

# Conceptual Framework and Development of Quality Management for Islamic Higher Education in Indonesia

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## Abstract

### Article

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This study aims to describe the concept and development of Islamic higher education management in Indonesia. This study uses a qualitative approach with library research methods. Based on the studies that have been carried out, it is stated that one of the indicators of Islamic higher education being able to exist in a competitive environment is by improving the quality of the institution. Quality will increase when universities implement the concept of Total Quality Management in all areas of implementation College. Integrated quality management requires the existence of an Internal Quality Assurance System (SPMI) which aims to ensure the implementation of education according to standards. In order for the Internal Quality Assurance System to run well, it is necessary to have a quality culture that is well understood and implemented by stakeholders. The quality culture contains several aspects, namely: 1) focus on customers, 2) obsession with quality, 3) scientific approach, 4) long-term commitment, 5) teamwork (teamwork), 6) continuous system improvement, 7) education and training, 8) controlled freedom, 9) respect for everyone, 10) unity of purpose,

11) involvement and empowerment of employees. Efforts that can be made in developing and maintaining the quality of Islamic higher education include: 1) Rentra as a basis for implementing education, 2) building a higher education brand image, 3) consistency in implementing the SPMI.

**Keywords:** Concept, Development of Quality Management Education, Islamic Higher Education

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## 1. Introduction

The flow of globalization has a significant impact in all sectors of human life. It is a necessity that change is absolutely necessary for those who want progress. In other words, if you want to move forward, of course there must be changes. If nothing changes there is no progress.

One of the impacts brought about by the changes is the high demands from customers regarding the quality of education in the field of higher education. This high demand leads to a harmony between the process carried out and the output produced in order to be able to answer the challenges of globalization, one of which is the needs of the world of work.

Along with the high demands of education customers, many universities were born, especially Islamic Religious Colleges (PTKI) in Indonesia. On one side, this is of course a common spirit in an effort to educate the nation's life and also a conclusion that Islamic education is currently still believed to be a solution to problems that occur in the midst of Indonesian society, which is predominantly Islam. But on the other hand, it is also undeniable that gaps related to image quality between Islamic-based universities and public universities still occur. The emergence of a negative stigma from the community that public universities are better than Islamic universities.

Higher education as part of the national education system is the spearhead of the birth of superior generations in the future. It is through universities that reliable and quality human resources will be produced. The task of higher

education is to produce quality people. From there will be born thinkers, initiators and implementers in various fields of community life. Therefore, the acceleration of development in any country is closely related to the role and development of higher education institutions in that country.<sup>1</sup> Higher education has an important role in nation building, it is a means to give birth to educated and intellectual people in order to organize the life of the nation towards a better direction.<sup>2</sup>

Problems related to the image of the quality of Islamic higher education if traced are actually not the case at this time, many Islamic universities, especially state Islamic universities, are starting to be able to compete in the midst of such a competitive competition with quality indicators in it. This can be seen from the increasing public interest in Islamic higher education, especially the State Islamic Religious College (PTKIN). It's just that it is admitted that Islamic universities are generally still slow in responding to developments and changes that occur.

There are many aspects that cause Islamic tertiary institutions to be slow in following the flow of globalization, ranging from budget constraints, dualism paradigm of knowledge (separating general knowledge and technology from religious knowledge) to the implementation of education quality management in the delivery of education that is not yet optimal, in the sense that it has not been considered something that is not optimal. important to be understood and implemented seriously. Often quality management is not used as something basic but is understood only as a support. Even though it is clear that even though management is a tool, when management, which is one part of quality, is understood and implemented properly, the input-process-output will be more focused and measured in achieving goals effectively and efficiently.

Realizing the importance of quality in the existence of Islamic universities in Indonesia, then acceleration continues to be carried out both from policy makers in this case the Directorate of Islamic Religious Higher Education, Ministry of Religion and from each university. The quality acceleration aims to make Islamic universities respond to the needs of society and the demands of globalization.

