

# Competitiveness of Educational Quality of the State College of Islamic Studies (Stain) Pontianak after Status Change to the State Institute of Islamic Studies (IAIN) Pontianak

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## Abstract

The purpose of this study was to determine: 1) Reality competition education quality of The State college of Islamic studies (STAIN) Pontianak after status change to the state institute of islamic studies (IAIN) Pontianak, 2) Education quality management strategy of The State college of Islamic studies (STAIN) Pontianak after status change to the state institute of islamic studies (IAIN) Pontianak, and 3) Response religious leaders and community leaders on the competitiveness education quality of the STAIN Pontianak status after status change of the state IAIN Pontianak.

This research is a field research. While the approach used is a qualitative approach. Which became the research areas are: Reality competition is the quality of education STAIN Pontianak after status change to the state Institute of Islamic studies (IAIN) Pontianak, education quality management strategy STAIN Pontianak after status change to the state Institute of Islamic studies (IAIN) Pontianak, Response religious leaders and community leaders on the competitiveness of educational quality after status change to the state Institute of Islamic studies (IAIN) Pontianak. The research subjects were the Rector of Pontianak 1 (one) person, lecturer 3 (three) and three (people) the religious leaders and community leaders with documentation related to the focus of this study. The data collection technique is by interview and observation. Data analysis techniques, namely: data reduction, display data, conclusion drawing / verification. To test the validity of qualitative data is to: (1) triangulation; (2) member checks; (3) long-term observation; (4) peer examination; (5) participatory or collaborative modes of research; (6) researcher's biases; (7) analysis negative cases; (8) thick description; (9) auditing.

The results of this study are Reality competition is the quality of education STAIN Pontianak after status change to the state Institute of Islamic studies (IAIN) Pontianak is really happening. Nevertheless, the reality can not be measured clearly. The competition is only visible on the small scale of activities that sought to demonstrate the existence of institutions in public. Indications college competition around IAIN Pontianak not least that highlight the achievements of academic and non-academic community. Education quality management strategy STAIN Pontianak after status change to the state Institute of Islamic studies (IAIN) Pontianak in guarding the quality of education and improve the competitiveness of the universities around IAIN Pontianak almost irrelevant to the current situation, although it should be further enhanced. Response religious and community leaders on the competition is the quality of education STAIN Pontianak after status change to the state Institute of Islamic studies (IAIN) Pontianak can be indicated on user education services in IAIN Pontianak good ratings.

*Keywords: Competitiveness, Education Quality, Management Strategy, and Response,*

## I. INTRODUCTION

Education is an important part of life that is at once distinguishes humans from other living beings. Animals also learn but rather is determined by fundamental instinct, whereas man studying with a series of activities leading to the maturation towards a more meaningful life and are constantly evolving over time with a variety of learning resources. The general objective of education in Indonesia is developing a complete Indonesian man in the sense of education conducted while maintaining the unity, diversity, developing individual ideals. Every citizen has the right to education equally with excellence and equity between access achievement. This lofty goal will be achieved if carried out educational activities responsible and ensuring academic quality in the design, management of the educational process, based on the concept of growth, development, renewal, and the continuance so that the provision of education should be managed professionally. Educational become hope many parties to be able to produce quality resources, often breathless because faced with serious problems due to the development of a continuous and very fast.

The basic idea that education is a human construct the work so that she could survive protect themselves against natural and regulate relations between humans (Freud, 2007 in BSNP 2010: 5). Many experts argue that the understanding of this education is changing from time to time and from one educator to other educators. Education was basically it can be understood as a process, where educators make the transfer of knowledge,

skills and values to students in the process of forming physical abilities (healthy), reasoning ability (smart) or characters (main), through a process which is the effort of socialization and enculturation institutionalized, both in the realm of formal, non-formal and informal (BSNP, 2010: 5-6).

In the modern era, there has been a shift in measuring the progress of a nation. Previously, Natural Resources (SDA) is used as a primary foundation the size of the greatness of a nation. However, in the modern era is precisely the Human Resources (HR) is the main reference for the advancement of a nation. The progress of a nation, is also recognized by many highly dependent on the existing educational paradigms in the nation. A nation that has the paradigm of proper education, will inevitably bring about change and progress.

Nowadays, in order to improve the quality of education in the country, the government has set PP No. 19 Th 2005 challenge national education standards (SNP). The scope of the SNP as set out in Chapter II, Article 2 includes: a. content standards; b. standard process; c. graduate competence standard; d. standard teachers and education personnel; e. standard facilities and infrastructure; f. management standards; g. financing standards; and h. education assessment standards.

PP No 19 of 2005 on National Education Standards is the background why PT must perform management and strategy changes are good. Efforts to achieve these standards and in an effort to improve the quality of the PT, which will lead to increased competence alumni, takes a step and understanding of the management aspects of Perguruan High. In principle, if we look at the governance of the PT and pursuing these standards, then the PT only manage three Top aspect, namely; 1) Process, 2) Content, and 3) Resources.

