REINVENTING THE ISLAMIC HIGHER EDUCATION HUMAN DEVELOPMENT TO INDONESIA COMPLETELY

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ABSTRACT

The research of management modernization of Islamic Higher Education (PTAI) is already done. If these changes can be made by the management of Islamic Higher Education, then it will certainly give birth a new paradigm in college recast. But if you do not change, it's useless to UIN from IAIN and to IAIN from STAIN. True UIN development philosophy is not just to create a human who has the ability to do the job alone, but is also directed to the development of scientific identity. Science and technology developed in the UIN is not castrate Islamic studies programs, as is the identity of Islamic sciences UIN. UIN as one of the college-based Islamic sciences, must prioritize its efforts on building a strong Islamic sciences. Majors and courses should be more developed, by integrating S1, S2 and S3. Globalization of education policy implementation should be able to change the UIN academic climate towards establishing the identity of science, the science of Islam. A sense of pride to the college motto UIN as a pioneer and excel in the field of Islamic, not merely a "political jargon" but must be answered with a change in mindset, appreciation and habituation harness and leverage the potential of the most precious wealth for the UIN, which budhi-sense and morality of all people in the community independence UIN with capital itself; Changes in vision, mission and organizational structure should provide an opportunity for the civitas academic to further improve professional skills are supported by an increase in welfare. Commitment should arrive at concrete form, which is supported by the additional financing and revenue system in the form of profit-sharing in a fair and equitable to all components of the organization. In addition, it is also political action UIN managers to change the mindset, appreciation and abandon old habits and ways of conventional management, to implement these patterns through a collaborative agreement forms both internally and externally, with the courage to compete with external Organizations, dare foster competition among internal elements of the organization. More daring shows excelent comparative into competitive advantage.

Keyword : Reinventing, knowledge management, quality.

INTRODUCTION

Issues of quality Islamic higher education can be viewed from the aspect of universities input, a process that occurs in Islamic universities output. Quality problems are a big concern today is the quality of the output and outcome Islamic universities and learning that occurs at Islamic universities.

It is unethical if the college is seen as a process industry but when seen, it can be said that the management of a university is similar to the management of an industry. Universities in Indonesia of which serves as the land/place to prepare the workforce for national development, which has the ability to prepare personnel and academic researchers who are able to develop, create and disseminate knowledge, technology and prepare future leaders of the country. Thus it can be said that the function of universities is to process input in a process to be output in the form of the three items above.

As a company doing production, universities have unique characteristics. Universities as well as companies have similarities or differences with other industrial companies. Similarities between the two is that college to develop and manage asset quality. While the company is only looking for financial gain only.

Based on the above reasoning, the development of quality higher education system can refer to the development of modern industrial quality systems albeit with some modifications.

Industrial processes should be viewed as a continuous improvement, which starts from row cycle since the ideas to produce a product, product development, production process, to distribution to the consumer. [294]

Gaspersz further said that in addition to these things, in order to create a modern quality system management is needed transformation. [295]

The problrm formulation : what is determines the quality indicator of of services at the Islamic university by students? And Are there differences in the level of quality in some of Islamic universities? Student chooses a subject of research, *first*, students as a consumers who feel the service of the college. *Second*, students are the biggest stakeholders of the college, so the effort to know the quality of services from the perspective of students is an attempt to realize the customer orientation of university.

This study aimed to examine whether there are differences in the dominant aspects of issues related to quality of service for islamic higher education, if there are differences in the what areas is dominant factor?

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[294] Gaspersz, Vincent, Manajemen Bisnis Total Dalam Era Global, Gramedia, Jakarta, 1997 h. 6

[295] ibid.h.6

Researchers restrict the notion of quality services at the Islamic college is a condition of the well received bad service at college students. This condition is measured by a comparison between the quality of services received by students (perceived quality) with quality of service expected (expected quality). So the quality of this research is the gap between the expected quality to perceived quality of some of the indicators used in the questionnaire. The smaller the gap value indicates the quality of services are getting better.

The research was conducted at UIN Maulana Malik Ibrahim Malang, UIN Sunan Kalijaga Yogyakarta, UIN Syarif Hidayatullah Jakarta, UIN Sultan Syarif Kasim Riau, UIN Sunan Gunung Djati Bandung and students as respondents are those who have taken at least two semesters of study at that campus.

