Quality Assurance in Islamic Higher Education
(Case in UIN Sunan Gunung Djati Bandung)

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ABSTRACT

The main goal of this research is to identify student satisfaction factor on academic and learning processes in Islamic higher education and the degree of this satisfaction. It is believed that academic and learning satisfaction is one of the important factors for the quality assurance in Islamic higher education. The population of this study in particular includes UIN Sunan Gunung Djati Bandung student, which is one of the Indonesia public universities and considered the students from 2016 to 2018. A questionnaire was given to a group of students as respondent. Based on this, the degree of satisfaction and the factors affecting it were investigated and identified. Descriptive statistics was used to identify the quality assurance aspect. The result showed that six aspects has the high validity in determining the quality assurance in Islamic higher education.

KEYWORDS - *Academic and learning processes, quality assurance, higher education, student satisfaction, validity and reliability*

I. INTRODUCTION

Expansion of the higher education system, include Islamic higher education, changes in its structure and content are caused by its increasing contribution into the economic progress, by the improvement of living standards, and by the rising demand for qualified staff. The society development trends, determined by the Industrial Revolution 4.0, imply modification of educational strategies and building a new cultural and educational model. All these prerequisites make the education quality management, including student satisfaction, relevant to the recent situation [1].

II. METHODOLOGY

Student satisfaction monitoring is based on studying student satisfaction feedback, which is a sign of successful performance for a higher educational

institution [2]. Student satisfaction on academic and learning processes feedback is defined as opinions of students about the service they receive as students. This may include perceptions about the learning and teaching, organization of the educational process, the learning support facilities, the learning environment [3]. International researchers agree that the student feedback, which is assiduously collected in higher education institutions, will contribute to continuous education quality improvement. Criteria for measuring satisfaction depend on the university. It is believed that academic and learning satisfaction is one of the important factors for the quality assurance in Islamic higher education [1].

Quality, as one of the key indicators of a successful higher education institution, is viewed here as a number of characteristics of an educational service, which result in the necessary skills and expertise gained by university graduates [4]. The quality assurance aspects that investigated in this research are tangibles, reliability, responsiveness, assurance, empathy and system information.[5] When measuring quality, customer satisfaction with educational services serves as the core element, as establishments depend on their consumers, and they have to take into account their needs and interests, fulfill their requirements and try to exceed their expectations [6].

At UIN Sunan Gunung Djati At UIN Sunan Gunung Djati Bandung, student surveys are frequently carried out as online and paper questionnaires comprehensively, which enables monitoring student satisfaction with education. The survey aimed to analyze the quality of educational programs offered at UIN Sunan Gunung Djati Bandung was conducted in 2016 to 2018. The student satisfaction surveys on academic and learning processes is carried out comprehensively on all aspects of service at UIN Sunan Gunung Djati Bandung, the aspects being assessed are:

1. Tangible aspect (Educational Facilities - Lecture Tools, Teaching Media and Educational Infrastructure);
2. Reliability Aspect (reliability of officials, lecturers, assistants, and student staff)
3. Responsiveness Aspect (Response Attitude)
4. Assurance Aspect (Treatment for Students)
5. Empathy Aspects (Understanding the Student Interests)
6. System Information Aspect (student interaction with technology in supporting learning programs)

III. RESULTS AND DISCUSSION

To investigate and analyse a dataset, the descriptive statistics is carried out and then analysed. Thus, we do the first part of the descriptive statistics on the present features on the questionnaire and then testing the questionnaire's validity and reliability individually and then finally for all questionnaire. To analyse the student satisfaction on academic process and learning, it is essential that we calculate the aspects. That is, we first figure six aspects (tangibles, reliability, responsiveness, assurance, empathy and system information) on the student satisfaction. The results as follows:

1. Tangible Aspect
   a. Validity test
      With N = 100 thus df = 98 and the level of significance for the two-tailed test is 0.05, the correlation value r of the table is 0.1966. Therefore the Pearson Correlation value > 0,1966. It means that each question in questionnaire for the tangibles aspect is valid.
   b. Reliability test

Table 1.
Reliability Statistics for Tangible Aspect

Cronbach's Alpha	N of Items
.839	8

In the Table 1, the Cronbach's Alpha value is obtained = 0.839 > 0.6. Thus the tangibles aspect is highly reliable.

2. Reliability Aspect
   a. Validity test
      With N = 100 thus df = 98 and the level of significance for the two-tailed test is 0.05, the correlation value r of the table is 0.1966. Therefore the Pearson Correlation value > 0,1966. It means that each question in questionnaire for the realiability aspect is valid.

   b. Reliability test

Table 2.
Reliability Statistics for Reliability Aspect

Cronbach's Alpha	N Items
.902	9

In the Table 2, the Cronbach's Alpha value is obtained = 0.902 > 0.6. Thus the tangibles aspect is highly reliable.