Competition in education is increasingly tight. Not only in terms of the quality of theory is taught, but also in terms of the means available. This is also true at the college level, especially in each faculties. Because of the construction of educational facilities that meet the standards should also be performed. Higher Education (PT) is basically an institution that has a function as agents of change in society. The function will be effective when the PT is ready also responding to various changes in the strategic environment with open senatiasa to perform various internal paradigm shift. Paradigm changing needs of the PT became increasingly relavan when associated with the governance system of higher education that pendulum shift from centralized to autonomy. To deal with the actual problems encountered, proposed changes touch on the absolute level of the organizational structure, and culture organization and management of PT.

At least there are three (3) major challenges facing the world's universities in general. First, the financing of higher education. Second, ensuring the quality of the educational process with the agreed (stadarisasi). Three, relevance and competitiveness of graduates. The three issues, including the problems of financing, universally applicable, not least in the developed world once. Nicholas Barr, professor of public economics from the London School of Economics (LSE), submit a recipe to overcome the problem of education financing. Barr mind shortened version has been published in the daily The Guardian June 12, 2003 with the title "How best to widen university access - by abolishing fees as Tories suggest, or by enhancing loans, as the government plans"? More complete version published in a whitepaper entitled "Financing Higher Education: Comparing the Options" he composed for the ruling Labour Party in the UK (Indrawan, 2008: 1).

State institute of islamic studies (IAIN) Pontianak, as one of the institutions of higher education within the scope of the SNP, are also encouraged to make improvements to the quality standards in order to increase competitiveness. One that does is after change to the state institute of islamic studies (IAIN) Pontianak. The IAIN Pontianak is a hope and challenges of education, especially in Kalimantan Barat and Indonesia in general, to do with the competitiveness of the education quality. IAIN Pontianak is the only Islamic Higher education institutions in West Kalimantan.

### **1.1. Problems and Research Focus**

Based on the above research background, it is an issue of concern in this study is "How Competitiveness Education Quality STAIN Pontianak after Transfer Status Being IAIN Pontianak". Based on this fundamental issue, researchers compiled the following research questions:

1. How is the reality of competition STAIN Pontianak educational quality after status change to the state Institute of Islamic studies (IAIN) Pontianak?
2. How can education quality management strategy STAIN Pontianak after status change to the state Institute of Islamic studies (IAIN) Pontianak?

3. How is the response of religious leaders and community leaders on the competitiveness of educational quality after status change to the state Institute of Islamic studies (IAIN) Pontianak?

## 1.2. Research purposes

In general, this study aims to gain an overview of the Education Quality Competitiveness STAIN Pontianak after Transfer Status Being IAIN Pontianak which include:

1. Reality competition STAIN Pontianak educational quality after status change to the state Institute of Islamic studies (IAIN) Pontianak
2. Education Quality Management Strategy STAIN Pontianak after status change to the state Institute of Islamic studies (IAIN) Pontianak
3. Response religious leaders and community leaders on the competitiveness of Education Quality STAIN Pontianak after status change to the state Institute of Islamic studies (IAIN) Pontianak

## 2. Theoretical Framework

### Competitiveness of Higher Education

Within the framework of economics and management, the concept of competitiveness has a very important role in maintaining the sustainability of companies in winning business competition. The emergence of the competitiveness of firms for Porter (1990), in the Chou and Chang (2004) are the implications arising from the need to be able to compete in the international market through a variety of strategies to win the globalization. Nevertheless, within the framework of Porter to see the level of competitiveness, should not be done through a comparative analysis of rigid commonly used. For example in the business 'development of a ship', the cost per unit of output is sufficient to look at the effectiveness of development as well as a measure of competitiveness Chou (Storch, et.al, 1995) and Chang (2004).

If taken in the context of college, then basically there are three educational process core processes, namely teaching, research, and services (Indrajit and Djokopranoto, 2006). This means that the management of the three core processes, colleges are required to have the advantage so as to create sufficient competitiveness. Excellence as a form of competitiveness, seen from the college's ability to respond to global change, as a consequence of competition in education.

From the conceptual framework above, then the researchers mean competitiveness in this study are the hallmarks of higher education institutions in gaining public confidence as users of services. It was seen through the realization of the vision and mission of the institution.

### Education Quality Management Strategy

Management strategies can be interpreted simply knowing the affairs will be done (Macmilan, 1992: 13). In the context of the institution or organization, management strategies are used to achieve the set targets. As we know that was originally used in the strategic management of business management, namely managerial effort to cultivate the power of companies to exploit the business opportunities that arise in order to achieve the company's goal is the development of a vision and mission that has been determined. Business opportunities in the field of education is "education services", so that become customers too are learners as internal customers and parents of learners and the general public as external customers.

As for the strategic management researchers mean by the above description is an educational unit management. It was conducted based approach to the analysis of strengths, weaknesses, opportunities, and challenges for designing the activity in order to achieve the vision, mission, and objectives of educational institutions that have been determined. Pengawalannya one is to keep improving the quality according to the standards set.

