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AN INTEGRATED SYSTEM FOR LEARNING QUALITY MANAGEMENT BASED ON THE TRIDHARMA OF HIGHER EDUCATION

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Abstract

The quality of learning is a crucial aspect that requires effective and efficient management. Often, learning quality management is seen as separate from the learning process, in fact, both are integrated. This study aims to describe the quality management of learning in an integrated system-based tertiary institution at STIT Al-Ittihadiyah Labuhanbatu Utara. This type of research includes qualitative with descriptive study method. Collecting data using interviews, observation, and document study. Furthermore, the data were analyzed using reduction techniques, data presentation and drawing conclusions. The results of this study obtained (1) the leadership of STIT Al-Ittihadiyah Labuhanbatu Utara designed an integrated system through a clear vision, mission and goals based on the tridharma of higher education, (2) development of materials and lecture materials based on assessment and certification (institutional accreditation); and (3) the campus quality assurance system establishes a self-assessment model. Thus, it is concluded that integrated system-based learning quality management at STIT Al-Ittihadiyah Labuhanbatu Utara is implemented effectively and efficiently.

Keywords: Management, Learning Quality, Integrated System

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INTRODUCTION

The core of the educational process is learning. Students will learn new things, develop their skills, and have their knowledge transferred to them through the educational process. Students that are looking to graduate and enter the workforce and address societal issues in the future require all of these. It can be claimed that pupils really require access to effective and efficient learning (Basyit, 2018).

The quality of the teachers in a school is one aspect that affects how well students learn. Because of this, universities play a crucial part in generating qualified and professional instructors. This is so that they can first go through the process of being students at a higher institution before becoming potential instructors who teach early childhood education, basic education, and secondary education. This demonstrates the crucial role that higher education campuses play in producing high-quality learning (Muzakir, 2013).

Higher education's primary purpose demands the collaborative, interconnected, integrated efforts of all stakeholders. In other words, not all learning-related processes can be carried out by specific people or groups, hence developing high-quality learning in higher institutions requires an integrated approach. To ensure regular quality audits, both as evaluation reports and applications for institutional accreditation to accreditation agencies recognized by the government, each tertiary institution maintains an internal quality assurance unit (national and international accreditation references) (Hanun, 2014).

Major changes are currently occurring at tertiary institutions as a result of digitalization, which is the identity of education. This is especially true when it comes to the construction of integrated systems across units. This means that all levels of the organizational structure, from students, lecturers, leaders, study programs, and institutional quality assurance units, are interwoven with one another. In reality, the most recent evaluation of a tertiary institution discusses how effectively and efficiently the institutional system functions. This eliminates any overlap inside an institution (Winarsih, 2017).

The integration and synergy of the systems used in tertiary institutions can be used as a model to raise the standard of instruction. This is so that the campus's vision, mission, and goals may be achieved, which is the focus of the entire educational process. Additionally, they are all founded on the goal of realizing the tridharma of higher education, which consists of instruction, research, and community service. The goals or

objectives will provide certificates recognizing the viability level of higher education management, ranging from accreditation A (excellent) to C, as well as an objective institutional assessment (sufficient) (Bendriyanti, 2017; Widiana, *et.al.,* 2019).

In this regard, Al-Ittihadiyah Labuhanbatu Utara high school is a relatively new university (founded as of 2017) trying to create an integrated system as an objective campus assessment. Preliminary studies on the campus, observed a conducive learning process by prioritizing student needs and institutional accreditation. Likewise, according to the acknowledgment of the head of the study program experiencing problems related to changes in the accreditation process which is now held by the LAMDik (Educational Accreditation Institute), so that various institutional aspects are needed, especially the learning section.