The banafit of research Is:

1) For Practitioners

Giving the importance of understanding the various factors determining the quality of educational services at the Islamic university as a consideration in designing the management system of Islamic education.

2) For Academics

Providing quality assessment discourse [296] about education in Islamic university and can also be used as a reference in the development of further research.

Perception is defined as the process by which individuals select, organize received through the senses into a tool of meaning. [297]

BASED QUALITY MANAGEMENT OF HIGHER EDUCATION

In line with the transformation of management, management should be changed. Karl Albrecht in America's Service At cited by Spanbauer propose a new concept of management of education with a broader paradigm is as follows:

Based on Albrecht opinion, a paradigm shift is changing the traditional pyramid shape of the original authority management is now more emphasis on authority to customers and other stakeholders. [298]

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[296] Quality should start from the needs of customers and end at the customer's perception, this means that the image quality is good or not based on the perception of the point of view of service providers, but the point of view or perception of consumers. The customer who enjoy and consume services company that it is they who should determine the quality of services. Customer perception of the quality of services is a thorough assessment of the advantages of a service.

[297] Customer perception of the product or service affects the level of customer interest, customer satisfaction, value, price, image, stage of care, and the moment the service. The customer wants the maximum value is limited by the cost of search and knowledge, mobility, and limited income.

[298] Stanley J. Spanbauer. *A Quality System for Education*. Milawauke Wisconsin. (1992 : 12).

Improved quality in higher education can not be seen as a process that "snap so". This activity is a long-term process that requires organizational change and restructuring that should not be absurdly responsibility. Commitment to change in the direction of better quality should be understood by all levels of management and should be based on the will to change. It is more important as well as the will want to change is the convenience in carrying out the role in this change process. Besides level managers who must understand and know the duties of this change, staff must know the commitment of their managers. Clearly declared commitment will motivate the staff to want together to make changes for their organizations seriously.

Spanbauer, 1992 stated that the key to successful quality improvement programs in most sectors of private industry is strongly influenced by the involvement of management, decision making, thinking heed statistical calculations and measurements, and knowledge workers. [299]

Always apply the evaluation of any activities / programs that have been implemented. The evaluation criteria are based on an internal analysis of the organizational unit to see the ability to see the organizational unit organizational unit is the ability to provide excellent customer service to the customer value is determined by the organizational unit.[300]

SPECTRUM SERVICES MODERN UNIVERSITIES

One of the fundamental problems in institutional care to community of the UIN is still weak management system that can be used as guidelines by the managers and implementers, both concerning the substance of education (field plots) on each unit of educational institutions, and managerial processes at various levels of organizational at the UIN. This phenomenon is actually closely related to the ethos and culture of the managers. Work ethic associated with the mental attitude that has become the character's personality. Work culture associated with thoughts, feelings, and habits. Work ethics and work culture will form a mental attitude that will be realized also in the apparent behavior during the task. Willingness to change from old habits seem hard grown on managers and implementers. If the ethos and work culture does not become one of the priorities in the development of institutional UIN, then to reach college "pioneer and excel" very difficult to implement. Institutional accountability and public image is one of a series that has a causal relationship. Good management makes the process and the results can be accounted for. Therefore, to achieve institutional accountability and public image UIN the institutional planning process should be

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[299] Ibid.
[300] Philip Kotler dan Nancy Lee , Corporate Social Responsibility: Doing the Most Good for Your Company and Your : John Wiley & Sons, Inc., Hoboken, New Jersey, (2005: 24)

prioritized in the following aspects: *First*, the development of policies that set standards of performance (individual and institutional) in the management of curriculum development, professionalization of energy, infrastructure development, multiplication and utilization of sources of financing, as well as an increase in real public participation; *Second*, capacity building, modernization services in enhancing the potential competitive advantages based on the potential of each course or subject that competitive; *Third*, the development of the networking through institution with non-similar institutions which have the advantage (sister school), the corporate world, non-governmental organizations, and communities that have a concern for the UIN; *Fourth*, capacity building and modernization of academic management information system based on the technology closer to the community, so it will always be accurate, reliable and can be accessed quickly by all levels of society who need it.

