

STRATEGY FOR QUALITY CONTROL OF MATARAM XIV PRIVATE ISLAMIC RELIGIOUS COLLEGES IN BALI, WEST NUSA TENGGARA, AND EAST NUSA TENGGARA

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Abstract

The study aimed to analyze the internal and external environment, formulate strategies, implement strategies, and evaluate integrated quality control at the Wasta Islamic Religious College in Kopertais XIV Mataram. This qualitative research is multi-case research with key informants, namely policy makers, as key instruments researchers. Data collection techniques through observation, interviews, and documentation. Data analysis was carried out by collecting, verifying, reducing, and presenting it using the standards of credibility, confirmability, transferability, and dependability. The results of the study show that the internal environment analysis is carried out by identifying realistic perceptions of all the strengths and weaknesses of PTKIS. While the analysis of the external environment includes the identification of several opportunities, challenges, and threats. Private Islamic tertiary institutions are still not optimal in implementing traditional management in administrative management, curriculum, and even leadership. The strategies carried out by Kopertais in the XIV Mataram region are strengthening the functions of supervision, control, and guidance to implement PTKIS, strengthening PTKIS institutions that are relevant to stakeholder needs and societal changes, strengthening administration and academic transactions towards accreditation of excellent study programs, strengthening transparent and reliable Financial Management and Governance at PTKIS, and strengthening human resources and academic culture at PTKIS.

Keywords: Strategic management; Quality; Islamic religious higher education

1. INTRODUCTION

Education is influenced by cultural, social, political, environmental developments and human civilization to serve the interests and needs of society (Darling-Hammond et al., 2020) (Tikly, 2019). The role of education is expected to be present as the prime mover for development (Leal Filho et al., 2018). A strong and intelligent society also imparts strong and intelligent nuances and will actively develop self-sufficiency (Kanji & Nur, 2022). Islamic education in Indonesia has many challenges and is still low in terms of quality and quantity, ranging from conceptual-theoretical problems to practical-operational dilemmas (Harahap et al., 2021). A strong and intelligent national character can be formed and must be able to express itself as a model of national education that diversity makes the challenge of educational progress more acute (Serdyukov, 2017).

The paradox of Islamic religious higher education institutions meeting the needs of stakeholders such as government, society, and even the working world (Suyadi et al., 2022). Potential has the advantage of being able to experience a life full of competition and uncertainty and demands a better quality of life in the form of a product of living together. The system built

in Islamic religious universities, especially private ones, is distrust of management, expensive organizational costs, and false success (Rachmawati et al., 2022). In addition, the development of resources is also weak and there is minimal optimization of the planning, organizing, staffing, and monitoring systems in all elements of implementation (Budiman & Suparjo, 2021).

A new paradigm of private Islamic religious higher education is realizing sustainable quality with institutional orientation focusing on a management model based on a combination of self-assessment, autonomy, accountability, and accreditation is expected to encourage the emergence of sustainable quality based on the creativity, integrity, and productivity of civitas academic (Masuwai et al., 2022). The strategic steps that need to be taken are implementing strategic management, building alternatives, more thorough, comprehensive, effective, promising, and profitable analysis (Kabeyi, 2019), and maintaining knowledge inheritance, cultural inheritance, and value inheritance (Nuryanta, 2018).

The existence of private Islamic religious tertiary institutions to become competitive and quality institutions required to have the will, willingness, and ability to carry out reformulation, revitalization, reorientation and transformation as a whole. Therefore, the task of Kopertais Region XIV Mataram is to act as the Coordinator of Private Islamic Higher Education and aims to assist the Director General of Islamic Education in implementing a system of supervision, quality improvement, guidance, and empowerment of Islamic Higher Education in the areas of institutional, academic, manpower, facilities and infrastructure (Direktorat Jenderal Pendidikan Islam Nomor 7340 Tahun 2019, 2019).

