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THE MODEL OF ISLAMIC HIGHER EDUCATIONAL PROGRAM QUALITY MANAGEMENT ON THE CONTEXT OF HIGHER EDUCATIONAL AUTONOMY IN INDONESIA

(A Qualitative Studies in Indonesia Islamic University of Yogyakarta and Yogyakarta Muhammadiyah University)

Dr. Muhammad Thoyib, M.Pd[306]

A. INTRODUCTION

Along with the rapid flow of global competition in the world of higher education in the third millennium makes many private universities in Indonesia often difficult to follow its development, especially private Islamic colleges (PTAIS) that in fact, its quality and instrumentation are still far from what is expected. In effect, many of those who suffered a tragic fate, or *'shut down'*. The reality was further brought tremendous impact to the image emergence of quality gap between the State and private universities, which in turn led to the dichotomous view that state university (PTN) is a university that has a better quality than the private university (PTS/PTAIS). These conditions make people more confidence and tend to choose public state universities (eg Unair, ITB, UI, UGM, etc.) than with Islamic universities (eg UIN / IAIN), especially when compared to PTAIS. The more difficult challenge among with the implementation of regional autonomy laws that implicitly gives autonomy to the state university as a consequence of the mandate of Law 32 of 2004 which increasingly provide high flexibility for them to manage their institutions included in determining the recruitment of prospective students. This means that the level of competition among universities in Indonesia will be higher and inevitable.

The reason is based on the phenomenon and the reality on the ground that the quality of higher education in PTAI is often unable to compete with the quality of public higher education seen as more qualified and competitive. This phenomenon also applies to PTAIS in Indonesia, which has as one of Islamic Civilization Epicentrum in developing education and science in which the quality of education is much lower, and less competitive. The proof, based on the results of research conducted by Sobirin, *"Nearly 43% of graduates each year of PTAIS unable absorbed by the world of work,*

[306]. The author is a lecturer in the department of tarbiyah and director of the division of internal quality audits in STAIN Ponorogo. This paper will be presented at AICIS-2012.

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both in the public and non-public."[307] Borrowing language of **Mastuhu**, *"Scary but true,".*[308] It means so very poor condition and need serious attention from the institution itself. Not to mention the quality of higher education management at PTAIS today is relatively low due to the lack of knowledge and skill in the field of program quality management.

The conditions of Islamic higher educational quality such PTAIS was exacerbated by the fact that the quality of our human resources are still low. Therefore, we really should worry about our human ability to compete in a globalized world in the third millennium. Imagine, data published by the United Nations Development Programme (UNDP)[309] asserts that in 2004, the quality of our human resources are at a very alarming, which is ranked 102 of 174 countries in the world. Even according to **Sugiharto**[310], In 2010, Indonesia gets dragged in position 110, below Malaysia (61), Thailand (73), Philippines (84) and Vietnam (108). UNDP report contained a number of quality indices (Human Development Index-HDI) which includes three things: education, health and economy average of the community. Therefore, the private higher education reform, especially PTAIS is an absolute requirement to do towards changes in the quality and existence of its are better in the future. This is consistent with what was once said by **John F. Kennedy**[311], *"Change is a way of life. Those who look to the past or present will miss the future."* That is, in our education reform should stick to challenges future to the global competition to be able to compete well.

The lack of quality higher education in private universities in general shows that PTAIS especially at this point has not been able to capture and respond to any issues that developed, and do not yet have higher educational program quality management is good. For that reason, Islamic universities must continue to improve, if they hope to continue to exist, accepted, and can maintain viability and still believed by the stakeholders, especially regarding his future due to the universities as an organization that have responsility to develop qualified human resource. As stated by **Jalal** and

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[307]. Sobirin, A. *Tantangan dan Peluang Lulusan Tarbiyah*. (7 Juni 2009), p.11. The paper was prasented at National Seminar on Islamic Education Prospect and Its Challenge at The Faculty of Islamic Studies, Islamic University of Indonesia Yogyakarta.

[308]. Mastuhu. *Menata Ulang Pemikiran Sistem Pendidikan Nasional***.** (Yogyakarta: Safiria Insania Press, 2004), p.9.

[309]. Suyanto dan Hisyam. *Refleksi dan Reformasi Pendidikan di Indonesia Memasuki Milenium III*. (Yogyakarta: AdiCita, 2000), p.4.

[310]. Sugiharsto. *Transnasionalisme Mutu Pendidikan Indonesia di Pasca Reformasi*. *Radar Djogja*, 14 Oktober 2011

[311]. Colling, C.C. Teaching Quality Revisited: Warnock Words for Policy Practice. *Journal of Quality Assurance in Education*. Vol. 1 No. 3, 21-25. 1993., p.22.

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Supriadi[312] that *"Current expectations and demands of the people to quality education is increasing, and it requires sincerity and quality management more accountable."* Analysis is very reasonable because with good management and accountability, PTAIS will undoubtedly be better able to empower their higher education to educate the life of nation. This futuristic outlook is in line with the assumption of **Tilaar**[313] and **Syafaruddin**[314] that explicitly assert that *"In any ways, higher education is integrative is part of the national ideals."* It means to manifest the national ideal can not be separated from urgent strategic role of higher education in Indonesia. Moreover, the entry of foreign universities (PTA) in this beloved country will increase the severity of the challenges in producing reliable human resources that are the hallmark of the global demand.

