Improving the Quality of Academic Services Through Implementation of Internal Quality Assurance System in State Institute of Islamic Studies STS Jambi

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Abstract

Implementation of quality assurance systems in IAIN STS Jambi implemented in early 2012, through the build system of internal quality assurance based on ISO 9001: 2008, in the process of implementation required strong reasons behind not growing atmosphere of academic standards of accreditation of study programs and institutions that are reflected in the implementation of *Tridharma* college (Teaching, Research and Community Service) in IAIN STS Jambi.The purpose of this study is to describe the process of improving the quality of academic service commitment through the implementation of an internal quality assurance system in IAIN STS Jambi. This research uses descriptive research with a qualitative approachThe Implementation results of this study are SPMI at IAIN STS Jambi showed an increased commitment to quality of service leadership, faculty, staff and students (academics) to perform tasks *Tridharma* college has been quite good, but still a lack of quality awareness and consistent running quality documents that have been defined.By implementing a system of internal quality assurance (SPMI), it will be able to raise awareness of the quality, commitment to quality, efficiency, reduce costs, improve morale faculty, staff and students, improve productivity, reduce rework, improve processes, achieve good cooperation, improve communication employees, reduce quality problems, improve quality awareness, documenting the quality system, improve the quality system, meet stakeholder satisfaction, better stakeholder satisfaction, improve stakeholder confidence, and improved public image of the input, process, output and outcome IAIN STS Jambi.

Keywords: Quality Commitment, Internal Quality Assurance System

1. Introduction

Quality assurance of academics at the college is being established and the fulfillment of quality standards of higher education management consistently and continuously, so that stakeholders (students, parents, work, government, teachers, supporting staff, and other interested parties) to obtain satisfaction as expressed by Ponpon (2003) by saying that: "one of the strategic issues in HELTS 2003-2010 is Point E. Quality Assurance or Quality Assurance, as follows: in healthy organization, a continuous quality improvement should Become its primary concern. Quality assurance should be internally driven, institutionalized within each organization's standard procedure, and could involve; Also external parties. However, since quality is Also a concern of all stakeholders, quality improvement should aim at producing quality outputs and outcomes as part of public accountability ".

Implementation of quality assurance (quality assurance) at a Higher Education aims to maintain and improve the quality of Tri Dharma of Higher Education in a sustainable standards (continuous improvement), it is run by the college's vision and mission, and to meet the needs and internal stakeholder satisfaction and external to the organization of Tri Dharma College.

Quality assurance in higher education is an important program and must be implemented by all institutions of higher education providers based on Law No. 12 of 2012 on Higher Education mandated that universities should implement and the implementation of quality assurance system as a defining aspect to improve the competitiveness of universities.

Quality of Higher Education is the achievement of educational goals and competencies of graduates who have been assigned the higher education institution in its strategic plan, or conformity with the standards set. Quality assurance is an overall activity in a variety of system to ensure that the quality of the resulting product or service is always consistent with planned or promised, contained in the process of establishing an d quality compliance management by consistent and continuing education, so that all stakeholders obtain satisfaction.

Improving the quality of higher education must be carried out continuously. One effort to it is developing a Quality Assurance (Quality Assurance) in college. Quality Assurance is expected to grow from the quality culture; how to establish standards, implementing standards, evaluate the implementation of standards and continually work to improve the standard (Continuous Quality Improvement). (Director of Academic Department of Education: 2003).

Thus, quality assurance is expected to be carried out in all universities with quality standards, among others; course curriculum, human resources (faculty and supporting staff), students, learning processes, facilities and infrastructure, academic atmosphere, finance, research, and publications, community service, governance,

agency management, system information, as well as cooperation within and overseas.

For the attainment of a sustainable quality of higher education (continuous quality improvement), implementing quality assurance is a necessity, because the colleges that guarantee the quality is an organization that continually meet the needs and customer satisfaction. Customers (customer) are satisfied will increase to a loyal customer and this means it will provide benefits to the organization concerned.

