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Development Design Model of Academic Quality Assurance at Private Islamic University Jakarta Indonesia

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Abstract

This study aims to evaluate the practice of academic quality assurance in design model based on seven aspects of quality are: curriculum design, teaching and learning, student assessment, student selection, support services, learning resources, and continuous improvement. The design study was conducted in two stages. The first stage is to obtain valid and reliable instrument. The second stage is the actual study of design development and design guarantee academic quality and student satisfaction STAIS Lantaboer, which is an adaptation of the model of quality ISO 9000: 2000, 2008, besides referring to the SERVQUAL model. The study used two sets of research instruments for the purpose of collecting data on the development of model design guarantee academic quality assurance in learning irregular in STAIS Lantaboer. The first is a questionnaire Administrator/Lecturers and students both the questionnaire. The study concluded that: overall, this study revealed that the level of expectations of respondents from administrators, lecturers and students of design quality assurance in STAIS Lantaboer was high for all aspects studied, the level of student learning outcomes in STAIS Lantaboer expectations is high, the level of the existing gap index is simple and the quality is satisfactory, the study found significant differences in the mean scores of the design of quality assurance based on the existing levels of students, the results show a significant relationship between all aspects of quality assurance practices with student satisfaction. Based on this hypothesis, it can be formulated some implications of the findings. Formulation implications emphasis on efforts to enhance the practice of design quality assurance so that student learning outcomes and student satisfaction STAIS Lantaboer can be realized well.

Keywords: academic quality assurance, model design, college

1. Introduction

Separate with public institutions and private of a general nature in Indonesia is also known institutions of higher learning that proclaimed Islam in the name of Islamic Higher Education (IHE). Religion Islam is the universities which provide higher education of the Islamic religion as a continuation of secondary education to prepare students to become members of the public who believe, pious, virtuous, and have academic ability, professional, or vocational education and to implement, develop, and/or create science, technology and/or art, whether in the field of Islamic religious knowledge nor any other knowledge that is integrated with the Islamic religion (religious Affairs Ministerial Decree No. 33 of 2004).

In accordance with the Law on National Education System of the Republic of Indonesia N0. 20 of 2003 deals with that: higher education is the path of study programs at higher schools of learning in secondary school education path. Islamic religious education units organized and grouped into the State Islamic University (PTAIN) and College of Islamic Religious Private (PTAIS). Religion Islam tangible universities, institutes, or even high school.

Thoyib (2008) gave the expected, also call for IHE; first, to improve the overall academic quality management and continuous; second, quality management practice with the support of friendly academic environment; while the third would need major support to the hustle humanity insaniyah resources. Improving the quality of education in higher education is the urgent need to immediately do the repair. Improved ability to manage and expand higher education have been strongly felt need, including the principles of modern management oriented

to quality.

Each college includes Islamic Higher Education (IHE) is obliged to guarantee academic quality and better known as the Quality Assurance System (Quality) Internal or internal (SPMI-PT). With the same objective, namely to ensure the maintenance of quality education (including higher education). PTAIS as one of the educational institutions run by the community in general, the quality is still a concern. Problems experienced by PTAIS very complex, include resources, students, financing, academic process, and the quality of graduates. In terms of education, although in general PTAIS has campus, but that is in the range between land and buildings equipped with adequate facilities, while also available are still hiring, or on its own campus but still modest resources and limited study. PTAIS campus who are in boarding school is ideal, but students studying and living in boarding schools are limited in number.

The main problem faced by the Islamic Higher Education (IHE) currently is not able to meet two principal objectives of higher education as contained in Government Regulation No. 60 of 1999, namely (1) the problem of the quality of graduates produced, (2) the contribution of the IHE the development of Islamic religious knowledge. Abdurrahman Mas'ud (2002) suggests that the weakness of Islamic studies in general; (1) The World Islamic studies now dichotomous disease syndromes, and problems encouragement penemuam, (2) an underdeveloped concept in the world of humanity religion and Islamic studies more oriented to the concept of "Servant of God" rather than the "Leaders of God on earth" and "Building relationships against God" rather than "build relationships with fellow human beings". (3) There are no studies Expectations orientation, thus giving birth to big problems in the world of Islamic studies, from philosophic question to methodological problems, even to the culture of learning.

Bassam (1991) in his research found nearly all over the Islamic university in the Middle East and Africa are stressing the capacity to memorize in order to be graduate students in their studies; not on the capacities for criticism and analytical thinking. Students are prepared not to answer the problem of change, but for stabilization and honor. As a result, after graduating from the study, the students more equipped with the Certificate, but not with qualifications that can be applied usefully in the development process. Afandi (2004) that is currently PTAI facing two serious problems, namely (1) the quality of graduates produced, and (2) PTAI contribution to the development of Islamic religious sciences.

Anis research results (2002) found: this time crowded Islamic Religion (PTAI) face the same major problem, namely declining student admissions. Because, the interest of students to study in PTAI not give the expected future prospects. According to Mulyadi (2012) study Islamic world is currently faced with at least three major problems in the academic field. First, high teaching Islam should be able to answer the needs of integration with modern transition in the field of science and technology, two high teaching Islam should be able to provide a response that is responsible for Islamic studies are in perekmbangannya today is not only a concern of academic tradition middle east will but there are also Western-based. Third, the study of Islam are facing problems in professional development resource insaniyah. Professions produced recitation of religious-based high-Islam has not received serious attention.

This study gives a clearer idea about the design of model development practices that guarantee academic quality, especially in the context of the expected practices and existing practices in the view of the respondent. The main purpose of this study was to evaluate the development of the practice of academic quality assurance in design model based on seven aspects of quality, namely: curriculum design, teaching and learning, assessment, selection of students, support services, learning resources, and continuous improvement.

2. Research Methods

2.1 Study Design

The research used descriptive and inferential statistical analysis, descriptive analysis was used to describe and answer questions about the study. Descriptive statistical model describes the design development stage of academic quality assurance that includes: development of the design model of academic quality assurance. Inferential statistical analysis using paired samples t-test, MANOVA, multiple stepwise regression and Pearson correlation.

Basically, this study was conducted in two stages. The first stage is to obtain valid and reliable instrument. The second stage is the actual study on the design of the design development of academic quality and satisfaction guarantee School Journals (STAIS) Lantaboer Jakarta Indonesia. Researchers found that study design is more appropriate to use the survey to reach out and get the views and feedback of respondents optimistic about the development model of academic quality assurance at the College of Islamic Religious Private (STAIS) Lantaboer

Jakarta Indonesia that is expected and the existing quality assurance practices based on standards of good practice recommendations adopted by the Ministry of Education and Culture of the Republic of Indonesia in practice internal quality assurance system (SPMI) (Directorate General of Higher Education, Ministry of Education and Culture of the Republic of Indonesia, 2010).

2.2 Samples of Research

In this study, the population consists of all administrators, lecturers and students of basic degree at the College of Islamic Religious Private Lantaboer Jakarta Indonesia. Researchers randomly chosen sample. The number of samples was made according to the chart Krejcie and Morgan (1970), for further study taking into account the sample of group administrators, lecturers and students. Based on the sampling schedule Krejcie and Morgan (1970), the population of the administrator group of 25 people the number of samples is 24 people, the population group of 46 lecturers of the sample is 36 people and population groups of the number of samples of 798 students 254 students.

2.3 Instrument of Research

Researchers reviewed the practice of design model of academic quality assurance in higher education (SO) contained in the Code of Conduct Internal Quality Assurance System of Higher Education (SPMI-PT) in Indonesia (Directorate General of Higher Education, Ministry of Education and Culture, 2010) and the Code of practice quality assurance public Universities in Malaysia (Ministry of Higher Education, 2004, 2008). Aspects studied in the Higher Education quality assurance practices are designed curriculum, teaching and learning, assessment, selection of students, support services, learning resources, student assessment, and continuous improvement. The study used two sets of research instruments for the purpose of collecting data on the development of model design guarantee academic quality assurance in learning irregular in STAIS Lantaboer Jakarta. The first is a questionnaire administrator/lecturer and two students were questionnaire

The questionnaire for each construct is the adoption of Florence Tan (2007) to construct the course content, the questionnaire constructs pentaksiaran adopted from Tang Swee Lim Kong Teong May (2002), lecturer interaction construct a questionnaire adopted from Hamida Binti Abdul Rahman, et al. (2002), and constructs the program STAIS Lantaboer Jakarta Indonesia made by the researcher.

