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Islamic Higher Education Quality Management Model

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Abstract: The objective of this study is to determine: 1) the planning of Islamic higher education quality management at IAIN Bone, STAI Al-Gazali Bone, and UM Bone to enhance the input and output; 2) the implementation of quality management for Islamic universities IAIN Bone, STAI Al-Gazali Bone, and UM Bone to improve the input and output; 3) the evaluation of quality management for Islamic universities in enhancing the input and output of IAIN Bone, STAI Al-Gazali Bone, and UM Bone; 4) the impact of implementing quality management in Islamic higher education at IAIN Bone, STAI Al-Gazali Bone, and UM Bone. The research methodology employs in-depth observation as its focus, thereby allowing a more comprehensive examination of the phenomenon. Data collection is achieved through interviews, observations, and documentation. The management of Islamic higher education quality at IAIN Bone, STAI Al-Gazali Bone, and UM Bone in terms of overall planning and administration has been executed effectively. Each university is focused on enhancing the quality of its input, process, and output. The level of interest among prospective students (input) at the three private Islamic universities is influenced by various factors, including historical, environmental, base, friendship, consolidation, and lecture organization factors. The substantial number of interested prospective students at these universities is also impacted by these factors.

Keywords: management model, education quality, higher education.

伊斯兰高等教育质量管理模式

摘要： 本研究的目的是确定：1) 规划伊恩·博恩、阿尔加扎利骨和骨科的伊斯兰高等教育质量管理，以提高投入和产出；2) 实施伊恩·博恩、阿尔加扎利骨和骨科伊斯兰大学的质量管理，以提高投入和产出；3) 评估伊斯兰大学的质量管理在提高伊恩·博恩、阿尔加扎利骨和骨科的投入和产出方面的作用；4) 在伊恩·博恩、阿尔加扎利骨和骨科的伊斯兰高等教育中实施质量管理的影响。研究方法以深入观察为重点，从而可以更全面地检查现象。数据收集是通过访谈、观察和记录实现的。伊恩·博恩、阿尔加扎利骨和骨科的伊斯兰高等教育质量管理在总体规划和管理方面得到了有效执行。每所大学都致力于提高其投入、过程和产出的质量。三所私立伊斯兰大学的潜在学生（投入）的兴趣程度受到各种因素的影响，包括历史、环境、基地、友谊、巩固和讲座组织因素。这些大学感兴趣的潜在学生数量也受到这些因素的影响。

关键词： 管理模式、教育质量、高等教育。

1. Introduction

The quality of education is a strategic issue for national education because the quality of education in the country remains low. Efforts made by the government have not succeeded in improving the quality of education. Various education policies issued by the government have not been fully able to encourage an increase in the quality of education [8]. The UNESCO [1], which stated that "despite growing access to education, the quality of education in a number of countries remains low," emphasizes the failure of the implementation of education in various countries, including Indonesia, in creating quality human resources. The United Nations Development Programs (UNDP), which was released in 2008, placed Indonesia at number 111 out of 182 countries in the Indonesian human development index (HDI), in a much lower position than Singapore, Malaysia, the Philippines, Vietnam, Cambodia, and even Laos.

Many presentations delivered at seminars have showcased the lecturer's extensive knowledge, leading to their widespread recognition within society. Does the input of lecturers contribute to the quality of higher education provided by universities in which they are employed? Indeed, the answer is affirmative. As a result of the lecturer's affiliation with a university, the institution gains increased visibility among the public [2]. Numerous students take pride in having esteemed lecturers who are recognized beyond the academic community. Finally, many students dream of becoming famous lecturers.

As universities increase their number of renowned expert lecturers, students are likely to become more motivated. It is common for lectures to be well-attended, and there are often numerous seminars and discussions. The development of current educational models has advanced rapidly [9]. Shifting from a teacher-centered approach to a student-centered one, numerous universities have transitioned their educational practices. While some institutions have successfully implemented student-centered learning, others have not yet achieved this goal. To establish a student-centered approach, the curriculum design, educational processes, and assessment standards must be revised. Preparation of the curriculum design is directed toward meeting user satisfaction and needs. The implementation of education is divided into several stages of learning activities.

