

Quality Assurance of Private Islamic Universities in Jambi: Standardization, Transformation, and Sustainability

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Abstract

This study aims to discover and reveal the dynamics of managing private Islamic universities in Jambi in meeting standards, transforming, and surviving in the midst of competition. This research is qualitative research with an ethnographic design that takes three sites of private Islamic universities in Jambi, with key informants being the Chancellor, Vice Chancellor, Head of LPM, lecturers, educators, and students. Research data collection was carried out using observation techniques, in-depth interviews, and document studies, while data analysis used flow model analysis. The results of the study show that the three universities have the same agenda for the development of Islamic sciences, with each focus on the development of multidisciplinary integrative science, the transformation of Islamic-inspired knowledge, and innovative institutions - entrepreneurship. The quality assurance of the three universities is marked by the application of higher education national standards, institutional changes from high schools to institutes, and the strengthening of distinction. IAI Yasni strengthens the uniqueness in the field of Islamic sciences and local wisdom, IAI Nusantara carries the uniqueness of Islam Nusantara, while IAI Muhammad Azim carries excellence in the field of entrepreneurship based on Malay values. The implication of this research is that Islamic universities in Jambi need to innovate continuously to be able to survive in the midst of increasingly competitive competition. This study recommends the Ministry of Religion and the coordinator of private Islamic universities affirm PTKIS, especially in the field of quality assurance.

Keywords: *Quality Assurance, Prive Islamic University, Standardization, Transformation, and Sustainability*

1. Introduction

Over the past two decades, quality assurance in higher education has gained significant momentum worldwide to ensure that educational standards are continuously maintained and improved (Unesco, 2021). This standard improvement is essential so that universities can survive (sustain) during increasingly competitive competition.

The number of private universities in Indonesia is quite large, reaching 66.27% (Directorate General of Higher Education, 2020). There was a 1.73% decrease from the previous year due to the evaluation of the government, which revoked the permits of 130 private universities due to lack of interest and/or indicated the sale and purchase of diplomas. Nonetheless, the number of private religious colleges continues to grow both in the form of high schools and institutes. This development, of course, leaves the issue of quality assurance with the

demands of having to meet the accreditation rank requirements.

Previous research related to higher education quality assurance has focused on several topics. Research conducted by Herman (2015) at two private Islamic universities in Yogyakarta focused on quality policy, organizational capacity, and implementation of quality assurance. Musgami et al. (2016) examine the quality assurance of Islamic religious universities in South Sulawesi with a focus on implementing the quality assurance cycle. Mursidi et al. (2020) examine the implementation of quality assurance in private universities in West Kalimantan from the perspective of a factual model. The same research was conducted by Ibadiansyah and Masyni (2021) regarding the implementation of internal quality assurance in relation to the evaluation and improvement of higher education standards. Stander (2016) further examines how private universities manage quality assurance in terms of involvement in the accreditation process.

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Asiyai's (2020) research focuses on best practices on five key variables for achieving good quality and high standards in higher education in Nigeria. Lucander and Christerssona (2020) researched the design, development, and evaluation of a new process for quality assurance assessment for all educational programs. Juanatey et al. (2021) examine the independence, accountability, and responsibility of quality assurance institutions in higher education in European and Latin American countries. Pham and Nguyen (2020) examined the quality assurance approach in Vietnam regarding academic staff development. Rybinski (2020) focuses on examining quality assurance from the aspect of the relationship between two measures of university quality, namely outcomes on accreditation and the position of universities in national rankings. Other researchers, such as Al-Amri et al. (2021), examined the instruments used by universities in Oman to measure, control, and manage quality in relation to accreditation standards. Do et al. (2020) examine the relationship between internal quality assurance and the formation of a quality culture in higher education in Vietnam. Meanwhile, Syahidah et al. (2021) tested the effect of quality of work life (QWL) of quality assurance employees (appropriate and fair compensation, job stress, employee participation, career growth and development, social relevance, work environment) on organizational commitment (OC) simultaneously or partially. Sumardjoko's research (2010) focuses on the determinants of the role of lecturers in higher education quality assurance, while Willar et al. (2015) examined the profile of organizational culture that supports the implementation of higher education quality assurance systems

Research related to quality assurance has focused on the application of the principles of the plan, do, check, action, assessment, and the link between quality assurance and accreditation. Research that captures the quality assurance of religious universities in developing countries/regions is quite minimal. Except for what, Lim. Did (2017) examines quality assurance policies in developing countries, such as the UK and Australia.