2.4 Collecting Data

Data collection research using questionnaire. Konting (1993) suggest that the questionnaire is a tool that is practical and can be used to collect information from a large population, as well as the position of the respondents were far from each other. Researchers using quantitative methods questionnaire to collect data relating to the quality of learning in STAIS Lantaboer

2.5 Data Analysis Techniques

This study model is an adaptation of a model of quality ISO 9000: 2000, 2008, besides referring to the SERVQUAL model (Parasuraman, 1985, 1988). In SERVQUAL model, there are five gaps that describes how the various performance appraisal of the services offered is high or low depends on the customer feedback about the actual service performance is obtained compared with the expected services. Accordingly, the design of Academic Quality Assurance Model in Private Islamic University of Indonesia in the eyes of respondents Lantaboer administrators, lecturers and students of design development practices that guarantee the academic quality expected compared to the practice of design development models existing academic quality assurance. Student input is also important.

3. Research Results

3.1 Data Description

3.1.1 Level of Academic Quality Assurance Practices Respondents Overall View

3.1.1.1 Level Design Quality Assurance Practices for Curriculum Design Aspects Overview

Based on Table 1, respondents have high expectations (mean = 3.90, standard deviation = 1.01) where the first item of the 17 statements had mean scores above 4, and 16 items had a mean score of 3.69 to 3.99. Respondents expect articulate curriculum design teaching methods in PT (mean = 4.09, standard deviation 0.98). Expectations of respondents in terms of curriculum design is also highly curriculum consists of training students in rational thought (mean = 3.99, standard deviation = 0.94), the curriculum promotes personal development of individuals with a broad perspective (mean = 3.98, standard deviation = 0.96), the content of the curriculum support the achievement of learning objectives in the formation of positive attitude (mean = 3.96, standard deviation = 1.02), the curriculum promotes independent learning (mean = 3.94, standard deviation = 0.99), and curriculum content

to support the achievement of the objectives of education in skill (mean = 3.94, standard Frequently = 1.02).

Table 1. Mean score and standard deviation and quality expectations gap and curriculum design of existing aspect product overview

No	Design Curriculum Page in your Institution	Expectations			Available			Gap	Interpretation
		Mean	SL	Int	Mean	SL	Int		
2.1	Curriculum design made it clear program structure.	4.09	0.98	Height	3.70	1.04	Height	-0.39	Satisfy
2.2	Curriculum design made it clear method of teaching in Higher Education.	3.91	0.98	Height	3.27	0.79	Medium	-0.64	Satisfy
2.3	Curriculum design made it clear learning method in college.	3.82	1.08	Height	3.20	0.79	Medium	-0.62	Satisfy
2.4	Curriculum design support the achievement of the objective of education in the acquisition of knowledge.	3.93	1.02	Height	3.26	0.79	Medium	-0.67	Satisfy
2.5	Support the achievement of the objectives of the curriculum content of education in the acquisition of knowledge.	3.92	1.06	Height	3.37	0.83	Medium	-0.55	Satisfy
2.6	Support the achievement of the objectives of the curriculum content of education in skill	3.94	1.02	Height	3.36	0.79	Medium	-0.58	Satisfy
2.7	Support the achievement of the objectives of the curriculum content of education in the formation of positive attitude	3.96	1.02	Height	3.40	0.90	Medium	-0.56	Satisfy
2.8	Curriculum content to support the achievement of learning outcomes	3.78	1.08	Height	3.20	0.87	Medium	-0.57	Satisfy
2.9	The content of the core disciplines modified to be in line with current technology developments	3.93	1.01	Height	3.32	0.85	Medium	-0.61	Satisfy
2.10	The curriculum encourages active learning	3.85	0.99	Height	3.39	0.87	Medium	-0.46	Satisfy
2.11	Curriculum encourages independent learning.	3.94	0.99	Height	3.41	0.88	Medium	-0.53	Satisfy
2.12	The curriculum emphasizes the acquisition of basic skills of a discipline.	3.84	1.04	Height	3.29	0.82	Medium	-0.56	Satisfy
2.13	The curriculum promotes personal development of individuals with a broad	3.98	0.96	Height	3.35	0.84	Medium	-0.64	Satisfy

	perspective.								
2.14	Make a curriculum theory and practice.	3.89	0.98	Height	3.44	0.77	Medium	-0.45	Satisfy
2.15	The curriculum consists of training students in rational thought	3.86	0.99	Height	3.46	0.80	Medium	-0.40	Satisfy
2.16	The curriculum consists of training students in research methods.	3.99	0.94	Height	3.45	0.76	Medium	-0.54	Satisfy
2.17	Time of each component of the course content is adequate.	3.69	1.09	Height	3.22	0.90	Medium	-0.47	Satisfy
Design aspects of the whole curriculum		3.90	1.01	Height	3.36	0.84	Medium	-0.54	Satisfy

Note. S. L. = Frequently deviation Int. = Interpretation

Table 1 shows as a whole, the results show that the level of the existing practice for the design aspects of the curriculum STAIS Lantaboer Jakarta Indonesia is a moderate level of 17 where 16 items have min 3:20 until 3:46. Design aspects of the curriculum encourages independent learning (mean = 3.41, standard deviation = 0.88), combining theory with practice (mean = 3.44, standard deviation = 0.77), containing elements of training students in research methods (mean = 3.45, standard deviation = 0.76) and contains elements of training students in rational thought (mean = 3.46, standard deviation = 0.88). However, one item of the design aspects of the curriculum in high rahap demolished to clear program structure (mean = 4.09, standard deviation = 0.98).

Based on interpretation of the quality score gap, the findings show that the quality of the design aspects of the curriculum is satisfactory (Δ min = -0.54). Relatively small gap is clearly curriculum structure of the program (Δ min = -0.39) and curriculum contains elements melaltih students in rational thought (Δ min = -0.40), while larger gaps for the content of the core disciplines modified to be in line with developments with current technology (Δ min = -0.61) and support the achievement of the objectives of education in the acquisition of knowledge (Δ min = -0.67).

3.1.1.2 Level Design Practice for Quality Assurance Aspects of Teaching and Learning Overview

Based on Table 2, the respondents have high expectations (mean = 4.03, standard deviation = 0.96) for teaching and learning in STAIS Lantaboer. Teaching and learning are expected mean more than four (4) in particular for the statement: teaching methods foster questioning skills (min = 4:34, standard deviation = 0.85), the method is suitable learning (mean = 4.31, standard deviation = 0.97), teaching methods encourage students critically analyze (mean = 4.27, standard deviation = 0.85), and teaching methods encourage students to solve problems creatively (mean = 24.4, standard deviation = 0.83). 9 of 16 statement relating to aspects of teaching and learning have a min of 3.77 to 3.98 dianataranya teaching methods enable students to master the communication skills (mean = 3.87, standard deviation = 1.05), teaching methods to promote lifelong learning (mean = 3.90, standard deviation = 1.01), diversified teaching methods so that students have a wide range of practical skills (mean = 3.96, standard deviation = 1.04), and varied teaching methods to foster a positive attitude (mean = 3.98, standard deviation = 1.00).

Table 2. Scores mean and standard deviation and quality expectations gap and existing aspects of teaching and learning overview

No	Aspects of Teaching and Learning	Expectations			Available			Gap	Interpretation
		Meann	SL	Int	Mean	SL	Int		
3.1	Teaching methods are in line with the learning objectives	3.79	1.06	Height	3.33	0.92	Medium	-0.46	Satisfy
3.2	Teaching methods facilitate the achievement of learning outcomes	3.77	1.04	Height	3.33	0.91	Medium	-0.43	Satisfy
3.3	Diversified teaching methods so that students acquire the skills to question.	3.80	1.01	Height	3.21	0.95	Medium	-0.59	Satisfy
3.4	Diversified teaching methods so that students have a wide range of practical skills.	3.98	1.00	Height	3.74	1.11	Height	-0.25	Satisfy
3.5	Varied teaching methods to foster a positive attitude.	3.96	1.04	Height	3.42	0.93	Medium	-0.54	Satisfy
3.6	Teaching methods foster questioning skills.	4.34	0.85	Height	3.67	1.13	Height	-0.67	Satisfy
3.7	Teaching methods encourage students to critically analyze.	4.27	0.85	Height	3.83	1.07	Height	-0.44	Satisfy
3.8	Teaching methods encourage students' creative problem solving	4.22	0.91	Height	3.87	1.05	Height	-0.35	Satisfy
3.9	Teaching methods enable students to master the skills of communication	3.87	1.05	Height	3.50	0.97	Medium	-0.36	Satisfy
3.10	Teaching methods enable students to master ICT skills.	3.81	1.10	Height	3.63	0.94	Medium	-0.18	Satisfy
3.11	Teaching methods encourage teamwork.	3.79	1.04	Height	3.56	0.88	Medium	-0.23	Satisfy
3.12	Teaching methods to promote lifelong learning	3.90	1.01	Height	3.63	0.98	Medium	-0.27	Satisfy
3.13	The learning method is consistent with the learning objectives.	4.31	0.85	Height	3.77	0.96	Height	-0.54	Satisfy
3.14	Learning methods facilitate the achievement of learning outcomes.	4.23	0.83	Height	3.79	1.00	Height	-0.44	Satisfy
3.15	Various methods of learning used by students.	4.16	0.89	Height	3.50	0.94	Medium	-0.66	Satisfy
3.16	Learning helps students acquire various kmahiran (intlektual, practical, communication, ICT).	4.24	0.83	Height	3.58	0.92	Medium	-0.66	Satisfy
Aspects of Teaching and Learning Overview		4.03	0.96	Height	3.59	0.98	Medium	-0.44	Satisfy

Note. S. L. = Frequently deviation Int. = Interpretation

Table 2 shows respondents found that the existing practice of teaching and learning is in the medium level (mean = 3.59, standard deviation = 0.98). A total of 11 of the 16 existing practice statement aspects of teaching and learning within a moderate level with a score of 3.21 to 3.63 min. Such statements include aspects of learning methods to help achieve the learning outcomes (mean = 3.50, standard deviation = 0.94), the method of learning helps students acquire various skills (intellectual, practical, communication, ICT) (mean = 3.58, standard deviation = 0.92), teaching methods promote learning throughout paragraph (mean = 3.63, standard deviation = 0.98), teaching methods enable students to acquire skills in ICT (mean = 3.63, standard deviation = 0.94).

