a good Quality Management System, in the form of requirements that must be met by a company to be recognized as an educational institution that has met the requirements criteria set by ISO 9001. Thus, it can also be understood here that the development of a Quality Management System PTKI is very possible to do and can be adjusted to the conditions of each PTKI in the stages and determining the main performance indicators.

**Strengthening Accreditation of Study Programs at the State Islamic University of North Sumatra, Medan**

To improve the quality and ranking of Study Program Accreditation, UIN SU Medan conducts a program to improve the accreditation status of all Study Programs (Prodi). This program is carried out through the following activities: (1) improving the implementation of the Higher Education Tridharma, (2) technical guidance on completing Prodi accreditation instruments, (3) technical guidance on evaluating Prodi accreditation instruments, (4) and applying for Prodi accreditation and/or re-accreditation, and (5) forming a team to strengthen the coordination of faculty and study program accreditation. All of these activities will be carried out in stages and continuously. It is targeted that by 2022 as many as 25% of all study programs at UIN SU Medan will have an A rating, except for new study programs, but this target has not been achieved.

The launch of the Transfer of Study Program Accreditation from BAN-PT to Five New Independent Accreditation Institutions was organized by the Directorate General of Higher Education, Research and Technology (Ditjen Diktristek) Ministry of Education, Culture, Research and Technology of the Republic of Indonesia (Kemendikbudristek) (LAM). The five new LAMs are Education LAM, Informatics and Computing LAM, Economics LAM, Business Management and Accounting LAM, and Science and Science LAM. Currently there are six LAMs in Indonesia, whereas previously LAM-PTKs handled the certification process for the health sciences group (Independent Accreditation Institute for Indonesian Health Colleges). The purpose of transferring study program accreditation from BAN-PT is to determine the eligibility of public and private tertiary institutions on the basis of criteria that refer to the National Higher Education Standards.

The establishment of these five new LAMs is required by Law Number 12 of 2012 concerning Higher Education as an effort to ensure the quality of Indonesian academic institutions and programs. The Ministry of

Education and Technology will greatly benefit from having LAM in assessing the quality of study program collections. We can determine which study programs meet, exceed, or fall short of standards thanks to the accreditation organizations established together with the program pool.

With LAM, quality assurance will be more in line with the demands of the professional world in the future. In addition, it is hoped that the accreditation organization will not add to the administrative workload of the institution. Universities are expected to use a reputable university database system for their administrative procedures. In accordance with the mandate of Law Number 12 of 2012 Concerning Higher Education in Article 55 Paragraph 4, that the Independent Accreditation Institution and the National Accreditation Board each accredit study programs as a means of public accountability and higher education.

All LAMs currently operating must comply with a number of regulations in order to conduct study program accreditation. After obtaining approval from the Minister of Law and Human Rights, obtaining a decision from the Ministry of Education and Culture regarding the list of study programs that are included in the LAM, and having instruments for study program accreditation, including instruments to achieve the basic standards of study program accreditation that have been granted, LAM becomes legal entity.

One example of strengthening the Accreditation of Study Programs at the State Islamic University of North Sumatra, Medan, which can be given here, is the alignment of the policies of the Doctoral Program in Islamic Education Management with the policies of the Faculty of Tarbiyah and Teaching Sciences in 2021-2025. Each of these policies gave birth to a number of strategic programs and activities that can be described as follows.

## 1. Institutional Development



The main policies in the institutional development of the Islamic Education Management Doctoral Program include strategic planning reviews, institutional strengthening, and accreditation.

a. Strategic Plan Review

The Strategic Plan Review (Doctoral Program in Islamic Education Management) will be conducted in 2025.

b. Institutional strengthening

The capacity and role of the Quality Assurance Unit (UPM) at the Faculty level will be strengthened, and a Quality Control Unit (GKM) at the Study Program level will be formed to support the Quality Assurance Unit (UPM).

c. New Study Program.

The framework for the development of FITK UIN SU Medan was carried out in the 2016-2020 period, by opening 5 (five) new study programs, namely 1) Biology Education, 2) Masters in Islamic Religious Education, 3) Indonesian Language Tadris, 4) English Tadris Masters, and 5) Islamic Education Management Doctoral Program.

In the professional program, a Teacher Professional Education (PPG) program will be opened. Thus, plus the existing study programs, overall the Faculty of Tarbiyah and Teacher Training UIN SU Medan consists of 15 study programs and 1 Professional program.

The Directorate General of Higher Education, Research and Technology (Ditjen Dikristek) Ministry of Education, Culture, Research and Technology of the Republic of Indonesia

(Kemendikbudristek) together with The National Accreditation Board for Higher Education (BAN-PT) held the Launching of Transfer of Study Program Accreditation from BAN-PT to Five new Independent Accreditation Institutions (LAM). The five new LAMs include Engineering LAM, Lembaga Akreditasi Mandiri (LAM), Economics Business Management and Accounting LAM, Informatics and Computing LAM, and Education LAM. So that now in Indonesia there are six LAMs, after previously the accreditation process for the health sciences group was carried out by the LAM-PTKes (Indonesian Independent Accreditation Institute for Health Higher Education). The purpose of transferring study program accreditation from BAN-PT is to determine the eligibility of public and private tertiary institutions on the basis of criteria that refer to the National Higher Education Standards.