Even though this aspect is very important for the continuity of a university, especially now the pressure to increase guarantees comes from external pressures including professional bodies, regional trade agreements, association education tall international and organization help global and pressure internal cover marketing system, institution and program education high in the outside country; stimulated by values intrinsic, recession global, and for some developing countries, fears of isolation and economic deprivation, education 'exports' are booming (Lenn, 2018), not to

mention after the release of standard accreditation college tall by Body Accreditation National Higher Education (BAN-PT), study program accreditation (APT) 4.0 and higher education accreditation (APS) 3.0 with nine criteria that emphasize the external aspect (outcome) of the institution (BAN PT, 2019).

Therefore, studies related to quality assurance of private Islamic religious universities are urgent, considering that First, global competition requires educational institutions to meet national and international standards both in order to compete and sustain the institution. Second, the change in the regulation of outcome-based higher education standards requires private Islamic universities to focus more on ensuring that the process and outputs meet the standards. Third, the development of the number of private Islamic universities is getting more massive with the consideration of the health insurance mapping, but still leaves problems in the quality aspect.

2. Method

This study will use an approach qualitative with design Phenomenology, which portrays the quality assurance phenomenon in the Regional XIII Kopertais of UIN STS Jambi, including the Institute of Islamic Religion (IAI) Nusantara Batanghari, IAI YASNI Bungo, and IAI Muhammad Azim Jambi. The selection of these three locations was based on the considerable progress of the third campus in the field to guarantee quality and institutional transformation. Meanwhile, the informants were determined by the purpose-pulling sampling technique (Creswell, 2002), which began with the determination of key informants, namely Top Management. and additional informants considering the wealth of information held.

Semi-participatory observation techniques, in-depth interviews, document studies and focused group discussions (focus group discussions. The data obtained will then be analyzed by (flow model analysis) (Miles, 2017), which includes; data collection, data reduction, presentation of data, and drawing conclusions. In order to obtain credible research data, researchers will apply techniques; a) extension of participation, b) conducting intense observations (persistent observation), c) triangulation of sources and methods, d) conducting negative case analysis), e) checking members (member check), holding discussions with supervisors (peer debriefing), and f) checking and checking the adequacy of references (referential adequacy checks) (Lincoln & Guba, 1985).

3. Result and Discussion

The birth of Islamic religious colleges in Jambi Province cannot be separated from historical roots that have an influence on the Institute in dealing with current life and predicting future life. The three institutions that become research sites have their own dynamics in the process of becoming institutions, transforming, implementing a quality assurance system, and fighting for survival.

Historically, the birth of the three universities have different historical roots, but all three have the same ideals of establishing an Islamic educational institution in their area that is oriented to the mission of Islamic da'wah by opening religious (Islamic) study programs, which then gradually transform and develop as well as switch status in order to more freely open study programs according to the needs of the community. The three universities were initiated by Muslim scholars who received support from community leaders and the local government. Meanwhile, in terms of naming, there is a tendency to give names based on the name of the Foundation (collegial), the name of the development division, and the name of community leaders who have affiliation with the founders of the Foundation.

Private Islamic Universities in Jambi are under the Coordination of Private Universities or abbreviated as Kopertis, which is an institution formed by the government to provide guidance to private universities in its working area. The Coordinator of Private Islamic Universities in Jambi himself is ex officio held by the Rector of the State Islamic University (UIN) Sulthan Thaha Saifuddin Jambi and operationally carried out by the Secretary appointed by the Rector from the lecturers and staff. Kopertis duties as stipulated in the Decree of the Director General of Education no Dj. I/494/2007 is to assist the Director General of Islamic Education in carrying out technical supervision, quality control, development, and empowerment of Private Islamic Universities in the fields of institutional, academic, manpower, facilities and infrastructure.

The results of the search in the field found a number of traces of documents indicating that Kopertis had a major role in improving the quality of PTKIS under it. For example, in 2019, Kopertis formed the Association of Private Islamic Higher Education (APTAIS), which is projected as a communication medium to improve quality. In addition, Kopertis is also recognized as having a major role in the institutional transformation of the four PTKIS from high schools to institutes.