The findings also revealed that 5 of the 16 existing practice statement aspects of teaching and learning in higher levels with a mean score of 3.67 to 3.79. These aspects such statement is consistent with the learning objectives of the study (mean = 3.77, standard deviation = 0.96), learning methods facilitate the achievement of learning outcomes (mean = 3.79, standard deviation = 1.00), teaching methods encourage students to critically analyze (mean = 3.83, standard deviation = 1.07), teaching methods encourage students to solve problems creatively (mean = 3.87, standard deviation = 1.07).

Table 2 also shows an interpretation based on the quality score gap, the findings show that the quality of teaching and learning is satisfactory (Δ min = -0.44). Relatively small gap is the aspect of teaching methods enable students to acquire skills in ICT (Δ min = -0.18) and teaching methods promote teamwork (Δ min = -0.23), while larger gaps teaching methods to help students acquire various skills (intellectual, practical, communication, ICT) (Δ min = -0.66) and teaching methods to foster questioning skills (Δ min = -0.67). Overall, the overall response of administrators, lecturers and students to show the quality of teaching and learning is satisfactory.

3.1.1.3 Level Design Practice for Quality Assurance Aspects Student Assessment Overview

Based on Table 3, respondents have high expectations (mean = 4.25, standard deviation = 0.87) for the evaluation of students in STAIS Lantaboer Jakarta. Overall statement had mean scores above 4, by 4:20 to 4:48 min. Statements with the highest score among respondents expect the valuation methods facilitate the achievement of learning outcomes (mean = 4.25, standard deviation = 0.88), valuation methods for testing the learning outcome is consistent (mean = 4.25, standard deviation = 0.86), evaluation methods, including criteria for pass/failed clearly to students at the beginning of the study (mean = 4.32, standard deviation = 0.88), and feedback on student performance given the following period of time (mean = 4:48, standard deviation = 0.66).

Table 3. Scores mean and standard deviation and quality expectations gap and existing aspect student assessment overview

No	Aspects of Student Assessment	expectations			available			Gap	Int
		Mean	SL	Int	Mean	SL	Int		
4.1	Evaluation methods to help achieve the learning outcomes.	4.25	0.88	height	3.42	1.01	Medium	-0.83	unsatisfactory
4.2	Valuation methods including criteria pass / fail documented.	4.23	0.88	height	3.69	0.92	height	-0.54	satisfy
4.3	Valuation methods including criteria pass / fail clearly to students at the start of the study.	4.32	0.88	height	3.50	1.10	Medium	-0.82	unsatisfactory
4.4	Evaluation methods theory and practical exam is balanced.	4.21	0.87	height	3.55	1.11	Medium	-0.66	satisfy
4.5	Various assessment methods are valid is used to assess learning outcomes	4.18	0.89	height	3.51	1.03	Medium	-0.67	satisfy
4.6	Assessment methods for testing the learning outcomes are appropriate.	4.25	0.86	height	3.50	1.09	Medium	-0.75	satisfy

4.7	Methods of assessment to promote learning.	4.18	0.91	height	3.50	1.10	Medium	-0.68	satisfy
4.8	Evaluation focused on the acquisition of higher intellectual skills such as problem solving.	4.20	0.92	height	3.55	1.07	Medium	-0.64	satisfy
4.9	Security is enhanced student academic records.	4.23	0.96	height	3.69	0.87	height	-0.54	satisfy
4.10	Feedback on student performance is given following the specified time period.	4.48	0.66	height	3.78	1.09	height	-0.70	satisfy
The whole aspect of Student Assessment		4.25	0.87	height	3.57	1.04	Medium	-0.68	satisfy

Note. S. L. = Frequently deviation Int. = Interpretation

The findings in Table 3 shows the existing practice for the evaluation of students in medium level (mean = 3.57, standard deviation = 1:04). The existing practice of having a simple score between 3:42 to 3:55, as expected, that is, the various valuation methods valid (valid) is used to assess learning outcomes (mean = 3:51, standard deviation = 1.03), the method of valuation theory and practical exam is balanced (mean = 3.55, standard deviation = 1.10) and evaluation focused on the acquisition of higher intellectual skills such as problem solving (mean = 3.55, standard deviation = 1.10).

In addition to the existing practice moderation expected to aspects of student assessment 3 statement in the high level of 3.69 to 3.78 with a mean of iatu: evaluation methods, including criteria for pass/fail documented (mean = 3.69, standard deviation = 0.92), security is enhanced student academic record (min = 3.69, standard deviation = 0.98) and feedback on student performance given the following period of time (mean = 3.78, standard deviation = 1:09).

Table 3 also shows an interpretation based on the quality score gap, the findings show that the quality of the student assessment is satisfactory (Δ min = -0.68). Relatively small gap is a statement of valuation methods, including criteria for pass/fail documented (Δ min = -0.54) and security enhanced student academic records (Δ min = -0.54). While larger gaps statement valuation methods including criteria pass/fail clearly to students at the beginning of the study (mean Δ = -0.82) and assessment methods to help achieve the learning outcomes (Δ min = -0.83). Overall, the overall response of administrators, lecturers and students to show the quality of the student assessment is satisfactory.

3.1.1.4 Level Design Quality Assurance Practices for Student Selection Aspect Product Overview

Based on Table 4, the results of the election showed that the mean score of students' expectations for student selection ratio is high (mean = 28.4, standard deviation = 0.82). The overall mean score above statement, with a mean score 4:07 till 4:53. Respondents expect the selection of students is the responsibility of the Chancellor (mean = 4.07, prevailing sishan = 1.01), student admission policy promoting lifelong learning (mean = 4.16 = 0.88 sishan common), the procedures for admission of the appeal is obvious (mean = 4.17, Frequently sishan = 0.94), student selection criteria communicated to the students (mean = 4:48, common sishan = 0.65), and the criteria for selection of students are evident (mean = 4.53, standard deviation = 0.64).

From Table 4, the existing practice of selecting students is the high enrollment policies promoting lifelong learning (mean = 3.69, standard deviation = 0.91). Three statements in a high level of student admission policy encourages lifelong learning (mean = 3.66, standard deviation = 0.93), student selection criteria communicated to the students (mean = 3.70, standard deviation = 0.92), and the criteria for selection of students is clear (mean = 3.99, standard deviation = 0.94). Available in two statements mean simply that, an appeal procedure for admission of students is clear (mean = 3.53, typical deviation = 0.85), and the selection of students is the responsibility of the Chancellor (mean = 3.59, typical deviation = 0.89).

Table 4. Score mean and standard deviation and quality expectations gap and existing aspect student selection overview

No	Aspects of Student Selection	expectations			available			Gap	Int
		Mean	SL	Int	Mean	SL	Int		
5.1	Student selection criteria were clear.	4.53	0.64	Height	3.99	0.94	Height	-0.54	Satisfy
5.2	Student selection criteria communicated to the students.	4.48	0.65	Height	3.70	0.92	Height	-0.78	Satisfy
5.3	The procedure for admission of the appeal is obvious.	4.17	0.94	Height	3.53	0.85	Medium	-0.64	Satisfy
5.4	Selection of students is the responsibility of the Chancellor.	4.07	1.01	Height	3.59	0.89	Medium	-0.48	Satisfy
5.5	Student admission policy to encourage lifelong learning.	4.16	0.88	Height	3.66	0.93	Height	-0.50	Satisfy
The whole aspect of Student Selection		4.28	0.82	Height	3.69	0.91	Height	-0.59	Satisfy

Note. S. L. = Frequently deviation Int. = Interpretation

Table 4 also shows an interpretation based on the quality score gap, the findings show that the quality of the student selection is satisfactory (Δ min = -0.59). Relatively small gap is a statement of student selection is the responsibility of the Chancellor (Δ min = -0.48) and admission policies promoting lifelong learning (Δ min = -0.50), while larger gaps statement of appeal procedures for admission of students is clear (Δ min = -0.64) and student selection criteria communicated to the students (Δ min = -0.78). Overall, the overall response of administrators, lecturers and students to show the quality of the student selection is satisfactory.