METHODOLOGY

In this study, samples were taken from Islamic universities that have been converted into UIN include: UIN Maulana Malik Ibrahim Malang, UIN Syarif Hidayatullah Jakarta, UIN Sunan Kalijaga Yogyakarta, UIN Sultan Syarif Kasim Riau and UIN Sunan Gunung Djati Bandung. The sample was determined by the method of purposive sampling adapted to the purpose of the study, so that a sample taken in accordance with the objectives of the study. Students as determined by survey respondents namely convenience sampling researchers can choose the easiest population members to obtain information as a sample. Primary data were collected with a questionnaire that surveys method.

The questionnaire studies that measure aspects of quality of service at the Islamic college has been developed by Athiyaman (1997), Kwan and Paula (1999). Aspects of quality of services are proposed in this study include: (1) The contents of the course material (2) attention to student, (3) Facility, (4) Assessment, (5) Consulting Services, (6) Communication with the campus, (7) social activity.

Researchers create a 31 question Likert scale (1-5) that measure perceptions of service quality perceived is very important to not important, the quality of service expected from very satisfied to very dissatisfied.

DATA ANALYSIS

Test the validity of using the measurement of Kaiser-Meyer-Olkin (KMO), which indicates a measure of the homogeneity of the study variables[301]. Value of KMO the Measure of Sampling Adequacy (MSA) in this study showed 0.916. [302]

The Reliability Test[303] limit values are used to assess an acceptable level of reliability is cronbach alpha above 0.60.[304]

Table 1

Cronbach Alpha Value On Each Factor

Factor	Cronbach Alpha
Assessment	0,8151
Facilities	0,8130
Lecture Materials	0,8682
Attention Lecturer to the Students	0,7870
Consulting services	0,7965
Communication On Campus	0,7685
Social activities	0,7912

Sources: Primary data are processed.

Reliability of the test as in Table 1 above, shows that the overall Cronbach alpha values above 0.70, this means that all variables are reliable, which means that the questionnaire is reliable.

DATA ANALYSIS

Data analysis was carried out on 7 (seven) indicators of the quality of education at the Islamic Higher Education (IHE). The 5 campuses have made changes to the criteria of IAIN to UIN include: UIN Sunan Kalijaga Yogyakarta, UIN Syarif Hidayatullah Jakarta, UIN Syarif Kasim Riau, UIN Sunan Gunung Djati Bandung, UIN Maulana Malik Ibrahim Malang.

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[301] The higher the value, the more valid KMO an item questionnaire. The size limit is valid according to Sharma (1996) in Chasanah (2003) meyatakan that KMO value of 0.50, both positive and negative, is tolerated to be accepted as a research tool.

[302] This shows the value is greater than 0.50 means that a set of items can be processed further.

[303] Reliability is a measure of the internal consistency of the indicators of a construct that indicates the degree to which each indicator that identifies a construct. View Ferdinand 2002: p. 87).

[304] Lihat Hair 1998

The first, seeking gap quality factor, the data processing is done by comparing the quality of care. *The second*, looking for former dominant factor determining the quality of the gap value of each factor.

Table 2

Gap Value Factors On Quality Indicators [305]

NAME OF STATE ISLAMIC HIGHER EDUCATION	RATI NG	PACI LITI ES	LEC TUR E	ATTE NTIO N	PELKO N	COMM UNICA TION	SOCIAL ACTIFI TIES
UIN Syarif Hidayatullah Jakarta	1.00	1,02	0,99	0,96	1,00	1,07	0,97
UIN Maulana Malik Ibrahim Malang	1.00	1,01	1,02	0,98	1,02	1,04	0,99
UIN Syarif Kasim Riau	1,00	0,94	1,02	0,97	0,98	0,95	0,94
UIN Sunan Kalijaga Yogyakarta	1.00	0,97	0,98	1,00	0,96	0,98	1,03
UIN Sunan Gunung Djati Bandung	0,95	0,92	0,93	0,92	0,94	1.00	0,95

Sources: Primary data are processed.

GAP ANALYSIS QUALITY OF EDUCATION IN UIN SYARIF HIDAYATULLAH JAKARTA

Analysis of quality education at UIN Syarif Hidayatullah Jakarta. From the results of data processing can be known gap value for each factor. The value gap for education quality indicators in UIN Syarif Hidayatullah Jakarta can be seen in the following table.

