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Analysis Study Of Leadership Strategies In Implementing Improvement Concept Quality In Higher Education

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Abstract

The issue of quality in higher education is important to be made into a special study in an effort to improve education which will have an impact on Indonesia's development in various fields, because it is in higher education that policy makers, scientists, artists, and technological engineers should be born with no regard for intelligence, but more than that character building for the next generation of the nation in the future. Many factors make the quality of higher education low, one of which is the non-implementation of higher education quality assurance. Quality assurance itself should be a separate system that guarantees the continuity of quality higher education. According to Law no. 20 of 2003 concerning the National Education System, there are three components that regulate issues of quality assurance in higher education that currently exist, including the Ministry of National Education through the Directorate General of Higher Education, the National Education Standards Agency, and the National Accreditation Board. Each one should form a system that coordinates with each other, but in reality each seems to still stand alone. This problem will certainly have an impact on higher education as an autonomous institution that organizes higher education, the public who use higher education services, as well as the business and industrial world as users of higher education graduates. Higher education as an autonomous institution has the task of running an internal quality assurance system, reporting its internal quality assurance to the Director General of Higher Education to then carry out an external quality assurance system.

Keywords: Strategy, Leadership, Quality, Higher Education

INTRODUCTION

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Higher Education Quality Assurance System (SPM-PT) is a management system consisting of higher education structures, responsibilities, processes, procedures and resources used to achieve standards determined based on the requirements and needs of stakeholders and tertiary institutions. SPM-PT is divided into Self-Evaluation Based Study Program Evaluation (EPSBED), Internal Quality Assurance System (SPMI) and External Quality Assurance System (SPME). SPMI is quality assurance carried out by tertiary institutions in a manner determined by the implementing tertiary institution.

According to Faridah Alawiyah in her research journal, that one of the most urgent issues in development in Indonesia today is the quality of human resources, especially those produced by higher education which are a source of innovation and solutions for the nation's growth and development. However, the direction and coordination of the higher education quality assurance system are still unclear and result in the quality of higher education not being guaranteed. For this reason, it is necessary to make a grand design of a quality assurance system to overcome the problem of the low quality of higher education in Indonesia (Alawiyah, 2011: 63).

The accreditation status itself provides two advantages, namely the embodiment of quality performance and public accountability. Accreditation as performance is intended to be able to provide positive motivation and a conducive situation for higher education institutions to carry out continuous quality improvements and compete in quality in a healthy manner. This will spur PTN and PTS to work hard, and be ready to compete with one another. Meanwhile, accreditation as a form of public accountability is carried out to give trust and dispel public doubts, because accreditation is a symbol of public trust because it is carried out professionally and reliably (Ghafur, 2008: 151).

According to Tilaar said that in order to improve the quality of higher education it is necessary to improve management, according to him centralized management can lead to a decline in quality, besides that problems related to the dualism of PTN and PTS need to be eliminated immediately, because PTS is also a national asset that has an important role. very important in order to develop higher education in Indonesia (Tilaar, 2009: 309).

In order to produce quality higher education products, it is the application of management principles such as *Total Quality Management* (TQM). In this concept, five important principles are mentioned, namely the organization as a center for quality development, products that are relevant to consumer needs, processes directed at quality products as expected, there is strong leadership, and finally the commitment of a number of academics and all higher education stakeholders to realize the vision and mission of higher education. Ramly also said that *Total Management Quality in Education* needs to formulate

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quality so that the quality of higher education can be designed (*designable*), controlled (*controllable*), and managed (*manageable*). Total *Quality Management* here places more emphasis on quality improvement efforts in process systems (Ramly, 2005: 31) .

Faridah Alawiyah also added in her research journal, that universities, whether organized by the government or the community, should uphold the quality of education in order to advance education in Indonesia, whose output is to produce quality human beings who are able to compete in local and international markets. Quality assurance efforts are carried out through a higher education quality assurance system which is carried out in the framework of achieving higher education quality standards. The quality assurance system in Indonesia has been implemented, but in reality there are still many obstacles, one of which is overlapping tasks and functions of several institutions related to quality assurance. Even though the quality assurance regulations themselves have been contained in Law no. 20 of 2003 concerning the National Education System that every tertiary institution must carry out quality assurance through internal evaluation carried out by the tertiary institution itself and externally carried out by BAN-PT through an accreditation process that refers to standards set by the BSNP. It's just that the unclear direction and coordination of the higher education quality assurance system must be corrected immediately (Alawiyah, 2011: 76).