3.1.1.5 Level Design Practice for Quality Assurance Aspects of Support Services Overview

Based on the findings of Table 5 shows the mean scores of support services for the support services expectations are high (mean = 4.32, standard deviation = 0.75). Overall statement exceeds 4 min between 4:04 to 4:46. Among the respondents high expectations of students are encouraged to participate in activities in the Learning Center to gain experience administering (mean = 4.45, standard deviation = 0.71), student support services such as guidance and counseling can be accessed by students (mean = 4.46, standard deviation = 0.63) and student support services such as guidance and counseling is adequate (min = 4:52, standard deviation = 0.60).

The results in Table 5 shows the existing practice of aspects of support services is at a high level (mean = 3.73, standard deviation = 1.00). The existing practice of having a high mean score among more than min; student support services such as guidance and counseling can be accessed by students (mean = 4.02, standard deviation = 0.92), student support services such as guidance and counseling are adequate (mean = 3.97, standard deviation = 0.94) and students are encouraged to participate in activities in the Learning Center for gain experience in the social activities of religious (mean = 3.89, standard deviation = 0.96). But three statements is available on simple mean score between 3:43 and 3:52 of the notice of student support services of the institution (faculty/administrators/lecturers) are easily obtained (mean = 3.43, standard deviation = 1.05), services such as technical support (support the use of ICT) is sufficient (mean = 3.44, standard deviation = 1.05), and institutions engage students in activities relevant to students (mean = 3.52, standard deviation = 1:06).

Table 5. Scores mean and standard deviation and quality expectations gap and existing aspect student support services overview

No	Aspects of Student Support Services	expectations			Available				
		Meann	SL	Int	Mean	SL	Int	Gap	Int
6.1	Services such as technical support (support ICT use) is insufficient.	4.16	0.88	Height	3.44	1.05	Medium	-0.73	Satisfy
6.2	Student support services such as guidance and counseling is insufficient.	4.52	0.60	Height	4.01	0.96	Height	-0.52	Satisfy
6.3	Student support services such as guidance and counseling can be accessed by students.	4.46	0.63	Height	4.01	0.92	Height	-0.45	Satisfy
6.4	Student support services of the institution (faculty / administrators / lecturers) are easy to obtain.	4.15	0.80	Height	3.43	1.03	Medium	-0.72	Satisfy
6.5	Institutions engage students in activities relevant to students.	4.04	0.96	Height	3.52	1.06	Medium	-0.52	Satisfy
6.6	Students are encouraged to participate in activities in the Learning Center to get the experience of governing.	4.45	0.71	Height	3.88	0.98	Height	-0.57	Satisfy
6.7	Students are encouraged to participate in activities in the Learning Center to gain experience in social and religious activities.	4.41	0.68	Height	3.86	0.99	Height	-0.55	Satisfy
The whole aspect of Student Support Services		4.32	0.75	Height	3.73	1.00	Height	-0.58	Satisfy

Note. S. L. = Frequently deviation Int. = Interpretation

Table 5 also shows an interpretation based on the quality score gap, the findings show that the quality of the student support services is satisfactory (Δ min = -0.45). Relatively small gap is a statement of student support services such as guidance and counseling can be accessed by students (Δ min = -0.52) and student support services such as guidance and counseling are adequate (Δ min = -0.50), while the largest gap is the support services students of the institution (faculty/administrators/lecturers) are easy to obtain (Δ min = -0.72) and services such as technical support (help ICT) is sufficient (Δ min = -0.73). Overall, the overall response of administrators, lecturers and students demonstrate the level of quality of service aspects of student support is satisfactory.

3.1.1.6 Level Design Practice for Quality Assurance Aspects of Learning Resources Overview

According to Table 6, the feedback showed that the mean score of respondents expected to aspects of education is at a high level (mean = 4.08, standard deviation = 0.93). Ten of the sixteen statements of learning resources exceed 4 min between 4:11 to 4:32. Among the statements that have a high score is expected in the Library Learning Center provides a reference computer (mean = 4.30, standard deviation = 0.83), learning center has adequate physical facilities for the effective delivery of lectures (mean = 4.32, standard deviation = 0.75), and the centers have adequate physical facilities to accommodate students (mean = 4:34, standard deviation = 0.71).

Six of the 16 statements of learning resources and the same approach with 4 min of between 3.64 to 4.00. Among the statements that have high expectations mean scores were as learning centers have infrastructure information and communications technology (ICT) Adequate (mean = 3.77, standard deviation = 1.14), the learning environment of students being improved through the acquisition of appropriate equipment (mean = 3.82, standard deviation = 1.18), students are trained to use ICT to obtain information and berkomuniukasi (mean = 3.87, standard deviation = 0.98).

Feedback respondent in Table 6 shows the existing practice of aspects of education is at a moderate level (mean = 3.48, standard deviation = 1:06). Based on 16 statements, a total of 13 statements was only moderate with a mean of 3.10 to 3.65, especially for learning centers have physical facilities disabled friendly (mean = 3.49, standard deviation = 1:07), at the main campus library has a collection of current reference material sufficient to meet the needs of students (mean = 3.63, standard deviation = 1:06) and learning centers have adequate physical facilities for the effective delivery of the course (mean = 3.65, standard deviation = 1:06).

But three statements is available on the high score, institutions encourage students to engage in research and development (mean = 3.70, standard deviation = 1.03), learning center has adequate physical facilities to accommodate students (mean = 3.74, standard deviation = 1.00), learning center and library have qualified librarians help students (mean = 3.88, standard deviation = 0.96).

Table 6. Scores mean and standard deviation and quality expectations gap and existing aspect education resources overview

No	Educational resources	expectations			available			Gap	Int
		Mean	SL	Int	Mean	SL	Int		
7.1	The learning center has adequate physical facilities to accommodate students.	4.34	0.71	Height	3.74	1.00	Height	-0.61	Satisfy
7.2	The learning center has adequate physical facilities for the effective delivery of courses.	4.32	0.75	Height	3.65	1.06	Medium	-0.67	Satisfy
7.3	The learning center has the physical facilities disabled friendly.	4.26	0.80	Height	3.70	1.03	Height	-0.56	Satisfy
7.4	The main campus library has a collection of current reference materials sufficient to meet the needs of students.	4.29	0.81	Height	3.63	1.06	Medium	-0.67	Satisfy
7.5	The library learning center has qualified librarians help students.	4.27	0.81	Height	3.88	0.96	Height	-0.39	Satisfy
7.6	The library and learning center provides computer aided reference materials.	4.30	0.83	Height	3.48	1.12	Medium	-0.81	not satisfactory
7.7	Training facilities and practical (lab) provided ample range of practical based learning program.	4.24	0.86	Height	3.38	0.97	Medium	-0.86	not satisfactory
7.8	Being improved student learning environment through the provision of new facilities.	4.21	0.84	Height	3.26	1.03	Medium	-0.95	not satisfactory
7.9	Student learning environment being improved through the acquisition of appropriate equipment.	3.82	1.18	Height	3.35	1.06	Medium	-0.48	Satisfy
7.10	Institutions regularly evaluate the suitability of facilities at the centers for education and training.	3.64	1.15	Sederhana	3.10	1.01	Medium	-0.54	Satisfy

7.11	The learning center has information and communication technology infrastructure (ICT) are sufficient.	3.77	1.14	Height	3.33	1.07	Medium	-0.44	Satisfy
7.12	The learning center has adequate human resources to support the use of ICT in education program.	4.00	1.06	Height	3.43	1.04	Medium	-0.58	Satisfy
7.13	Students are trained to use ICT to obtain information and communicate.	3.87	0.98	Height	3.32	1.05	Medium	-0.55	Satisfy
7.14	ICT is used as a method of teaching and learning.	3.76	1.06	Height	3.44	1.22	Medium	-0.32	Satisfy
7.15	Institutions encourage students to engage in research and development.	4.14	0.92	Height	3.45	1.16	Medium	-0.69	Satisfy
7.16	Institutions provide for students to engage in research and development	4.11	0.91	Height	3.49	1.07	Medium	-0.62	Satisfy
Aspects of Learning Resources Overview		4.08	0.93	Height	3.48	1.06	Medium	-0.61	Satisfy

Note. S. L. = Frequently deviation Int. = Interpretastion

Table 6 also shows an interpretation based on the quality score gap, the findings show that the quality of the learning resources are satisfactory (Δ min = -0.61) on average, but found two statements in unsatisfactory levels. Relatively small gap is the statement used ICT as a teaching and learning method (Δ min = -0.32) and institutions regularly evaluate the suitability of facilities at the centers for education and training (Δ min = -0.44), while the largest gap is the quality of the learning center have adequate physical facilities for the effective delivery of lectures (Δ min = -0.67) and institutions encourage students to engage in research and development (Δ min = -0.69). Unsatisfactory quality gap occurs in the notice and practical training facilities (laboratories) provided ample range of study programs based on practical (Δ min = -0.86) and constantly improved student learning environment through the provision of new facilities (Δ min = -0.95). Overall, the overall response of administrators, lecturers and students to show the quality of the learning resources are satisfactory.