## **a. Theoretical Review**

### **Competitiveness**

According Sumihardjo (2008: 8) power words in sentences meaningful competitive strength, and the word competitiveness means achieving more than the other, or different from the others in terms of quality, or have certain advantages. This means that competitiveness can be a meaningful force to try to be better than the other or both excel at certain things that a person, group or certain institutions. Furthermore Sumihardjo (2008: 11), suggests that competitiveness include:

1. The ability to strengthen its market position;
2. The ability to connect with the environment;
3. The ability to improve performance without stopping and;
4. The ability to enforce a favorable position.

From the above opinion can be concluded that the competitiveness in education is the ability of istitusi education for demonstrating excellence in certain cases, by showing the situation and the most favorable conditions, work better, faster, or more meaningful than others.

Whereas in the context of higher education (PT), competitiveness according to the description above is the ability of universities to demonstrate a competitive advantage and offer better value for its performance in some way, by showing the situation and the most favorable conditions, compared with other universities ,

### **Strategies in Achieving Competitiveness**

Ulrich and Lake in Chou (Storck, et.al, 1995) and Chang (2004) proposed the sense of organizational capability as the ability to build internal structures and processes in a company and the structure and the process can affect the workers to create adequate organizational capacity. Thus, an organization said to have the ability organsiasi good when the organization is able to menyesuaikan themselves with a variety of strategic requirements and changing business environment.

In the context of educational institutions, the core competence of the organization is also an important part of higher education. The shape of the core competence itself can be very diverse from one institution to another institution. For example, some universities in Indonesia, has a core competence in the application of ICT, management and quality assurance, excellent courses, faculty of excellence, and so forth. Core competence in the various aspects of this further into a kind of endorser, who made the good name of the college formed in the community, so as to mem back-up trend of declining student at the college in question. In certain cases even, core competence possessed PTN PTS could be exceeded in a specific field. It signifies the spread of a variety of core competence is a special characteristic for universities.

Furthermore Prahalad and Hamel (1990, in Holmes and Hooper, 2000) mentions that the competitive strength of the business will occur when there is something unique, relevant, and have the potential for high bargaining. There are four criteria that must be met in order for a company's capacity actually become core competence, namely: (1) are valued by consumers; (2) relevant to a variety of market conditions; (3) should be based on the ability of science, and; (4) should not be physical that allows duplication by competitors.

Universities from the aspect of the organization is also very important to consider in improving competitiveness. College competitive one indicator is to have a healthy organization. A healthy organization is an organization that takes into account the trend of fundamental changes which include: (a). Quality Assurance; (B). Autonomy; (C). Entrepreneurialism; and D). Leadership (Gary, 2005: 25).

Many experts believe that the greatest role in enhancing the competitiveness of Higher Education is a capable and responsible leadership jawap, both at university level and at the level of the Faculty. Several reasons can be put forward are: First, the role of promoting competence pimpinanlah institutions in the community; Second, pimpinanlah who designed the system of recruitment of new academic staff and students; Third, pimpinanlah which provides motivation and authority to the chairman of the study program to develop a program of study; Fourth, pimpinanlah that improve the academic atmosphere and working conditions, as well as the Fifth, which menetapkan pimpinanlah diverse interests and an interest in teaching and learning (Umiarso, 2011: 43).

Alumni from Traser study results revealed that the weakness of college graduates to compete in the labor market is the low inter and intra personal skills personal skills, including alumni of the low ability to communicate, organize and control.

To that end, the curriculum should be prepared with the involvement of alumni and the business community by focusing on improving the balance between kemampuan soft-skill and hard-skills. To prospective graduates need to be given training and debriefing on those materials that are not covered in the curriculum, such as information about the working world and readiness of graduates to enter the labor market. To assist graduates in obtaining employment need their exhibition job market in collaboration with business and industry.

### **Education Quality**

Meanwhile, the definition of quality itself can be seen from two sides, namely in terms of normative and descriptive terms (Suti, 2011: 2). The quality of education is the degree of excellence in management education effectively and efficiently to deliver academic excellence and extra-curricular learners who passed for an education or completing certain learning.

The components related to quality education consisting of at least five points (Suti, 2011: 2), namely; First, readiness and motivation of students. Second, the ability of professional teachers and cooperation in the organization of the school. Third, the curriculum covers the relevance of the content and operational processes. learning. Fourth, infrastructure melipui adequacy, and effectiveness in supporting the learning process. Fifth, the participation of the community (parents, users and college graduates) in the development of school education programs.

In general, the quality can also be interpreted as a comprehensive overview and characteristics of the goods or services were demonstrated in satisfying the needs of the specified or implied (Zamroni, 2000: 43). Thus the quality in education generated means comprehensive overview and characteristics of educational output produced by a ladder, type or educational institution to meet the expectations and desires of the community as a user and customer education institutions.