At each stage of learning activity, achievement indicators are determined, and these indicators are the basic components of assessment [10]. Based on these assessment components, students' final grades can be

determined. To measure the level of success of a lecturer in the learning process, educational quality targets for the courses taught are needed. If each teaching lecturer sets educational quality targets for each semester, the overall process in a study program can be known.

1.1. Framework of the Thinking Quality Management Concept

The transformation of society's perspective regarding education, wherein it is now viewed as an investment rather than a mere necessity, has resulted in the education sector adapting to this change by becoming institutions that offer profitable economic returns. Universities ought to be capable of producing graduates who possess the ability to compete and can offer individual support for the dissemination of knowledge. It is essential that educational institutions adopt a proactive stance.

According to Sallis [2], integrated quality management or total quality management (TQM) is the desire to always try to do everything well from the start. TQM does not provide an opportunity to check if something is wrong in the conversation.



Fig. 1 Quality assurance system in higher education (ResearchGate)

2. Research Methods

This study is conducted directly in the field with the aim of examining the validity of theoretical concepts in practical application. The purpose of this research is to assess the suitability of theoretical principles in the real-world context [11]. This qualitative approach is a research technique that offers the potential to generate data through written descriptions and observable actions.

2.1. Data Collection Technique

The data collection technique employed for this research was comprised of three model approaches:

a. An interview is a method employed to gather data about individuals, happenings, operations, entities, sentiments, reasons for action, requirements, issues, and other essential aspects.

b. Observation is defined as selecting, modifying, recording, and encoding a series of behaviors and situations related to an organism in accordance with empirical objectives.

c. Documentation is usually categorized as secondary data and is commonly referred to as non-human sources. This is because the information obtained through documentation comprises a variety of written materials, including letters, guidebooks, official reports, daily notes, and minutes from meetings.



Fig. 2 Qualitative research methods (Dictio Community)

2.2. Data Analysis

The interactive analysis model proposed by Miles and Huberman consists of data reduction, data presentation, and drawing conclusions [12]. These three processes are ongoing during the research, both throughout the data collection period and after the data have been fully acquired. Data reduction is a research process that focuses on simplifying and transforming rough data. Data presentation offers the opportunity to reach conclusions and make decisions based on the information provided. Drawing conclusions involves interpreting data to find their meaning.

3. Results and Discussion

3.1. Implementing Higher Education Quality Improvement at the IAIN Bone, STAI Al-Gazali Bone, and UM Bone

The system for administering higher education institutions, including the IAIN Bone, STAI Al-Gazali Bone, and UM Bone, must be a process activity that experiences continuous improvement [13]. This involves the development of an ideal curriculum for university graduates and the implementation of active learning and continuous activities to satisfy the needs of graduate users. Therefore, quality assurance plays a critical role in ensuring that every process maintains its quality and remains on the right path [14]. At the IAIN Bone, STAI Al-Gazali Bone, and UM Bone, quality assurance emphasizes the readiness of graduates to enter the workforce while also instilling a religious spirit. This means that quality assurance places a

greater emphasis on activities that provide guarantees that graduates are equipped with the skills needed to excel in the workforce while upholding religious values. Therefore, quality assurance focuses on controlling the appropriate education delivery system to meet the needs of the workforce and to produce graduates with a strong religious character.

3.1.1. Relationship between the PTKI Processes and the World of Work

The relationship between the PTKI processes and the world of work is a crucial aspect of ensuring the quality of graduates from IAIN Bone, STAI Al-Gazali Bone, and UM Bone, according to the scheme presented above. The first step in this process is to identify all the processes that take place in the world of work and industrial systems [3]. This involves measuring the quality of the university's majors from the time of accepting new students, including the quality of the lecturers, infrastructure, and the learning process itself. Additionally, the university must assess the quality of its graduates, which includes identifying the interests of graduate users, or stakeholders and users, and developing standards to evaluate the process's achievement at all levels [4]. The ultimate goal is to produce graduates who are both academically and ideologically superior.