Higher education according to Law no. 20 of 2003 concerning the National Education System is a level of education after secondary education which includes diploma, bachelor, master, specialist and doctoral education programs organized by universities. Higher education is a means of printing human resources, higher education as an education provider as a place to educate highly capable human resources; development dynamics; producing sophisticated scientists; producing sharp thinkers; reliable inventor training institute; nursery for strong leaders and; producing experts who become thinkers and actors of development. The mission of higher education in Indonesia is applied through the duties and functions of higher education with the Tridharma of higher education, namely as a means of education through teaching, research facilities, and community service to realize the vision of national education listed in the National Education System (Sisdiknas), namely the realization of an education system as a strong and authoritative social institutions to empower all Indonesian citizens to develop into quality human beings, so that they are capable and proactive in responding to the challenges of an ever-changing era while taking into account the expansion of opportunities to obtain higher education (Surakhmad, 2009: 433).

THEORETICAL BASIS

Quality of Education in Higher Education

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Quality According to the language quality means quality, level, degree, content. As a concept, quality is often interpreted with various definitions, depending on the party and point of view from which the concept is perceived. In the world of education, two main questions that are important to raise are what is produced and who is the user of education. This definition refers to the added value provided by education and those who process and enjoy educational outcomes. Education is a cultural process to improve human quality and dignity throughout life, which is carried out in the family, educational institutions and society. Meanwhile, the quality of education is the ability of the education system, both in terms of management and in terms of the educational process itself, to be directed effectively to increase the added value of input factors in order to produce the highest output (Arifin & Barnawi, 2017: 17).

The quality of education can also be interpreted as someone who has achieved the curriculum objectives (*objectives of curriculum)* designed for the management of student learning. In relation to the concept of quality education, that education is a service in the form of a cultural process. This understanding has implications for the existence of input (*input*) and output (*output*). Input can be in the form of students, infrastructure as well as other learning facilities including the environment, while the output is graduates or alumni, which then becomes a measure of quality, considering that educational products are services, the quality of educational services is very dependent on the attitude of service providers in the field and the expectations of service users. education. This means that educational services are intangible directly, but qualitatively the quality of education services can be seen from *soft indicators* such as concern and attention to the wishes/expectations and customer satisfaction of educational services (Sallis, 1993: 280) .

So, the quality of education is a character or the highest limit of a product or service that can meet customer expectations and satisfaction in an educational institution. Therefore, it is appropriate that educational services must be able to produce good quality, because with good quality, education will be able to seize an increasingly narrow and challenging share of work to always be seized no matter how small the opportunity is.

Understanding about the quality of tertiary institutions will always be related to the quality of education. Efforts to improve the quality of tertiary education included through various trainings and improving the quality of teachers, procuring books and learning tools, improving educational facilities and infrastructure at various levels , both elementary and tertiary levels, but the results have not been as expected .

The quality of education is formed from input, process, *output* and *outcome* . Where educational input will be seen from the first condition of human resources (leaders, lecturers,

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teachers, laboratory assistants, administrative staff and students and students) Second, material input criteria in the form of teaching aids, books, curriculum, madrasah facilities and infrastructure. Third, software, such as regulations, organizational structure, and job descriptions. Fourth, the quality of input that is hopeful and necessary, such as vision, motivation, perseverance and aspirations . According to the Ministry of Education and Culture (1994), an educational institution is said to be good if it has eight criteria: 1) students who enter are strictly selected and can be accounted for based on academic achievement, psychological tests and physical tests, 2) educational facilities and infrastructure are fulfilled and conducive to the learning process, 3) climate and atmosphere are supportive for learning activities, 4) Lecturers, teachers and educational staff have high professionalism and an adequate level of well-being, 5) improvise the curriculum so that it meets the needs of students who generally have a high motivation to learn compared to students of their age, 6) student study hours are generally longer due to curriculum demands and learning needs, 7) the learning process is of higher quality and can be accountable to students and their guardians, and 8) superior tertiary institutions are beneficial to their environment.

tertiary institutions will be seen from the number of outstanding students and relevant graduates. Students who excel will form tertiary management, lecturer profiles, learning resources, and a good tertiary environment. So it can be said that the quality of higher education institutions is reflected in customer satisfaction, the management of higher education institutions is active and responsible for continuous quality improvement , all individuals in educational institutions and *stakeholders* know and implement the principles of preventing damage and implementing the view of quality as a *way of life* .).