Therefore, it is necessary for PTAIS now starting to turn away from conventional management model to management model of higher educational program quality. This is as stated by **Sallis**[315] and **Oakland**[316] that *"The application of program quality management on the world of education will give several strategic assurances of its exsistence,"* including in this case PTAIS in Indonesia. The significance of quality management application for PTAIS, according to the author at least will provide positive feedback for them in the future, including: (1) universities including PTAIS will increasingly exist as supported by better quality of higher education, (2) Islamic universities have capabilities to compete with the many other universities have the same high level of competitive quality. (3) universities will always be able to place itself as a partner in a growing industry with consistency in producing a superior education as the needs of the times.

reason why the study was conducted at the Indonesian Islamic University (UII) in Yogyakarta and Yogyakarta Muhammadiyah University (UMY) is ***the first***, institutionally, both UII and UMY in addition to having concern and commitment to the development of Islamic values and quality management so as to childbirth academic excellence as delivering students study abroad as well as the realization of the flagship

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[312]. Jalal dan Supriyadi, (Ed.). *Reformasi Pendidikan dalam Konteks Otonomi Daerah*. (Yogyakarta: AdiCita- Bappenas-Depdiknas, 2001), p.74.

[313]. Tilaar, H. A. R. *Manajemen Pendidikan Nasional: Kajian Pendidikan Masa Depan*. (Bandung: Remaja Rosdakarya. 2001), p. 4.

[314]. Syafaruddin. *Manajemen Mutu Terpadu dalam Pendidikan: Konsep, Strategi, dan Aplikasi*. (Jakarta: Grasindo. 2002), p.1.

[315]. Sallis, E. *Total Quality Management in Education*. (New Jersey: Prentice Hal.Inc. 2001), p.9.

[316]. Oakland, J. *Total Quality Manajement*. (Oxford: Heinemann. 2005), p.34.

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program as characteristics of its competitive integratively education. ***Second***, as Jakarta, Yogyakarta is known as one of the educational center (city of educational centers), then it implies that access to information related to the development and innovation of education were also automatically accessible in the hope the final result of this study can be used as one academic reference for PTAI especially PTAIS in Indonesia, particularly in developing its program quality management more competitively.

B. DISCUSSION

1. Theoritical Framework of Islamic Higher Educational Program Quality Management

Applicatively, many theories that can be used as the operational basis of this study in order to make a comprehensive analysis and conclusions from this. However, in broad outline, the main theory used in the discussion of program quality management model in UII and UMY is a theoriy developed by **Juran** (1999), **Besterfield** (1999), and especially **Edward Sallis** (2001) concerning educational quality management in his book *Total Quality Management in Education*. The theory is a development of Juran's theory about Total Quality Management divided into several functions of quality management, namely: a) quality planning, b) quality implementation-oriented quality control, and c) evaluation of quality-oriented improvement efforts. The three operational-technical elements can be described as follows:

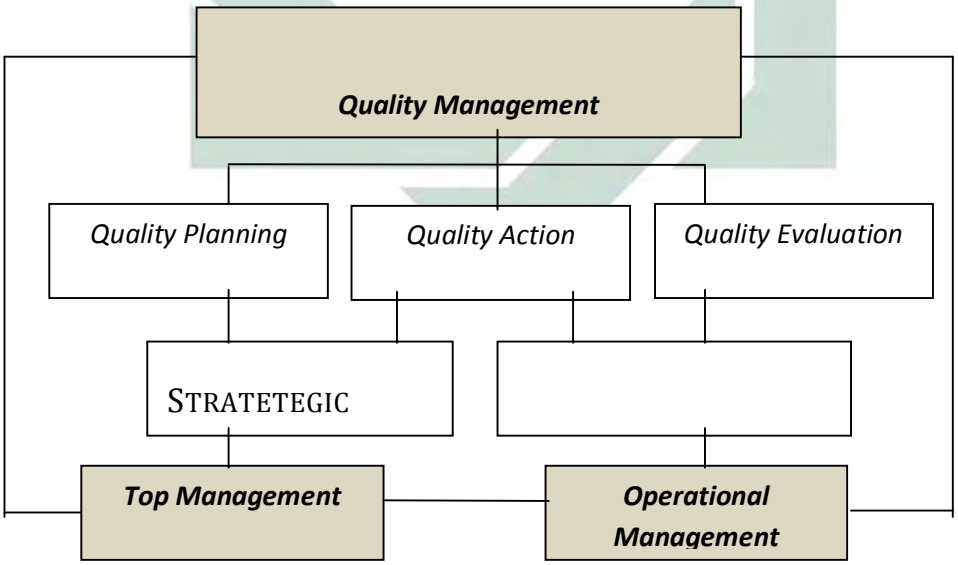

Figure.1. The Operational-Technical Paradigm of Quality Management[317]

[317]. Besterfield, D.H. *Total Quality Management*. (New Jersey: Prentice Hall, Inc. 1999), p.135.

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Technically, all three steps can explained more comprehensively by the author and the relevance of its application to Islamic universities in Indonesia as follows:

a. Planning the quality of higher education (PT) is preparing steps and processes to produce the products according to the needs of its customers, both strategic and technical level, as envisaged in the vision and mission of the universities (PTAI).

b. Implementation of the quality of higher education (PT) is implementing a quality plan, both strategic and technical level, with careful monitoring of all processes that occur, so there is no error and thus the product quality of PTAI is guaranteed.

c. Evaluation of the quality of higher education (PT) is an attempt to rectify the shortcomings that occurred, and make a breakthrough of quality so that product is superior, both at a strategic and technical level. In that context, PTAIS in Indonesia should always have a level of transparency and accountability, both internally and externally so that the quality of processes and products of higher education are as expected.

2. Research Prosedures Implemented

In accordance with the focus on issues raised at previous exposure then the place or location of the study was the Indonesian Islamic University (UII) in Yogyakarta and Muhammadiyah University of Yogyakarta (UMY). The selection of the two objects, to further specify the object of study (*purposive sampling approach*) by focusing on PTAIS which has a good quality of higher education and has applied the educational program quality management as part of the implementation of total quality management in the universities. Thus they can compete in national and international levels.