3.1.1.7 Level Design Quality Assurance Practices for Continuous Quality Improvement Aspect Product Overview

Based on Table 7 respondents have high expectations towards aspects of continuous quality improvement in institutional STAIS Lantaboer Jakarta (mean = 13.4, standard deviation = 0.90). They expect that the institution takes action to improve the core activities under study (mean = 4.14, standard deviation 0.87), institutions regularly evaluate programs and activities to ensure the quality of the PT (mean = 4.18, standard deviation = 0.82) and the institution is constantly updating exercise related to PT based on current needs (mean = 4.19, standard deviation = 0.87).

Table 7 shows that respondents find existing practices for the continuous quality improvement is moderate (mean = 3.47, standard deviation = 0.89), a whole group of administrators, lecturers and students find institutions always take action to improve the core activities under study (mean = 3.47, standard deviation = 0.80), an institution continuously assess its core activities to ensure the quality of the program PT (mean = 3.52, standard deviation = 0.87) and the institution is constantly updated with regard to the implementation of PT based on current needs (mean = 3.65, standard deviation = 0.94).

Table 7. Scores mean and standard deviation and quality expectations gap and continuous improvement of existing aspect product overview

No	Aspects of Continuous Quality Improvement	expectations			Available			Gap	Int
		Mean	SL	Int	Mean	SL	Int		
8.1	Institutions regularly evaluate activities and programs to ensure the quality of universities	4.18	0.82	Height	3.52	0.87	Medium	-0.66	Satisfy
8.2	Institutions always take action to correct the weakness in the core activities of a college program	4.08	0.96	Height	3.28	0.98	Medium	-0.80	Unsatisfactory
8.3	Institutions always take action to improve the core activities under review.	4.14	0.87	Height	3.47	0.80	Medium	-0.67	Satisfy
8.4	Institutions always take action penambabaikan on core activities based on feedback from the students.	4.04	1.00	Height	3.44	0.85	Medium	-0.60	Satisfy
8.5	Institutions is constantly updated with regard to the implementation of the Higher Education based on current needs.	4.19	0.87	Height	3.65	0.94	Medium	-0.54	Satisfy
All aspects of the Continuous Quality Improvement		4.13	0.90	Height	3.47	0.89	Medium	-0.65	Satisfy

Note. S. L. = Frequently deviation Int. = Interpretation

Table 7 also shows an interpretation based on the quality score gap, the findings show that the level of design quality assurance of the continuous quality improvement is satisfactory (Δ min = -0.61) on average, but found a statement in an unsatisfactory level. Comparing the smallest gap in the notice of institution is constantly updated with regard to the implementation of College based on current needs (Δ min = -0.54) and institutions always take action penambabaikan on core activities based on feedback from the students (Δ min = -0.60), while the gap the greatest quality of institutional satisfactory is always evaluating its core activities to ensure the quality of the College program (Δ min = -0.66) and institutions always take action to improve the core activities under study (mean Δ = -0.67). While poor quality gap occurs in the notice a small gap in the level of satisfaction is not always take notice of the institution of measures to improve the weaknesses in the program's core activities College (Δ min = -0.80). Overall, the overall response of administrators, lecturers and students showed levels of design quality assurance aspects of continuous quality improvement is satisfactory.

3.1.1.8 Student Learning Outcomes Achievement Level Overview

Table 8 shows the mean and standard deviation as well as the quality gap for the achievement of student learning outcomes in the context of existing expectations and the view of the whole administrators, lecturers and students.

Table 8. Scores mean and standard deviation and gap existing quality expectations and student learning results overview

No	Aspects of Learning Outcomes	expectations			Available			Gap	Int
		Mean	SL	Int	Mean	SL	Int		
1.1	Among the competencies to be achieved by students at the end of the program are:								
a.	Among the competencies that must be achieved by Competence in knowledge (in the field of study) students at the end of the program are:	4.07	0.93	Height	3.68	1.06	Height	-0.40	Satisfy
b.	Competence in critical thinking skills	3.78	1.10	Height	3.30	1.02	Medium	-0.48	Satisfy
c.	Searches science competency skills	4.08	0.90	Height	3.46	1.07	Medium	-0.62	Satisfy
d.	Competence in problem-solving skills	4.09	0.87	Height	3.55	0.98	Medium	-0.53	Satisfy
e.	Competence in decision-making skills creatively	4.25	0.68	Height	3.63	0.98	Medium	-0.62	Satisfy
f.	Competence in information and communications technology skills (ICT)	3.95	0.95	Height	3.46	1.08	Medium	-0.49	Satisfy
g.	Competence in communication skills	3.68	1.08	Height	3.18	1.00	Medium	-0.50	Satisfy
h.	Competence in relation to the needs of others	3.63	1.04	Mediu m	3.12	1.02	Medium	-0.51	Satisfy
Overall aspects Learning Outcomes		3.94	0.94	Height	3.42	1.03	Medium	-0.52	Satisfy

Note. S. L. = Frequently deviation Int. = Interpretation

According to Table 8, the feedback from respondents showed the level of expectations for student learning outcomes in accordance with the overall view of administrators, lecturers and students was moderate (mean = 3.42, standard deviation = 1.03). Of the eight statements regarding the results of student learning, has a mean score simple statement such competence in decision-making skills in a creative competence in information and communications technology skills (ICT) (mean = 3.46, standard deviation 1.08), competency in problem solving skills (min = 3:55, standard deviation 0.98).

A statement which has a mean score of 3.63 to 3.78, among the highest competence in communication skills (mean = 3.68, standard deviation = 1.08), competency in critical thinking skills (mean = 3.78, standard deviation = 1.10), and competence in information and communication technology skills (ICT) (mean = 3.95, standard deviation = 0.95). Overall, the responses of respondents in Schedule 8 to the existing achievement of the learning outcomes of students is at a moderate level (mean = 3.42, standard deviation = 1.03). Feedback from respondents indicated a moderate level of competence which is the quest for knowledge skills competence (mean = 3.46, standard deviation = 1:07), competence in solving problems (mean = 3.55, standard deviation = 0.98), and competence in decision-making skills creatively (mean = 3.63 standard deviation = 0.98). However didiapati a statement at a high level of competence in the mastery of knowledge (in the field of study) (mean = 3.68, standard deviation = 1.06).

Table 8 shows an interpretation based on the quality score gap, the findings show that the level of student learning outcomes in accordance with the overall view of administrators, lecturers and students is satisfactory (Δ min = -0.52). Relatively small gap is competence in the mastery of knowledge (in the field of study) (Δ min = 0.40) and competencies in critical thinking skills (Δ min = -0.48), while the largest gap is in the competence of

decision-making skills in a creative (Δ min = -0.62) and the quest for knowledge skills competencies (Δ min = -0.62).

3.1.1.9 Satisfaction Level of High School Students to Study

Student satisfaction survey data were analyzed using descriptive statistics of frequency, percentage, mean and standard deviation. Table 9 shows the frequency distribution and percentage, mean and standard deviation in student satisfaction STAIS Lantaboer Jakarta. Analysis of the distribution of the percentage of student satisfaction levels on a scale of 4 is added to the scale 5 and the mean and standard deviation in sequence according to the following levels: course content is very valuable to me in a high degree of satisfaction (percent = 49%) and high (mean = 4.16, standard Frequently = 0.99), student achievement assessment method is appropriate in a high level of satisfaction (percent = 56%) and high (mean = 3.68, standard deviation = 1.25), as a whole, the learning program STAIS Lantaboer Jakarta gave the good of quality and cost in high and satisfactory level (percentage = 57%) and high (mean = 4:48, standard deviation = 0.92), the distribution of assessment scores is consistent with the efforts required in high and satisfactory level (percentage = 61%) and high (mean = 4.08, standard deviation = 1.00), there is continuity between the program's core courses in high and satisfactory level (percentage = 63%) and high (mean = 4:04, standard deviation = 1.17), the feedback from the lecturers are always punctual in high and satisfactory level (percent = 64%) and high (mean = 3.60, standard deviation = 1.08), the feedback from the lecturers are always punctual in high and satisfactory level (percentage = 65%) and high (mean = 16.4, standard deviation = 1.67), satisfied with the course content in a high and satisfactory level (percentage = 65%) and high (mean = 3.68, standard deviation = 0.95).