Improving the quality of tertiary institutions is essentially a strategy to improve the quality of education by granting decision-making authority and responsibility for the leadership of tertiary institutions by involving individual participation, both university personnel and community members. Quality in the context of education is related to efforts to provide complete and satisfying services for users of educational services. In the education delivery system, quality aspects *will* always be related to how students input, the process of providing education with a focus on student services, to how graduates are produced.

Performance indicators that can be used as a benchmark for the quality of education are (1) the final results of education (2) the direct results of education, these direct results are used as a starting point for measuring the quality of education in an educational institution, for example written tests, anecdotes, attitude scales (3) Process education (4) Input instruments, namely tools for interacting with *raw input* (students) (5) *raw input* and the environment. In the context of education, quality indicators are guided by the context of

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educational outcomes which refer to the achievements of madrasahs at any given period of time (for example: every quarter, semester, year, 5 years and so on) .

Based on the explanation above, it can be concluded that the quality of education will increase, if the leader as a manager is able to manage universities administratively, as a leader is able to set a good example or role model in improving the quality of higher education in his institution.

Factors Influencing the Improvement of the Quality of Education in Higher Education

Improving the quality of education is influenced by educational input factors and processes in education management. Educational input is everything that must be available because it is needed for the process to take place, consisting of all available educational institution resources such as people (*man*), funds (*money*), facilities and infrastructure (*materials*) and regulations (*policy*). Educational input as a factor affecting the quality of education can be in the form of (Sobry, 2017: 43):

1. Managers of educational institutions such as: (a) Leaders, are teachers or lecturers who receive additional assignments as leaders in educational institutions (Sisdiknas 2003 Chapter II Article 2) (b) teachers and lecturers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing and evaluating students and students (UU Number 14 of 2005 Chapter I article I)
2. Educational facilities and infrastructure, are learning media or tools which in essence will make communication and interaction more effective between teachers and students in the educational process
3. Students as learners are one of the inputs that also determine the success of the educational process. Acceptance of students and students is based on clear, transparent and accountable criteria.
4. Finances (Funding Budget) owned by educational institutions must be managed transparently and efficiently and sufficiently for the implementation of education.
5. The curriculum is the main substance component in educational institutions, with the aim that the learning process can run well, with benchmarks for achieving goals by students and encouraging teachers and lecturers to develop and continuously improve learning strategies.
6. Organization is an activity that organizes and groups work into smaller parts that are easier to handle.
7. Physical Environment. Learning and work must be supported by the environment because the environment greatly influences the activities of teachers and lecturers,

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students/students in learning activities.

8. Development of Science and Technology (Science and Technology). Current developments in science and technology will be obtained by students through educational institutions which are places for transferring knowledge, so that educational institutions are required to know and keep abreast of current developments in science and technology, according to their field of teaching.
9. Regulation. The National Education System Law of 11 June 2013 which is a substitute for the National Education System Law number 2 of 2009 was made to improve the quality of education and superior human resources in accordance with global changes and developments in science and technology.
10. Community participation in the implementation of education means empowering the community to participate in determining the direction and content of education
11. Education policy. One of the government's roles in improving the quality of education is to decentralize education. So that the various challenges for equity and improving the quality of education require a reorientation and improvement of the education management system.

Quality Assurance Measures in Higher Education

Quality assurance is carried out as a whole and within tiered limits which is meant by the whole is that all processes related to higher education institutions, such as the acceptance of new students, lectures to the process of graduating students are guaranteed quality, while what is meant by stages is that universities can guarantee not all processes carried out by universities but only the Tri Darma (education, research and community service) or only one of the darma can even only be carried out in one faculty/department/study program/unit , but then it continues to be improved so that the entire process of activities in tertiary institutions is guaranteed, if it is carried out in stages, the determination of which one is to be guaranteed depends on the agreement of the leadership of the tertiary institution. Thus, quality assurance steps as an effort to guarantee and improve the quality of tertiary institutions are very much needed, in this case there are several steps in carrying out quality assurance, including:

1. Standard setting
2. Implementation and monitoring
3. Self-evaluation and evaluation of external colleagues (internal audit)
4. Quality improvement and *benchmarking* .