3.1.2. Quality Assurance Model for the IAIN Bone, STAI Al-Gazali Bone, and UM Bone

Universities possess self-evaluation procedures to ensure the development of quality is driven by internal motivation. Consequently, it is essential for each institution to establish a task force that possesses the capacity to:

- a. Swiftly recognize emerging customer expectations and external challenges
- b. Undertake assessments of customer needs definitions
- c. Delineate new customer needs at multiple levels
- d. Broaden and investigate novel capabilities and resources
- e. Cultivate resilience and a continuous learning mindset
- f. Determine diverse areas for enhancement

3.2. Planning for Improving the Quality of Higher Education at the IAIN Bone, STAI Al-Gazali Bone, and UM Bone

The successful execution of quality assurance necessitates the presence of supporting equipment to ensure its smooth implementation. Universities are often utilized as a policy line and reference when implementing quality assurance. It is crucial to document and widely disseminate an understanding of these elements among all members of the university community [15]. The elements that must be present in implementing quality assurance serve as a description

of minimum operational standards and guidelines for implementing quality assurance at the departmental level.

The fundamental components of devising a quality management plan for an Islamic higher education institution are as follows:

a. Academic policies comprise provisions implemented at the relevant institutional level, specifically at the study program or department level at IAIN Bone, STAI Al-Gazali Bone, and UM Bone. These academic policies encompass the general educational vision and mission of the faculty or department. Moreover, these policies cover aspects such as curriculum and course material development, new student admission systems, human resource development, implementation principles, and lecture evaluation systems.

b. Periodic monitoring and review of programs: Faculties and departments/study programs must establish a formal mechanism for monitoring and reviewing programs, which must be carried out periodically.

c. Student assessments: Departments or study programs must have transparent and open instruments and criteria for evaluating students.

d. Quality assurance for lecturers: Faculties must possess mechanisms to ensure student satisfaction with the learning process activities conducted by lecturers and their qualifications and competencies to perform their duties. The most common mechanism is distributing questionnaires to students.

e. Information systems: Faculties and departments must guarantee that the supporting resources for the faculty and department and the implementation of learning are adequate and in line with the programs/subjects offered to students.

The aforementioned elements must be prepared by IAIN Bone, STAI Al-Gazali Bone, and UM Bone when implementing quality assurance [5]. These elements represent internal quality assurance standards that prioritize commitment from within. Regarding the essential elements that must be present in the implementation of quality assurance in universities, the faculty and department must prepare the minimal elements concretely.

3.3. Implementation of Quality Improvement at the IAIN Bone, STAI Al-Gazali Bone, and UM Bone Higher Education Institutions

The establishment of quality assurance is dependent on academic and quality documents. Academic documents, such as plans or standards, contain direction, policies, vision and mission, educational standards, research and community service, and academic regulations [16]. Quality documents serve as instruments for achieving and meeting predetermined

standards. These documents include quality manuals, procedure manuals, work instructions, supporting documents, and forms. The elements contained in the quality implementation document can be summarized as follows:

a. Academic policy documents for departments/study programs, documents formulating specific competencies for departments/study programs, documents regarding academic quality assurance procedure manuals, and documents regarding academic quality standards for departments/study programs. The quality assurance model for the IAIN Bone, STAI Al-Gazali Bone, and UM Bone can be further simplified by applying it to universities that are currently in the development stage. This can be done by combining documents at the department or study program levels into one at the faculty level. However, it is essential to maintain ideal standards that include academic quality and ideological aspects.

b. The implementation of the quality assurance model can be applied to all elements of the IAIN Bone, STAI Al-Gazali Bone, and UM Bone, starting from the time new students are accepted until they graduate, with an emphasis on ensuring the quality of learning. However, among the many elements applied in quality assurance, priority can be given to establishing guidelines for implementation in the higher education environment.

Given the diverse nature of the elements that can be subject to quality assurance, it is crucial to prioritize those that are most critical. In this case, the focus will be solely on learning elements that pertain to ensuring quality in determining lecture content and the learning process, both in the classroom and laboratory or practicum setting [6]. The choice of learning elements is deemed essential because these activities are central to the execution of organizational operations in higher education and can be carried out within the higher education environment.