Quality assurance at the three PTKIS in Jambi is not only supervised by Kopertis but also adopts and adapts the model of the higher education quality assurance system in Indonesia in general. The adaptation of this

system is based on the consideration that accreditation of universities and study programs requires a quality assurance system that is in line with the quality assurance guidelines issued by the Ministry. In general, the quality assurance at the three PTKIS uses two models, namely the internal quality assurance system and the external quality assurance system

a. Internal Quality Assurance System (SPMI)

The three PTKIS were found to be implementing SPMI, which was marked by the fulfilment of several characteristics. First is the establishment of the SPMI management unit. The three PTKIS both have institutions assigned to manage the quality assurance system, namely the Quality Assurance Institute, which is at the Institute level. This institution is assigned to develop quality standards, ensure the implementation of quality standards, and evaluate, control and improve quality. The position of LPM in the three universities looks very strategic because it is directly under Vice Chancellor I (academic field), parallel to the faculties and higher than the units. The personnel assigned to this section are also quite capable. They are academics (lecturers) who have relevant educational backgrounds, are of productive age, and are experienced in the field of quality assurance. It's just that the composition of personnel in this institution is admittedly lacking, and some even hold concurrent positions in other units. This concurrent position was recognized by the leadership due to the limited human resources of the Foundation.

Second, Provision of Quality Documents. The availability of quality documents in the BAN-PT standard is one of the requirements that must be met by universities to achieve the predicate of Excellent accreditation. At the three universities, the quality documents include quality policies, quality manuals, quality standards and quality forms. The birth of these documents is the responsibility of the Quality Assurance Institute under the coordination of the Vice Chancellor for the academic field. Based on a search of these quality documents, it was found. First is a quality policy document. This document contains information ranging from organizational profiles, internal quality assurance systems, and the quality policy itself. In one of the Quality Policy documents belonging to IAI Nusantara Batang Hari, it is stated that the Basic Policy of SPMI IAI Nusantara Batang Hari is to ensure the direction of fulfilment and continuous improvement of the quality of higher education carried out by IAI Nusantara Batang Hari to realize its vision and mission, as well as to meet the needs of stakeholders. Interests through the implementation of the Tri Dharma of Higher Education. This quality policy statement means that IAI Nusantara

is committed to continuously improving quality by fulfilling the vision, mission and customer needs. The second is the quality manual. A first-level document that serves as a guide to the implementation of quality management to demonstrate the organization's ability to produce products consistently in accordance with service requirements and applicable regulations. The three universities were also found to have quality manual documents. A study of quality manual documents at IAI Nusantara found narratives related to the internal quality assurance system (SPMI) that was applied, including SPMI at the institute level, study program level, documentation system, quality assurance activities, quality audits, formulation of corrections/corrective actions, quality improvement, management responsibility, human resource management. This document shows that the Institute has ideally formulated a quality manual that serves as a guide in achieving standards and meeting customer needs, although it is acknowledged that in its application, it is not as perfect as the document due to a number of obstacles, especially those related to human resources.

The third is the implementation of the Quality Assurance Cycle. The quality assurance cycle in the three PTKIS includes, firstly, setting standards. In this phase, the universities, under the coordination of Vice Chancellor 1 and LPM, set the quality standards of universities which are derivatives of the National Higher Education Standards (SN DIKTI). Based on information in the field, the determination of PT quality standards takes into account the vision, mission, national education laws and higher education, the results of the SWOT analysis, benchmarking results and hearing opinions from the academic community and stakeholders both from internal Jambi and from outside parties (Document, IAI MA). All standard statements, along with their indicators, are verified, edited, and checked by the Quality Assurance Agency (LPM) to ensure validation of the contents of the draft governance standards. The person in charge gets the input mentioned in the draft, which has been checked and returned by the Quality Assurance Agency (LPM). The draft that will be submitted for ratification is examined and corrected first by the person in charge. The standard draft made in the form of a Decree (SK) is discussed and ratified in a Limited Leadership Meeting led by the Chancellor.

Then they set an additional performance index (IKT) which is the speciality of each PT. The IKT includes standards of vision and mission, governance, student affairs, human resources, infrastructure, finance, curriculum, research, and community service. The second is the implementation of standards. In this phase,

all related units carry out good quality standards by following the SOPs that have been set or by realizing the work programs that have been set. Third, evaluating the achievement of standards, at this stage, the top management of the PT conducts periodic evaluations to ensure the achievement of the programs that have been set. These evaluations are carried out through monthly and annual coordination meetings. The evaluation system carried out on the three PTKIS is dominantly carried out by top management with a supervision pattern or through periodic evaluation meetings.

The SPMI applied to the three PTKIS, thus, formally following the SPMI model established by the Ministry of Education and Culture, which is characterized by the establishment of a quality assurance organization, provision of quality documents, implementation of quality standards through work programs, and program evaluation. Although this cycle is implemented in a simple way, this indicates that the three PTKIS have the same desire to implement the PPEPP cycle in accordance with their potential in stages.