Based grand tour author in the field shows that before implemented (1) a quality assurance system in IAIN STS Jambi has not been managed in accordance with the concept of higher education quality assurance that apply as well, it is pointed yet provided guidance document quality assurance Institute and faculty, SOP process and evaluation of learning, document code ethics as operational standards of quality standard as quality assurance guidelines, so that the academic atmosphere runs sporadically without a standardized system; (2) do not enforce internal quality audit system of academic fields to see the quality of the study program, is shown in institution not yet have an internal auditor and also evidenced by the number Prodi extension permits that have expired and preparation of accreditation is not running; (3) the availability of curriculum institute, faculty and Prodi also not been well managed, it is indicated that the curriculum IAIN in general have not been evaluated and standardized officially by the institute, so that the applicable curriculum implemented by the study program and faculty independently without control; (4) there is no monitoring and evaluation systems are obvious, such as the periodic monitoring and evaluation of faculty performance in the discharge Tridharma College has not done well. In fact there are many professors who teach do not have a syllabus and SAP, research and community service performed lecturers still low, is also a lack of followed by the improvement and development of quality lecturers through training, workshops, and scientific activities; (5) lack of commitment to high quality academic community in the service of academic tasks and different perceptions occur even at the leadership level of ignorance about the importance of the implementing internal quality assurance system.

The above conditions indicate that the atmosphere of academic culture IAIN STS Jambi colored picture of the many problems, it needs to get a serious response to look for solutions to improve the quality of systematic and sustainable way, it is necessary to do in-depth research to answer the question of why the assurance system internal quality IAIN STS Jambi did not run well in accordance with the demands and regulations.

Based on the above background, it can be formulated why the internal quality assurance system (SPMI) at IAIN STS Jambi not been run in accordance with the applicable rules, for it needs to be examined more deeply about:
1. How is the quality improvement strategy commitment academic services through the implementation of quality assurance in IAIN STS Jambi?
2. How result of the implementation of quality assurance systems IAIN STS Jambi?

2. Methods
This study used a qualitative approach with descriptive methods. So that the data in the study will be presented in the form of descriptions. IAIN STS Jambi research location is Jambi by involving students and lecturers in IAIN STS Jambi. The data collection using observation, interview, documentation, survey results. As for data analysis using a model of analysis techniques Interactive Humbermen Miles (1992: 20).

3. Results and Discussion
3.1. Quality Assurance Systems on Concepts Academic of College
The quality standards are the criteria that indicate the level of achievement of expected performance, which is used to measure and describe the requirements of the quality and performance of individuals and work units. Academic Quality Standard is the level of academic performance achievements of faculty and students in education / teaching, research, and community service. Achievement standards of academic quality of each individual will reflect on the quality standards of its academic units. The quality standards form of a statement that can be shaped elaboration /details of the characteristics, the command to do something, or a statement about something that should happen /be achieved.

Quality assurance is essentially a trust and that is where the role of the Law No. 20 of 2003 article 60 and article 61 concerning the accreditation of certification is directly related to quality assurance, accreditation and certification as an important part of public accountability in education.

In this connection, the stakeholders have demanded the institution - the providers and the person in charge of education for professionals and for the National Education Standards Agency (BSNP) very stressed issues said quality by presenting a number of national education standards both measurable (quantitative) and by also taking into account dimensions other soft skills. In order for it to be the university's quality management must be properly managed. In this connection, the International Organization for Standardization (ISO) has identified eight management principles to guide top managers in leading their organizations in an effort to improve performance include: (a) customer focus, (b) leadership-decision, (c) involvement of people-full involvement, (d) process approach-efficiently, (e) system approach to management-managing interrelated

processes, (f) continual improvement, (g) factual approach to decision making-effective decision making based on the data and information, (h) Mutual beneficial-supplier relationships (Regional Program on Establishing Through Quality Management System ISO 9001: 2000 Certification for TET Program, (2003; p: 17)

According to Director General of Higher Education (2006), higher education quality assurance systems on the basis of internal quality assurance, external quality assurance and permit the implementation of the study program. Explanation of the three elements are as follows:

(a) Internal Quality Assurance

Internal quality assurance is carried out by the quality assurance of higher education institutions in the manner set implementers college. The parameters and methods to measure the results established by the college according to the vision and mission. By running internal quality assurance, the higher education institutions should conduct an internal evaluation of so-called self-evaluation on a regular basis. Self-evaluation is intended to pursue continuous quality improvement. Furthermore, the internal quality assurance system in the book is called SPM-PT.