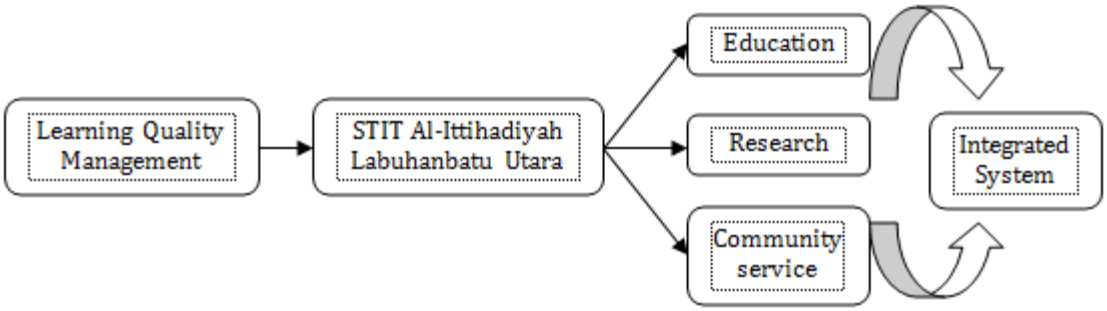
In fact, the study of learning quality management in tertiary institutions has been researched from various scientific perspectives. Among them discuss aspects of higher education management in improving education quality (Rabiah, 2019), integrated quality management (Syukron, 2017), management of private tertiary institutions (Ramdhan & Siregar, 2019), improving quality education services (Sila, 2017), the concept basic university quality management (Christianingsih, 2020), educational quality management (Hadi, 2018), efforts to improve student quality (Basyar, 2016), total quality management in the learning quality management system (Supriyanto, 2011), ISO quality management (Hendartho, 2014), improving the quality assurance system for higher education institutions (Fitriani & Kemenuh, 2021), evaluating the implementation of the institutional quality assurance system (Delvika, 2017), and the quality of education delivery (Tanjung, *et.al.*, 2022).

It is clear from the literature review above that the research issue is innovative in comparison to earlier studies. The research of learning quality management, which is concentrated on the integrated system used by STIT Al-Ittihadiyah Labuhanbatu Utara with reference to the tridharma of higher education, is where the gap analysis is found. This study also aims to detail how learning systems are designed, how teaching materials and lecture materials are developed, and how a standardized internal evaluation system from the campus quality assurance unit is used.

METHODS

This research uses a qualitative approach with a descriptive study method. The background of this research is STIT Al-Ittihadiyah Labuhanbatu Utara which is located at Jalan Lintas Sumatra, Gunting Saga, Kualuh Selatan District, North Labuhanbatu Regency, North Sumatra 21457. At the tertiary institution with private status with two study programs, namely Islamic elementary school teacher education (PGMI)) and early childhood Islamic education (PIAUD). The data collection for this study used the method of observation (observation of learning conditions on campus), interviews (main informants and supporting informants), and documentation studies. Furthermore, the data were analyzed using data reduction techniques, data presentation, and drawing conclusions. Test the validity of research data using data triangulation techniques (Assingkily, 2021).

Furthermore, the flow of the research framework is described in the following chart:



Scheme 1. Research Flow Framework.

RESULTS AND DISCUSSION

Integrated System Design

Setting up clear goals is crucial when creating an integrated system (Umam, 2020). In this context, every tertiary institution is to produce superior graduates based on the tridharma framework of higher education (education, research and community service). According to Legowo & Indiarto (2017), higher education institutions must be formed as a system in the implementation process, so that they can run effectively and efficiently.

Higher education productivity will be assessed from the academic service system, administrative services, to the quality of the institution's graduates. According to Sarmono, *et.al.* (2020), the strong potential that every tertiary institution must highlight is the quality

of graduates as a holistic reflection of the campus. On this basis, extra effort is needed from education providers to improve the quality of learning. Because, learning becomes a strategic momentum to internalize values, present scientific material, and train students. In fact, all the potential that students have will be able to be improved through learning (both in class and outside the classroom).

In line with the above, the Head of STIT Al-Ittihadiyah Labuhanbatu Utara said that:

"*...The potential of our students is very diverse sir. We are only able to facilitate them, and must not standardize what is their talent or interest. For this reason, we provide student activities that suit the needs of students. Likewise, in order to be directed, each program of student academic and non-academic learning activities refers to the vision, mission and goals of the institution*" (The results of the interview with Dr. Mursal Aziz, M.Pd.I., 03 January 2023, 03.33 P.M).

It can be seen in the form of image (1) below, which serves as evidence supporting the interview passage above:

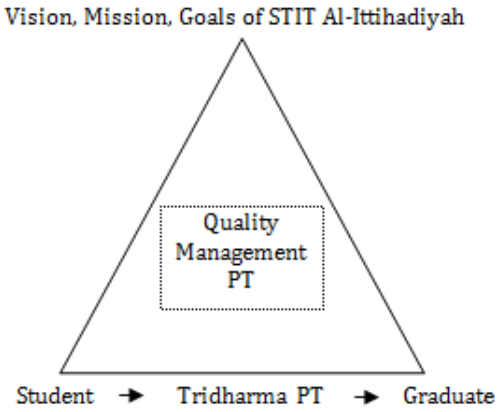


Figure 1. Integrated System Concept

Based on figure (1) above, it is understood that the main orientation of higher education quality management at STIT Al-Ittihadiyah Labuhanbatu Utara is the vision, mission and goals of the institution. In another analysis, it can be understood that before achieving status as alumni (graduates) students must carry out the tasks of higher education tridharma effectively and efficiently in accordance with applicable regulations. According to Jayusman (2022), an integrated system designed by educational institutions will create a conducive learning climate.