This condition is in line with the findings of Musgamy (2016) that the Islamic education quality assurance system is still concerned with the formation, implementation, and evaluation and is still not optimal in controlling and improving because there is an impression that quality assurance is carried out for pragmatic purposes, especially accreditation. In overcoming various obstacles to quality assurance, efforts made by the State Islamic College of South Sulawesi are to maximize the socialization of the quality assurance system that is applied to each cycle, starting from determination, implementation, evaluation, control and improvement. In addition, it is necessary to adjust the quality assurance system policy with all its derivatives with the paradigm developed by the institution, which is then accompanied by the maximum fulfilment of each standard.

The development of SPMI, which is characterized by a change in mindset and quality culture based on PPEPP, is actually not as easy as turning the palm of the hand. It requires support from all lines. Maman (2015) found that organizational capacity in implementing internal quality assurance at the Indonesian Islamic University (UII) and Yogyakarta Muhammadiyah University (UMY) was developed through effective leadership support, information technology, infrastructure, and finance, human resources, university culture and values. -values such as attitudes, habits, organizational behaviour, work ethic, creativity, collegial interactions, leaders and society. Supriyanto, in his research, emphasizes the aspect of leadership commitment, followed by a standard setting.

The problem of implementing quality assurance at PTKIS is also related to financial support and top management support. Pun (2020), in his research, also identified a lack of funds to implement a quality assurance system, the reluctance of university and campus managers to participate in the QA system, a highly centralized university system that regulates its objectives, powers, and governance, as well as a lack of qualified human resources. to implement a quality assurance system. Barriers and challenges in implementing quality assurance at PTKIS are closely related to the availability of human resources, financial resources, and management commitment. Stander and Herman (2017) identified three main categories related to specific barriers and challenges for PHEIs as they engage in QA management; that is, resources, such as physical and financial resources; capacity building, such as staff roles and responsibilities, academic leadership and development, and research; and program design, including.

b. External Quality Assurance System (SMPE)

In addition to implementing an internal quality assurance system (SPMI). The three PTKIS also implement an external quality assurance system (SPME). SPME is an assessment activity through accreditation by BAN-PT to determine the feasibility of study programs and universities, which are planned, evaluated, implemented, controlled, and developed by BAN-PT through accreditation in accordance with their respective authorities. The three universities both follow the SPME pattern where the PT or Study Program must update data regularly in the Higher Education Database. Then every five years, Universities will receive re-monitoring by BAN PT through the Higher Education Database (PDDikti) page. This monitoring is carried out to ensure that the PT or study program still meets the requirements for an accreditation rating. If the PT or Study Program still meets the ranking requirements, BAN PT will issue a decision to extend the accreditation for the next five years. If the results of checking on PDDikti using a machine-to-machine method between PDDikti data and BAN-PT data are insufficient, then BAN PT will conduct the second stage of monitoring by asking PT or Study Programs to fill out the Performance Data & Performance Evaluation Report form, then the assessor panel is assigned to carry out to assess the two documents. If BAN PT still requires complete information, or in the second stage of monitoring, an indication of a decline is found, then BAN PT will assign an assessor panel to conduct the third stage of monitoring. If the third stage of monitoring proves that the PT or Study Program does not meet the rating

requirements, then BAN PT will revoke the rating and issue a new accreditation rating decision.

SPME through accreditation is taken by the three PTKIS by trying to meet the BAN-PT standard, which includes nine criteria that refer to the SN DIKTI, including; Vision, Mission, Objectives, and Strategy, Governance, and Cooperation, Students, Human Resources, Finance, Facilities and Infrastructure, Education, Research, Community Service, Outcomes and Achievements of Tridharma.

The fulfilment of these nine criteria is the third main agenda of PTKIS, particularly in meeting the adequacy of the number of permanent lecturers, curriculum (stakeholder involvement in the evaluation and updating process of curriculum, conformity of learning outcomes with graduate profiles and KKNI/SKKNi levels, and accuracy of curriculum structure in shaping learning outcomes). These three aspects are a requirement for accreditation. If they do not meet the minimum score, the study program or PT will not get an accreditation rating.

The case at IAI MA, for example, was found from five study programs submitted with nine criteria. There were three study programs that did not meet the accreditation rating requirements, while two others were still waiting for the accreditation process. The main weakness in each study program recognized by the Manager is the aspect of the fulfilment of the quality assurance system, curriculum, and the adequacy of lecturers relevant to the study program. These three aspects are admittedly still weak, especially with the limited supporting human resources.