Furthermore, there is some understanding relating to the quality of education (Bachrum, 2001: 26), namely:

1. The quality indicator is the events that occurred in educational institutions that can provide clues about the education of good quality and can be used in order to evaluate the quality, and can be quantified and summarized for the purpose of making a comparison.
2. The quality standard is the measures approved or accepted obtained through accurate measurements of the boundaries of the achievement of the main goal of a system of education.
3. Factors affecting the quality factors are internal and external factors which together can determine the overall quality of an education system.

### **Education Quality Approach**

Arcaro (2005: 55-47) states that there are at least five approaches to consider in improving the quality of education. The fifth approach that is; first, continuous improvement. Second, determine quality assurance. Third, change of culture. Fourth, upsidedown organization. Fifth, keeping close to the customer.

### **Management education strategy**

There are two factors that may explain why efforts to improve the quality of education has been less successful or not. The first strategy for education development have been more of an input-oriented. Second, management of education during this time is more macro-oriented, which is regulated by the bureaucracy at the central level. As a result, many factors are projected at the macro level (the center) does not occur or is not working properly at the micro level (target institutions).

The discussions provide insight to us that the development of education is not only focused on providing educational input factors but also should pay more attention to the education process factors. Input education is



an absolute must exist within certain limits but not a guarantee can automatically improve the quality of education (school resources are Necessary but not sufficient condition to improve student achievement). Besides, in view of the institution as a unit implementing formal education leading to a variety of potential diversity of learners who require the services of a diverse education, environmental conditions are different from each other, however, the organization must be dynamic and creative in performing its role to work on improving the quality / quality of education. It will be implemented if the institution with a wide range of diversity that, given the trust to organize and take care of himself in accordance with the environmental conditions and the needs of learners. Nevertheless, so that the quality is maintained and that the process of quality improvement under control, there must be standards set and agreed nationally to be an indicator of evaluating the success of the quality improvement (their benchmarking). This thinking has prompted the emergence of a new approach, namely the management of improving the quality of education in the future should be based locally as an institution at the forefront in educational activities. This approach, then known by the management to improve education.

The world of education is becoming the center of attention all the components of this nation. Based on the belief that this great nation that education can change the future of the nation, since the reforms carried out fundamental changes in the management of education. Fundamental change is done by changing the Constitution, Education System Law No. 02/1989 become No. 20/2003, followed by Government Regulation No. 19/2005 on the National Education Standards, as well as technically poured into education ministerial decree on the eight standards of management education.

In UUSPN, disclosed that the functions and objectives of national education in article 3 that "national education serves to develop the ability and character development and civilization of the nation's dignity in the context of the intellectual life of the nation, is aimed at developing students' potentials to become a man of faith and devoted to God Almighty, noble character, healthy, knowledgeable, skilled, creative, independent, and become citizens of a democratic and responsible "(Article 3 UUSPN 20/2003). Based on this function then in 2005 set the Strategic Plan mone mone. In this Strategic Plan mone disclosed that vision is "The education system as a social institution that is strong and authoritative to empower all citizens of Indonesia develop into a human quality so capable and proactive answer the challenges of the times are always changing.

In line with the vision of the National Education, MONE desire that 2025 could produce a "Insan Indonesia Smart and Competitive". The vision of this mone mone can we interpret that more emphasis on transformative education, which makes education as a driving force of change "developing society" to "advanced societies". Formation of advanced society is always followed by a process of structural transformation, which marked a change of society that the potential of humanity evolving toward less developed and developing communities that actualize the potential of humanity optimally.

Even in the current global era, transforming it goes by very quickly which then leads to a knowledge-based society.

The fundamental change is the change in the management of education, from centralized to decentralized management. Management education is oriented to the "customer satisfaction" to promote the quality of education. However, the management changes until today is still less holistic, because the management of which has been done for many years has become a habit, so that when it is expected to change still occurring changes fragmentary. One alternative that must be done by each educational unit is reset management of education by implementing strategic management.

As disclosed that the management of educational units especially in PT based on a potential stakeholder in the vicinity. Management is in line with the principle of Legal Education which will be applied to any educational institution. Management of education in order to improve the quality of management schools performed as well as was presented to stakeholders. The government does not intervene again taking care of technical matters, so that the government's policy of improving the quality just is facilitated by autonomy policy, standardization, accreditation, and certification.

### **Dimension Management Strategy**

Based on the definition and characteristics can be concluded that strategic management has several dimensions or multidimensional (Siagian, 2001: 18-20). Dimensions are:

#### **1. Dimensions of Top Management Involvement**

2. Dimensional Fund Allocation, Infrastructures
3. Time Dimension Strategic Decisions
4. Future Orientation Dimensions
5. Consequences multifaceted Strategic Issues
6. Dimensions External Environment

## **Response**

The response is a result or impact in the form of a physical reaction to the stimulus (Sanjaya, 2003: 188). The response is also a transfer or exchange of mutual information and has the effect (Winarni: 2003: 58). From these definitions it can be concluded that the response of a person's tendency to leave focusing on something outside himself because there are stimuli that drive. Responses can also be interpreted as a response, a reaction, or an answer (Purwadinata, 1999: 43). So if the process has stopped existing observations only an impression only (Ahmadi, 199: 64).