The expected conducive learning will be realized effectively through an effective learning process. This reinforces the meaning of learning as the "heart" of the educational process. In this context, it is in line with the institution's goal to produce professional

Islamic education graduates with Islamic character to accelerate the realization of a religious civil society. Thus, learning as a process of transferring insights and values requires systemic and integrative improvement efforts.

Based on the description above, it can be interpreted that the design of an integrated system at STIT Al-Ittihadiyah Labuhanbatu Utara prioritizes all institutional components and potential towards achieving the vision, mission and goals of the institution. Furthermore, the practice of the system is actualized in the student learning process by referring to the tridharma of higher education (education, research and community service) which is broken down into credit scores (semester credit system) for 4 years or 8 semesters, before being assigned a conversion status from student to undergraduate. graduate of STIT Al-Ittihadiyah Labuhanbatu Utara.

Integrated System-Based Learning Quality Development

The quality of learning is the main domain in efforts to develop integrated system-based institutional management (Ristianah & Ma'sum, 2022). In this context, STIT Al-Ittihadiyah Labuhanbatu Utara carries out efforts to develop assessment and certification-based lecture materials and materials (institutional accreditation). As quoted from the interview with Chair I (Academic and Institutional Affairs) below:

> "*...Yes, sir, we are still improving, especially regarding the quality of learning on campus. We direct all applicable regulations regarding learning procedural and other components to an objective assessment and accreditation sir. So the basis that we determine is the development, improvement, implementation and regular assessment of the quality of learning on campus Pak*". (Results of interview with Walimsyah, M.Pd., 5 January 2023, at 10.48 A.M).

Supporting the interview excerpt above, the following is a visualization form of the statement by Chairman I of STIT Al-Ittihadiyah Labuhanbatu Utara:

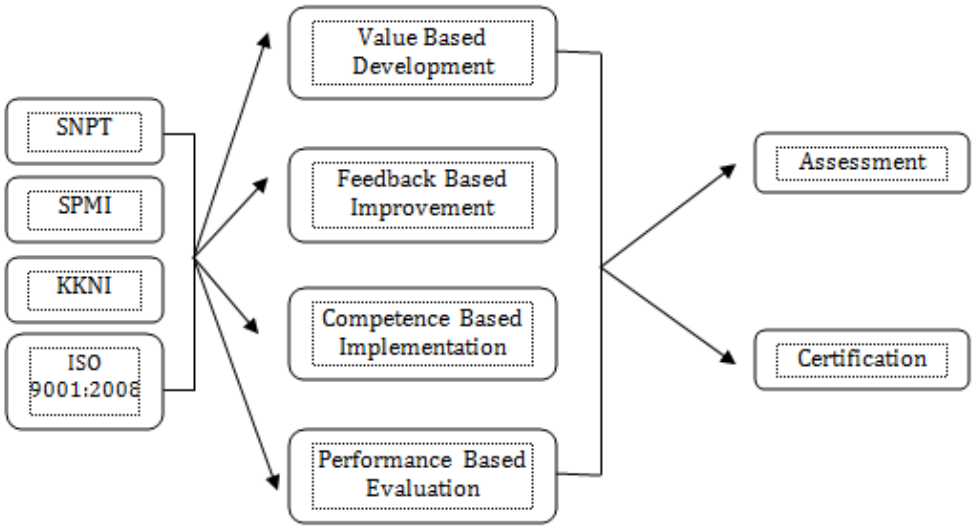


Figure 2. Integrated System Development Concept

Based on figure (2) above, it is understood that the orientation of developing the quality of learning through lecture materials or teaching materials is objective assessment and institutional accreditation. According to Purwani (2021), this is in accordance with the needs echoed in society that educational institutions must be able to guarantee the quality of learning through the quality of institutional accreditation. In addition, Budiarto, *et.al.* (2018) added that educational institutions should not be ambitious in achieving the best accreditation with services that are not yet prime, so an objective assessment is needed internally in the institution.