This research is a qualitative study with a phenomenological approach (phenomenology approarch) that aims to describe the state or a naturally occurring phenomenon. **Sukmadinata**[318] or **Lincoln** dan **Guba**[319] stated that "*A research with phenomenological approach efforts to understand the meanings of interrelated phenomenon with people in certain situation by inductive analysis*." This approach is an appropriate way to express and interpret the various activities that are interrelated and affect the application of Islamic higher educational program quality management in UII in Yogyakarta and UMY, which is closely related to the effort of understandings, quality of program planning, implementation of program quality, evaluation of the quality of educational programs, as well as its quality result of higher education. This

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[318]. Sukmadinata, N.Sy. *Metode Penelitian Pendidikan*. (Bandung: Remaja Rosdakarya. 2006), p.27.

[319]. Lincoln, Y.S.. dan Guba, E.G. *Naturalistic Inquiry*. (Beverly Hills: Sage Publication. 1995), p.19.

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qualitative research seeks to look at the various complex that occurs in UII and UMY, with gathering information that is in UII and UMY ranging from leadership (rector), foundations, and bureau chiefs (Center for Quality Assurance, Planning Board, Board of Academic Development, etc.). This study uses data collection procedures include interview, observation, and documentation. While the analysis of the data uses an interactive analysis model of **Miles** and **Huberman**[320], which consists of three activity flows, namely; data reduction, data display, and conclusion / verification.

3. The Result of Research and Its Analysis

a. Introduction, Understandings and Dissemination of Islamic Higher Educational Program Quality Management in the Context of Higher Education Autonomy

1) In Indonesian Islamic University of Yogyakarta (UII)

From the research is known that essentially Islamic University of Indonesia Yogyakarta has to know and understand the concept of program quality management in Islamic higher education. It is evident that in developing its universities management, UII has used ISO 9001:2008 implicitly stated in the UII's Strategic Plan policy. Even so in application, Islamic higher educational program quality management used by UII is not the same as the concept that developed by Juran, Edward Sallis, Besterfield, and General Director of Indonesian Higher Education. However, it has undergone several modifications that would have adjusted to the conditions and capabilities of its own UII. The concept used by UII are more likely to adopt the model developed by New *Mexico State University* (NMSU) of United States. While not exactly the same but the two institutions, namely UII and NMSU, has been put *"strategic quality direction"* as the basis for determining the institution's quality policy.

To strengthen the foundation of quality management application of Islamic higher education program, efforts to internalize Islamic values that done by UII on the substance of the application in view of the author is very precise. With 5 philosophical principles of Islamic quality in UII such as: 1). Islamic leadership, 2). Islamic commitments, 3). Islamic work ethics, 4). partnership, and 5). Islamic sense of belonging will make UII more solid in tradition of scientific integralism, academically and spiritually that eventually could produce output of higher education that has capacity, integrity and credibility of science as well as the superior morality of individual characters. It is also in harmony with the nature of true educational purpose

[320]. Miles dan Huberman. *Qualitatif Data Analysis*. Tjetjep Rohendi Rohidi (penerjemah). *Analisi Data Kualitatif*. (Jakarta: UI Press. 1992), p.20.

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as ever expressed by **Al-Attas**[321], one of the leaders of Islamic education which affirmed;

Education is basically an effort to achieve a balanced personality of children (integrative), between worldly needs and spirituality. The balance that will bring the children to achieve the goal of real life. In science, human beings will be able to build the earthly civilization. In religion, man is not only giving spiritual decoration on his civilization, but more than that will find the essence of her destiny.

in the context of socialization of its higher educational program quality management, from previous findings can be analyzed that UII using two approaches simultaneously, *top down-bottom up*. This can be explained: (1), *a top down approach* is assumed as socializing grand design of the quality management model that will be performed by UII through the Management Review Meeting (RTM), which involve a number of lower-level leaders, units, up to the top level of universities and foundations. (2), whereas *the bottom-up approach* to be understood as an intensification of top down approach which directly performed by each unit as study program (Prodi) and departments in each faculty through a number of socialization mechanisms such as Meeting of Faculty Leaders (RPF), the Faculty Senate Meeting (RSF), and so on. With the efforts of integrative intensification, it will undoubtedly obtain a more comprehensive understanding and mature among stakeholders, especially executive board then making it possible for UII to implement its higher educational program quality management more maximal, productive and superior in accordance with the expected.

2) In Muhammadiyah University of Yogyakarta (UMY)

From the study results is revealed that UMY as well as UII also knows, and understands the concept of its higher educational program quality management from activities such as workshops, seminars, training, and comparative studies at home and abroad showing that UMY has also highly committed to the efforts to develop its higher educational program quality. This analysis departs from many innovation agendas of educational program quality that want to be developed by UMY through supporting tools of its quality management. This is consistent with what is asserted by **Edward Sallis**[322] and **Besterfield**[323] that *"Innovation of educational quality could only be developed by many quality strategies which are supported by creativities and*

[321]. Al-Attas, M.N. *Menggagas Sistem Pendidikan Islam Terpadu*. (Terj.) Munir Shahab. (Jakarta: Gema Insani Press. 2001), p.38.

[322]. *Ibid*, Sallis, E. *Total Quality Management in Education*..p. 104.
[323]. *Ibid*, Besterfield. *Total Quality Management*..p.85.

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innovation from internal human resources at the institution, especially management level."