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<sup>1</sup> Daulay, Haidar Putra, *Pendidikan Islam dalam Mencerdaskan Bangsa* (Jakarta: PT. Rineka Cipta, 2012), p. 68.

<sup>2</sup> Abbas, Syahrizal, *Manajemen Perguruan Tinggi* (Jakarta: Kencana Prenada Media Goup, 2009), p. XI-XII.

## 2. Basic Concepts of Quality Management of Islamic Higher Education in Indonesia

Quality management consists of two syllables, namely "management" and "quality". Talking about management is something cool. Although management is abstract, the results are real. The achievements of the organization that are far in the future will be more measurable with good management. In fact life is basically management. Allah SWT is the manager of the universe, as in his wrong words the letter As-Sajdah/ 32: 5 which reads:

يُدِيرُ الْأَمْرَ مِنَ السَّمَاءِ إِلَى الْأَرْضِ ثُمَّ يَرْجُ إِلَيْهِ فِي يَوْمٍ كَانَ مِقْدَارُهُ  
أَلْفَ سَنَةٍ مِمَّا تَعُدُّونَ

Meaning: *He regulates the affairs from heaven to earth, then (affairs) it rises to Him in one day whose level is a thousand years according to your calculations.*

Management is a unique process, which consists of planning, organizing, mobilizing and controlling actions carried out to determine and achieve predetermined goals through the use of human resources and other sources.<sup>3</sup>

Daft and Marcic explained that "Management is the attainment of organizational goals in an effective and efficient manner through planning, organizing, leading, and controlling organizational resources."<sup>4</sup>

Based on the explanation above, it can be understood that management is simply a systematic process, where the process starts from planning, organizing, implementing and controlling. The end of the process is the achievement of the stated goals. Management always speaks effectively and efficiently. This effective and efficient principle leads to optimal empowerment of input resources. When the input is properly empowered in the process, it is expected that the resulting output is also as expected and even exceeds the set standards.

Next is quality. Quality is something absolute. Quality will only talk about results but also talk about process. Quality results must also be quality processes. So it can be said, if an educational institution wants quality results, the process carried out in the implementation of education must also be of high quality.

<sup>3</sup> Terry, George R., *Asas-asas Menejemen*. Terjemahan: Winardi (Bandung: PT. Alumni, 2012), p. 4.

<sup>4</sup> Daft, Richard L and Dorothy Marcic, *Understanding of Management* (Canada: South-Western Cengage Learning, 2009), p. 8.

Hoy, et al., Defining quality is “quality in education is an evaluation of the process of educating which enhances the need to achieve and develop the talents of the customers of the process, and at the same time meets the accountability standards set by the clients who pay for the process or the outputs from the process of educating.”<sup>5</sup>

Furthermore, Rowley defines quality as “the success with an institution provides educational environments which enable students effectively to achieve worth while learning goals including appropriate academic standards.”<sup>6</sup>

Based on the above opinion, it can be concluded that what is meant by quality is a dynamic condition which allows standard changes to occur in accordance with current and future demands. These changes relate to products, services, people, processes, and the environment that meet or exceed customer desires.

Quality management involves all elements. Without the involvement of the elements in question, the implementation of quality management will experience significant obstacles. Quality management is a systematic process in which there are quality planning activities, quality organizing, quality implementation, and quality control. As Endah explained that quality management is planning and controlling systematically the quality of goods and services of a company. Quality management is all the activities of the overall management function that determine the quality policy, objectives, and responsibilities and they carry out in ways such as quality planning, quality control, quality assurance and quality improvement.<sup>7</sup>

Quality management of Islamic higher education should be made a priority in institutional management. With special attention related to quality management, continuous quality improvement can be achieved. When quality management becomes a priority, it will simultaneously improve the governance system (management) in other aspects of an educational institution.

<sup>5</sup> Hoy, Charles., et al., *Improving Quality in Education* (London: Falmer Press, 2000), p. 9.

<sup>6</sup> Rivai, V. & Murni, S., *Education Management* (Jakarta: PT. Raja Grafindo Persada, 2010), p. 712.