The distinctive features of Kopertais XIV Mataram are geographically harmonizing PTKIS in the three provinces of Bali, NTB, and NTT, economically entering a Special Economic Zone (SEZ), and socially having a very diverse race, religion and culture. Anthropology works in a wide range of fields (Peta PTKIS Kopertais IVX Mataram, 2022). The province of Bali is known as the Island of the Gods, West Nusa Tenggara as the Island of a Thousand Mosques, and East Nusa Tenggara as the Island of a Thousand Churches. There is information that NTB is a part of a special economic zone that has opportunities to absorb 587,000 workers and an investment opportunity of IDR 40 trillion, so state and private Islamic religious universities in Lombok must turn this challenge into an opportunity to develop more advanced graduates who competence, as well as the uptake of professional alumni in the world of work.

The number of Islamic religious institutes in West Nusa Tenggara, Lombok is 34 institutions, consisting of 3 universities, 7 institutes, 9 STIT, 4 STIS, 2 STEI, 8 STAI and the rest is 1 College of Da'wah Sciences (STID) and 1 School Higher Science of Qur'an (STIQ) Bima. So, there are 34 Private Islamic Religious Colleges (PTKIS) under the Kopertais XIV Mataram Region (Peta PTKIS Kopertais XIV Mataram, 2022). All Islamic religious institutes cannot support the opportunities that exist in the strategic management and comprehensive quality control of higher education institutions are not optimally implemented. In 2021, several PTKIS in the Kopertais area of the XIV Mataram region is at the coaching and supervision stage because they do not meet the accreditation rating requirements (TMSP), including the Bima Harapan Sharia Economic High School, Manhalul Maarif Tarbiyah College, Al Islamiyah

Tarbiyah College, West Nusa Tenggara, West Nusa Tenggara. Hamzar College of Islamic Economics, College of Tarbiyah Bahana, STIQ Bima, College of Tarbiyah Jembrana Bali and College of Tarbiyah Palapa Nusantara NTB.

To realize these competencies and opportunities, the Private Islamic Religious Academy emphasizes a process of acculturation and empowerment, a life-long process, system-to-system unity, openness and accountability, polysemy and synthesis, and based on the principles of legitimacy. Various components were developed in realizing the quality and competitive private Islamic religious higher education, so in this study, specific objectives were set to be achieved, namely analyzing the internal and external environment, strategy formulation, strategy implementation, and integrated quality control evaluation of private Islamic religious tertiary institutions in Kopertais XIV Mataram region.

2. MATERIALS AND METHODS

The focus of the research location determined was Kopertais XIV Mataram region. This location was chosen because the researcher is part of the structure, sees the challenges and opportunities, and is part of a team of expert strategists and policymakers (Struktur Kopertais Wilayah IVX Mataram, 2022). The method used in this research is qualitative or social science research, (Idrus, 2009) multi-case type (Pirdaus & Anisa, 2021) with key informants, namely policymakers as key instrument researchers (Maulana & Riajanto, 2021).

The research data consists of primary data and secondary data. The primary data consisted of the Kopertais Coordinator for the IVX Mataram region, the Kopertais secretary for the XIV Mataram region, elements of the PTKIS Trustees, Islamic boarding school supervisors, and several PTKIS leaders. Secondary data, on the other hand, is data obtained from documents and written sources. Techniques for collecting data through observation, interviews, and documentation. Selection of informants based on problem formulation, research objectives, and a team of experts in strategy makers and policymakers. Data analysis was carried out by collecting, verifying, reducing and presenting it using the standards of credibility, conformability, transferability, and dependability.

3. RESULTS AND DISCUSSION

3.1. Analysis of environmental PTKIS Quality in Kopertais XIV Mataram Region

Regarding the environmental analysis of PTKIS quality in Kopertais XIV Mataram region, researchers will point to two elements of environmental analysis, the first is internal and the second is external environmental analysis. While the analysis of the external environment includes the identification of a number of opportunities, challenges, and threats. At the internal analysis stage, PTKIS must be able to optimize resources both for lecturers, students, staff, facilities and infrastructure build cooperative networks with other universities, and use IT in private Islamic religious universities. Resource development for PTKIS is done through mentoring and assistance, training, and focus group discussions (FGD) among PTKIS Kopertais instructors in the XIV Mataram region.