While also in Table 9 lecturers build a good two-way communication with students in high and satisfactory level (percentage = 66%) and high (mean = 4.08, standard deviation = 1.00), a lecturer always motivating and guiding students in high and satisfactory level (percent = 69%) and high (mean = 4:04, standard deviation = 0.98), this course allows me to think more critically about religious issues raised in the high and satisfactory level (percentage = 70%) and high (mean = 3.80, standard deviation = 1.38), a lecturer build a good two-way communication with students in high and satisfactory level (percentage = 82%) and high (mean = 4.24, standard deviation = 0.83), felt the information and communications technology is used effectively in the classroom in a high and satisfactory level (percentage = 88%) and high (mean = 4.08, standard deviation = 1:04). The findings clearly show that the respondent students find satisfaction in STAIS Lantaboer Jakarta in high and satisfactory level and higher.

Table 9. Frequency and percentage of mean and standard deviation student satisfaction

No	Student Satisfaction Statement Items STAIS Lantaboer	Frequencies and percentages (N = 25)			Int	Mean	SL	Int.
		Skor 1 + 2	Skor 3	Skor 4 + 5				
1	I am satisfied with the course content	37 (15%)	53 (21%)	164 (65%)	Satisfy	3.68	0.95	Height
2	Assessment tasks are fair course	47 (19%)	44 (17%)	163 (64%)	Satisfy	3.60	1.08	Simple
3	Student achievement assessment method is appropriate	50 (20%)	49 (19%)	155 (56%)	Satisfy	3.68	1.25	Height
4	Lecturer build a good two-way communication with students	37 (15%)	49 (19%)	168 (64%)	Satisfy	3.84	1.18	Height
5	Research program STAIS lantaboer approach to help the learning group	21 (8%)	25 (10%)	208 (82%)	Satisfy	4.24	0.83	Height
6	Course content is very valuable to me	75 (30%)	55 (22%)	124 (49%)	Satisfy	4.16	0.99	Height
7	Distribution assessment scores are consistent with the diligence required	51 (20%)	48 (19%)	155 (61%)	Satisfy	4.08	1.00	Height

8	Feedback from lecturers always punctual	37 (15%)	53 (21%)	164 (65%)	Satisfy	4.16	1.07	Height
9	Lecturer always motivating and guiding students	37 (15%)	41 (16%)	176 (69%)	Satisfy	4.04	0.98	Height
10	This course allows me to think more critically tentagn isukeagamaan issues raised.	35 (14%)	40 (16%)	179 (70%)	Satisfy	3.80	1.38	Height
11	I felt the information and communications technology is used effectively in the classroom.	8 (3%)	22 (9%)	224 (88%)	Satisfy	4.08	1.04	Height
12	There is continuity between the program's core courses	58 (23%)	36 (14%)	160 (63%)	Satisfy	4.04	1.17	Height
13	Overall, the learning program STAIS Lantaboer give good value of quality and cost.	63 (25%)	45 (18%)	146 (57%)	Satisfy	4.48	0.92	Height
The average percentage, mean and standard deviation		43 (17%)	43 (17%)	168 (66%)	Satisfy	4.0	1.1	Height

3.2 Hypothesis Testing

The statistic used to test the hypothesis that the t-test, one-way MANOVA, multiple regression analysis and Pearson-r.

3.2.1 Scores Mean Difference (Gap 1) of the Existing Practice with Expectations Based Product Overview

To test the hypothesis 1, paired sample t-test at the 0.05 level is used to see if there is a difference between mean scores of existing expectations in terms of curriculum design, teaching and learning, student assessment, student selection, support services, educational resources and quality improvement according to respondents overall continued administrators, lecturers and students.

Table 10. Mean scores comparison of existing and overall expectations on quality aspects of using paired sample t-test

Aspect	Sun. SA (n = 314)	Sun. expectations (n = 314)	difference Sun. I divide	Standard Error	df	Value-t	phase Sig.
Design Kuruikulum	3.36	3.90	-0.544	0.038	313	-14.332	0.000**
Teaching and Learning	3.59	4.03	-0.441	0.030	313	-14.624	0.000**
Student Assessment	3.57	4.25	-0.682	0.032	313	-21.028	0.000**
Students Pemiliahan	3.69	4.28	-0.587	0.033	313	-17.922	0.001**
Support Services	3.73	4.31	-0.580	0.035	313	-16.383	0.000**
learning resources	3.51	4.11	-0.600	0.028	313	-21.108	0.000**
Continuous Quality Improvement	3.53	4.13	-0.599	0.0511	313	-11.720	0.000**
Results Score Mean Existing and Overall Expectations on Quality Aspects	24.98	29.01					

Based on Table 10, in contrast, overall expectations administrators, lecturers, and students of design quality assurance practices in STAIS Lantaboer Jakarta was high for all aspects studied. The highest practice is expected

to aspects of support services (mean = 4.31), followed by assessment of students (mean = 4.28). The lower expectations are for curriculum design aspects (mean = 3.90) and aspects of teaching and learning (mean = 4.01). Based on Table 10, in contrast, the overall view of administrators, lecturers and students on existing practices in the design of quality assurance STAIS Lantaboer Jakarta five aspects of the seven aspects of the medium level. Existing practices simple aspects of the highest student ratings (mean = 3.57), the lowest is simple aspect of curriculum design (mean = 3.59). While the two aspects of seven different aspects of the high level of student there is party (3.69 min) and support services (mean = 3.73). Analysis showed the biggest gap is the quality of student assessment (Δ min = -0682) followed the study (mean Δ = -0.6 thousand) compared with the smallest gap is pengjaran and learning aspects (Δ min = -0441), followed by the design of the curriculum (Δ min = -0544).

The results clearly show that there is a significant difference between mean scores of existing practices with expectations in all aspects of the quality review, namely, curriculum design, teaching and learning, student assessment, student selection, support services, learning resources and continuous quality improvement. This difference suggests that the practice expected by the administration is not in line with existing practice in institutions STAIS Lantaboer Jakarta. T-test results are significant for all aspects, that is, aspects of curriculum design ($t = -14{,}322$, $df = 313$, $p < 0.05$), aspects of teaching and learning ($t = -14{,}624$, $df = 313$, $p < 0.05$), aspects of student assessment ($t = -21{,}028$, $df = 313$, $p < 0.05$), the selection of students ($t = -17.922$, $df = 313$, $p < 0.05$), the support services ($t = -16{,}383$, $df = 313$, $p < 0.05$), aspects of learning ($t = -21.108$, $df = 313$, $p < 0.05$) and the continuous quality improvement ($t = -11.720$, $df = 313$, $p < 0.05$).

3.2.2 Comparative Aspects of Quality Assurance Practices for School Based Student Perspective

This section reports the findings of an analysis-way MANOVA tests to determine whether there is difference in mean scores in the existing quality assurance practices by public institutions. MANOVA allows the analysis of the difference between the mean involving more than one dependent variable.

Table 11. Levene's test for determining uniformity of error variance for design variables practice quality assurance

Dependent variables	Value-F	Degree of Freedom I	2 degrees of freedom	Sig
Curriculum Design	4.791	3	251	0.011
Teaching and Learning	1.562	3	251	0.228
Student Assessment	0.730	3	251	0.546
Student Selection	0.780	3	251	0.518
Support Services	0.942	3	251	0.438
learning resources	2.003	3	251	0.144
Continuous Quality Improvement	2.329	3	251	0.104

According to Table 11, the results showed that all of the dependent variable, aspects of curriculum design, teaching and learning, student assessment, student selection, support services, provision of education and continuous quality improvement is not significant ($p > 0.05$) by the consistency of the variance in all of the dependent variables across all groups studied.

Table 12 shows the results of MANOVA analysis on aspects of quality assurance in design practice STAIS Lantaboer Jakarta based on levels of students. According to Table 12, the results of comparison of the mean current practice of students by level shows that there are significant differences in mean scores for the combined seven aspects of quality assurance practices existing in STAIS Lantaboer Jakarta based levels where the student years old (21, 44) = 2.660 and $p = 0.003$ ($p < 0.005$), the Wilks' Lambda = 0094, partial eta squared = 0.045. Therefore, the null hypothesis is the fifth (5) which states that there was no significant difference in mean scores of existing quality assurance practices in STAIS Lantaboer Jakarta (curriculum design, teaching and learning, student assessment, student selection, support services, provision of resources learning and continuous quality improvement) based on the level of students declined. The findings showed that the levels of education in STAIS Lantaboer Jakarta plays an important role in providing the impetus to improve and ensure the quality of the education offered.