The status of not meeting the ranking requirements then requires the study program to take part in a coaching program carried out by the relevant Ministry under the guidance of BAN-PT assessors from the Ministry of Religion appointed as a condition for resubmitting. This coaching process was also recognized as requiring extra resources, funding and energy. So it is recognized by the Accreditation Team that this accreditation work is quite time-consuming to produce a form that is considered fulfilling before being submitted to BAN-PT. So practically, other quality assurance work such as monitoring, evaluation, survey, control, and quality development is neglected.

However, armed with the motivation to pursue the accreditation rating target, the team continued to work following the pattern applied by the supervisor until the document was uploaded to BAN-PT.

In the Appendix to the Regulation of the National Accreditation Board for Higher Education Number 5 of 2019 concerning Study Program Accreditation Instruments on the criteria and procedures, it is stated

that accreditation is a form of assessment (evaluation) of the feasibility and quality of higher education or study programs carried out by an independent organization or body outside the university. Tall. Different from other forms of quality assessment, accreditation is carried out by peer experts and those who understand the nature of the field of science as well as the nature of the management of the study program. Decisions regarding feasibility and quality are based on an assessment of various pieces of evidence related to established standards and based on the reasoning and considerations of peer experts. (judgments of informed experts). The required evidence includes a written report prepared by the management unit of the study program to be accredited, which is verified and validated through visits by peer experts to the domicile of the university/study program management unit/study program.

As a process, accreditation is an effort by BAN-PT to assess and determine the quality status of study programs based on predetermined quality criteria. As a result, accreditation is the quality status of a study program that is announced to the public. Thus, the purpose and benefit of study program accreditation are to firstly provide a guarantee that the accredited study program has met the quality criteria set by BAN-PT so as to be able to provide protection for the community for the implementation of educational programs that do not meet the criteria. Second, encouraging universities, study program management units, and study programs to continuously make improvements and maintain high quality, and thirdly, accreditation results can be used as material for consideration in credit transfers, proposals for assistance and allocation of funds, as well as obtaining recognition from the agency. Or interested agencies.

Based on this concept, accreditation is essentially aimed at universities maintaining the quality of their implementation in the midst of various management practices that do not conflict with applicable laws and regulations. However, accreditation, on the other hand, is also felt to be a frightening spectre because of the high demands to meet the criteria or standards set with limited resources.

The change in BAN PT standards from seven standards to nine criteria since 2019, which gives a high weight to the outcome-based aspect, leaves a big homework for the three PTKIS. The experience of IAI MA in filling out Study Program Performance Reports (LKPS) and Study Program Self Evaluation Reports (LED PS) shows that the accreditation of the nine criteria is considered more complex because of the necessary conditions that must be met to get the accreditation rank.

In addition, limited understanding of the Nine Criteria standard, limited human resources, weaknesses in the management information system in university databases, and weaknesses in the documentation system are among the various problems that managers complain about. Mursidi et al. (2020), in their research results, also found that the implementation of the internal quality assurance system of private universities in West Kalimantan Province showed many weaknesses, such as poor follow-up systems, filing systems, awareness, understanding of evaluation, administrative management systems and standards that desperately needed improvement. This condition is inversely proportional to the rules of accreditation assessment which prioritizes aspects of the achievement-based performance of the study program (outcome-based accreditation), fulfilment of SN Dikti, availability of real evidence (evidence-based) and valid (valid) and traceability (traceability) of each aspect of the assessment. Consistency in the application of SPMI, as well as data integration in university databases.

This gap then forces the Management and the Accreditation Team to maximize reports with available evidence, with a little polish to match the requirements requested on the form, for the sake of accreditation. Mursidi et al. (2020) stated that the implementation of the internal quality assurance system of private universities in West Kalimantan Province, Indonesia, has not been fully part of the accountability of higher education-oriented universities but rather on temporary goals, such as the goal of higher education accreditation. External quality assurance should support and strengthen the internal quality assurance system to ensure sustainable quality development. External quality assurance, which is intended to truly protect the public interest, must respect academic freedom and institutional autonomy and build confidence in the capacity of the academic community to deliver quality. (Iipumbu, 2021).