<sup>7</sup> Christianingsih, Endah, Manajemen Mutu Perguruan Tinggi (Studi tentang Kepemimpinan Visioner dan Kinerja Dosen terhadap Mutu Perguruan Tinggi Swasta di Kota Bandung), *Jurnal MANAJERIAL* Vol. 9, No. 18, Januari 2011, p. 35.

### 3. Implementation of Total Quality Management (TQM) at Islamic Universities in Indonesia

Understanding quality is a dynamic concept. This dynamic view of quality leads to a good standard of product or service which always changes according to the needs of customers in each era. Therefore, it is not surprising that many views differ in understanding what is meant by quality. But basically have the same general conclusion that quality is something that is able to meet or even exceed the desires of customers. Sallis said that quality is a standard to show the superior quality of something.<sup>8</sup>

The process of fulfilling or exceeding customer desires will be realized when Islamic universities are able to apply the concept of quality management in an integrated manner (total quality management). The integrated concept in question emphasizes understanding and implementing quality management in a comprehensive and sustainable manner. Tjiptono and Diana explain that this concept of improvement requires Plan, Do, Check, and Action which are continuously monitored, so that a continuous quality improvement cycle occurs.<sup>9</sup>

A comprehensive view of quality emphasizes the involvement of all elements and makes optimal use of existing resources in order to produce maximum results. Meanwhile, sustainability is a process that is carried out repeatedly and continuously resulting in continuous quality improvement. With this concept, it will guarantee the sustainability or existence of Islamic universities. As Dale H., explains that "Total Quality Management (TQM) is an enhancement to the traditional way of doing business. It is a proven technique to guarantee survival in world-class competition. Only by changing the actions of management will the culture and actions of an entire organization be transformed."<sup>10</sup>

In line with the explanation above, Sukmadinata, et al., also revealed that integrated quality management will work well when the organization adheres to the existing quality principles, including:<sup>11</sup>

a. Focus on consumers

This section emphasizes the consumer-focused process. Consumer satisfaction is the top priority of any educational service provided.

<sup>8</sup> Sallis, Edward, *Total Quality Management in Education: Manajemen Mutu Pendidikan* (Jogjakarta: Ircisod, 2012), p. 52.

<sup>9</sup> Tjiptono, Fandy dan Diana, Anastasia, *Total Quality Management* (Yogyakarta: CV.Andi, 2003), p. 331.

<sup>10</sup> Besterfield, Dale H., *Total Quality Management* (India: Pearson, 2011), p. 1

<sup>11</sup> Sukmadinata, Nana Saodih, et al, *Pengendalian Mutu Pendidikan Sekolah Menengah; Konsep, Prinsip dan Instrumen* (Bandung: Refika Aditama, 2006), p. 12-13.

Consumers here are divided into two. Some are internal and external. Internal consumers are people who are directly involved in providing services to external consumers, including educators and education staff. Meanwhile, external consumers are those who receive services from internal consumers, including students, parents, graduate users and others. In order for the services provided to external consumers to be satisfactory, the culture of quality in internal consumers must first be considered.

b. Comprehensive engagement

Quality will not be realized when quality is not cultivated. Quality culture emphasizes awareness of the importance of quality from all education stakeholders. Quality should be a priority in the delivery of education in Islamic college.

c. Measurement

The implementation of quality in Islamic college should be measured in a certain time scale and continuously. Quality measurement aims to see the supporting and inhibiting factors and organizational success. The quality measurement process is carried out through continuous evaluation. In universities, this term is known as Internal Quality Audit. Internal Quality Audit will provide information about the achieved quality standards that are able to provide satisfaction to customers.

d. Education as a system

Quality will be realized when education is viewed as a system. Understanding the system leads to the relationship between components. Each component must work and function properly. When one component is not functioning properly it will inhibit the function of the other components.

e. Continuous improvement

Quality must be built on the principle of continuous improvement. This principle emphasizes the process that must always be improved. The process of improvement comes from the understanding that no process is perfect, meaning that every process needs to be improved.