Kopertais XIV Mataram annually carries out assistance including writing reputable journal articles, assisting scientific publications in national and international reputable journals, and actual community service. Meanwhile, coaching is carried out in order to improve the quality and quality control of tertiary institutions. Kopertais IVX Mataram region for every mentoring and coaching activity brings in teams of experts who already have the expertise and capacity that apply in that field. Kopertais XIV Mataram District invites PTKIS who are not compliant with Study Program Rating Standard (TMSP) and Higher Education Accreditation TMSP (APT) to participate in coaching and mentoring. This is because strength is a positive internal condition and capability that enables an organization or educational institution to achieve strategic advantage (Akdon, 2016). Robbins added that strength is any unique resource that an organization or educational institution possesses (Robbins & Coulter, 2007).

Research data shows that several Private Islamic Religious Colleges (PTKIS) are in the process of developing TMSP Study Programs (APS), including Phase 1: IAIH NW Pancor in the BKI study program, IAIH NW East Lombok in the KPI study program, STAI Darul Kamal in the study program MPI, STAI Al Amin Dompu in the MPI and PBA study programs, STAI Kupang in the ES, MPI, and PGMI study programs, STID Mustafa Ibrahim in the BPI study program. (Peta PTKIS Kopertais XIV Mataram, 2022).

While the TMSP coaching stage II in 2022 is STAI Al Amin Gersik in the PGMI study program, PIAUD, STIT Palapa Nusantara in the PIAUD study program, STIS Harsy in the IPR and HES study programs, STIT Bahana in the MPI study program, STIE Hamzar in the IPR study program Sharia Banking and STIT Manhalul Maarif in the PBA study program (PTKIS Dalam Pengawasan Kopertais Wilayah XIV Mataram, 2022.). The Temporary Accreditation Decree for APTs that have been issued are STIS Harsy and STIT Bahana, apart from the two PTKIS, they are still in the process of submitting accreditation forms and the completion stage.

The weakness is that some PTKIS are unable to fully formulate, hold duties and responsibilities as higher education managers, so that relations, policies are still authoritarian, grouped, and responsibilities are only at the organizational structure level, not at the level of orientation and shared responsibility as college managers. Universities that are transparent, and have a shared commitment to improving the quality of tertiary institutions. This is because the embodiment of strategic thinking must be actualized into concrete actions. Therefore, this embodiment will be much easier if leadership and academia understand and feel part of the organization of the higher education institution.

Due to the variety of activities involved, good strategy development is required. This is a joint commitment between the higher education leadership and resources. Because, without understanding, commitment, transparency, accountability, implementation strategies, control and efforts to improve the quality of higher education institutions, PTKIS will face serious problems (David, 2011).

Because weakness is an activity that an organization or educational institution cannot carry out properly or a resource that is needed but not adequately owned and utilized fully negatively so

that which can hinder an organization or educational institution from achieving its goals (Akdon, 2016).

Opportunities for Kopertais XIV Mataram are being able to make strategic directions that are relevant and dynamic to the needs of the world of work, have their own identity, meet the needs of lecturers, provide fast service, not slow, and be open. Kopertais XIV Mataram Koperatais has the strengths of being disciplined, having a work ethic, and being connected with science. Through these activities, the Kopertais XIV region has positive organizational or regional institutional trends, positive external situations, and factors. And also can assist the organization in achieving its goals. Meanwhile, a threat is a trend or any negative situation that may hinder or even defeat a higher education organization or institution in achieving its goals (Akdon, 2006). The SWOT matrix diagram show in Figure 1.

Internal Factors External Factors	Strength (S) The organization's internal key strengths	Weaknesses (W) Organizational internal weaknesses
Opportunities (O) Organizational external opportunities	Strategi SO Using strengths to take advantage of opportunities	Strategi WO Minimizing weaknesses to take advantage of opportunities
Threats (T) Organizational external threats	Strategi ST Using force to anticipate threats	Strategi WT Minimize weaknesses and avoid threats

Figure 1: SWOT Analysis Matrix (Wheelen & Hunger, 2003)

3.2. Analysis of Environmental (Changes, Competitions, threats, and opportunities)

Environmental analysis indicators are external analyses of demography, economy, politics/law, socio-culture, and technology. To be able to see external opportunities in Islamic religious tertiary institutions, the tertiary institution must be able to detect changes or policies related to the development of the quality of higher education, and important events, especially those directly related to issues in the social, political, economic progress of science and technology. In addition, private Islamic religious tertiary institutions must be able to define and formulate all challenges, opportunities, or changes caused by government policies, in this case, higher education policies, as a form of recent events for educational institutions.