(b) External Quality Assurance

External quality assurance is the quality assurance undertaken by accreditation bodies such as BAN-PT or other institution in the manner prescribed by the accreditation agency is doing. The parameters and methods to measure the result set by the accreditation agency is doing. Accreditation agencies representing the community that independent nature. Accreditation by the accreditation agency is intended to conduct an external evaluation to assess the feasibility of a program of higher education institutions. In addition to assessing the feasibility of the program, the accreditation is also intended to increase the provision of advice to seek continuous quality improvement. Hereinafter referred to as external quality assurance accreditation.

The underlying system of Quality Assurance in Higher Education are: (a) Act No. 20 of 2003 on National Education System, (b) Act No. 12 of 2012 on Higher Education and, (c) Government Regulation No. 19 of 2005 on National Education Standards.

Quality assurance (quality assurance) higher education in universities can be done through various quality control management models. In Article 52 paragraph (2) of Law 12 of 2012 on Higher Education states conducted through the establishment of quality assurance, implementation, evaluation, control and standard Higher Education Improvement.

Determination of Higher Education through set standards, create, compose, design policies SPMI, SPMI Manual, Standard SPMI and SPMI by university leaders, faculty, courses according to their respective authorities. Proceed with the Implementation of Policies and Standards SPMI Higher Education. Continued the evaluation cycle (execution) High education standard done through Internal Quality Audit, Monitoring, Satisfaction Survey which consists of reaching the standard, exceed the standard, are falling behind, diverge. Whatever the outcome of audit, monitoring, surveys and good reach, exceed, has not been reached, and deviated from the standard of Higher Education must be taken Control (implementation) high educational standards. Increasing Standards of Higher Education through cycles PPEPP Management (Planning, implementation, Evaluation, Control and Improvement) will produce continuous quality improvement or kaizen quality of Higher Education in Higher Education.

Improvement of Higher Education Standards in Higher Education should inculcate a mental attitude that the implementation of quality assurance systems; (A) Quality first, all the thoughts and actions of managers Universities should quality prioritize, (b) Stakeholders in, all our thoughts and actions College manager should be addressed to the satisfaction of the stakeholders (internal and external), (c) The next process is our stakeholders, each party to carry out their duties in the education process on Higher education should consider others side who use the results execution of duties such as functionary interests should satisfied, (d) Speak with the data, every decision/policy in the educational process in College should be based on data analysis and not just based on assumptions or engineering, (e) Upstream management, each decision / policy in the process of education in universities should be participatory and collegial and not authoritative (Higher education, 2016).

Higher education quality assurance systems on the basis of internal quality assurance, external quality assurance, and implementation licensing program. Explanation of the following three elements.

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(C) Licensing Program Implementation

Permitting the implementation of the program was given by Directorate General of Higher Education for Religious Studies Program while for the General Studies Program through the Directorate General of Higher Education for educational units eligible education programs. Procedures and parameters used are set by the Directorate General of Higher Education and there are appropriate conditions. Licensing shall be intended as an external evaluation is also to assess the feasibility of the implementation of the compliance program. For the year 2013 to assess the feasibility study program was implemented through the Higher Education Data Base (PDPT) as mandated by Law No. 12 of 2012 on Higher Education. Thus, higher education quality assurance as a whole is intended to improve the quality of higher education institutions in a sustainable manner.