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Quality Assurance Tasks and Strategies in Higher Education

The quality assurance organization of a tertiary institution, in addition to being inherent in the management process of the tertiary institution, can also form a quality assurance unit/agency/institution which is a higher education management tool that is responsible to the chancellor whose duties and functions of the higher education quality assurance organization include (Alma , 2016: 84).

1. Develop and implement a higher education quality assurance system .
2. Develop tools or standards needed in the framework of implementing a quality assurance system .
3. Organizing training socialization and quality assurance cooperation
4. Coordinate, facilitate and . motivating quality assurance activities in each work unit
5. Evaluating the implementation of the quality assurance system .
6. Periodically report the implementation of quality assurance for each quality period . Meanwhile, according to Rinda Hedwing, the duties and functions of the quality assurance center/bureau/unit/office are (Hedwing & Polla, 2006: 14):
   a. Maintaining the entire quality guaranteed process .
   b. Seeing how the process affects one unit with other units .
   c. Coordinating management review meetings to discuss the course of quality assurance in related units .
   d. Report any progress and obstacles that occur in the implementation of quality assurance .
   e. Look for possible deviations that will occur in a process with a panel of auditors or MonEvIn .
   f. Conducting evaluations that affect quality .
   g. Receiving input from stakeholders for follow-up. 2000 and Malcolm Bardrige. Quality assurance strategies that can be selected and implemented by universities, namely (Alma , 2016: 7):
      1) Develop a quality assurance system and its implementation tools .
      2) Build or increase the commitment of leaders and all work units to carry out quality assurance for every activity it organizes in accordance with system stipulated quality assurance and its implementation tools .
      3) Setting targets or quality standards for higher education institutions and work units in a college environment tall concerned for each quality period .
      4) Designing organization And work mechanism guarantee quality and implement it consistently .

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5) Identify the unit of activity for each quality item in each stage in the process college business tall as well as determine activities whose quality is guaranteed .

CLOSING

Higher education quality assurance is an effort made by universities as executors to produce competent generations as graduates. The internal quality assurance system (SPMI) is an effort to improve the quality of higher education. With the quality of Indonesian tertiary institutions still lagging behind other countries, this is a very big problem for Indonesian tertiary institutions today. This study uses a descriptive analytical method approach. A method approach used to analyze, describe and summarize various conditions and situations from various data collected from observations regarding the problem being studied during the research. The problem of the low quality of higher education institutions is the reason for the government to provide a policy by presenting an internal quality assurance system (SPMI) in tertiary institutions. The internal quality assurance system (SPMI) is managed independently by the university concerned. Then in the management of higher education quality is carried out on an ongoing basis. This study aims to analyze the role of the internal quality assurance system (SPMI) in improving the quality of tertiary institutions .

Management is needed in the management of tertiary institutions to accommodate internal and external quality assurance systems as well as in optimizing reporting on the Higher Education database. So that management of an internal quality assurance system is needed in developing a tertiary institution in achieving accreditation standards. An internal quality assurance system pattern is needed based on the Permenristekdikti Internal Quality Assurance System (SPMI), which includes the following: 1). Planning, 2). Implementation, 3). Evaluation, 4). Control and 5). Enhancement.

So, in order to improve the quality of higher education, it is necessary to improve management, according to him, centralized management can lead to a decline in quality, besides that, problems related to the dualism of PTN and PTS need to be eliminated immediately, because PTS is also a national asset that has a very important role. in order to develop higher education in Indonesia.

In order to produce quality higher education products, it is the application of management principles such as *Total Quality Management* (TQM). In this concept, five important principles are mentioned, namely the organization as a center for quality development, products that are relevant to consumer needs, processes directed at quality products as what is expected is the existence of strong leadership, and finally the commitment of a number of academics and all higher education stakeholders to realize the vision and

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mission of higher education. *Total Management Quality in Education* needs to formulate quality so that the quality of higher education can be designed (*designable*), controlled (*controllable*) and managed (*manageable*). Total *Quality Management* here emphasizes more on quality improvement efforts in process systems

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