In incorporating quality assurance at the IAIN Bone, STAI Al-Gazali Bone, and UM Bone, it is crucial to assess the elements subject to quality assurance to enable the university's endeavors to enhance quality through quality assurance to concentrate on aspects that significantly contribute to improving the quality of the university in question. The weightage of these aspects is as follows:

- a. Leadership: 15%
- b. Standardization: 20%
- c. Audit liability: 15%
- d. Audit mechanism: 20%
- e. Reviews: 10%
- f. Documentation: 10%
- g. Development mechanism: 10%

The importance of standardization with regards to both academic and ideological quality stands at a

significant level as these standards serve as objectives to be attained. Consequently, if the IAIN Bone, STAI Al-Gazali Bone, and UM Bone succeed in establishing and documenting standards that are comprehensive and well-prepared, followed by audits that utilize objective and accountable mechanisms, it is expected that higher education institutions will become increasingly qualified.

3.4. Implementation of Quality Assurance in Mapping Lecture Materials

Effective lecture material comprises content that has been documented, skills being lectured, and materials that can be examined and evaluated by other instructors [17]. This quality assurance requires an open attitude by each lecturer to receive evaluations from colleagues. The importance of a lecturer's open attitude in mapping lecture material is paramount in ensuring the quality of learning. By adopting this approach, other lecturers are able to oversee the quality of the material, thus guaranteeing that it remains under control and free from the limitations of a predetermined curriculum.

The act of mapping lecture material involves documenting the content of a lecture and subsequently engaging in dialogue and assessment between lecturers to identify areas of overlap, repetition, gaps, and inconsistencies [7]. The objective of the lecture material mapping is to guarantee its adherence to the applicable quality standards. Co-lecturers are also consulted in a bid to conduct joint reviews.

There are two main objectives of mapping course material: maintaining the quality of the material and the level of material relevance:

a. Lynn incorporates a coherence mechanism within the curriculum by considering three critical components: student outcomes, including the knowledge and skills that must be known and mastered by graduates to work effectively; critical material, which comprises the main concepts and essential understanding of the field of study; and the main process, which ensures that quality student performance is achieved. Mapping lecture materials requires a shift in the procedures for determining lecture materials and the attitudes of lecturers toward the development and application of these materials. Originally, determining lecture material was an individual activity that involved predicting and insights. However, it has now evolved into a collective and critical process in which input is shared with other lecturers and stakeholders to improve the quality of the material.

b. The purpose of the lecture material mapping activity is to subject it to standardization adjustments and respond to the wishes of students or other stakeholders [17]. Likewise, by providing mutual input between lecturers, material content can be updated based on existing recommendations. Mapping lecture material is highly beneficial for providing students with

a comprehensive grasp of course content, while simultaneously allowing for necessary revisions to ensure that the lecture material remains relevant to the realities of the wider society, particularly in the context of the workforce. Developing lecture material requires sourcing various reference materials and then organizing them in a manner that aligns with the objectives of the lecture and the nature of the students.

c. Preparing an individual mapping of lecture material by the lecturer must include the content, skills, and assessment of each material to be taught, all collected in detail and independently. This activity requires the lecturer's honesty and a realistic basis. The results of documenting the content of lecture material are compared, analyzed, and combined with lecturers who teach similar courses so that real, high-quality, and up-to-date lecture material is obtained. The activity of mapping course material is developed from competencies and then detailed into main material, and at the same time, the arrangement of lecture material is sorted according to the systematic demands of existing competencies. After completing the stages related to reflecting on essential questions, the next step is to combine the content with other aspects or other knowledge. The lecturer's step in integrating with other scientific aspects or disciplines is a positive step in quality assurance because this step is a concrete form of increasing the quality of lecture material. Implementing quality assurance in the field of determining lecture material content in the ICT era is easier if all lecturers enter the content of their lecture material on a computer that can be accessed by all parties. If all lecturers are open in content, the lecture material will become dynamic because it is continuously being revised and becomes a living document and a source of valuable information for all parties, especially students. The following is a scheme of the steps taken.