Based on Government Regulation No. 19 Year 2005 on National Education Standards and Guidelines for Quality Assurance System of Higher Education from the Directorate General of Higher Education, Ministry of National Education, 10 (ten) quality standards, namely: (1) Content Standards, (2) Graduates Competency Standards, (3) Standards of Learning process, (4) Standards Governance, (5) Standard Graduates, (6) Standards Research and Scientific Publications, (7) Standard Community Services and Cooperation, (8) Standard Lecturers and Personnel, (10) Standards Assessment, (10) Standard Infrastructure

Scope of quality assurance consists of Academic Quality Assurance and Management of Civil Procedure. The scope of the Academic Quality Assurance is the Tri Dharma College namely Education, Research and Community Service, while the scope of quality assurance management and administration are: 1) Civil Procedure (governance); 2) management of human resources (personnel), facilities and infrastructure, finance and funding, procurement of goods and services; 3) information systems, and 4) academic administration services.

Higher education quality assurance activities implemented in a system called the Quality Assurance System of Higher Education (SPM-PT), which consists of; (a) quality assurance is carried out systematically by the college itself (internally driven) are referred to as Internal Quality Assurance System (SPMI); (a) quality assurance implemented by agencies/institutions outside the university called the External Quality Assurance System (SPME); and (c) Data Base System of Higher Education (PDPT).

Agencies/institutions outside the universities who carry out SPME can be national or international standard on condition recognized by the Government. SPME is known as accreditation, which is currently on a national level is run by the National Accreditation Board of Higher Education (BAN-PT).

Higher education quality assurance activities should be supported by the availability of data and information about college accurate, complete, and current. Data and information is managed by a database in each college. Then, the data and information derived from the database at each college collected, managed, and controlled by a Higher Education Data Base (PDPT) on a national level is managed by the Directorate General of Higher Education.

The results of the implementation of SPMI by each college is an ingredient in the implementation of SPME or accreditation by BAN-PT and / or other independent institutions (national, regional and international) which is recognized by the Government.

The general question of the problems that must be answered is why the internal quality assurance system (SPMI) to be implemented in IAIN STS Jambi is that in the education system work collectively, not individually. With the quality assurance system will force a good man is getting better, and the less well are forced to be good. In addition, the internal quality assurance system (SPMI) will get the higher education quality corresponding target or targets defined quality standards with the quality of graduates that meet the standards.

1. Commitment to Quality Improvement Strategies Academic Services through the implementation of Internal Quality Assurance System (SPMI) in IAIN STS Jambi

Research results Adawiyah, W.R (2013) culture of quality, influenced by the leadership, strategic planning, customer focus, measurement, analysis and knowledge management, staff focus, process management, and organizational performance results. Leadership, strategic planning, customer focus, measurement, analysis and knowledge management, staff focus, process management, and organizational performance results will improve the quality culture (Adawiyah, W.R: 2013). Based on analysis of the leadership of the Rector of STS Jambi at the end of 2011 shows that the culture of quality academic atmosphere is not grown and developed well. Selection of the leadership of Rector as top management to establish a system of internal quality assurance IAIN STS Jambi is improving awareness of college performance which is a public responsibility as the impact of management (input-process-output-outcome) the implementation of tasks Tridharma college are required to be qualified, it this is a selection that motivated IAIN STS Jambi is an Islamic university community pride Jambi

province.

Based on Law No. 12 of 2012 on Higher Education explicitly stated in chapter III of the Quality Assurance consisting of: (1) Quality Assurance System; (2) Standard of Higher Education; (3) Accreditation; (4) Higher Education Data Base (PDPT). Based on the internal dynamics and external policy nationally and globally, the Rector of IAIN STS Jambi in early 2012 responded with a policy of strengthening the academic quality based accreditation fulfillment Studies Program and the Institute facilitated by the Center for Education Quality Assurance IAIN STS Jambi. In the implementation of management quality improvement, leadership must always understand that college is an institution that has an organic system. For that, he should act more as a leader than as a manager. A manager in higher education institutions should have the competence to establish communication to provide direction, vision and inspiration. All managers must become leaders and fighters quality processes. They must communicate the vision to all people within the institution, including a change in the mindset of management as well as the role change. The changing role of mentalist 'my boss' towards mental that the manager is a supporter and leader of the staff (Gumiandari, 2013). Furthermore, Muhammad (2014) of the leading higher education institutions, the head of the study program, and professors, each playing a very important role and is essential for the quality assurance system of higher education.