The birth of these five new LAMs is a mandate from Law Number 12 of 2012 concerning Higher Education as an effort to guarantee the quality of tertiary institutions and study programs in Indonesia. The existence of this LAM will greatly help the Ministry of Education and Culture to determine the quality of a set of study programs. With the existence of an accreditation agency that was built together with the set of study programs, we can know which ones have met the standards, which have exceeded the standards, and which have not reached the standards. With the presence of the LAM, quality assurance in the future will be increasingly relevant to the standard needs of the professional world. In addition, it is hoped that the presence of the accreditation agency will not add to the administrative burden for tertiary institutions. For administrative processes, tertiary institutions are expected to utilize a reliable tertiary database system.

In accordance with the mandate of article 55 paragraph 4 of Law No. 12 of 2012 concerning Higher Education that higher education accreditation is carried out by the National Accreditation Board and Study Program Accreditation as a form of public accountability carried out by Independent Accreditation Institutions.

Furthermore, in accordance with Article 21 Letter F of the Minister of Education and Culture Regulation Number 5 of 2020 concerning Accreditation of Study Programs and Higher Education the BAN-PT Accreditation Council has a duty and authority to provide recommendations on establishment proposals within the government or society to the Minister.

In 2016-2021 the BAN-PT Accreditation Council has evaluated proposals and provided recommendations for 5 LAMs namely Educational LAM, LAM Economics Business Management and Accounting, LAM Natural Science and Formal Science, LAM Informatics and Computer Science and LAM Engineering.

To be able to carry out study program accreditation, all existing LAMs must meet several requirements. The LAM becomes a legal entity as evidenced by the existence of a notarial deed and endorsement by the Minister of Law and Human Rights, obtains a decision on the list of study programs that fall within the scope of LAM from the Ministry of Education and Culture, and has study program accreditation instruments including instruments to fulfill the minimum requirements for accreditation of study programs that have been approved. determined by the BAN Accreditation Council PT.

LAM must have standard procedures for implementing study program accreditation, have the necessary facilities and infrastructure for carrying out study program accreditation according to

standard procedures, have sufficient assessors in number and meet the requirements, and have obtained ministerial approval regarding the amount of fees charged for carrying out study program accreditation.

The five community LAMs fulfill the requirements as stated above and the BAN-PT Accreditation Council has also assessed these documents and stated that in general these LAMs have fulfilled the provisions of Article 1 Paragraph 1 Letter A to letter F of the BAN-PT regulations. PT Number 9 of 2020 concerning Policy on Transferring Study Program Accreditation from BAN-PT to LAM, and they are ready to carry out study program accreditation.

The establishment of the Religious LAM is considered very urgent because it is a mandate from Law Number 12 of 2012 concerning Higher Education which must be implemented immediately, emphasized Dr. Purnama Gentur Sutapa from the Directorate of Higher Education, Ministry of Education and Culture. Article 55 paragraph (4) and (5) of the Law states that study program accreditation as a form of public accountability is carried out by an independent accreditation agency, while BAN-PT in the future will only carry out institutional accreditation.

In Law Number 12 of 2012 concerning Higher Education (UU Dikti) Article 54 of the Higher Education Law it is stated as follows:

- 1) Higher Education Standards consist of:
  - a. Higher Education National Standards (SN Dikti) set by the Minister on the recommendation of a body tasked with compiling and developing Higher Education National Standards; and
  - b. Higher Education Standards set by each Higher Education with reference to the National Higher Education Standards.

- 2) SN Dikti is a standard unit which includes national education standards, coupled with research standards, and community service standards.
- 3) Higher Education Standards determined by each Tertiary Education Institution consist of a number of standards in academic and non-academic fields that go beyond SN Dikti.

According to Article 68 letter d of the Minister of Education and Culture Regulation No. 3 of 2020 concerning National Higher Education Standards. With the enactment of this Ministerial Regulation: management and administration of tertiary institutions must comply with the provisions of this Ministerial Regulation for a maximum of 2 (two) years.

The SN Dikti deadline mentioned above must have been implemented in Higher Education. This means that the regulation must be implemented by 2023 at the latest.

Decree of the Minister of Education and Culture of the Republic of Indonesia Number Permendikbud No. 74 of 2021 concerning Recognition of Semester Credit Unit Learning for the Merdeka Campus Program in its considerations are stated as follows:

Consider a. that in order to encourage students to master various sciences that are useful for entering the world of work, the Ministry of Education and Culture organizes the Independent Campus Learning Program which provides opportunities for students to take part in learning outside their home university;

FOURTH: Tertiary institutions provide recognition for the implementation of learning from the Merdeka Campus program outside the university of origin with the following conditions: a. learning for more than 16

(sixteen) weeks or 560 (five hundred sixty) cumulative hours up to 24 weeks or 840 (eight hundred forty) cumulative hours is given recognition equivalent to 20 (twenty) credits; b. learning more than 24 (twenty four) weeks or 840 (eight hundred and forty) cumulative hours up to less than 40 (forty) weeks or 1400 (one thousand four hundred) cumulative hours are given additional credit recognition of 1 (one) credit each additional 1 (one) week or 35 (thirty five) cumulative hours; and learning between 40 (forty) weeks or 1400 (one thousand four hundred) cumulative hours up to 48 (forty eight) weeks or 1680 (one thousand six hundred and eighty) cumulative hours is given recognition equivalent to 40 (forty) credits.