In addition, according to Fattah, the key to the success or failure of implementing TQM in an educational institution is influenced by several factors, including:<sup>12</sup>

<sup>12</sup> Fattah, Nanang, *Sistem Manajemen Mutu Pendidikan* (Bandung: PT Remaja Rosdakarya, 2012).

a. Management commitment

Commitment is an inseparable aspect of the successful implementation of TQM in an educational institution. We can see this form of commitment with the emergence of a shared spirit, both leaders and subordinates to jointly advance the organization. Support each other and function according to their respective duties.

The organizational structure is not in accordance with the needs of TQM

Quality will be achieved when it has the right and clear structure. The proper and clear structure leads to clear duties and responsibilities for each part so that there are no overlapping structures that result in the work system not running professionally.

b. Inadequate leadership

The leadership factor is also an obstacle to not improving the quality of an educational institution. A leader must have a leadership spirit capable of moving his subordinates to have the same quality commitment to build the organization.

c. Human resources

Human resources are an important factor in determining organizational progress. Inadequate human resources both in quality and quantity will hinder the progress and improvement of the quality of an educational institution.

d. Human reluctance to accept change (employee resistance)

Change is a necessity. Without change, there will be no progress. Thus it can be understood that when organizational members do not want to accept changes, the shaded institution is running in place.

e. Management is careless about the social impacts of changing the work environment

A good leader is understanding about his subordinates. Understanding in this case is being able to understand the character of each of his subordinates so that they can direct them to work optimally.

f. Management ignores the cost aspect

The cost factor also determines the quality of an educational institution. With adequate costs, it will be easier for the organization to improve its quality.

g. Problem solving techniques

A subordinate should be given the opportunity to solve his own problems. With this opportunity, a subordinate will have a sense of responsibility and get used to solving problems.

Furthermore, according to Saparina, there are several factors supporting and inhibiting the implementation of TQM, including:<sup>13</sup>

- a. There is support from certain parties (the Education Council) and institutional leadership elements for policies relating to improving the quality of education services.
- b. Human resources that can be nurtured, given training or other empowerment.
- c. Community participation, namely parents who support the programs carried out, in addition to support, parents also always communicate with educational institutions directly to submit suggestions in order to improve service quality.

The inhibiting factors for the implementation of TQM in an educational institution include:<sup>14</sup>

- a. Commitment, some parties do not have a long-term commitment to support the institution's programs and also to make cultural changes for the better.
- b. The influence of the external environment and the influence of technology that affects the performance of subordinates and also teaching and learning activities.

TQM is divided into two aspects of study, namely: First, TQM as an approach to running a business that attempts to maximize competitiveness through continuous improvement, services, people, processes and organizational environment. Second, TQM is a system that concerns how to achieve it and is related to the environment and is related to the characteristics of community or customer needs.<sup>15</sup>

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<sup>13</sup> Saparina, Risa, Implementasi Total Quality Management (TQM) dalam Peningkatan Layanan Sekolah, *Jurnal Administrasi Pendidikan* Vol. 27, No. 1, 2020, p. 106-107.

<sup>14</sup> *Ibid.*

<sup>15</sup> Baharuddin dan Makin, Moh, *Manajemen Pendidikan Islam* (Malang: UIN MALIKI Press, 2010), p. 30.

The implementation of TQM is the application or embodiment of management concepts that involve all components in the organization to jointly contribute to organizational policies that are oriented towards improving product quality for customer satisfaction.<sup>16</sup> The implementation of TQM in universities, including Islamic universities, can be seen with the Internal Quality Assurance System (SPMI) policy. SPMI is a description of the PDCA (Plan, Do, Check, Action) quality control cycle initiated by Walter Shewhart in 1930 known as the "Shewart Cycle" concept.