Table 3

Value Quality Of Education

In Uin Syarif Hidayatullah Jakarta

FACTOR	REALITY WITH EXPECTATIONS	GAP
Assessment	1,00	0,00
Facilities	1,02	0,02
Lecture Materials	0,99	-0,01

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[305] If the value is an indicator of the quality factor of less than one (1), has meant that the quality perceived by the consumers (students) is smaller than the quality expected by the consumer, the consumer was not satisfied (negative). Conversely, if the value of a quality indicator greater than or equal to one, means that the consumer perceived quality greater than or equal to expectations, customer satisfaction (positive).

Attention Lecturer to the Students	0,96	-0,04
Consulting services	1,00	0,00
Communication On Campus	1,07	0,07
Social activities	0,97	-0,03

Sources: Primary data are processed.

From table 3 above it can be concluded that there are four factors that have quality indicators of quality in accordance with the expectations of the students. These four factors have a quality indicator indicates good quality as perceived by the respondents. It can be seen from the value of the four indicators of the quality gap that has positive and zero gap. These four factors are the quality indicators include: assessment, service, consulting, communication and social activities on campus.

While the seven factors of quality indicators that have quality does not match the expectations of the students there are three factors. These three factors can be seen from the proficiency level of negative gap value of the facility, the course material and faculty attention to students.

In the following analysis used a significance level of 0.10, if the computed chi-square shows the results of the smaller its value Asymp Sig. than 0.10, it can be said that quality indicators showed a significant difference. This can be seen in the following table.

Table 4

Test Statistics Indicators Of Quality Education

To Uin Syarif Hidayatullah Jakarta

	RATING	PACILITIES	LECTURE	ATTENTION	CONSULTING SERVICES	COMMUNICATION	SOCIAL ACTIFITIES
Chi-square	51.333	59.333	36.000	42.000	67.067	71.733	67.000
Df	19	18	17	19	12	13	14
Asymp. Sig.	,000	,000	,005	,002	,000	,000	,000

Sources: Primary data are processed.

From Table 4 shows Asymp.Sig value is smaller than 0.10, this means that all the factors of quality education in UIN Syarif Hidayatullah Jakarta as a whole is significant, it can be concluded that there are significant differences in educational quality indicators of UIN Syarif Hidayatullah Jakarta.

GAP ANALYSIS QUALITY OF EDUCATION IN UIN MAULANA MALIK IBRAHIM MALANG

Analysis of quality at UIN Maulana Malik Ibrahim Malang. From the results of data processing can be known gap value for each factor. The value gap for education quality indicators in UIN Maulana Malik Ibrahim Malang can be seen in the following table.

Table 5

Value Quality Of Education

In Uin Maulana Malik Ibrahim Malang

FACTOR	REALITY WITH EXPECTATIONS	GAP
Assessment	1,00	0,00
Facilities	1,01	0,01
Lecture Materials	1,02	0,02
Attention Lecturer to the Students	0,98	-0,02
Consulting services	1,02	0,02
Communication On Campus	1,04	0,04
Social activities	0,99	-0,01

Sources: Primary data are processed.

From table 5 above it can be concluded that there are five factors that have quality indicators of quality in accordance with the expectations of the students. These five factors are the quality indicators have indicated good quality as perceived by the respondents. It can be seen from the value of the five indicators of the quality gap that has positive and zero gap. These five factors are the quality indicators include: assessment, facilities, course material, counseling services, communication on campus.

While the seven factors of quality indicators that have quality does not match the expectations of the students there are two factors. Both that gap factors can be seen from the negative values that concern the students and faculty of social activities.

In the following analysis used a significance level of 0.10, if the computed chi-square shows the results of the smaller its value Asymp Sig. than 0.10, it can be said that quality indicators showed a significant difference. This can be seen in the following table.

Table 6

Test Statistics Indicators Of Quality Education

To Uin Maulana Malik Ibrahim Malang

	Rating	Facilities	Lecture	Attention	Consulting Services	Communication	Social Actifities
Chi-square	66.000	38.143	87.524	75.000	101.238	96.429	106.381
Df	20	32	19	26	15	18	18
Asymp.Sig.	,000	,210	,000	,000	,000	,000	,000

Sources: Primary data are processed.

From Table 6 shows six Asymp.Sig its value is less than 0.10, this means that the six factors of quality education in UIN Maulana Malik Ibrahim is significant, but one factor is not significant where the value Asyimp.Sig. 0.210 is greater than the specified significant level 0.10.