3. Responsiveness test
   a. Validity test

   With N = 100 thus df = 98 and the level of significance for the two-tailed test is 0.05, the correlation value r of the table is 0.1966. Therefore the Pearson Correlation value > 0,1966. It means that each question in questionnaire for the responsiveness aspect is valid.
   b. Reliability test

Table 3.
Reliability Statistics for Responsiveness Aspect

Cronbach's Alpha	N of Items
.872	7

In the Table 3, the Cronbach's Alpha value is obtained = 0.872 > 0.6. Thus the responsiveness aspect is highly reliable.

4. Assurance aspect
   a. Validity test

   With N = 100 thus df = 98 and the level of significance for the two-tailed test is 0.05, the correlation value r of the table is 0.1966. Therefore the Pearson Correlation value > 0,1966. It means that each question in questionnaire for the assurance aspect is valid.

   b. Reliability test

Table 4.
Reliability Statistics for Assurance Aspect

Cronbach's Alpha	N of Items
.861	6

In the Table 4, the Cronbach's Alpha value is obtained = 0.861 > 0.6. Thus the assurance aspect is highly reliable.

5. Empathy Aspect
   a. Validity test
      With N = 100 thus df = 98 and the level of significance for the two-tailed test is 0.05, the correlation value r of the table is 0.1966. Therefore the Pearson Correlation value > 0,1966. It means that each question in questionnaire for the empathy aspect is valid.
   b. Reliability test

Table 5.
Reliability Statistics for Assurance Aspect

Cronbach's Alpha	N of Items
.881	6

In the Table 5, the Cronbach's Alpha value is obtained = 0.881 > 0.6. Thus the empathy aspect is highly reliable.
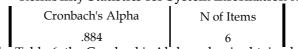
6. System Information Aspect
   a. Validity test
      With N = 100 thus df = 98 and the level of significance for the two-tailed test is 0.05, the correlation value r of the table is 0.1966. Therefore the Pearson Correlation value > 0,1966. It means that each question in questionnaire for the system information aspect is valid.
   b. Reliability test

Table 6.
Reliability Statistics for System Information Aspect

Cronbach's Alpha	N of Items
.884	6

In the Table 6, the Cronbach's Alpha value is obtained = 0.884 > 0.6. Thus the system information aspect is highly reliable.

Descriptive statistics are presented in the following sections.

1. **Tangible Aspect**

The tangibles aspect assessment on the questionnaire consisted of eight questions. The tangible aspect quality is presented in the Table 7.

Table 7
Statistics for Tangible Aspect

N	Valid	100
	Missing	0
	Sum	2462

The following is the value interval to measure the quality of the academic process and learning from the tangibles aspect according to the assessment of UIN Sunan Gunung Djati Bandung students based on the results of the questionnaire.

Very Not Good: 800 - 1440
Not Good: 1441 - 2080
Enough: 2081 - 2720
Good: 2721 - 3360
Very Good: 3361 - 4000

Based on Table 7 on the Sum line for T_Sum obtained a value of 2462, meaning that the assessment of the quality of the academic process and learning in the tangibles aspect by students of UIN Sunan Gunung Djati Bandung is enough.

2. **Reliability Aspect**

The reliability aspect assessment on the questionnaire consisted of nine questions. The reliability aspect quality is presented in the Table 8.

Table 8
Statistics for Reliability Aspect

N	Valid	100
	Missing	0
	Sum	2998

The following is the value interval to measure the quality of the academic process and learning from the reliability aspect according to the assessment

of UIN Sunan Gunung Djati Bandung students based on the results of the questionnaire.

Very Not Good: $900 - 1620$

Not Good: $1621 - 2340$

Enough: $2341 - 3060$

Good: $3061 - 3780$

Very Good: $3781 - 4500$

Based on Table 8 on the Sum line for R_Sum obtained a value of 2998, meaning that the assessment of the quality of the academic process and learning in the reliability aspect by students of UIN Sunan Gunung Djati Bandung is enough.

3. **Responsiveness Aspect**

The responsiveness aspect assessment on the questionnaire consisted of seven questions. The reliability aspect quality is presented in the Table 9.

Table 9
Statistics for Responsiveness Aspect

N	Valid	100
	Missing	0
	Sum	2228

The following is the value interval to measure the quality of the academic process and learning from the responsiveness aspect according to the assessment of UIN Sunan Gunung Djati Bandung students based on the results of the questionnaire.