One of the efforts of PTKIS in Jambi to ensure the quality of their PT is through changing the form of the institution from a school to an institute. PTKIS became the site of this research, three of the four universities that have made institutional changes. The arguments for institutional change in each PT are quite diverse. IAI Yasni, for example, acknowledged that institutional changes were based on several considerations, namely, the first was to facilitate the need for resources with a master's education background to teach at universities, so it was deemed necessary to open new faculties and study programs. Second, the management sees the development of the world of education in Bungo Regency which is quite rapid and has given birth to

quite a lot of high school alumni, and not all of them are able or have the opportunity to continue their education outside the region, such as in Java and others, so it takes a university that has a high level of education. The same one. Another consideration is related to Bungo's geographical area, which is quite strategic as an economical route across Sumatra. Meanwhile, the Management of IAI Nusantara Batanghari made institutional changes not only for the sake of expanding access for the community but also to increase the competitiveness of PT. The same argument was also conveyed by IAI Chairman Muhammad Azim (IAI MA).

The transfer of institutional status recognized by the three university leaders is not an easy job because there are a number of requirements that must be met, such as the adequacy of the number of lecturers with IDN, KKNI-based curriculum, availability of facilities, land, and budget adequacy. This situation 'forces' PT to work extra to meet the minimum requirements. In addition, they also acknowledged that Kopertais had a very big role in the process of change, especially with regard to how to communicate the idea of change to the Ministry of Religion so that the progress of change was faster.

After this institutional change, it was acknowledged by the leaders of the three universities that it brought significant changes to the institution. As stated by the leadership of IAI Nusantara that the development of IAI Nusantara Batang Hari after a change in the form of naming, namely increasing the number of new student admissions in all Study Programs. In addition, the development of improving student achievement both at the local, regional and national levels, both in academic and non-academic fields, the increase in student creativity is marked by the number of activities carried out by students, whether carried out by ormas, Student Associations and Student Associations. Student activity units. Furthermore, the motivation of lecturers in carrying out the tri dharma of higher education is also increasing, both in terms of carrying out education and teaching, research and community service.

For IAI MA managers, this institutional transformation in the form of status transfer brings changes to governance reforms and regulatory adjustments through re-arrangement of statutes, organization and work procedures and their derivatives. This improvement, according to the Vice Chancellor for academics, was also carried out in preparation for audit surveillance from BAN-PT as one of the requirements to obtain a valid institutional status of the Institute and could be followed up with data migration. Meanwhile, for the Manager of IAI Yasni, the institutional transformation into an institute has the impact of improving the image

of PT in the community. Although on the other hand, leaving homework, especially in the fulfilment of sufficient resources/manpower to fill vacant positions, so that some strategic positions are found to be held concurrently by other officials.

The third change of PTKIS, on the management side, is recognized as having full support from the Foundation, the local government, Kopertais, and even the Ministry of Religion itself. These supports become one of the triggers for the Manager in maximizing efforts to accelerate status changes to an established condition.

PTKIS quality assurance, besides being followed by institutional transformation, also carries a distinction that has become the hallmark of the Institute for dealing with surrounding PTs. The uniqueness developed by IAI Nusantara Batang Hari produces graduates who are not only able to master Islam but are also able to master technology and art according to the times. This is not found in other universities within the Batang Hari Regency area, so the number of new student admissions at IAI Nusantara Batang Hari is always the highest when compared to other universities in Batang Hari Regency. The steps are taken to make this happen by including courses that are relevant to the demands of graduate users by referring to the IQF curriculum. In addition, IAI Nusantara Batang Hari also holds activities in the fields of religion, science, technology and the arts.

IAIN Yasni also adopted a similar strategy. In facing competition, they strengthen on the religious side or aspect, because, according to them, IAI Yasni Bungo, which has always been known as an Islamic university, by inserting content and features of knowledge and practical practice of Islam as a quality standard in the curriculum. Second, they also develop features of Malay content in the curriculum, such as local wisdom.

Meanwhile, IAI MA, which is located in the City, carries Islamic entrepreneurship and Malay values as a projection of the institution's characteristics. Meanwhile, practically, IAI MA uses a strategy of picking up the ball to areas less touched by other universities in recruiting as many students as possible. In addition, the management also offers a feature of "assistance and affirmation to prospective students until the completion of lectures", in addition to providing tuition facilities for students with an instalment system. Based on investigations in the field, the three PTKIS in the process of surviving applies a number of excellent features.

a. Religion Features.

As Islamic-based universities, the three PTKIS both put forward features of Islamic knowledge as a feature of dealing with other public universities. Religious features such as practical worship, memorizing the Quran,

Arabic, and other Islamic knowledge. This feature is an added value for the three PTKIS in capturing the market.

b. Pick up the ball.