GAP ANALYSIS QUALITY OF EDUCATION IN UIN SUNAN KALIJAGA YOGYAKARTA

Analysis of quality education at UIN Sunan Kalijaga Yogyakarta. From the results of data processing can be known gap value for each factors. The gap value for education quality in the UIN Sunan Kalijaga Yogyakarta can be seen in the following table.

Table 7

Value Quality Of Education

In Uin Sunan Kalijaga Yogyakarta

FACTOR	REALITY WITH EXPECTATIONS	GAP
Assessment	1,00	0,00
Facilities	0,97	-0,03

Lecture Materials	0,98	-0,02
Attention Lecturer to the Students	1,00	0,00
Consulting services	0,96	-0,04
Communication On Campus	0,98	-0,02
Social activities	1,03	0,03

Sources: Primary data are processed.

From Table 7 above it can be concluded that there are three factors that have quality of the expectations of the students. These three factors have a quality indicator indicates good quality as perceived by the respondents. It can be seen from the three indicators of the quality gap that has positive and zero gap. These three factors are quality indicators include: assessment, faculty attention to students, social activities.

While the seven factors of quality indicators that have quality does not match the expectations of the students there are four factors. These four factors tesebut gap can be seen from the negative values that the facilities, course material, counseling services, communication on campus.

In the following analysis used a significance level of 0.10, if the computed chi-square shows the results of the smaller its value Asymp Sig. than 0.10, it can be said that quality indicators showed a significant difference. This can be seen in the following table.

Table 8

Test Statistics Of Quality Education

In Uin Sunan Kalijaga Yogyakarta

	RATING	PACILITIES	LECTURE	ATTENTION	CONSULTING SERVICES	COMMUNICATION	SOCIAL ACTIFITIES
Chi-square	60.800	40.600	76.850	87.500	99.200	99.200	58.000
Df	20	25	18	24	24	15	19
Asymp.Sig.	,000	,25	,000	,000	,000	,000	,000

Sources: Primary data are processed.

From Table 8 shows six Asymp.Sig its value is less than 0.10, this means that the seven factors of the quality of education at UIN Sunan Kalijaga Yogyakarta is significant. So it can be concluded that there are significant differences from the overall factor of the quality of education at UIN Sunan Kalijaga Yogyakarta

GAP ANALYSIS QUALITY OF EDUCATION IN UIN SULTAN SYARIF KASIM RIAU

Analysis of quality at UIN Sultan Syarif Kasim Riau. From the results of data processing can be known gap value for each factor. The value gap for education quality indicators UIN Sultan Syarif Kasim Riau can be seen in the following table.

Table 9

Value Quality Of Education

In Uin Sultan Syarif Kasim Riau

FACTOR	REALITY WITH EXPECTATIONS	GAP
Assessment	1,00	0,00
Facilities	0,94	-0,06
Lecture Materials	1,02	0,02
Attention Lecturer to the Students	0,97	-0,03
Consulting services	0,98	0,02
Communication On Campus	0,95	0,05
Social activities	0,94	0,06

Sources: Primary data are processed.

From Table 9 it can be concluded that there are two factors that have quality indicators of quality in accordance with the expectations of the students. These two factors indicate that quality indicators have good quality as perceived by the respondents. It can be seen from the two indicators of the quality gap that has positive and zero gap. These two factors are the quality indicators include: assessment and course material.

While the seven factors of quality indicators that have quality does not match the expectations of the students there are five factors. The five factors proficiency level can be seen from a negative gap, namely facilities, course material, counseling services, communication on campus.

In the following analysis used a significance level of 0.10, if the computed chi-square shows the results of the smaller its value Asymp Sig. than 0.10, it can be said that quality indicators showed a significant difference. This can be seen in the following table.

Table 10

Test Statistic Quality Of

The Uin Sultan Syarif Kasim Riau

	Rating	Pacilities	Lecture	Attention	Consulting Services	Communication	Social Actifities
Chi-square	81.273	114.909	108.318	153.000	143.773	145.136	102.182
Df	25	22	20	21	16	18	23
Asymp.Sig.	,000	,000	,000	,000	,000	,000	,000

Sources: Primary data are processed.