In this context also, UMY as known after getting information of various quality management models including ISO, then eventually UMY chooses quality management models SPMPPT (Quality Assurance System of Higher Education Program) developed by the Directorate of Higher Education. The model selection that have been determined by UMY based on analysis of author with looking at the internal condition of UMY is considered reasonable. Namely: (1). UMY managerially have a management structure that is simpler than other PTAIS, so they see that the model of SPMPPT is more appropriate to be applied in UMY. (2). In human resources, UMY have limited human resources who have the competence and professionalism in the field of ISO 9001:2008 in particular, so as to implement the ISO model is considered quite difficult because administratively and managerially needs infrastructure and human resources who are competent in the field. 3). SPMPPT is assessed administratively more simple, in addition to their positive value is that UMY will automatically get referrals and direct instruction from Directorate of Higher Education about the application in universities because the concept of SPMPPT was developed by them who view and analyze the patterns and characteristics of Indonesia's universities which structurally mostly have a simple institutional structure.

To strengthen the application of higher educational program quality management, UMY also seeks to intensify efforts and internalize Islamic values into its management system. Islamic values have been elaborated into Kemuhammadiyahan values with principles of doing good and avoiding evil (*amar ma'ruf nahi munkar)* according to analysis of the authors is also appropriate. In the context of socialization model of higher educational program quality management, UMY prefers to choose a *top-down approach* facilitated by the Executive Board Meeting (RPU), which involves a number of leadership elements of the study program, majors, Dekanat, to Rectorats (chancellor and provost). This approach on the management theory generally, is considered very effective and simple, but in the context of quality management studies, such approach seems quite bureaucratic and less flexible.

b. The Quality Planning of Islamic Higher Educational Program on the Context of Higher Educational Autonomy

1) In Indonesian Islamic University of Yogyakarta (UII)

The research findings inform that the formulation of its higher educational program quality using three stages, namely; diagnosis, planning, and preparation of document of program quality plans. These findings are in line when analyzed with the concept of quality planning of higher educational program based Total Quality

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Management, both proposed by **Juran**, **Besterfield** and **Edward Sallis**. ***First***, diagnosis. The diagnosis is done by UII's Foundation Board of Endowments as a legislative body (top management) that houses UII through the Governing Council as giving a mandate to UII which the results in the formulation of *"strategic quality direction"* that formed as the outlines of higher educational program quality plan later. This stage was theoretically appropriate because top management is an agency that has strategic authority in determining the direction of all policies pursued by UII to be further translated by each unit. Basis of preparation of "strategic quality direction" refers to the model of Targeting (A Targeting Model) developed by **Kaye**[324] as follows:

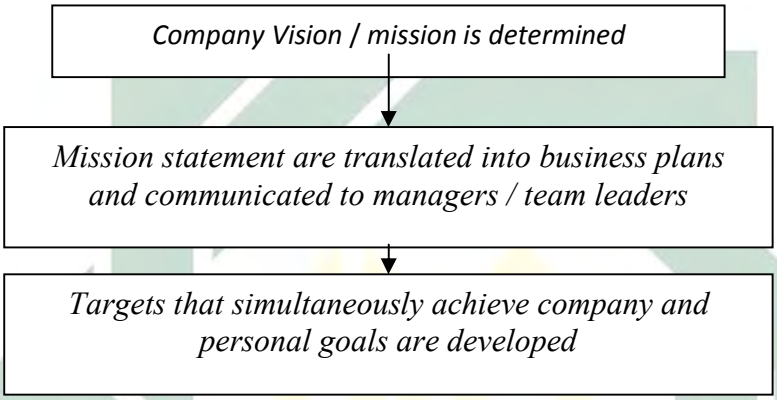

Figure.2. ***A Targeting Model***

Targeting model that served as the basis in formulating *"strategic quality direction"* resulted in a paradigm of the development of Islamic higher educational program quality in UII Yogyakarta which describes the realization of its "strategic quality direction" in the future. The paradigm of development as a manifestation of the realization of it in UII can be seen in Figure.3 below:

[324]. Kaye, S. *Up is not the Only Way: A Guide to Developing Workface Talent*. Second Edition, (USA: Englewood: Cliffs New Jersey. 2007), p.110.

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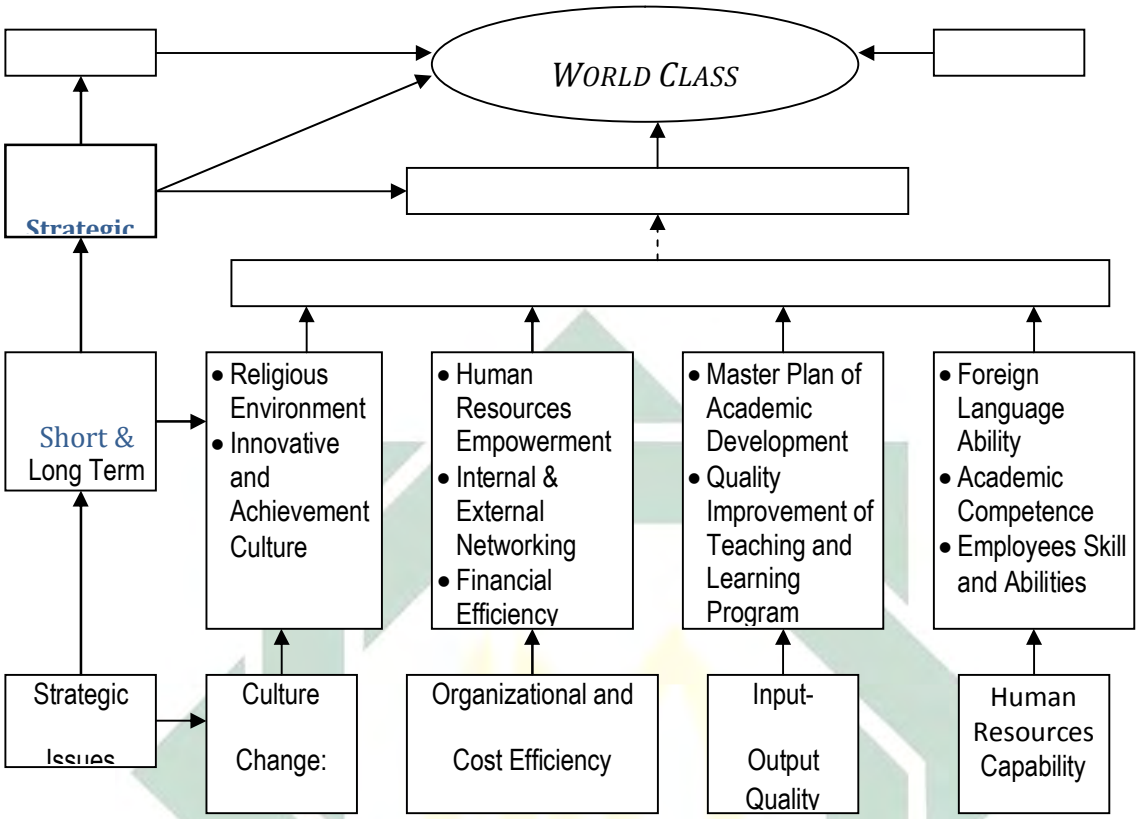