Based on the above opinion, it can be understood that the response is a person's responses or answers to what is perceived either directly or indirectly. The response may also give effect to the recipient to take action against an object or permasalahan how everything that affects the behavior chosen as a perspective. The response is also a response based on an evaluation directed towards an object and expressed in action. While the forms of response is the view that based on the assessment of an object which occurs. It can apply anytime and just about anywhere when the stimulus effect.

## **Types of Responses**

In general the result or outcome response includes three aspects, namely: Cognitive, Affective, Conative / psychomotor. Cognitive effects associated with the knowledge that involves thinking, problem solving, and basic decisions. Affective effects associated with likes and dislikes, opinions, attitudes. While conative effects related to the behavior or action (Quail, 1987: 234). The response can be divided into three (Grace, 2004: 219), namely: a) cognitive response occurs when a change in what is known, understood, or perceived audience. b) affective responses arise when a change in what is perceived, liked or hated audiences. c) behavioral response refers to the actual behavior that can be observed which include patterns of action, activity, or behavioral habits.

The taxonomy and klafikasi from the above explanation, according Winkel (2004: 273), namely:

a) cognitive domain consists of; First, knowledge, Second, comprehension. Third, application, Fourth, analysis, include the ability to specify a whole into its parts. Fifth, synthesis, including the ability to form a coalition or a new pattern. Sixth, evaluation ,.

b) affective domain consists of; First, receiving, Second, responding, Third, valuing. Fourth, organization, Fifth, characterization by a value or value complex.

Some studies show that the response arises from the process of thinking and pay attention to the object, their presence raises awareness of the process, the individual objects. At this stage, people will pay more attention on something he likes in accordance with the experience that they got, and he is aware of the object encountered. Attention here interpreted as a mental process when or series of stimuli become prominent in consciousness at the time of other stimuli weakened (Grace, 2004: 52).

## **C. Research Methodology**

### **Type and Research Approach**

This type of research used in this research is the field research. According to Lexy J. Moleong (2007: 26) that the type of field research is considered as a broad approach in qualitative research method or as a team to collect qualitative data. While the approach used in this study is a qualitative approach.

## Research Subjects

Given this kind of research is field research then that becomes the research area are: Reality competition is the quality of education STAIN Pontianak after the change of status into IAIN Pontianak, Strategies quality management education STAIN Pontianak after the change of status into IAIN Pontianak, Response religious leaders and community leaders on competitiveness Education quality STAIN Pontianak after the change of status into IAIN Pontianak. Because the focus of this study is the Competitiveness Education Quality STAIN Pontianak after Transfer Status Being IAIN Pontianak, then that becomes the subject of research is the Rector of Pontianak 1 (one) person, lecturer 3 (three) and three (people) the religious leaders and community leaders with documentation related to the focus of this study.

## Data Collection

According to Hadi Sutrisno (1995: 97), data collection techniques greatly affect the success of a study. Both the poor a research partly depends on the techniques of data collection. In this study, researchers used data collection techniques: interview, observation and documentation

## Data Analysis

Research with qualitative approach, data analysis techniques are carried out simultaneously with data collection. At least three data analysis procedures proposed by Miles and Huberman cited Sugiono (2006: 333), namely: First, the data reduction. Secondly, the data displays. Third, Conclusion Drawing / Verification, fourth step is the conclusion and verification. Lexy J. Moleong (2002: 17), suggests that in order to test the validity of qualitative data can be performed through specific strategies, namely: (1) triangulation; (2) members; (3) long-term observation; (4) peer examination; (5) participatory or collaborative modes of research; (6) researcher's biases ;; (7) the negative case analysis ;; (8) thick description; (9) auditing. In conjunction with this study, researchers used two techniques in the collection of data to ensure the validity of data, namely: Triangulation and Member check. This study will be carried out in several stages or steps. This study measures following the steps written by Nur Syam (2010: 3-4), as follows: Invention, Discovery, Interpretation, Explanation.

## D. DISCUSSION

After exposure data gained through observation, interviews and documentation, then the next will be discussed and will be reinforced by the theories of existing and additional theory. As this discussion will be adjusted with sub researchers focus of research, including the following:

### 1. Reality Competition Education Quality STAIN Pontianak after status change to the state institute of Islamic studies (IAIN) Pontianak

The 21st century is marked by rapid development in the field of information and communication technology (ICT) has brought about many changes in the institutions and structures of human life, not least education and institutions in it. Competition as the main feature of modern civilization has progressed past the lot boundary line world increasingly consolidated control of ICTs. The level of competition that arises then a rapidly evolving and no longer confined to national borders. In the sense that all entities in the world are basically living in a high competition as the performance and use of ICT.