From Table 10 shows six Asymp.Sig its value is less than 0.10, this means that the seven factors of the quality of education at the Sultan Syarif Kasim UIN Riau is significant. So it can be concluded that there are significant differences from the overall factor of the quality of education at the UIN Sultan Syarif Kasim Riau.

GAP ANALYSIS QUALITY OF EDUCATION IN UIN SUNAN GUNUNG DJATI BANDUNG

Analysis of quality education at the UIN Sunan Gunung Djati Bandung. From the results of data processing can be known gap value for each factor. The gap value for education quality indicators in UIN Sunan Gunung Djati Bandung can be seen in the following table.

Table 11

Value Quality Of

Uin Sunan Gunung Djati Bandung

FACTOR	REALITY WITH EXPECTATIONS	GAP
Assessment	0,95	-0,05
Facilities	0,92	-0,08
Lecture Materials	0,93	-0,07
Attention Lecturer to the Students	0,92	-0,08
Consulting services	0,94	-0,06

Communication On Campus	1,00	0,00
Social activities	0,95	-0,05

Sources: Primary data are processed.

From Table 11 it can be concluded that 1 (one) quality indicators that have quality in accordance with the expectations of the students. one factor has a quality indicator indicates good quality as perceived by the respondents. It can be seen from the value of the indicators of the quality gap has a positive gap and zero. One indicator of the quality factor is communication on campus.

While the seven factors of quality indicators that have quality does not match the expectations of the students there are six factors. The six factors proficiency level can be seen from the negative gap assessment, facilities, course material, faculty attention to students, counseling services, social activities.

In the following analysis used a significance level of 0.10, if the computed chi-square shows the results of the smaller its value Asymp Sig. than 0.10, it can be said that quality indicators showed a significant difference. This can be seen in the following table.

Table 12

Test Statistics Of Quality Education

In Uin Sunan Gunung Djati Bandung

	RATING	PACILITIES	LECTURE	ATTENTION	CONSULTING SERVICES	COMMUNICATION	SOCIAL ACTIFITIES
Chi-square	25.244	24.578	30.333	18.333	75.444	33.000	34.333
Df	28	30	29	29	19	17	29
Asymp.Sig.	,615	,745	,398	,937	,000	,011	,227

Sources: Primary data are processed.

From Table 12 shows two Asymp.Sig its value is less than 0.10, this means that the two factors of quality education in UIN Sunan Gunung Djati Bandung is significant. So it can be concluded that there is no significant difference from the overall factor of the quality of education at UIN Sunan Gunung Djati Bandung.

RESULT AND DISCUSSION

Hypothesis 1: There are differences in the level of quality of services at some islamic higher education that have been converted from IAIN or STAIN to the UIN.

From the gap analysis performed is known that there are different levels of quality of service at the college was converted to the UIN. This shows the average value of the factor of different quality indicators among Islamic universities with each other. The Islamic University are considered able to provide the level of services of the highest quality compared to other colleges is UIN Maulana Malik Ibrahim Malang. Although the difference is not too far away, but it illustrates that any conversion to quality of Islamic Higher education to provide different services. Thus the first hypothesis which states that there are different levels of quality of service on some UINs proven.

Hypothesis 2: There is a difference in the quality of services the dominant factor in any UIN.

Judging from the value of the factors of service quality indicators in each UIN, it is seen that each UIN has the dominant factor is the quality of different services. UIN Syarif Hidayatullah Jakarta or the most dominant factors that can give satisfaction to the students is a factor assessment. The dominant factor in the UIN Maulana Malik Ibrahim Malang is a factor related to the consultation on the campus, social activities, assessment, counseling services. Thus, the second hypothesis is proven.

Policy in the UIN is considered as a form of government attention and self - UIN to be able to take care of themselves autonomously. Autonomous in the sense of autonomy. UIN can design the curriculum and manage of career the worker to the allocating resources according to changing system changes.

Human Capital in the UIN: a doctrine that was originally assumed that the human element is used as a factor to drive economic growth. Thus, in humans the global economy becomes clearer position. There has been a balance of natural resources to the knowledge-based resources. Therefore, according to the head of UIN time, the growth of the national economy, this knowledge can be considered as infrastructure in the growth of the national economy. But, in reality, is not limited solely to infrastructure, has even entered the infrastructure management processes using technology as a manifestation of knowledge. Elements of this knowledge as well as being instrumental in the Human Resources Development (HRD). Thus, do not be surprised if the HRD philosophy has lead to human resources not only to create a resource that has the ability to do the job alone, but also have the knowledge and capacity to develop the knowledge to do the job better and quality. In the modern theory of HRD in the corporate management is often referred to as K-Workers Theory.