The Internal Quality Assurance System (SPMI) is a systemic activity of higher education quality assurance by each university autonomously or independently to control and improve the implementation of higher education in a planned and sustainable manner. SPMI is run through five cycles or steps, namely: Determination, Implementation, Evaluation (implementation), Control (implementation), and Standard Improvement.<sup>17</sup>



**Figure 1. SPMI Cycle**

The five aspects of the cycle above need to be implemented consistently and continuously. In order for this cycle to be implemented properly, it is necessary to have a quality culture that is built internally in each Islamic university. Without a quality culture, SPMI will be difficult to implement. There are several indicators of quality culture so that SPMI as part of integrated quality management can be implemented optimally, including according to Goetsch and Davis, namely: 1) Focus on Customers, 2) Obsession with Quality, 3) Scientific Approach, 4) Long-Term Commitment, 5) Teamwork (Teamwork), 6) Continuous System

<sup>16</sup> Munir, Miftakhul, Keberadaan *Total Quality Management* dalam Lembaga Pendidikan (Antara Prinsip Implementasi dan Pilar TQM dalam Pendidikan), *Jurnal Realita* Vol. 16, No. 1 Tahun 2018, p. 8.

<sup>17</sup> Kemenristekdikti, *Pedoman Sistem Penjaminan Mutu Internal Pendidikan Akademik-Pendidikan Vokasi-Pendidikan Profesi-Pendidikan Jarak Jauh* (Jakarta: Direktorat Penjaminan Mutu, 2018), p. 24.

Improvement, 7) Education and Training, 8) Controlled Freedom, 9) Respect for Everyone, 10) Unity of Purpose, 11) Employee Involvement and Empowerment.<sup>18</sup>

#### 4. Efforts to Develop and Maintain the Quality of Islamic Higher Education in Indonesia

Quality is not only a result, but quality is also an outcome. Quality starts with a maximized process. Improving quality is not something easy, but is a continuous process. In implementing the education quality assurance system, universities are expected to be able to cultivate internal quality assurance and external quality assurance. After the understanding process is successful, the next stage is to design and implement quality assurance management. The purpose of the higher education quality assurance system is to maintain and improve the quality of higher education in a sustainable manner. Higher education must be able to plan, implement, and control a process that ensures quality achievement.<sup>19</sup>

In today's era, the quality of higher education becomes an indicator in determining its existence in the future. Without quality, slowly a university is threatened with bankruptcy. Therefore, efforts to develop quality must be the main goal of organizing a higher education institution.

According to Mulyono, there are two perspectives in seeing a university with quality or not: First, **Quality in Fact**, namely the real quality as a result of the learning process in accordance with the classification of educational objectives and basic competencies possessed by graduates as stated in the formulation of the institutional profile. Second, **Quality in Perception**, which is the quality of graduates followed by customer satisfaction and increased interest from external customers towards graduates.<sup>20</sup>

**Quality in Fact** is the quality that is built internally from the university, both from the quality of the learning process, quality of service, quality of facilities and others. While **Quality in Perception** is a form of quality that is built internally so that it has an impact on the image of the institution externally.

Developing and maintaining the quality of Islamic universities can be done

<sup>18</sup> Nasution, *Manajemen Mutu Terpadu (Total Quality Manajemen)* (Jakarta: Ghalia Indonesia, 2001), p. 28.

<sup>19</sup> Sulaiman, Ahmad dan Wibowo, Udk Budi, Implementasi Sistem Penjaminan Mutu Internal Sebagai Upaya Meningkatkan Mutu Pendidikan di Universitas Gadjah Mada, *Jurnal Akuntabilitas Manajemen Pendidikan* Vol. 4, No 1, April 2016, p. 23-24.

<sup>20</sup> Mulyono, Agus, et al., *Implementasi Sistem Manajemen Mutu Universitas Islam Negeri (UIN) MalikI Malang* (Malang: Lembaga Penjaminan Mutu UIN Malang, 2007), p. IX.

through several efforts, namely: 1) Strategic Plan as the basis for implementing education, 2) building a higher education brand image, 3) consistency in implementing SPMI.