The world of education was inevitably involved in this competition. Various models of learning given educational institutions of varying degrees of course be the people's choice, according to the needs and the ability to achieve it. Given the educational community is the subject of an active and participatory in its assessment, educational institutions are also required to demonstrate professionalism in the delivery of services to the public, to ensure the sustainability of the public selection of the learning model given the educational institutions. Competition in education then developed into a more distant, as the direct impact of globalization across the world. Entry of education within the framework of the GATS (General Agreement on Trades and Services) directly to tap into the world of competition in education by involving more players.

The high level of competition in the world of education makes educational institutions must prepare themselves, transforming the organization, to seek advantage that can ensure the preservation of the existence of educational



institutions in an increasingly tight competition. This paper is intended to see how the basic competencies for the organization of higher education developed in order to increase competitiveness in the face of global competition in education. Given this assessment is very close in nature to the study of economics and management, then some of the approaches in these two fields will be used. Plus some experience of educational institutions in other countries that first felt the competitive climate in the field of education. Some terms and technical explanations will be discussed to reinforce perceptions adopted from studies of economics and management, to be analyzed in the context of education, coupled with implications for education in Indonesia, by taking IAIN Pontianak experience as part of the discussion.

In the framework of good university governance, Pontianak IAIN continues to strive to create harmony and synergy PT activities and results to the needs of all stakeholders. IAIN Pontianak will always encourage the search for solutions to various problems faced by the community, both at the local, national, regional and global. Sejalan with it, IAIN Pontianak developed several study centers in accordance with the expertise and needs of people in various faculties and courses that involve a variety of scientific disciplines. The development of information and communication technology has also been able to rapidly increase access to high-quality education, improving governance PT so as to encourage the achievement of the quality of teaching and research that is run effectively and efficiently.

Pontianak IAIN experience in building competitiveness can be seen from the commitment of leaders and managers to ensure the implementation of high-quality education. This is partly to do with the strengthening of some basic competence in management and organization, which among others is manifested in:

1) Establishment of Quality Assurance Agency (LPM);

LPM itself has primary responsibility for the manufacture, application and development of Quality Management System as well as the development of concepts and design education in IAIN Pontianak.

2) Build a network of both national and international;

This network is built by means of organizing seminars, workshop, as well as with models like national or international scale. IAIN Pontianak also been to several universities at home and abroad to establish a joint MOU Daik in learning, research and community service.

3) Strengthening of IT as services to the students, parents, and alumni, as well;

4) Optimization networking either by strengthening the alumni network, which is spread in various regions.

2. Education Quality Management Strategy STAIN Pontianak after status change to the state institute of islamic studies (IAIN) Pontianak

Strategy is a comprehensive plan that integrates all resources and capabilities that have long-term goal to achieve a goal. While strategic management is a process that is continuous, iterative and crossfunctional which aims to ensure that the PT is able to adapt to the dynamic changes. That PT can move quickly and correctly, it is necessary to determine the ability of the new position and orientation with a new paradigm called repositioning. Reposition PT implemented to assess and review all the strengths and weaknesses so as to determine which should be improved and strengthened (Wahyudi, 1996: 55).

Looking at the reality of competitiveness IAIN Pontianak, the goal of improving the quality, relevance and competitiveness IAIN Pontianak refers to the vision and his mission. In order to achieve these objectives, the program is directed at the improvement of standards of academic quality, monitoring quality assurance, quality improvement prospective students, improving the relevance and quality of education and increase the ability of graduates reflected on the ability of academic and non-academic (creativity and management) in accordance with the level of education and the ability to compete in the field. From the analysis of interviews with informants, it can be concluded that the development strategies that do are:

1 Developing a quality education program through the development of academic standards based on national standards of education.

2 Oversight quality assurance programmed with reference to national education standards.

3 Determine the quality of education that is relevant to the needs of society and the labor market.

4 Improved quality of graduates

- 5 Expansion and improvement of quality accreditation.
- 6 The development and improvement of quality of lecturers.
- 7 Development of the competence of lecturers.
- 8 Increase the number, quality and relevance of research.
- 9 Increased number and quality of scientific publications and Scientific Work Rights (IPR).
- 10 Increasing Number and Quality of Community Services
- 11 Utilization of Information and Communication Technology in Education
- 12 Increased Creativity, Entrepreneurship, and Student Leadership

In accordance with the mandate of Law 20/2003 Entang National Education System, PT is obliged to provide education, research and community service. PT has the autonomy to manage their own institution as a center of higher education, scientific research and community service performed in a professional manner based on the principles of autonomy, accountability, quality assurance and evaluation transparent. IAIN Pontianak PT categorized as capable of independent development, function of management of research and community service entirely the responsibility of PT concerned.

As a reference, quality management education strategy in Pontianak IAIN can be described as follows (Wahyudi, 1996: 57-58):

#### 1. Creating trust and confidence of stakeholders IAIN Pontianak.

This development strategy is very important for the PT, because it is a form of public and social accountability PT. In building infrastructure, until now IAIN Pontianak has had a campus representative and quite modern. The facility is equipped with facilities and infrastructure as the carrying capacity of scientific development is needed (multimedia classis, monitoring system for learning processes) although not perfect. Additionally, IAIN Pontianak also has a number of permanent lecturers considerable, both in terms of quantity and quality. Has provided the necessary facilities, libraries, sports facilities, arts and so forth. Facilities owned by this, it is only one of the several large to be realized by IAIN Pontianak.