Understanding knowledge not in the sense of common knowledge, but in a more comprehensive sense. Just as in the automotive world, or real-estate, the role of

management is to use electronics in infrastructure and high-technology instruments, from the design through to marketing and after-sales service, using computer based. It shows that the reliability of the business is determined not only by the sheer human factors, but also by the implementation of infrastructure and instruments of implementation knowledge. If only, what diapaparkan UIN leaders were actually the premise that encourage change STAIN or IAIN to UIN, apparently UIN management changes toward a more modern is no longer invitable. UIN task today is not just a high quality print and HR professionals in a limited sense, but must be turned into knowledge-producing institution enterprise. UIN is considered as an institution does have economic value is extraordinary. However, is it possible with such a curriculum management is now able to support this mission?

UIN must have the structure of science curricula in accordance with the UIN identity, not the structure of the curriculum IAIN or STAIN. Content standards and competency standards should refer to the scientific structure (body of knowledge) UIN. Determination of content standards and competencies are the main tasks and functions of each course. In fact, since turned into a UIN, efforts had been made to change the curriculum, but the curriculum set by the respective study programs even changed by a special team whose results do not reflect the scientific autonomy of each subject. In fact, there is a tendency to university institute change just rang the rating of general courses only. With university attributes, it has the opportunity to develop the programs of general study, but if it is not based on the structure of the body of knowledge that is clear, is an effort that is very counter productive. It should start first set curriculum that is truly in accordance with the identity UIN. Have each department and program of study in UIN curriculum structure based on the body of knowledge in accordance with the UIN identity? Can is the UIN a Knowledge-based HRD institutions? Could the climate change policy will UIN academic knowledge-based curriculum development?

Reforming Human Resourches (HRD), The leader must be able to issue HRD, should have imperatively concerning aspects of recruitment, selection, placement and distribution, training and career development, employment rights and welfare, employee relationship, rewards and sanction. These aspects, in the organization of the company is much more developed than studies UIN generated by the institution itself. HR management developed in the UIN is still unclear concepts and references, still looking for a form, making it difficult to be appreciated and implemented. If it was based HR management UIN K-Building Capacity and Capacity Building, may be more easily appreciated and implemented. Thus the personnel will get more creative and productive. Although exratingsive but will be balanced with performance and higher productivity of personnel.

Reforming Infrastructure in this context, there are at least three programs related to infrastructure, namely: (1) development, renewal and improvement of learning

facilities, (2) Application of ICT in academic and management, (3) development of infrastructure facilities and business university both internal and external. These three aspects have a significant impact on the lives of the people in the UIN. Humans change the environment in which they live, and environmental change human behavior.

CONCLUSION

From the analysis of the data based on the opinions of respondents from five of the UIN in Indonesia, it can be summed up as follows:

1). The results of the analysis in this study showed a difference in the dominant factors of service quality can be seen in the UIN has a positive gap on each quality indicator factors.

2). The analysis shows that there are differences in the quality of higher education services at 5 UIN is taken as a sample. The difference in the quality of education can be seen from the gap on each factor indicator of the quality of education in each of the factors of education quality indicators on each UIN.

The results of these assessments are based on the opinions of respondents in each UIN, so the results will not be necessary in general. Because of the subjective nature of the assessment of the respondents only on UIN where they continued their studies.

ADVICE

Although the results of the study respondents are subjective, but the results of this study are expected to be useful for evaluating the UIN is concerned because these results are the expectations of the students in the UIN concerned. For that there are some suggestions:

1) To UIN has a positive gap for each of the factors of service quality of education, it will be retained. But the fatherly medium and long term needs to be upgraded. Due to the factors that currently have good quality by the respondents, the future will be less good. Because quality is considered no longer relevant to student expectations. For that remain continuous quality improvement and is necessary to evaluate the quality of educational services on a regular basis, in order to understand the expectations of the students.

2) For the UIN with a negative gap of each educational service quality factors. UIN concerned and expected quality repair services for each of these factors. Not that the negative gap in general are not good quality, but in the opinion of the respondents, the quality is still below their expectations.

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