The three PTKIS also took the ball pick-up method to attract new students, including by establishing good communication with a number of educational institutions or other government institutions. This method is considered quite effective in attracting prospective students from elements of the government, as well as the legislature, or from elements of education staff in schools, madrasas, or Islamic boarding schools. Even the teams that were formed, for example, at IAI MA, carried out door-to-door socialization by providing direct offers to teachers who wanted to continue their education to the undergraduate level and offering a number of lecture facilities. The same way was taken by IAI Yasni, who assigned each lecturer to participate in socializing the campus with certain targets.

c. Institute as a brand

The transformation of PTKIS into an Institute has not only resulted in a number of changes in governance, but it is recognized that it has also had an impact on the reputation of the Institute. As acknowledged by the leadership of IAI Nusantara that since the change of status to become an institute, there has been a significant surge of interest, especially by carrying the new name Nusantara which is perceived as a campus that carries archipelagic values. For the three PTKIS, the status of the Institute is one of the selling features in the competition to get students dealing with neighbouring campuses, some of which are new to high school status.

d. Private school network

Another strategy adopted by the three PTKIS is to expand their network with a number of madrasas and/or Islamic boarding schools located in areas with a strong religious base. In this case, IAI Yasni admits that intense communication with a number of Islamic boarding schools in the Bungo area is one aspect that supports the student recruitment process. The supply of prospective students from nearby Islamic boarding schools is said to have never subsided and helped grow the Institute.

e. Ease of Payment

Another feature that is PTKIS's general selling point is the ease of payment, especially for education coaching donations (SPP). The three PTKIS both provide convenience for students to pay in instalments according to their abilities within a certain time so that payment is no longer an obstacle for students to re-register. Likewise, the amount to be paid, the nominal, is lower than state campuses. This feature is recognized to be quite effective in attracting prospective students who have financial problems where they find it difficult to

provide cash funds, so the insurance system is a feature that is sought after by some prospective students.

The pattern of quality assurance at the three universities follows the rhythm of the quality assurance system in accordance with the guidelines issued by the Ministry of Education and Culture, which are in line with the national education standards (SN DIKTI) and the criteria issued by BAN-PT. In these guidelines and criteria, a study program is considered qualified if it has established a quality assurance system in accordance with the guidelines, which are marked by the necessity of forming a unit that specifically deals with quality, providing quality documents such as quality policies, quality manuals, quality standards, and forms. Quality. Fulfilment of these criteria is one of the necessary requirements to get the Good Study Program accreditation rating from the State through BAN-PT. Meanwhile, if the university wants to get a higher predicate, Excellent and Excellent, then the study program must meet the requirements for the implementation of the quality assurance cycle, which consists of standard setting, standard implementation, standard evaluation, standard control, and standard improvement which is usually defined by the PPEPP cycle. The PT is also required to provide valid evidence of the effectiveness of the implementation of the cycle in the form of quality documents. In addition, study programs must also show evidence of benchmarking activities to other study programs that have the same quality practice.

At the PT accreditation level, PTs are required to be able to provide formal SPMI documents as evidenced by the existence of 5 aspects, namely SPMI organs/functions, SPMI documents, internal auditors, audit results, and evidence of follow-up. PTs are required to provide valid evidence related to good practices in developing a quality culture in higher education through management review meetings that are held regularly and discuss certainly required agendas. Furthermore, universities that wish to obtain superior accreditation must show evidence of obtaining external certification/accreditation by a reputable international or international institution, obtaining study program accreditation by a reputable international accreditation agency, and obtaining study program accredited status by BAN-PT.

In general, standardization in Indonesia is not only on the quality assurance system but also on other aspects, which include the implementation of the tri dharma of higher education listed in the National Higher Education Standards (SN Dikti) stipulated through the Government Regulation No. 3 of 2020. This standard is an indicator of the main performance that must be met by PT to get the predicate of Good accreditation from the State.

Meanwhile, if universities want to get Excellent or Excellent accreditation, they must add a number of additional performance indicators (IKT) that go beyond SD Dikti or become the speciality of universities which include at least nine criteria, namely vision, mission, goals and strategies, governance, students, human resources, finance and infrastructure, education, research, community service and outputs.

The standardization of quality assurance patterns and criteria regulated by the State is one of the factors that shape the patterns of quality assurance systems at the three PTs. On the one hand, this pattern can serve as a guideline for universities that are in the process of becoming superior universities, but on the other hand, this standardization model makes the three universities seem overwhelmed to meet these criteria comprehensively to achieve the predicate of Very Good and even Excellent because they are still racing to compete. To get a good image in the eyes of users to survive, the main indicator is the number of students, which tends to increase. Not to mention the limited human resources and financial resources, which are important aspects in meeting the standards set by the State. This standardization pattern also causes PTs, in some cases, to be forced to take shortcuts to meet the criteria, such as the practice of adopting quality documents for other universities which actually have different quality characteristics and practices.