IAIN Pontianak, wants to make this campus not only as a transformation of science from the professors to the students that took place formally and mechanical nature, so does not just conducting tests to obtain a certificate and a passing mark, more than it wants to make itself truly as the house of knowledge, which is as home science inhabitants who always has a typical forward the courage responsible freedom that is based on solid reasoning power and openness in accepting all the necessary scientific information. People who bears the title of this kind are lovers of science and truth are essential. Such campus, in which there are people in his life to devote his mind and energy just to develop Sciences.

As people who live in homes that do science is academic activities, such as lectures, discussions, dialogues, research, looking through the literature findings and reflection on the results of observations. Campus as home Ilmu as illustrated by a series of characteristics that put forward over the course graduates desirable is the realization of human future that has the robustness of intellectual, spiritual depth, high morals, skills that are reliable, all of which are manifested in the form of individual piety and social piety and have a clear vision and extensive knowledge.

Ideals above, demanding attitudes, behaviors and ways of thinking that is rational from each academicians. Therefore, IAIN Pontianak from time to time continue to make improvements through the addition of facilities and infrastructure. In the academic field, the construction of this confidence dimanifestasikan in various scientific activities such as young faculty research and writings in book form for faculty and students.

#### 2. Build a competitive advance centers

By building centers of excellence in academics and eunterpreuner will build brand image in the community. PDSA USE strategy can be used in building a competitive advance centers. The development of this field continues to be seen as an improvement, so that the main task of leadership is to do repair process that occurs continuously with making effective decisions to solve the problems associated with the existing business can use PDSA USE decision-making, namely; U (Understand improvement needs), S (State the problem), E (Evaluate the root Cause (s)), P (Plan the solution) D (Do or implement the solution).

Some examples of a center of excellence that has been developed by the University of IAIN Pontianak such as: LPM, LP2M, Library, PTID, PPB, Ma'had Al Jami'ah, Audit and Quality Control Center LPM, Centre for Research and Publishing LP2M, Center for the Study of Gender and Children LP2M, This center of excellence, the goal clearly in line in line with the vision and mission of IAIN Pontianak.

### 3. Develop ICT (Information and Communication Technology)

By building and developing the ICT used in the processes of teaching and learning, management and interaction between units at the university. The development of ICT in the campus community balanced with adequate IT infrastructure development such as connection to use the service for free hot spot for students, Academic Administration Management, Finance and Employment, etc.

### 4. Build professionalism, ensure quality and maintain good relationships with stakeholders.

PT as an educational organization has interest in the preservation of culture, values the independence and businesses. Therefore PT is required to follow fashionable. Education regarding the dimensions of the system, paradigms and cultures. Culture PT needs to be adapted to the paradigm shift in the world, which is oriented to the customer, customer satisfaction, disclosure management, and quality assurance.

Quality assurance is the meeting point between client expectations and providers of educational services provider. Quality education is always discussed among education experts. For a different society, perhaps the definition of the quality of education will be different, as are the indicators used to measure the quality of education. Quality Assurance as a measurement of quality has been implemented in education in some countries that have developed as a form of accountability for professional standards in the field of education. Quality Assurance is a well planned and tersistematis will be used for reflection, education performance monitoring, providing a comprehensive picture of the effectiveness of the educational process and the performance of PT, sustainable improvements universities, and can be used to provide guarantees or trust a product or service is said to be quality education.

With the quality assurance in the academic field, employee, service, financial, and academic compatibility between products produced by IAIN Pontianak with stakeholders, will develop mutual trust and build a good image in the community PT. If people are satisfied, it will be intertwined emotional attachment and gradually will develop loyalty to the PT. Entanglement between a given quality education PT on customer loyalty (Wahyudi, 1999: 62).

### 5. Establishing cooperation with other institutions

Build alliances with other institutions is unavoidable. Due to the rapid development of information technology in this era of globalization, the world would seem to be smaller because the distance is no longer a barrier to communication. With limited communication geofrafis seemed to disappear and become an integral part of the global community. IAIN Pontianak itself began to explore cooperation both locally, nationally and internationally. This cooperation is important to be used as a gateway to the PT known.

### 6. Develop a commitment to Islamization and Local Wisdom

IAIN Pontianak vision is: "Ulung and open in the study and scientific research, as well as the Islamic culture of Borneo". This vision IAIN Pontianak is expected to give birth to a competent Muslim scholars that noble, believe in yourself, be useful for the community and the country, and work towards the realization of major society, just and prosperous Allah approves. Observing IAIN vision, then the expected outcomes was the realization of a future human resources who have an intellectual robustness, spiritual depth, karakter, noble character and a reliable skills. This form termanifestasikan in the form of individual piety, social piety, have a clear vision, insight and broad knowledge.