3.5. Evaluation of Quality Improvement at the IAIN Bone, STAI Al-Gazali Bone, and UM Bone

The IAIN Bone, STAI Al-Gazali Bone, and UM Bone are institutions expected to produce work-ready individuals and cadres for the Muhammadiyah organization and other organizations [18]. To ensure graduates' suitability for the demands of the workforce and Muhammadiyah's ideology, the university leadership must establish commitment at all levels. This commitment is supported by the quality assurance team and implemented through a healthy organizational structure. The needs identification process extends from identification to implementation, culminating in the evaluation of final results.

In terms of implementing quality assurance measures, it is crucial to perceive the process as an ongoing one that will not yield immediate results. As Ara and Imam [19] noted, this is the case at the UM Bone. The initiation of quality assurance efforts begins

with a strong commitment from the leadership, rather than cultivating a culture of quality from the bottom up, due to the hierarchical nature of the organizational culture at the IAIN Bone, STAI Al-Gazali Bone, and UM Bone, which is driven by the leadership at the top who have the authority to mobilize. The responsibilities of university leaders encompass the formation of task forces at all levels to ensure that someone is accountable for implementing quality assurance measures.

To enhance the quality of education, it is advisable to conduct comprehensive evaluations periodically [19]. This enables the assessment of the educational unit's effectiveness, with the aim of identifying any disparities between its objectives and actual outcomes. Furthermore, the engagement of the community in improving the quality of education can be increased by publicizing the self-evaluation results.

Self-evaluation is a crucial component of higher education units as it plays a significant role in the development of these educational units [21]. The level of institutional maturity can be determined by evaluating self-assessment results over an extended period. This document will serve as a valuable resource for future leadership, particularly in enhancing the quality of educational units. Through self-assessment, several critical aspects can be uncovered, such as:

- a. The strengths, weaknesses, and opportunities for educational units
- b. The priority of development and investment in educational units
- c. The preparedness of educational units for external evaluation
- d. The accountability of educational units

If a culture of self-evaluation is established, educational units, like study programs, will consistently have updated information, which is essential for their development.

3.5.1. Formulation of Competency Standards at the IAIN Bone, STAI Al-Gazali Bone, and UM Bone

In this analysis, the desired level and scope of competency that stakeholders expect from individuals upon completion of their higher education are identified.

Formulating competency standards involves the establishment of a task force at the university department level. This task force conducts an evaluation of the users, jobs/world of work, and expectations of graduates from the IAIN Bone, STAI Al-Gazali Bone, and UM Bone with regard to the existing study programs or majors offered by the university. Based on the identified needs and desires of the world of work for candidate graduate placement and the goals of the university, a draft of competency standards is formulated. The task force must then

categorize the formulation into various levels of competency, including main competency, supporting competency, and other competencies.

The formulation of graduate competencies for each department and/or study program is dynamic and subject to reformulation or changes based on external or work needs. Content updates are conducted when necessary to accommodate such changes. As changes and adjustments to lecture materials and curriculum are possible, it is essential for each lecturer to possess the ability to modify and revise the curriculum, leading to a diverse and dynamic educational experience [20]. The benefits of having a mechanism for modifying and adapting diverse materials and curricula include the ability of lecturers to make adjustments to their instructional materials and curricula at any time, without the need for superior approval. This approach is considered strategic as failure to openly develop diversification may result in lecture materials falling behind scientific advancements both on and off campus. Moreover, such a mechanism enables lecturers to promptly identify and incorporate external interests and needs into their teaching materials.