Very Not Good: $700 - 1260$

Not Good: $1261 - 1820$

Enough: $1821 - 2380$

Good: $2381 - 2940$

Very Good: $2941 - 3500$

Based on Table 9 on the Sum line for Res_Sum obtained a value of 2228, meaning that the assessment of the quality of the academic process and learning in the responsiveness aspect by students of UIN Sunan Gunung Djati Bandung is enough.

4. **Assurance Aspect**

The responsiveness aspect assessment on the questionnaire consisted of six questions. The assurance aspect quality is presented in the Table 10.

Table 10
Statistics for Responsiveness Aspect

N	Valid	100
	Missing	0
	Sum	1952

The following is the value interval to measure the quality of the academic process and learning from the assurance aspect according to the assessment of UIN Sunan Gunung Djati Bandung students based on the results of the questionnaire.

Very Not Good: $600 - 1080$

Not Good: $1081 - 1560$

Enough: $1561 - 2040$

Good: $2041 - 2520$

Very Good: $2521 - 3000$

Based on Table 10 on the Sum line for A_Sum obtained a value of 1952, meaning that the assessment of the quality of the academic process and learning in the assurance aspect by students of UIN Sunan Gunung Djati Bandung is enough.

5. Empathy Aspect

The empathy aspect assessment on the questionnaire consisted of six questions. The assurance aspect quality is presented in the Table 11.

Table 11
Statistics for Empathy Aspect

N	Valid	100
	Missing	0
	Sum	1873

The following is the value interval to measure the quality of the academic process and learning from the empathy aspect according to the assessment of

UIN Sunan Gunung Djati Bandung students based on the results of the questionnaire.

Very Not Good: 600 − 1080
Not Good: 1081 − 1560
Enough: 1561 − 2040
Good: 2041 – 2520
Very Good: 2521 − 3000

Based on Table 11 on the Sum line for E_Sum obtained a value of 1873, meaning that the assessment of the quality of the academic process and learning in the empathy aspect by students of UIN Sunan Gunung Djati Bandung is enough.

6. **Information System Aspect**

The information system aspect assessment on the questionnaire consisted of six questions. The assurance aspect quality is presented in the Table 12.

Table 11
Statistics for Empathy Aspect

N	Valid	100
	Missing	0
	Sum	1897

The following is the value interval to measure the quality of the academic process and learning from the information system aspect according to the assessment of UIN Sunan Gunung Djati Bandung students based on the results of the questionnaire.

Very Not Good: 600 − 1080
Not Good: 1081 − 1560
Enough: 1561 − 2040
Good: 2041 – 2520
Very Good: 2521 − 3000

Based on Table 12 on the Sum line for IS_Sum obtained a value of 1897, meaning that the assessment of the quality of the academic process and learning in the information system aspect by students of UIN Sunan Gunung Djati Bandung is enough.

The quality of the academic process and learning from six aspect according to the assessment of UIN Sunan Gunung Djati Bandung students based on the results of the questionnai/re are presented in Table 13

Table 13.
The Quality of the Academic Process and Learning in 2016 – 2018

No	Aspect	Criteria		
		2016	2017	2018
1	Tangible Aspect	Enough	Enough	Enough
2	Reliability Aspect	Enough	Enough	Good
3	Responsiveness Aspect	Enough	Good	Good
4	Assurance Aspect	Enough	Enough	Good
5	Empathy Aspect	Enough	Good	Good
6	System Information Aspect	Enough	Good	Good
	Sample	394	412	299

From the results of data analysis known that the level of student satisfaction with the academic and learning processes at Sunan Gunung Djati UIN Bandung, which is conducted every year, scores increase from year to year. The follow-up of the results of this analysis is used to improve quality assurance at Sunan Gunung Djati UIN Bandung in order to improve student satisfaction in the academic and learning processes, including improvements in facilities and infrastructure, rewards for students who excellent in academic and non-academic fields, and accessibility to information for university student.

IV. CONCLUSION

The general conclusions based on the given research make it possible to admit that the six aspect monitoring has justified expectations, as it has shown student satisfaction with Islamic higher education received at UIN Sunan Gunung Djati Bandung, and it has also highlighted some problem areas, as well as areas for further development. Further student satisfaction factor on academic and learning processes in Islamic higher education and the degree

of this satisfaction are investigated. It is believed that academic and learning satisfaction is one of the important factors for the quality assurance in Islamic higher education. The result showed that six aspects has the high validity in determining the quality assurance in Islamic higher education.

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