Furthermore, the figure also confirms that the focus of developing the quality of learning at STIT Al-Ittihadiyah Labuhanbatu Utara still refers to the applicable regulations, including SNPT, SPMI, KKNI, and ISO 9001:2008. According to Atmaja & Azis (2019), internal institutional quality is an important fundamental matter for an institution. This is because higher education institutions need an internal assessment as a form of increasing confidence when they want to be audited and assessed externally by an accreditation assessment body recognized by the government.

Based on the description above, it can be understood that it is emphasized that there are four important aspects, namely development-based assessment, improvement-based feedback, competency-based actualization or implementation, and evaluative-based performance. Thus, quality development will be adopted continuously and effectively by lecturers towards students in the form of learning in class and outside the classroom.

Internal Learning on Campus is monitored for quality

Learning quality assurance must be audited by an internal institution. This is because each institutional unit cannot run as desired, but is based on regulations that apply internally to the institution and is audited by a separate institution, say the quality assurance unit (UPM) or quality assurance agency (LPM) in tertiary institutions. This institutional determination is intended to implement the internal quality assurance system (SPMI). Where each standard that has been prepared becomes a reference material for joint evaluation of the quality of existing units in tertiary institutions, especially study programs.

STIT Al-Ittihadiyah Labuhanbatu Utara which has two study programs, namely PGMI and PIAUD carry out each learning process according to the directions from the campus quality assurance institution's assessment format. This is intended to harmonize the implementation and the initial goals of the institution, so that common goals are achieved. This is according to what was conveyed by the Head of LPM STIT Al-Ittihadiyah Labuhanbatu Utara as follows:

> "*...we are here responsible for guaranteeing the quality of your institution, including the quality of each study program (PIAUD and PGMI). For this reason, we as a team have established an assessment model that applies internally on campus to ensure internal quality. The points in the assessment format refer to the vision, mission, goals of the institution complete with achievement strategies, aspects of students, graduates, learning facilities, to references to the tri dharma of higher education*". (Results of the interview with Ahmad Taufiq Al-Afkari Siahaan, M.Kom., 6 January 2023, 11.32 A.M).

Supporting the interview excerpt above, the following is a visualization form of the statement by the Head of LPM STIT Al-Ittihadiyah Labuhanbatu Utara:

Table 1. SPMI Self Assessment Model

SPMI Checklist	Penilaian				Maintenance plan	Time
	Interest (point 1,2,3,4,5)	Already/Not Implemented	Effectiveness (point 1,2,3,4,5)	Objective Evidence		
1. Vision, Mission, Goals and Targets and Achievement Strategy						
2. Governance, leadership, management system and quality assurance						
3. Student Affairs and Graduates						
4. Human Resources						
5. Curriculum, Learning and Academic Atmosphere						
6. Financing, Infrastructure, and Information Systems						
7. Research, Service and Community Service, Cooperation						

Based on table (1) above, it is understood that internal quality assessment refers to the vision, mission and objectives of the institution. This confirms that the quality assurance institution seeks to direct the entire process of providing education to achieve institutional goals (not individuals or groups). According to Saa (2018), these efforts are considered professional considering the internal quality of the institution must be assessed objectively so as to ensure continuity and improve the quality of tertiary institutions.

Furthermore, Yaqien, *et.al.* (2021) added that the leadership's internal policies significantly influence internal audit quality assessment, so that they become a shared guide in maintaining institutional quality. In the context of learning, Antaresti (2017) emphasized that the quality of leadership and productivity of higher education institutions will be assessed through the implementation of higher education tridharma in an institution.

Based on the description above, it is understood that the checklist ordered by LPM in the SPMI effort reflects the seriousness of the organizers of the learning process. This can be seen from the linear sequence which includes the vision, mission and goals of the institution, graduates and students, human resources on campus, curriculum and learning guidelines, financing and learning facilities, to the tridharma of higher education. Thus, the learning expected by students can be carried out properly. effective and efficient.

CONCLUSION

Based on the description above, the following results are obtained; (1) the leadership of STIT Al-Ittihadiyah Labuhanbatu Utara designed an integrated system through a clear vision, mission and objectives based on the tridharma of higher education, (2) development of materials and lecture materials based on assessment and certification (institutional accreditation); and (3) the campus quality assurance system establishes a self-assessment model (campus internal assessment). Thus, it is concluded that integrated system-based learning quality management at STIT Al-Ittihadiyah Labuhanbatu Utara is implemented effectively and efficiently.

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