Higher education institutions must be able to provide information regarding future orientation to every level of leadership, lecturers, staff, community and stakeholders. Leaders must be able to give signals to all levels about what must be done for educational institutions, such as speeding up or slowing down the quality improvement process, governance management, and interacting with other institutions. Another effort that can be made in the process of environmental monitoring is through a SWOT analysis. When related to SWOT analysis and organizational competitiveness, environmental analysis is very important to do with the aim of knowing current conditions and predicting the future state of the organization (educational institutions), analyzing and obtaining information about competitors, customers, and stakeholders being able to identify opportunities and threats, can explore strengths and weaknesses, and ensure the achievement of competitive advantage (Amirullah, 2015).

The paradigm found today by researchers at PTKIS is that governing institutions of higher education are better equipped to understand philosophy, psychology, and methodology. The mission of higher education being developed is to develop tri dharma, to be a pioneer of change, to build a scientific society, to implement professional management, to form a strong organization, to cultivate honest students, and to cultivate honest scholars. Other findings first, private Islamic religious higher education institutions remain suboptimal in implementing traditional management in terms of administration, curriculum, and even leadership, but have management advantages based on religious, social, and intellectual values. Second, the social, political, and social realities show that the space and opportunities that PTKIS alumni have are very limited, especially when viewed from the point of view of employment. Third, technology-based global competition forces every higher education institution to respond quickly to changes and developments, and PTKIS must be more active, innovative, and flexible. Fourth, this research is important to do as a form of scientific development, especially in the field of Islamic education management.

Along with the times, PTKIS is now able to have a paradigm in transforming itself into a professional and proportional institution with the main strategies being developed that are relevant to the development of globalization and the digitalization era such as; (1) has a strategic pattern in formulating policies, (2) development-oriented programs and community needs, (3) has long, medium, and short-term program achievement targets, (4) programs directly related to academic activities, and (5) produce quality graduates. The main strategy determines the direction of development and management of education in the pattern of development strategies supported by decisions and actions that result in the formulation and implementation of plans and strategies to achieve changes toward progress.

3.3. PTKIS Quality Strategy Formulation in Kopertais Region XIV (Mission, Goals, Strategy, and Policy)

Strategy formulation is the development of long-term plans to effectively manage external environmental opportunities and threats, taking into account the strengths and weaknesses of the organization. The strategy formulation process includes the activities of determining the organization's mission, setting goals to be achieved, developing strategies, and establishing policy guidelines (Wheelen & Hunger, 2003). Therefore, in the Kopertais XIV Mataram area missions are: (1) strengthening the functions of supervision, control, and guidance for the implementation of PTKIS; (2) strengthening PTKIS institutions that are relevant to the needs of stakeholders and changes in society; (3) strengthening administration and academic transactions towards the accreditation of excellent study programs; (4) strengthening transparent and reliable Financial Management and Governance at PTKIS; and (5) strengthening human resources and academic culture in PTKIS (Profil Kopertais Wilayah XIV Mataram, 2022).

The mission of an organization basically reflects the reason why the organization was founded. An organizational mission is a fundamental and distinctive purpose that distinguishes an organization from other organizations and defines the scope of activities or operations. Missions can be defined narrowly or broadly. The mission statement usually describes things

such as the characteristics of the product to be produced, the market to be entered, and the technology to be used. (Amirullah, 2015). In other words, the mission is intended to explain the focus and direction that must be carried out by members of the organization in providing services. Therefore, in this case, the five missions have become part of the Mataram Region Kopertais XIV agenda in formulating strategies and making policies in developing the quality of private Islamic religious higher institutions.

The area of IVX Mataram Kopertais is very wide. Because, coordinate the three regions in eastern Indonesia, namely BALI, NTB, and NTT. The Mission, Targets, Strategy, and Policies of Kopertais XIV Mataram will certainly lead to supervisory functions, institutional strengthening, administrative strengthening, management strengthening, and strengthening of human resources which have implications for the development of community progress, especially in the absorption of the academic world and the world of work.