Figure.3. ***UII's Strategic Quality Direction***

Second, stage of quality planning of higher educational program. The process of formulating higher educational program quality involves several important elements of UII's leaders that is facilitated through the University Management Review Meeting (RTMU) through a systematic and structured mechanism to keep using the reference of *"Strategic Quality Direction"*, as basic policy for developing UII's higher educational program quality forward that ultimately produce 12 components of its. And the planning process of UII's higher educational program quality involves a team which consists of several elements are theoretically and practically good, because this step will further accelerate and simplify the draft concept of UII's quality planning of higher educational programs. The involvement of such elements as daily management of UII's Waqf Board, academic personnel who served in structural position, as well as some expert lecturers, senior senate member at UII, Rector and Vice Rector, headmaster of units level, including the elements from outside can be expressed as a good step, because this step allows the results achieved will be optimized and comprehensive.

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Third, document formulating of higher educational program quality plan. Having produced an agreement at the level of Management Review Meeting (RTM) about its, the Foundation as the holder of highest mandate in UII mandate to special team coordinated by the Center for Quality Assurance (BPM) of University to prepare a plan document of higher educational program quality then approved by the Foundation as an official UII's plan document of higher educational program quality and then given back to the respective study programs and departments in each faculty. This mechanism is also theoretically correct, because with such a mechanism, UII will always be able to maintain a balance of authority and control between various units of the policy holder. Thus, the quality of its higher educational program will be always dynamic, objective and highly competitive.

While the content of the Strategic Plan has been produced by UII Yogyakarta containing "quality strategic direction" in developing its higher educational program quality can be discussed and reviewed in detail as follows:

a) **Vision, Mission and Goals of UII Yogyakarta.** As befits an organization in general, UII as one of PTAIS today has made a strategic step with setting the vision and mission of its organization as well as the manifestation and sensitivity to various changes.

b) **Stakeholder demands.** UII's commitment to become a qualified Islamic university is derived from analysis efforts to the needs of interested parties or "stakeholders" both internally and externally with capturing a variety of stakeholders desires.

c) **Internal and External Environment and UII's Key Result Area.** After looking at the current condition of UII Yogyakarta with using SWOT models, it can be stated that the steps taken by UII is in conformity with the model of strategic quality planning. The next step after analyzing institutional position is determinating key result area that characterizes its institution.

d) **The Objectives and Strategic Quality Policy of UII's Higher Educational Program.** Quality objectives of higher educational program to be achieved by UII is already described clearly. For example, in terms of quality objectives regarding *"Working Within the first year 70%"*, indicating a clear indicator, which focuses on the appropriateness of the work with the discipline of science. However, until now, UII itself still difficulties in obtaining data on the absorption of its graduates more comprehensively, despite running quite optimal. Therefore it takes more innovative *"tracer studies"* to its graduates in the various regions.

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2) In Muhammadiyah University of Yogyakarta (UMY)

Preparation of higher educational program planning at UMY is centralized. The policy was conducted by the Quality Assurance Agency in university level, both in the aspect of quality components and quality standard of higher educational program that want to be accomplished. The policy is set out of an effort to harmonize educational quality to be achieved by the entire faculty as well as the goals of higher education that has been designed by UMY. But the centralized policy on author's analysis would lead to results less productive. It is based on a number of indicators: (a). The number of complaints from the academic community, particularly lecturers who questioned the quality standard generalized among faculty, b). Less passage of university policy related to improving educational quality at the faculty level optimally. This is consistent with analysis of **Besterfield**[325] and **Sallis**[326] that *"For reaching quality needs accommodative policy which could be transformed toward operational policy on the bottom level."*

Based on the findings known that the process of formulating quality planning of UMY's Islamic higher educational program also uses three (3) stages like UII that may be analyzed as follows: ***first,*** the stage of diagnosis. This stage is carried out by the Quality Assurance Agency in University (BPMU) by considering UMY's existing strategic plan and a number of strategic issues that are important and thriving in the world of education today. The study results that are taken by BPMU produce *'strategic quality direction'* that will be used to formulate its quality plan of educational programs. ***Second,*** the stage of program quality planning. This step resulted in several components of UMY's higher educational quality program which include: a) the learning process, b) Courses curriculum, c). Educators resources, d). Academic atmosphere, e). Research and publications, and f). Community service. Although this stage has been able to create a number of components of the educational programs quality, but applicatively it makes UMY seem more bureaucratic, because the authority is not given directly to the units of implementators such study programs and majors.