### **1.1. Strategic Plan as The Basis For Implementing Education**

Many educational institutions ignore the role and function of the Strategic Plan in the delivery of education. Strategic plans are often seen as just administrative tools that tend to appear formal. In fact, this is not the case. The strategic plan as a reference for the implementation of education must be used as the basis. An optimal strategic plan will simplify and accelerate the achievement of the institution's vision. The strategic plan is prepared based on the analysis of the strategic environment starting from the strengths, weaknesses, opportunities and threats. The form of this analysis emerges indicators that are used as the basis for the development of the institution's priority programs. The indicators are divided into two, namely: Main Performance Indicators (IKU) and Additional Performance Indicators (IKT). IKU is a minimum indicator based on regulations set by the government, while IKT is an indicator of the leap from the IKU. Mistakes in planning will have fatal consequences for the achievement of the vision that has been set.

He made the strategic plan as the basis, making education delivery focused on the vision of the institution. So that the achievements each year will be clearly seen. Achieved or not achieved each year will be a special note for the finding of solutions and the development process. Activities that do not use the Strategic Plan as a basis will be trapped in activities that tend not to be a priority and have a big impact on the progress of higher education. Strategic planning is formulated to answer current problems in the organization and its long future. So that it includes a set of activities and specific results that will be carried out and achieved. More important is how to apply the strategic planning formulation in real activities. The actions to be given for solving the problem, as well as the expected results, must guarantee that they are implemented. A strategic plan must reflect the lofty ideals of the organization but must remain realistic. Actions, results and implementation are the basic characteristics of the formulation of a strategic plan.<sup>21</sup>

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<sup>21</sup> Syahrul, Perencanaan Strategis dan Praktiknya di Perguruan Tinggi, *Jurnal Shautut Tarbiyah*, Ed. Ke-36 Th. XXIII, Mei 2017, p. 4.

The benefits of strategic planning according to Steiner et al, as quoted by Bryson include:<sup>22</sup>

- a. Think strategically and develop effective strategies

One of the benefits of strategic planning is that it directs policy makers to think strategically. Strategic thinking is thinking comprehensively which considers future opportunities. These opportunities are part of developing and improving the quality of the institution.

- b. Clarify future direction

With strategic planning, the institution has a clear development direction going forward. The future of the institution is more focused towards achieving the stated vision. So that the vision that has been formulated will be easily achieved with a good strategic planning.

- c. Create priorities

The existence of strategic planning makes work programs formulated by educational institutions to have a priority scale. Priority programs will enable the institution to carry out activities as needed and make a major contribution to the institution.

- d. Make decisions now and remember future consequences

Good strategic planning will allow decisions to be made to predict the future. Future predictions will minimize the bad possibilities that occur in the organization.

- e. Develop a coherent and solid foundation for decision making

Strategic planning is carried out based on an analysis of the strengths (strong), weaknesses (weakness), opportunities (opportunities), threats (theart). Strategic environmental analysis allows decisions to be made more accurate because it is based on in-depth analysis.

- f. Use maximum flexibility in areas under organizational control

Strategic planning provides equal opportunities to all fields in the organization to propose priority programs in organizational development.

- g. Make decisions that cross levels and functions

The existence of strategic planning makes decisions more comprehensive by considering the needs of organizational members.

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<sup>22</sup> Silitonga, Dikson, Komparasi Perencanaan Strategis (Renstra) Kemendikbud dan SMA Negeri 68 Jakarta Berdasarkan Analisis Teori, ESENSI: Jurnal Manajemen Bisnis, Vol. 22 No. 2, 2019, p. 143-144.

h. Solve major organizational problems

Organizational problems will be resolved with good strategic planning. Planning that is made well will facilitate the detection of organizational problems.

i. Improve organizational performance

A planned work program allows organizational performance to continue to increase. This increase was due to the program being carried out based on a strategic environmental analysis.

j. Deal with rapidly changing circumstances effectively

An educational institution will be able to compete when it is able to respond to the changes that occur.

k. Build group work and expertise

Good strategic planning builds group work and skills. Group work and expertise are built on the same goals of all members of the organization.

## 1.2. Building a Higher Education Brand Image

A superior Islamic university has a good brand image in the eyes of its customers. The image is built from the existing quality culture so that it is able to provide satisfaction from customers. In addition, the image of the institution is also generated from the characteristics of the higher education institutions. These characteristics make customers familiar with and become the selling power of the institution.