Table 12. MANOVA analysis up design practice for quality assurance in stais lantaboer based form of students

Impression	The Wilks' Lambda	Value-F	Freedom degrees Inter Group	The degree of freedom in the Group	Phase Sig.	Partial Eta Squared	Observed Power
Sixth year Students	0.094	2.660	21	44	0.003	0.045	0.983

Table 12 show based on the results of the Wilks' Lambda, which shows differences in mean scores of existing quality assurance based on the level of students statistically significant ($p < 0.005$), the researchers further investigate the relationship of form factor differences in students with all aspects of the existing quality assurance practices namely, curriculum design, teaching and learning, student assessment, student selection, support services, provision of education and continuous quality improvement using ANOVA test.

Table 13. ANOVA test aspect ratio in practice based quality of form students

Dependent variables	Umm effects	J.K.D	D.K.	M.K.D	Value-F	Sig.
Curriculum Design	year of Study	4.540	3	1.513	23.348	.000
	error	16.205	250	.065		
	number	20.745	253			
Teaching and Learning	year of Study	.499	3	.166	1.423	.237
	error	29.199	250	.117		
	number	29.697	253			
Student Assessment	year of Study	1.925	3	.642	4.959	.002
	error	32.344	250	.129		
	number	34.269	253			
Student Selection	year of Study	8.183	3	2.728	18.672	.000
	error	36.523	250	.146		
	number	44.707	253			
Support Services	year of Study	8.490	3	2.830	12.249	.000
	error	57.760	250	.231		
	number	66.250	253			
learning resources	year of Study	3.500	3	1.167	13.792	.000
	error	21.150	250	.085		
	number	24.650	253			
Continuous quality improvement	year of Study	12.967	3	4.322	22.263	.000
	error	48.537	250	.194		
	number	61.504	253			

Note. $\alpha = .05$, J. K. D. = Sum of Two, D. K. = Degree of Freedom, M. K. D. = Mean Square

Based on Table 13 ANOVA test showed there was no significant difference in mean scores of existing quality assurance practices by public institutions in six aspect of quality, namely, aspects of curriculum design (F (3, 4540) = 23,348, p = 0.000, p < 0.001) , assessment of student (F (3: 1,925) = 4,959, p = 0.002, p < 0.005), the selection of students (F (3: 8,183) = l6.672, p = 0.000, p < 0.001), support services (F (3: 8,490) = 12,249, p = 0.000, p < 0.001), providing a source of study (F (3: 3,500) = 13,792, p = 0.000, p < 0.001), and continuous quality improvement (F (3: 12.967) = 22,263 , p = 0.00, p < 0.001). However, it was found that there was no significant difference in terms of teaching and learning (F (3: 0,499) = 1.423, p = 0.237, p > 0.05). This means that the level of the existing quality assurance practices vary according to students' level of view, especially for aspects of curriculum design, student assessment, student selection, support services, resources, education and continuous quality improvement measures.

3.2.3 The Contribution to the Quality of Student Learning Outcomes

Stepwise multiple regression analysis were used to determine the significance and contribution of the variance of independent variables on the dependent variable (Hair, 1988). A total of seven independent variables associated with existing practices in PTAIS, namely, curriculum design, teaching and learning, student assessment, student selection, service support, the provision of learning resources and continuous improvement measures examined to see to what extent these variables can predict the achievement of learning outcomes students and independent variables which contribute significantly to the achievement of student learning outcomes. Table 14 shows the results of multiple regression analysis step by step (stepwise) involving seven independent variables on the dependent variable, the results of student learning.

Table 14. Analysis of double rergesi (stepwise) for independent variables affecting student learning outcomes stais lantaboer Jakarta

Independent variables	B	Beta (β)	Value T	p	R^2	ΔR^2	Contribution (%)
Continuous quality improvement	-.215	-.283	-4.834	.000	$0.334^{(a)}$	.111	11.1
Curriculum design	-.183	-.140	-2.336	.020	$.379^{(b)}$	.144	14.4
services support	-.107	-.146	-2.487	.014	$.406^{(c)}$	.165	16.5
Selection of students	-.112	-.126	-2.167	.031	$.424^{(d)}$	.180	16.0
Constant	5.534		17.046	.000			

Dependent variable: Student Learning Outcomes Double R 0.276

R Squared 0.360 R Squared modified 0.718 Standard Error 0.358

Stepwise multiple regression analysis in Table 14 shows that of the four independent variables in practice STAIS Lantaboer Jakarta quality, continuous quality improvement, curiculum design, service support and selection of students to contribute significant of 58.0 percent ($p < 0.05$), on the achievement of learning outcomes students. The first and highest predictor of student achievement of learning outcomes is the practice of continuous quality improvement ($\beta = -0283, -4834$ and $t = p < 0.05$) gives a contribution of 11.1 percent to the variance in student learning outcomes. The second predictor is the practice in curriculum design ($\beta = -.140$, $t = -2336$ and $p < 0.05$), which contributed 14.4 per cent of the variance in student learning outcomes. The third predictor was the practice in the form of support services ($\beta = -.146$, $t = -2487$ and $p < 0.05$), which contributed 16.5 per cent of the variance in student learning outcomes. And forecasters in the form of the fourth is the practice pemiliahan students ($\beta = -.126$, $t = -2167$ and $p < 0.05$) gives a contribution of 16.0 percent to the variance in student learning outcomes.

Table 14 shows the results of analysis of variance to test the hypothesis statistically significant. Analysis of variance test the hypothesis that the R double in the population is zero. The analysis of variance revealed that the $F = 12.86$ (DK 4, 249) and a significant level of $p = 0.000$ ($p < 0.05$). Therefore, the hypothesis that there is a significant contribution in all aspects of quality practices (curriculum design, teaching and learning, student assessment, student selection, service support, the provision of resources and improvement actions) towards the achievement of student learning outcomes rejected.

3.2.4 Aspects of Transportation Quality Assurance Practices Existing Student Satisfaction

Pearson correlation analysis was used to test the strength of the relationship between existing quality assurance practices with student satisfaction.

Table 15. Pearson correlation between aspect quality assurance practices in student satisfaction

Variable	N	Correlation	Significance level (p)
Student satisfaction	254	1	.000
Curriculum design		.136(**)	.030
Teaching and Learning		.255(**)	.000
Student assessment		.157(**)	.012
Selection of students		.246(**)	.000
Support service		.135(*)	.032
learning resources		.187(**)	.003
Continuous quality Penmabahbaikan		.338(**)	.000
Overall Quality Assurance Practices		.317(**)	.000

* Significant at the 0.05 level ** Significant at the 12:01

From Table 15, Pearson correlation analysis showed a strong and positive relationship between the overall quality assurance practices with student satisfaction (r = 0 .317, p = 0.000 < 0.01). There is a strong relationship and positive design of the existing quality assurance aspects of curriculum design by student satisfaction (r = 0.136, p = 0.00 < 0.30), There is a strong and positive relationship between aspects of instruction and learning with student satisfaction (r = 0.255, p = 0.000 < 0.01), there is a strong relationship between positive and aspects of student assessment and student satisfaction (r = 0.157, p = 0.000 < 0.12), there exists a strong and positive relationship between the student selection with student satisfaction (r = 0.246, p = 0.000 < 0.01), there exists a strong relationship and Among the positive aspects of student support services and satisfaction (r = 0.135, p = 0.000 < 0.032), there is a strong relationship and positive design of existing quality assurance aspects of education and student satisfaction (r = 0.187, p = 0.000 < 0.003), and form strong relationships and positive design of existing quality assurance aspects of the ongoing quality improvement in student satisfaction (r = 0,388, p = 0.000 < 0.01).

These results indicate that there is a significant relationship between the overall quality assurance practices with student satisfaction. Form a strong and positive relationship existing quality assurance aspects of curriculum design and student satisfaction, teaching and learning with student satisfaction, student assessment aspects of student satisfaction, student selection aspects of student satisfaction, satisfaction with aspects of student support services, resource aspects of the study student satisfaction, and continuous quality improvement aspects of student satisfaction.

5. Discussion

Overall, respondents had expectations that quality assurance practices in STAIS Lantaboer Jakarta will meet the needs of good practice for the first degree program as described. The findings show that the level of expectation in STAIS Lantaboer Jakarta was high for all aspects, namely, curriculum design, teaching and learning, student assessment, student selection, support services, provision of education and continuous quality improvement.