Third, the plan document preparation of Islamic higher educational program. This stage was directly under the authority of UMY's BPMU. This stage is carried out by BPMU after University Review Meeting (RTU) with various recommendations and approval of the Rector to then socialized and distributed to all units within the faculty including study programs and majors. While the content of UMY's strategic planning is used in making *'strategic quality direction'* as an ingredient in formulating its educational program quality plan which can be analyzed as follows;

[325]. *Ibid*, Besterfield. *Total Quality Management*.1999, p.129.
[326]. *Ibid*, Sallis.E. *Total Quality Management in Education*.2001, p.73.

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a) **Vision, Mission and Goals of UMY Yogyakarta.** Strategic quality planning of organization is conducted from activities of stems to the opportunity and threats factors that are in the organization's strategic environment. As befits an organization in general as well as UII, UMY as one PTAIS at this time has made a strategic step to set the vision and mission of its organization as well as sensitivity and manifestation to the changes.

b) **Stakeholder demands.** UMY's commitment to be qualified Islamic university is also obtained from analysis efforts to the needs of interested parties, both internal and external. Just because the top-down mechanism is regulatively run by the Quality Assurance Agency (BPMU) through various media on the faculty and university, although it still can not run optimally and effectively, because the mechanism is highly centralized.

c) **Internal and External Environment and Key Result Area of UMY.** After looking at UMY's current condition with using SWOT models, it can be stated that the steps taken by it in accordance with model of strategic quality planning. However, the determination of the principal results of its field has not been fully understood by UMY's management. This condition often causes the misunderstanding between policy holder at the level of strategic management and policy implementator at the operational management level (Prodi and majors), which in turn make the implementation less maximum and effective.

d) **Objectives and Policy of UMY's Higher Educational Strategic Quality.** After looking at its target, achievement strategy and strategic policy, it can be stated that the steps taken by UMY is clearly in line with the concept of strategic quality planning. Although in its implementation has not fully achieved and in accordance with expectations. In terms of quality objectives regarding *"Working Within the first year 60%"*, the indicator still shows a lack of clarity, what is the work shall be in accordance with the discipline of science or merely in the form of all public works.

c. The Implementation of Islamic Higher Educational Program Quality on the Context of Higher Educational Autonomy

1) In Indonesian Islamic University of Yogyakarta (UII)

UII's efforts to realize the strategic quality plan of its Islamic higher education programs in order to achieve the establishment of competency-based graduate who have a competitive advantage to establish the existence of UII in the national and international level through the *Academic Development, Dakwah Islamiyah, Entrepreneurship, Collaboration, Student Activities and Services*, which later became UII's programs forward still can not run smoothly. This is because there are some constraints today. Several strategic constraints include:

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a) **Decreasing desirement to entry PTAIS.** Although the percentage of open interest in this declines but when compared to some other universities, UII is not too big decline. In anticipation of declining interest of prospective students into UII has been anticipated by all study programs by proactively showing its superiority. One of the strategies that it passes through S1 flagship scholarship program for those who have Arabic language skills and excellent English (Toefl minimum 460), as well as promoting collaboration with a number of foreign universities, both in the Middle East and Europe such as Cairo University and Wollongong University, or Texas University, Temple University, and others.

b) **Yet the maximum funding from other sectors.** This case is due to funding the development of study programs is still largely dependent on the acquisition of the number of students. Tips to make efforts to create business units that can generate funds still have not been up in UII Yogyakarta, especially at the faculty level. This is not only happening in each study program but also occurs at the level of Waqf Board Institution as UII's chairman.

c) **Not optimal organizational productivity (academic).** Not optimal to raise funds through other sectors outside the student have consequences on the productivity of the organization. For example, in the academic field, UII's effort to improve the quality of teachers through further study is limited. UII implements the quota system in the program. But the goodness of this quota system when viewed from another aspect, especially the availability of lecturers who teach and occupy structural position is be balanced. For other effort taken by UII to save money is by encouraging existing workers its educators to earn a scholarship from outside UII, including the development of innovative research culture, on national and international scale.

d) **Yet the comprehensive support for excellence of UII.** Although UII has launched a quality improvement under the supervision of the Quality Assurance Agency (BPM) with Internal Quality Audit (AMI), but not optimal support of Human Resources in each unit, both at UII and Courses level resulted the achievement of quality targets to be slightly delayed. Furthermore, UII systemically has continued to establish itself as an Islamic universities that requires the support of information technology by making some changes both in management and organization that are more integrated.

2) **In Muhammadiyah University of Yogyakarta (UMY)**

From rhe result of research was revealed that the procedure for implementing Islamic higher educational program quality in UMY is *bottom up*. *Bottom-up* procedure is managerially right. It is also consistent with the view of **Juran**[327] and **Besterfield**[328]

[327]. Juran, J.M. *Juran on Leadership for Quality*. Seventh Edition. (New York; Macmillan. 1999), p.127.

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that *"The holder of authority to apply quality plan is under operational management."* In this context, operational management, as assumed by Juran and Besterfield is course unit and majors who later assisted by the Academic Section. Course unit and majors in the context of its implementatiton has become the driving forces that will largely determine the success rate of quality goals to be achieved. However, from the analysis of researcher, there is a weak point in the process of implementation where its process is very static. It is theoretically opposed to quality characteristics itself that do asserts the importance of dynamic quality according to the needs of public customers. Generally, less optimal of its implementation in UMY is due to several constraints as follows;

a. **Decreasing the number of students entering UMY.** As another universities, especially PTAIS, UMY also confronted by the constraint of decreasing number of students. Or in other words, the number of new students entering in UMY in a span of 4 years is fluctuative with significant inconsistencies. The reality that is quite alarming, on its reality has implications for the lack of UMY's income to support the application of higher educational program quality. Analysis of **Middugh**[329] who asserts that *"Quality is not free"* or in need of many funds. Therefore, a more serious, creative and innovative effort is needed faster.