## METHOD

This research was conducted through qualitative research methods. Qualitative Research Methodology, is a research method based on post-positivism philosophy, used to research on natural object conditions, where the researcher is the key instrument, sampling of data sources is done purposively and snowball.

In general, the qualitative research method is a way to compile data or information that has been collected by researchers with the final results in written form. Qualitative research methods are formulated in written form, such as the formulation of problems in the form of associative, descriptive and comparative.

## RESULT AND DISCUSSION

Because the products produced in the world of education are in the form of services or services, the measure of the quality of educational institutions is the extent to which

customer satisfaction with the quality of services provided by educational institutions to customers. Quality is something about how to match services according to the needs and desires of customers and if necessary exceed what customers expect, it is important to define whose needs and desires we must fulfill.

However, in reality there is often a contradiction, the extent to which customer satisfaction with the quality of services provided by educational institutions to customers, on the other hand, if the process goes well, it will produce good service is not enough, because a good service also depends on the inputs provided. good. That input then becomes a requirement whether a good process can be carried out to produce a good product/service. Based on this assumption, a quality management system was born, institutions need to clearly define the provision and service standards they will provide. The problem here that can arise in the field in Indonesia is the objectivity of measuring student satisfaction with the quality of educational services that determines the process goes well, but often the factor that causes students to be satisfied is if their grades are good, even though they realize that they have not actually mastered the course material. so finally when the lecturer gave an objective score, namely a low score for the level of mastery of the lecture material he gave, the student actually had a negative attitude, instead of realizing that he had to study more seriously so he could pass the course. So this has become a kind of hidden threat to efforts to deliver quality higher education. If the constraints are the lack of funding and the availability of infrastructure, then this will definitely be solved with the enthusiasm, potential, and abilities possessed by students who are basically qualified and educated by qualified lecturers as well..

## CONCLUSSION

Quality Assurance required by education is for; (a) Checking and controlling

quality; (b) Improving quality; (c) Provide guarantees to stakeholders; (d) Standardization, (e) National and international competition; (f) Graduate recognition; (g) Ensuring that all institutional activities run well and continue to improve on an ongoing basis; and (h) Proving to all stakeholders that the institution is responsible (accountable) for the quality of all of its activities.

UIN Sumatera Utara Medan's vision is to become a world-class university that excels in creating a learning community and contributing to national independence. Meanwhile, we can take the vision of the faculty as an example. The Vision of the Faculty of Tarbiyah and Teaching Sciences (FITK) is a derivative of the Vision of UIN SU Medan, which is to become a superior faculty at the Southeast Asian level in the development of transdisciplinary-based integrated Islamic education to create an independent learning community in 2035. Furthermore, we can take the vision in the study program as an example of the Vision of the Islamic Education Management Doctoral Study Program, which is to become an excellent Doctoral Program in Southeast Asia in the development of Transdisciplinary-Based Integrated Islamic education management to create an Independent Learning Society in 2035.

Referring to the Vision of UIN North Sumatra Medan above, it is time for quality management at UIN North Sumatra Medan to implement the ISO Quality Management System (SMM ISO) 9001:2008 or ISO 9001 version 2008 from TuV Rheinland Germany and ASEAN University Network Quality Assurance (AUNQA) because has integrated ASEAN curriculum standards into its specification program, in addition to relying on the Quality Assurance System from the Independent Accreditation Institute for Education (LAMDIK).

As an alternative in building an Institutional Quality Management System it seems that this can be achieved through the application of ISO 9001 but not for certificates but for efficiency, to improve

performance. Why if PTKI wants to implement ISO 9001 to improve its performance, but it is not necessary to obtain ISO 9001 certificate? because it turns out that from this research on quality management it is clear that what is meant by the process approach in ISO 9001 QMS are various theories, processes, and concepts that do not standardize methods, do not limit the creativity of educational institutions. ISO 9001 only provides guidelines for the characteristics of a good Quality Management System, in the form of requirements that must be met by a company to be recognized as an educational institution that has met the requirements criteria set by ISO 9001. Thus, it can also be understood here that the development of a Quality Management System PTKI is very possible to do and can be adjusted to the conditions of each PTKI in the stages and determining the main performance indicators.

The study program is opened for students, namely by opening educational services to produce graduates who are competent according to the objectives of the study program. The tracing of graduates (tracer study) received by its users is higher if the stake holders of graduate users are looking for or hunting for graduates from the study program or the graduates are able to produce works or products that are able to support the growth of the industrial and economic sectors, from the Education Management Doctoral Program Islam, namely providing or producing experts in the field of Islamic Education Management.

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