The findings showed that out of the seven aspects of the existing practices for quality assurance in design STAIS Lantaboer Jakarta, five aspects are at the stage of simple practices, namely, curriculum design, teaching and learning, student assessment, learning resources and continuous quality improvement. While aspects of student selection and support services in high level. The findings also indicate a gap index for overall quality aspects, namely, curriculum design, teaching and learning, student assessment, student selection, support services, provision of education and continuous quality improvement is satisfactory. The findings of existing practices in the moderate supported by the findings Tang and Lim (2009), which shows the dimensions of curriculum design is being agreed or moderate (mean = 3.120). Results of the study also found that 35.7% of the workload of the course is not appropriate, there is continuity of 40.2% was found among the courses that they follow the core program, and 38.4% found the course content which are structured and organized. The overall quality of the course is quite positive. The findings by respondent group Overall administrators, lecturers and students demonstrate learning outcomes of students in Lantaboer STAIS Jakarta expectation level is high, the level of existing practices is simple and quality index is satisfactory. Learning outcomes gap in skill levels between simple quest for knowledge, problem solving skills and decision-making skills in a creative way. The level of

learning outcomes is modest, ranging competence in creative decision-making skills; competence in information and communications technology skills (ICT), and competence in solving problems of this study. Results achievement appropriate to the learning outcomes of students conducted by Tan (2007) showed that in the medium level (mean 3.64). The result in a moderate level of learning among students in mastering communication skills, decision-making skills in a creative, knowledge acquisition related with the current needs and skills of science. While search results Abror (2011), which demonstrated that the average value of the cumulative greed student participants in this study were 400 medium level CGPA between 2.60 until 3:50, While the study Norhani et al. (2005) found that 182 students of the total number of students FPPSM Universiti Teknologi Malaysia was under underperformance that is under CGPA of 2.5.

Respondents also found that the level of learning outcomes STAIS Lantaboer Jakarta is high, the quest for knowledge skills, problem solving skills, and skills in information technology and communication (ICT). This is consistent with the findings Muhammad Walid (2011) regarding the establishment of competency conducted by the State Islamic University (UIN) of Malang Maliki found that graduates have the ability to include: (i) a sharp mind and think-solving questions, (ii) responsive to environmental changes, (iii) rapidly understand and comprehend the problems caused by environmental changes, (iv) has a lot of sharp analysis and problem dealt with quickly solving elections, (v) have the ability to select the option appropriate for the solution of problems and correct.

The findings clearly indicate the level of student satisfaction at the level of the medium by STAIS Lantaboer Jakarta and simple mean satisfying and simple statement based on the average percentage. Three high and satisfactory level of medium and medium-that is, the course allows me to think more critically about issues of religious issues, lecturer build a good two-way communication with students, feeling the information and communications technology is used effectively in the classroom. Simple student satisfaction levels based on the results of this study are consistent with results of previous studies. As study conducted by Rini (2006) showed that student satisfaction levels reaching only 13.1 percent. The results of this study shows is when students feel dissatisfied and very dissatisfied the process of learning and administrative processes, laboratory facilities and other resources, and process information services at the latest.

Study results Patrisia and Day (2008) also showed that the level of student satisfaction was assessed as low. Abror finding study (2011) showed that student satisfaction levels reached a mean of 3.3, which means that the level of satisfaction of students still in a moderate level of services provided by the State University of Padang. Differences researchers conducted a study that shows moderate in line with the results of previous studies that showed a moderate level, because customer satisfaction and dissatisfaction is largely determined by the disconfirmation experience, and disconfirmation also depends on the initial expectations of a student customers. In STAIS Lantaboer Jakarta students have found satisfaction with the quality of existing designs STAIS practiced guarantee Lantaboer Jakarta but in a moderate level. The findings show that there are differences between existing practices and expectations in all aspects of the quality of the review, that is, aspects of curriculum design, teaching and learning, student assessment aspects, aspects of student selection, the support services, aspects of learning and continuous quality improvement aspect by view the whole collection administrators, lecturers and students rejected. The highest expectations for the support services and followed by evaluation of students. The lowest expectation is for the design of the curriculum and the teaching and learning. Whereas existing practices simple assessment of students is the highest, the lowest ratio is simply two aspects of the design of the curriculum. While seven different aspects of the high level of student selection and quality of service support. And building also the biggest gaps is to assess students followed the course compared with the smallest gap pengjaran and learning aspects is followed by the design of the curriculum.

The results showed significant differences in the mean scores of existing designs guarantee quality levels in students. Based aspects of curriculum design, student assessment, student learning, student selection, support services, provision of education and continuous quality improvement is high on the form of a comparison with students two years, students in the third or fourth year students. The findings, which showed significant differences in the design of quality assurance practices to support the findings Hamidah, et al. (2002) found that aspects of the subject and the learning system is simple to form the end (min 3:55) and to form a high (mean 3.72), while lecturers assessed by the simple form (min 3:56) and highly rated by the students of min (3.70). While the ratio of support facilities support services component has a large gap between the mean final year students (mean = 2.89) with the first year students (mean = 3.22). This was due mainly counseling services provided to students 1.

The findings show that the quality of my practices in sustainable improvement, curriculum design, student support services and selection contributed to the achievement of learning outcomes of students. However,

aspects of teaching and learning, student assessment and preparation of study not be contributing factors to the students' learning outcomes. Aspects of support services is a contributing factor to student learning outcomes in line with the findings Shofwatul (2010): that index morale lecturer which is part of student support services can influence the performance of the student's course grade State Islamic University (public) Yogyakarta at 67.64% with a ratio in the main discipline of the timeliness of the course and lecturers the ability to motivate students. Aspects of support services is a contributing factor to student learning outcomes inconsistent with the findings Hee and Nurazwin (2007) who found no significant relationship between support services and academic achievement.

The relationship between aspects of quality assurance in design STAIS Lantaboer Jakarta as it is said Kotler and Helen (2009) that satisfaction or dissatisfaction, is determined by two factors, namely the expectations before the purchase and the difference between expectations and perceptions of purchase. From these findings, it supports the finding Findings Oldfield and Baron (2000) which found that customer satisfaction for the academic degree is influenced by both the technical quality elements (monitor content, how to implement, input from industry) and quality functions (process services, interaction interfaces and physical evidence).

Rohaizat study (2007) support among the factors that have a relationship with the student satisfaction and learning environment facility or service quality faculty, course outline in a timely manner, the effectiveness of academic counseling, and the quality of the teaching. Results Minhayati study (2008) showed that the direct evidence (including physical facilities, equipment, personnel, and the provision of communication resources) and empathy (ease in any type of relationship, personal attention and understand the needs of the client) affect customer satisfaction, while also supporting the study findings Tang and Lim (2002) who found a significant correlation between the quality of teaching and learning (quality of teaching, quality assessment, quality of education and the quality of the guidance). The study found a significant correlation between teaching programs, the quality of the guidance, the quality of the course and quality of teaching. Maki study (2000) found a significant relationship between the level of student satisfaction with the assessment of learning. The findings also support the Zurni study (2005) that the quality of library services (reliability, responsiveness, assurance, empathy, and tangibles) North Sumatra University (USU) significantly affects the satisfaction of students. Support library services contributed to 56.3% of college students.

6. Conclusion

Administrators, lecturers and students have a high expectation of quality assurance in design practice STAIS Lantaboer Jakarta. Based on seven aspects of practice to assure quality in education in STAIS Lantaboer Jakarta, how students are selected, the way support services are available and are well implemented from seven aspects of quality assurance practices mentioned above, support services have been scored most highly significant. The support services of Higher Education on the Islamic religion meet good practice guidelines.

Overall, the responses of respondents to the achievement of learning outcomes of students is at the level of mastery of the competency simple. The findings show moderate relates to the search of knowledge skills, problem solving skills, and creative decision-making skills that need to be improved and the only one in the high level of mastery of knowledge (in the field of study).

Overall, respondents' feedback to student satisfaction is high and satisfactory level. Highest statement in high and satisfactory level, the course content is highly valued in the high level of satisfaction, student performance assessment methods are appropriate in the high level of satisfaction, overall, the learning program STAIS Lantaboer Jakarta gave the good of the quality and cost of the high level of satisfaction.

In a gap analysis, comparisons were made between the actual quality assurance practices as adopted by the institution against the practices expected by the respondents. The results indicate the existence of a gap in the quality of the design assurance STAIS Lantaboer Jakarta between current practices with practices that are expected to ensure the quality of higher education in religion at STAIS Lantaboer Jakarta. The study also compares the existing quality assurance practices based on the views of students by level of study. By year comparison, the results showed that the quality assurance practices in the study of existing practices have mean higher compared to the practice of quality assurance in education two years of study, three, and four years of study. The study also shows that there is a significant relationship between the overall quality assurance practices with student satisfaction, there is a strong and positive relationship existing quality assurance aspects of curriculum design and student satisfaction, teaching and learning with student satisfaction, student assessment aspects of student satisfaction, the selection of students with student satisfaction, satisfaction with aspects of student support services, resource aspects of study with student satisfaction and continuous quality improvement aspects of student satisfaction.

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