b. **Yet real another sector funding.** In addition to the decline in the number of new students in recent years, organizationally UMY confronted also by the lack of funding from other sectors that are expected to support the implementation of its higher educational program quality. This case on author's analysis is more likely caused by the lack of units 'business supporting' in UMY.

c. **Not yet optimal for organizational productivity (*academic*).** The unoptimal organizational productivity is seen from the lack of papers produced by the lecturers at the UMY in a span of 3 years laters. On author's analysis, the conditions experienced in UMY caused by several important points: (1). fairly low commitment of its lecturers performance through research medium and community service. This is caused by the lack of reward perceived by them of UMY leadership, and (2). minimum allocation of research funds provided by UMY for his lecturers.

d. **Not yet comprehensive support for UMY's excellence.** One indication of it can be analyzed from one of the indicators like the development of the international studies program at UMY that has not entirely run by bilingual system between English and Arabic, but most still use Indonesian language as instructional learning process.

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[328]. *Ibid*, Besterfield, *Total Quality Management*,1999.p.61.

[329]. Middugh, M.F. *Understanding Faculty Productivity, Standards and Benchmarks for Colleges and Universities.* (San Fransisco: Jossey Bass Publisher. 2008), p.182.

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e. **The quality management system of higher educational programs is not optimal yet.** it looks at the pattern of planning, implementation as well as evaluation of the quality of its higher educational programs that is still not integrated well, which in turn lead to UMY's organizational productivity to be less maximum, as well as the quality of learning process that is also less optimal, to the overlapping of authority in a number of units in UMY.

d. The Evaluation of Islamic Higher Educational Program Quality on the Context of Higher Educational Autonomy

1) In Indonesian Islamic University of Yogyakarta (UII)

Based on the findings of the study as described in the previous explanation that UII's efforts in controlling and evaluating the quality of its higher education by promoting the principle of accountability is good and in accordance with the concept of quality management. It is what viewed by **Juran**[330] that *"Quality evaluation for improving should give priority to the process of accountability aspect and product quality from its gotten."* According to the author, it becaused; ***first***, quality is desired by the public service. ***Second***, quality is related with the processes and the specific standards set forth by the public, both community and industry as customers, therefore the validity of quality values of a product including educational product must be in accordance with the standards desired by the public.

In the event of accreditation as a program appraisal activities in the educational unit based on predetermined criteria (Education Law 2003). Accreditation and the National Accreditation Board (BAN) for when it's not mandatory, but to obtain the public accreditation is a must if UII wants to be choice of its stakeholders. However, efforts to obtain the best accreditation from BAN are still prioritized by UII. As the value of the hard work, in 2010 years ago, more than 85% for S1 of studies program got score A (UII's document in 2011). These results indicate that the quality of higher education programs in the UII is good. This analysis departs from the basic assumption that the assessment made by external parties in this case BAN PT at least can be used as a material consideration that more objective to look at the quality of educational program in each course.

Regarding the Internal Quality Audit (AMI) has been done by UII Yogyakarta as a consequence of the application of quality management, the consistency of its results are quite encouraging, although there are some drawbacks. Through the activities of AMI, some weaknesses in the administrative level and the policy level can be known with certainty at every 4 (four) months. Although the consistency of the results are quite

[330]. Juran, J.M. *Juran on Leadership for Quality*. Seventh Edition. (New York; Macmillan. 1999), p.63.

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good and stable, but UII still have continue to make improvements continously and also synergized with other support systems, like the preparation of regulatory, organizational structuring and remoneration that more better. While to know the performance of human resources, the university has conducted performance appraisals. However, performance assessment has been carried out to faculty's lecturers through Value Performance Lecturer (NKD), to be followed by the employee's performance appraisal. These measures need to be taken by UII to gain a more comprehensive and objective values because it involves some elements of assessors. This is in line with the view of **Shattock**[331] who asserts that "*Higher educational program which has a good quality could only be realized through competitive college's management system*."

2) In Muhammadiyah University of Yogyakarta (UMY)

on the findings of the study as described in the previous explanation that UMY's efforts in evaluating the quality of its Islamic higher education by promoting the principles of accountability are good and in accordance with the concept of quality management. The Efforts have been made by UMY to produce a sustainable improvement through accreditation mechanisms, internal quality audit, financial audit and inventory, and the value of lecturer's performance has not been going well in accordance with what are expected. This caused by quality evaluation system of its higher educational programs that applied by UMY can not support yet to improve the result quality of its higher education optimally. In that context, two aspects of its evaluation in UMY may be analyzed as follows;

a. UMY's Higher Educational Quality Program Accreditation (*External Quality Audit*). Accreditation from the National Accreditation Board of Higher Education (BAN-PT) for the time is being obligatory, because accreditation is essentially a public accreditation, which is an absolute requirement of the university will be recognized as well as the confidence of the public or users of their higher education services, included in this for themselves that want to be good choice of stakeholders. Despite that, the efforts to obtain the best accreditation result from is still prioritized by UMY, although the result is not so satisfactory. It appears from the data in 2010 ago, less than 50% for S1 only got A score. Achieving an A for the entire courses that less than 50% indicates that its higher educatinal quality management can not run optimally and effectively. Therefore, in the future takes effort and commitment to a better quality of all stakeholders in UMY especially policy makers, and implementers of its educational

[331]. Shattock, M. *Managing Successful Universities.* (England: Society for Research into Higher Educating & Opening University Berkshire. 2003), p.181.