Since their inception, the three PTs have had a fairly dynamic history of development. IAI Yasni and IAI Nusantara, for example, took thirty years to become an Institute, while IAI MA took ten years to become an Institute. This change is not just a transfer of status, but the fulfilment of all the accompanying requirements is not an easy job. Transfer of status is the end of changes in the physical aspect with the fulfilment of adequate infrastructure and land, changes in human resources, changes in the number of study programs, changes in the number of students, and adequacy of funds. The ability of the three universities to make continuous improvements in order to survive in the midst of highly competitive competition shows that all three have a very strong institutional commitment.

Institutional commitment is a manifestation of many motivations, including firstly, the mandate to continue the struggle of the founders of the FoundationFoundation who have kinship relations, secondly the passion for raising educational institutions with Islamic nuances, and thirdly the desire to raise Islamic ideology and/or affiliated Islamic organizations, IAI Yasni and IAI Nusantara. In this case, it is more likely to be affiliated with the Nahdhatul Ulama ideology, while IAI MA, when viewed at the beginning

of its establishment, is more likely to be affiliated to Muahammadiyah, the two organizations are the largest Islamic organizations in Indonesia, the four economic interests as a source of livelihood, and the fifth self-actualization as academics. These motivations are essentially not independent but intersect with each other and complement each other. This slice then forms a joint commitment to grow the FoundationFoundation into a PT that still earns the trust of the community.

The pattern of quality assurance in the three PTKIS, in addition to being realized in the form of implementing an internal quality assurance system, also follows the pattern of an external quality assurance system (SPME) carried out through accreditation by BAN-PT or the Independent Accreditation Institute (LAM). The three PTKIS both face times where they have to prepare college accreditation forms and study program accreditation, and at the same time, they also have to prepare new study programs establishment forms and institutional status transfer forms. Filling out accreditation forms is not an easy job. It demands seriousness and high concentration, especially since the implementation of new regulations regarding the completion of Study Program Performance Sheets (LKPS) and Study Program Self Evaluation Reports (LED-PS), which not only require the availability of documentary evidence that is valid but also requires sharpness of analysis to present a real picture of the college or study program, both in terms of strengths, weaknesses, opportunities, and challenges. So this analysis found the root of the problem and future development projections. The three PTKIS face this cycle of external quality assurance relentlessly because the accreditation period for each study program is different. They face a period of filling out forms with all the limitations in terms of knowledge and experience of personnel, availability of documents, and financial support. However, they were still able to go through all these phases well, although some of the results were not optimal. We see that they have strong teamwork that is built on the values of equality and togetherness. The majority of the teamwork consists of young, productive workers who are bound in several respects with the same status as permanent lecturers of the FoundationFoundation, and both are not civil servants employed by the government with sufficient salaries and allowances, the same affiliation of community organizations, and a common vision for developing universities.

The results show that if the quality is understood as 'value for money and/or internationalization is driven primarily by economics. For this reason, the quality of higher education (systems and institutions) cannot be

guaranteed or improved by internationalization, neither in Slovenia and the Netherlands nor in other countries. . (Komotar, 2020) . Therefore an integrated approach to quality assurance must be in accordance with the needs of Islamic Universities to have control over internal quality processes. The need for internal and external quality system governance structures will be integrated into a common platform that promotes accountability, responsibility and freedom.

4. Conclusion

PTKIS was born as a form of community participation, especially among scientists, aimed at supporting the development of education in developing areas. Despite its status as a private institution, PTKIS still refers to the government in terms of quality assurance by adopting a system that has been established by the State through the relevant ministries. The implementation of SPMI and SPME or accreditation, on the one hand, is a motivation to gain a competitive advantage, but on the other hand, accreditation is a frightening spectre because failure to meet certain requirements will leave quite a long and energy-consuming homework, not to mention issues related to the institution's reputation.

PTKIS quality assurance is also characterized by an institutional transformation in the form of status transfer. This change increases the opportunities for the development of study programs and raises the image of the Institute in the eyes of the public, as well as leaving a number of quality assurance issues for study programs that were born with institutional changes. However, with the core values of organizational commitment and the value of togetherness (teamwork), which in some ways is supported by the similarity of the ideology of organizational affiliation, PTKIS continues to survive and survive with increasing competition and standards.

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