The updating of teaching materials by individual lecturers should not only involve identifying the needs of the world of work and incorporating them into the structure of lecture materials, but also requires immediate testing and validation. Lecturers must conduct thorough reviews of the formulation of lecture material to ensure quality assurance for course material. Muhammadiyah universities must establish a review forum for course material through peer review and expert review mechanisms [22] to avoid the inclusion of irrelevant or outdated lecture materials. The review forum will ensure that the lecture materials are in line with the latest literature sources, accurate, and in-depth and meet the needs of students, parents, and the demands of the IAIN Bone, STAI Al-Gazali Bone, and UM Bone. Failure to adhere to these standards may result in the development of lecture materials that are not suitable for the needs of the world of work and waste [23]. To improve and guarantee the quality of lecture materials, it is crucial to not only check but also increase the weight of the material to ensure its relevance to the world of work and to form and strengthen higher competencies within the departments and/or study programs of Muhammadiyah universities.

The resulting quality assurance model has advantages for application to the IAIN Bone, STAI Al-Gazali Bone, and UM Bone:

- a. The higher education quality assurance model is built from the internal conditions of higher education institutions by researching the opinions of the academic community and conducting in-depth studies related to understanding and empirical description of the

elements that, according to higher education institutions, must be subject to quality assurance.

b. The quality assurance model implemented at the IAIN Bone, STAI Al-Gazali Bone, and UM Bone requires minimal personnel (task force), thus avoiding the misallocation of lecturer resources at the study program level. This model is well-suited for universities with limited capacity for lecturer support.

c. The present quality assurance model has successfully fulfilled the goals of academic and ideological quality by implementing protocols for devising quality standards that engage stakeholders from the Foundation, the Higher Islamic Directorate, and other users.

d. The quality assurance model for the IAIN Bone, STAI Al-Gazali Bone, and UM Bone began with growing quality commitment at the higher education leadership level. This pattern is in accordance with the character of the educational institution, which prioritizes leadership example (uswah).

4. Conclusion

Based on discussions on improving quality at the IAIN Bone, STAI Al-Gazali Bone, and UM Bone, the following conclusions were reached:

a. The preparation of quality improvement strategy plans at these universities is carried out systematically and structured, with each university focused on enhancing the quality of input, process, and output using different strategies. Effective and efficient standards are established within quality assurance units, outlined in three books (policies, manuals, and standards). The strategy involves needs analysis to enhance input and output.

b. The implementation of quality improvement at the UM Bone private Islamic university involves: 1) determining implementation procedures and required resources; 2) preparing human resources through training processes, workshops, and discussions; 3) trained human resources are expected to implement the thirteen components of quality standards.

c. The implementation of quality improvement at the IAIN Bone private Islamic university is based on: 1) academic documents outlining quality standard plans; 2) quality documents as instruments to achieve predetermined standards; 3) quality documents include a quality manual, procedure manual, work instructions, supporting documentation, and forms.

d. The implementation of quality improvement at the STAI Al-Gazali Bone private Islamic university is guided by: 1) implementing quality principles focused on input, process, and output; 2) emphasizing four factors influencing higher education quality: student quality, lecturer quality, researcher quality, and community service quality.

e. Evaluation in improving the quality of universities like the IAIN Bone, STAI Al-Gazali Bone, and UM Bone begins with performance evaluations,

auditing the curriculum quality, assessing learning quality and standards achievement, aligned with semester learning plans. Evaluation findings must be maintained and used to enhance higher education quality.

f. The positive impacts of quality improvement include developing students' Quran literacy skills at the UM Bone, producing skilled graduates ready for employment at the IAIN Bone, and enhancing accreditation to produce quality graduates at the STAI Al-Gazali Bone.

g. The level of interest in prospective students (input) at these universities is influenced by historical, environmental, base, friendship and consolidation, and lecture organization factors.

5. Suggestions

Based on discussions and conclusions regarding the quality of the IAIN Bone, STAI Al-Gazali Bone, and UM Bone universities, it is necessary to implement several quality assurance stages. First, the approved quality assurance system planning must be socialized to stakeholders, including PTKIS, to ensure its effectiveness. Second, the quality assurance system should be implemented based on clear relationships, allowing each quality assurance team at PTKIS to measure their achievements. Finally, academic and ideological quality assurance must be standardized and developed in accordance with quality standards, with the involvement of all stakeholders, including the academic community at the IAIN Bone, STAI Al-Gazali Bone, and UM Bone. This model was developed based on internal views and input from the academic community at these institutions.

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