### 3. Community Response Against Competitiveness Education Quality STAIN Pontianak after status change to the state institute of islamic studies (IAIN) Pontianak

The target audience in English target audience is the audience being targeted communication activities of the organization, both for organizations having an interest in the audience, as well as the audience is an asset that acts horns can be beneficial or detrimental organization (Sujanto, 1991: 31). Definition viewer (audience) to fill three major functions (Sujanto, 1991: 33). This first told us, who actually consume media and are then vulnerable (young taxable) against any possible media effects. Both a clear historical trend in thinking about the nature of the effects have been far from a concept of influence on individual securities that appear to be as tobul

sense for an emphasis on the ways these securities whether the location is the interpretation by social and group affiliation.

In the context of this study, which became the main audience is the Islamic community as users of education services in Pontianak IAIN either directly or indirectly. IAIN Pontianak as the media and the means to achieve the satisfaction level of higher education based on Islam, has a variety of perception and response in the community. The response of the community as an educational service users in Pontianak IAIN consists of two general categories namely; First, they stated very necessary and important to deepen their religious knowledge in IAIN Pontianak. They believe that IAIN Pontianak has quality facilities and infrastructure as well as qualified lecturers. IAIN Pontianak then become the primary choice for taking courses. Secondly, those who choose IAIN Pontianak for reasons affordable in cost. Compared to some of the PT in the vicinity, Pontianak IAIN much more affordable in terms of cost. Nonetheless, it did not reduce the quality of education in it.

With regard to the response of the people at the top, it is very closely related to the needs of people and their purchasing power. Practically, people want PT quality, in the discourse of the other, they also chose the PT because of affordability. Of course this is also closely related to the economic level of society are generally still lower middle area that causes most people can not reach the PT-cost, high quality is also high.

## E. Conclusion

This study shows that efforts to build competitiveness for an educational institution is an absolute thing that must be done to maintain the existence and achieve excellence in the era of competition and globalization continue to explore the world of education today. One of the strategic options in building competitiveness is by taking the basic competencies that are owned by educational institutions to then be used as the principal entry point for the improvement of competitiveness. In order to improve the competitiveness of this, of course, many obstacles and challenges faced by the management, ranging from budget constraints, organizational constraints, to the problem of human resources that will be closely related to management commitment, staff, and all stakeholders to build competitiveness in educational institutions ,

After analyzing the data obtained from this study, it can be concluded as follows:

1. Reality competition educational quality STAIN Pontianak after status change to the state institute of islamic studies (IAIN) Pontianak true. Nevertheless, the reality can not be measured clearly. The competition is only visible on the small scale of activities that sought to demonstrate the existence of institutions in public. Competition PT around IAIN Pontianak can be seen from the indications and responses that occur in the community. Indications are PT around IAIN Pontianak not least that highlight the achievements of academic and non-academic community.
2. Education Quality Management Strategy STAIN Pontianak after status change to the state institute of islamic studies (IAIN) Pontianak in guarding the quality of education and increase the competitiveness of the PT in the vicinity has been almost irrelevant to the current situation, although it should be further enhanced. As for the reason is; (1) The strategy of quality management education in IAIN Pontianak in improving competitiveness by PT surrounding almost meets basic demands in society. The basic requirements include the fulfillment of the needs of quality education based on Islam, fulfillment of affordable education, and strategic campus locations in the city center. (2) The public at certain educational level are increasingly recognizing the importance of Islamic higher education institutions for the next generation, especially in the formation of faith, morals, depth of knowledge, and skills that can be counted on to progress in the future.
3. Response religious and community leaders on the competitiveness of the education quality after status change to the state institute of islamic studies (IAIN) Pontianak can be indicated on user education services in Pontianak IAIN pretty good. This is also linked with the way people assess IAIN Pontianak. This view is very diverse ranging from deem very necessary for their children to deepen their religious knowledge as well as the affordability of karen IAIN Pontianak is the only Islamic country higher education institutions in West Kalimantan.

## F. Suggestions

1. Reality competition does not appear directly require special handling strategy for Pontianak IAIN in order to remain able to survive in competition with the PT in the vicinity. IAIN Pontianak should implement the

strategy guard against all forms of competition. In addition, there should also feedback, which is information relating to programs that have been implemented. It can be directed to alumni, parents of students, the general society, nor stakeholder. Strategy alert and feedback is expected, will continue to impact the IAIN Pontianak innovative in dealing with all the changes in order to improve the quality of education.

2. Strategy educational institutions as a shared responsibility between the government and the public will have a positive impact in the management of the institution. The impact is the needs of the community and demand answers from the community by the community itself. Nonetheless, there is still lack of standard communication procedure regarding the flow of information from the public to Lambaga and vice versa. This standard procedure needs to be made for a more structured communication takes place.
3. The relevance of the management strategic with the reality of the competition that there is an initial capital Pontianak IAIN in enhancing competitiveness in order to gain the trust of the community. The initial capital can be improved by developing a method or program to the public institutions that lebihebih komprehenship.

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