Characteristics can be in the form of a system built, values, and scientific constructions that become identities. Where that identity cannot be obtained at other universities. This understanding is important to implement considering that many Islamic universities are unable to survive in such a competitive environment due to the absence of institutional characteristics. Talking about branding, it is closely related to the reputation achieved by the organization. It is not easy for an organization, especially profit-oriented, to create a brand based on a recognized reputation by the public. Building and maintaining a reputation is an ongoing effort by the organization. For this reason, it is necessary to clarify the relationship between the brand and reputation itself.<sup>23</sup> Having and giving birth

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<sup>23</sup> Setyanto, Yugih, et al., Branding yang Dilakukan Humas pada Perguruan Tinggi Swasta, *Jurnal Muara Ilmu Sosial, Humaniora, dan Seni*, Vol. 1, No. 1, April 2017, p. 176.

to a big and strong brand is certainly the dream of all business people, including universities.<sup>24</sup>

According to Chevron, the brand is a promise to consumers that just by saying its name, there is an expectation that the brand will provide the best quality, comfort, status and other things that consumers consider when making a purchase.<sup>25</sup>

Furthermore, according to Milletsky, the brand becomes a kind of totality of all experiences that consumers have with a company, product or service. It is reputation, which underlies people's expectations for future purchase and use.<sup>26</sup>

### 1.3. Consistency in Implementing SPMI

Consistency in implementing the SPMI is part of the implementation of the Strategic Plan on track and keeps the positive image of the institution intact. SPMI is a system that ensures the continuity of higher education quality. SPMI in Islamic tertiary institutions consists of three main standards, namely: education and teaching, research, and community service.

Each standard has sub-standard items which are used as references in the implementation of higher education. Each of these sub-items is part of the achievement of the Main Performance Indicators (IKU) and Additional Performance Indicators (IKT) that have been determined. Following standards allows IKU and IKT to be achieved as expected.

Internal SPMI implementation is used to improve the quality of education in the planning stage. The findings in the SPMI will be used as input to improve standards and improve for the better. The use of the results of SPMI implementation is not only used in educational planning, but is also used to foster a better work spirit, raise awareness to build a quality culture, so that continuous quality improvement will be realized. Externally, the results of the SPMI implementation are used in relation to preparations for accreditation from external parties, in this case the National Accreditation Board or Badan Akreditasi Nasional (BAN PT).<sup>27</sup>

<sup>24</sup> Kurbani, Adie, Membangun *Brand* Perguruan Tinggi Melalui *Marketing Public Relations*, *Jurnal Media Wahana Ekonomika*, Vol. 16 No.2, Juli 2019, p. 120.

<sup>25</sup> Purwani, Diah Ajeng, Strategi Program Studi Untuk Meningkatkan *Branding* (Studi Pada Prodi Ilmu Komunikasi Fakultas Ilmu Sosial Humaniora UIN Sunan Kalijaga), *KRITIS Jurnal Sosial Ilmu Politik Universitas Hasanuddin*, Vol. 1, No. 1, Juli 2015, p. 124.

<sup>26</sup> *Ibid.*

<sup>27</sup> *Op.Cit.*, p. 29-30

## 5. Conclusion

Higher education quality management is a systematic process in which there are quality planning activities, quality organizing, quality implementation, and quality control in universities.

Quality management in higher education is inevitable. With quality, each university will be able to survive in a competitive environment.

Quality can be achieved when Islamic universities are able to implement integrated quality management. Integrated quality management emphasizes comprehensive and sustainable aspects. As part of this integrated quality management, the Internal Quality Assurance System (SPMI) is created, which ensures that the quality of higher education is maintained.

There are several efforts that can be made in the context of developing and maintaining the quality of Islamic higher education, including: 1) Strategic Plan as a Basis for Educational Implementation, 2) Building a Higher Education Brand Image, 3) Consistency in the Implementation of SPMI.

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