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program quality policy in order to enhance the acquisition of A rating score for all courses.

b. **Internal Quality Audit of UMY's Higher Educational Program Quality.** Regarding the Internal Quality Audit (AMI) has been done several times in UMY, as the implementation of its higher educational quality management, although the consistent results have not been encouraging. Through the activities of AMI, some weaknesses in the administrative level and the policy level can be known with certainty at every 2 (two) months. However, because of the consistency of results are still not stable, its needed to be improved continously and also synergized with other support systems, like the preparation of regulatory, organizational structuring and remoneration.

e. **The Impact of Implementation of Islamic Higher Educational Program Quality Management Toward Educational Outcomes on the Context of Higher Educational Autonomy**

From the result of research on the impacts of the implementation of Islamic higher educational program quality management in UII and UMY can be analyzed as follows: ***First,* in UII**. In general, the impact that felt by UII on the result quality of its higher education is very positive. In other words, with supporting educational program quality management, the implementation of its higher educational program can run more optimally and be able to create the outcomes quality more qualified and competitive. This is consistent with the view of **Atkinson**[332] have observed that; *Qualified educational institution will be available when its educational management process can realize actually good and competitive educational quality product that consisting; (1). Immediate outcomes, and (2). Ultimate outcomes of educational quality.*

Overall the impact of the implementation of higher educational program quality management in UII can be analyzed as follows: **(1)**, the impact is seen from the quality of immediate outcomes which is usually a protégé behavior (such as knowledge, skills and attitudes) after they completed their education, both cognitive and non-cognitive aspects such as the GPA of students and non-academic activities. (a). In this case, GPA of UII's students graduate in each year (especially the last 3 years) has increased significantly and tends to be stable, both on a scale of 3:00 to 3:49, and 3:50 to 4:00 scale. This fact suggests that UII has been able to develop, maintain and increase the academic quality of its output. Then (b). for non-academic activities, such as championship-students level in various events such as LKTI and so on, also increased each year, either regionally, nationally and internationally. The positive impact of this is according to the analysis of author, not independent as well as by the quality of

[332]. Atkinson, R.C. *The Globalization of the University*. (Japan: Nagasaki University. 2007), p.36.

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lecturers's performance over the last 3 years also tend to be stable and has increased very significant. This is one of them proved at international event as well as in 2009, as well as lecturer and UII's Rector, Prof. Dr. Edhy Suandi Hamid, M.Sc was in the top 100 educational leaders on the world stage.

(2), the educational result quality viewed from *Ultimate Outcome* which is the essence of all activities in education. The standart usually seen from behavior of the graduates as they engage in the community or in the competition of work world. In this case, for a period of 3 years recent, UII's graduates gait in expanding sectors, both public and nonpublic also experienced a significant increasings (UII document in 2011). The achievement confirms the quality of UII's ultimate outcome is also very consistent and stable. This is also in accordance with the view of **Crown** and **Crow**[333] who asserts that, "*A good educational program is a systemic activity that is able to give global awareness to students for empowering their potentials more optimum.*"

Second, **in UMY.** In general, the impact felt by UMY toward the quality of its higher education is also positive although still not stable. In other words, with the support of educational program quality management, the implementation of its higher educational quality can run better and be able to realize its quality more qualified and competitive. Overall the impact of the implementation of its higher educational program quality in UMY can be analyzed as follows: **(1)**, The impact that felt by UMY with the implementation of its higher educational program quality management viewed from *immediate outcomes* which is usually a behavior of the students (knowledge, skills and attitudes) after they complete their education both cognitive and non-cognitive aspects such as the GPA of students and non-academic activities are quite good, although not yet stable and consistent, as well as the development of UMY's graduates GPA at last 3 years where in the academic period 2008/2009 to academic year 2009/2010, both graduated with GPA of 3:00 to 3:49 and 3:50 to 4:00 (UMY documents in 2010). This shows inconsistence and the quality of its higher education needed to be reformed simultaneously so that the future can be better. The achievement of students's GPA are also heavily influenced by the quality of its lecturers's performance who are also not consistent.

(2), while the quality of the final result of UMY's higher education over a span of 3 years could also be said to be still volatile, and have not been consistent. It can be seen from the academic year 2008/2009 to academic year 2009/2010, the rate of absorption of the graduates in the workplace has a condition fluctuates, so the effort to achieve quality objectives on the aspect of *"Working in the first year by 60%"* can not

[333]. Crown, L.D. dan Crow, F.R. *An Introduction to Education*. (New York: American Book Coy. 2009), p. 83.

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be fulfilled optimally. According to the authors' analysis, inconsistencies experienced by UMY is caused by several factors including: (a). competency level of students who are very diverse and not fully be measured, and (b). UMY's Graduates networking is not been fully explored and used as the distribution of the driving forces of them. Therefore it needs level of tracer studies that more comprehensive and deepen the level of coordination at the central level and the performance of graduates networking in various areas.

C. CONCLUSION AND RECOMMENDATION

Based on the study, analysis and discussion of the findings of research on quality management model of Islamic higher educational program in the context of autonomous universities in Indonesia Islamic University of Yogyakarta (UII) and Muhammadiyah University of Yogyakarta (UMY) can be deduced as follows:

1. The management system of program quality at both institutions (UII and UMY) are basically good, although not fully running optimally. Its application will run optimally and be productive in producing qualified education that more competitive and stable, when supported by the commitment and consistency in applying dynamic bottom-up - top down approach. The trend of dynamic quality and its positive impacts, the author called ***dynamic quality syndrome***.
2. Quality culture in the organization of these institutions (UII and UMY) basically is good although not yet fully awakened optimally. The better the organizational culture in college, it will be the optimal implementation of its program quality management of higher education.
3. The impact of the implementation of program quality management for the outcomes quality of higher education in these institutions (UII) and UMY) is basically positive, although not entirely stable. Therefore, the application of management functions of its higher education in both universities will be able to run optimally and productively when supported by a professional management structure and have high competence in each fields.

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