The strategy set by the Rector as Top Management IAIN STS Jambi through the Center for Quality Assurance Work to form a team by appointing a quality assurance center as Management Representative to establish and implement an internal quality assurance system (SPMI). IAIN STS Jambi through taking the domain fifth emotional intelligence is the ability to establish communication with all stakeholders to me the achievement of its vision, it can refer from the theory of emotional intelligence (Golemen, 1999) there are five domains of emotional intelligence to be possessed and applied to each individual, namely: (1) the ability to recognize emotions; (2) the ability to manage the emotions; (3) the ability of motivate themselves; (3) the ability to recognize emotions in others; (5) The ability to establish communication with others (networking and web working).

As a working guideline for the Team Work center quality assurance IAIN STS Jambi refers to guidelines for internal quality assurance system (SPMI) Higher Education (Higher Education, 2015) through the implementation cycle of the establishment, implementation, evaluation, control and improvement (PPEPP). Based on analysis of documents, observations show that implementation system of internal quality assurance in IAIN STS Jambi has gone through cycles of implementation, exercising, evaluation, control and improved continuously since the year 2012 until 2016 with the principle plan together, execute together, joint evaluations and fix together (Marizka, Y.D: 2013).

The strategy outlined in the implementation of the system of internal quality assurance (SPMI) on university campuses starting from planning and implementation initial improvement and implementation efforts ongoing in anticipation of the obstacles to the implementation of the system of internal quality assurance (SPMI) which stresses the aspect of human resources the formation of teams in each unit coordinated quality assurance agencies.

The first process is done Implementation of the system for internal quality assurance begins with the establishment of quality documents with activities (workshop quality awareness leaders, workshop preparation and discussion of quality documents such as quality policy, quality objectives, quality manual, quality standards, SOPs, Task and Authority Officers, calendar Academic . Then on February 25, 2012 held socialization through the signing of a commitment together in such start of the Rector, Vice Rector, Head AUAK agency, Dean, Graduate Director, Chairman of the Institute, Head, Deputy Dean, Head, Chairman Prodi (followed by 120 officials IAIN STS Jambi and direct delivery of quality documents to be implemented), the implementation process, based on the analysis of quality documents in agency quality assurance states that the implementation quality assurance system of the first phase began in March 2012 which focused on the implementation of the SOP Class and SOP Exam and the implementation calendar Academic began in the second semester of 2011/2012, which is involved in the implementation of the internal quality assurance system are all elements from the leadership of Rector to the Chairman of the Program, faculty, staff and students to carry out in accordance with quality standards that have been defined SOP. Further proceed to the third stage is the evaluation activities through internal quality audits (AMI) first in June 2012 the audit of the implementation of SOP and SOP semester exams lectures and conduct satisfaction surveys faculty, staff and students on the quality of service. Results of the evaluation (audit and survey) continue to cycle into four, namely control through management review meeting that discusses the findings of non-conformance in implementing internal quality assurance system, all elements of leadership present in the discussions and results of discussion issue a recommendation. Recommendations continued to cycle to four to be followed up by improvements related units responsible to be submitted to the leadership, faculty, staff, students for improvement. Four cycles of quality assurance systems of internal (SPMI) is from 2012 to 2016 is still running and escorted consistently by agency quality assurance (LPM) IAIN STS Jambi as technical units in the plan, implement, evaluate, and control and recommends for quality improvement sustainability.

The second results of the Quality Assurance System Implementation showed data analysis documentation Quality Assurance Agency IAIN STS Jambi in 2012 through 2016 are shown in the following figure:

Figure 1. Accreditation Achievement Profile Before Implementing Internal Quality System in 2012 and After 2012 until 2016
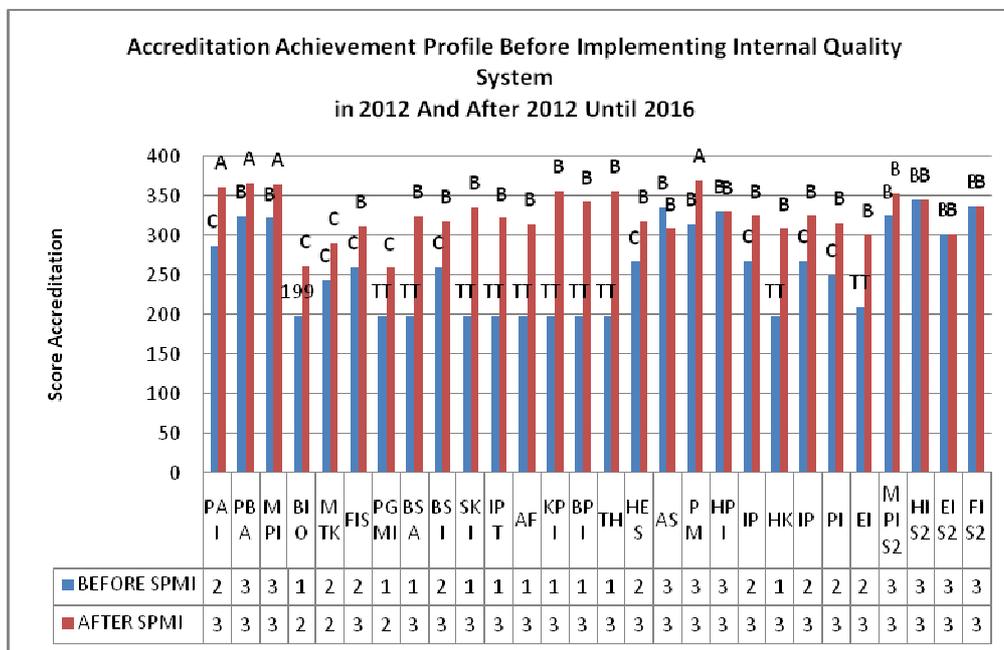
From the figure above shows that there is a significantly increased commitment to service quality academic standards-based accreditation process, which prior to the assurance system implementation internal quality (SPMI) of 28 Study Program there are 10 study program is not accredited or expired and 11 study program accredited C and 9 accredited study program B and no accredited study program A. After the implementation of the internal quality assurance system (SPMI) gradually from 2012 to 2016 there was an increase accreditation Prodi average B and already there are 4 courses were rated A.

Implementation of Total Quality Management (TQM) in some Islamic educational institutions have started to appear today. This is due to increasing competition among institutions of Islamic education. The general principle of Total Quality Management includes eight (8) areas: Prioritize Achievement Customer Satisfaction (Customer Focus Organization,), Leadership (Leadership), Engagement Around the Participant (People Organization), approach that emphasizes the improvement of processes (Process Approach), System Approach (System Approach), continual improvement (continual improvement), decision-making based on facts (factual Approach to decision Making), and relations with mutually beneficial supplier (mutually beneficial relationship). If the application of the general principles of Total Quality Management has been mentioned implemented by Islamic educational institutions seriously, it is believed to improve the quality of output expected to be easily achievable and will be able to compete with other educational institutions both nationally and even internationally though (Rahmi, S: 2015).

Sukrisno, H (2012) states that the service quality of academic accountability is accountability to the form of the trust and the tasks assigned by the stakeholders in leveraging the available resources effectively and efficiently to achieve quality of academic services. While the quality of academic services is the compatibility between the attainment of the academic standards of service that has been established with the expectations and needs of students. Pattern preparation or determination of dimensions of quality of academic services are the steps in setting its dimensions. Rating Program Accreditation is the accountability of compliance and exceed of Quality Standards set by the Government as Mandatory Standards to be met by all the study program as a requirement to graduate alumni.

4. Conclusion

The conclusion that the authors obtained from the underlying need to implements IAIN STS Jambi Internal Quality Assurance System based on public accountability to the demands of the academic community and the user community (stakeholders) that the provision of universities should standards measurable quality.

Suggestions for increased commitments the quality of academic services at IAIN STS Jambi is that the academic community have awareness of quality through obedience and discipline of running a system that has

been agreed is outlined in the quality, Rector commissioned institute quality assurance as a technical unit held a coordination meeting regularly with all units with scheduled to plan, implement, evaluate and follow up on improvement of the quality of academic services in IAIN STS Jambi.

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