That's why the mission and goals of an organization or educational institution are important to note. So that the mission and goals are the main basis for setting policies to be achieved and the direction of action to achieve organizational goals, or it can also be interpreted as something that must be achieved. Achievement of organizational goals is the result of completing the mission. Therefore, every organization needs to formulate a clear mission and goals.

The formulation of strategy in higher education institutions is also a formulation of planning that is comprehensive and thorough on how higher education institutions achieve their mission and goals. This is in line with the strategies proposed by experts that will maximize competitive advantage and minimize constraints on competitive capabilities (Wheelen & Hunger, 2003). The strategy taken will be the main bridge between strategic planning and strategy implementation on organizational performance. Because of that, it needs to be done carefully and accurately, because it is from here that various Kopertais XIV policies will be taken, as well as organizational goals in accordance with the established organizational direction (Suharsaputra, 2015). Therefore, the development of the strategy will lead to a comprehensive and coordinated policy adopted by Kopertais XIV to gain a competitive advantage

The Kopertais XIV Mataram Policy is a broad guideline for overall organizational decision-making. Guidelines link between strategy formulation and implementation. These policies are explained and implemented through the strategies and objectives of each department. And the divisions will develop their policies, which will be the guidelines for their functional areas to adhere to and follow (Wheelen & Hunger, 2003).

3.4. PTKIS Quality Strategy Implementation in Kopertais Region XIV (Program, Budget, Procedure)

Strategy implementation is also known as the action stage of strategic management. Strategy implementation means mobilizing or moving managers and employees to change the formulated strategy into action (Rachmat, 2014). Strategy implementation is the process of realizing strategies and policies through the development of programs, budgets, and procedures. Strategy implementation is the process of implementing strategies and policies through the development of plans, budgets, and procedures. (Wheelen & Hunger, 2003).

The program set by Kopertais XIV is on the tri dharma aspect: development master plan (RIP), strategic plan, curriculum, education personnel, prospective students, facilities and infrastructure, education administration, PTKIS administration, cooperation, including academic program development, academic writing, and development of program administration and management, including reporting on the activities of the process of implementing study programs. Supervising activities and controlling the management of higher education institutions is an integral part of supporting the implementation of higher education institutions to meet the requirements raised by stakeholders (Rusdiana, 2011).

Supervision of PTKIS is carried out as a form of development on the basis of religious, life, and employment knowledge through strengthening the core topics of the national curriculum, establishing a local curriculum, compiling syllabus, implementing a new curriculum, supervising lecturers, administrative staff to improve the quality and quantity of lecturer/administrative staff through the preparation of regulatory criteria in accordance with the spirit of reform, increasing the quality and quantity of manpower, increasing the recruitment of quality lecturers/staff, revising the education and training of lecturers and staff, developing careers and ranks, increasing work discipline, recruitment and coaching of PTKIS lecturers/staff. And supervise students by increasing dynamics, creativity, and skills.

Supervision of research patterns and standards, implementation of research for lecturers and students, workshops, dissemination of research results, and publication of research results in recognized and reputable journals motivates each PTKIS to have a research journal. (a) Guidelines for community service, (b) implementation of community service based on community empowerment (c) plays a role in evaluating the results of community service.

PTKIS coaching is directed at activities: analyzing PTKIS weaknesses in the context of providing quality education, coaching and empowering PTKIS, improving the quality of Human Resources, training for students, management coaching, facilities and infrastructure carried out through activities coordinated by Kopertais, motorized periodically at the beginning of the year, mid and end of the year, conducting management coaching, making efforts to improve facilities and infrastructure through, recommending proposals for infrastructure assistance (Rusdiana, 2011).

PTKIS quality control, namely recommending the establishment of 34 PTKIS in the Bali, NTB and NTT regions, extending study program permits, providing recommendations for additional study programs, recommending study program permit extensions, receiving and validating PTKIS tri dharma activity reports every semester, receiving study program evaluation reports, and providing consideration of follow-up and sanctions against PTKIS that provide less quality education to the Directorate General of Education. Annual objectives are important for strategy implementation, because: (a) they are the basis for resource allocation; (b) are the primary mechanism for evaluating managers; (c) are the main instrument for monitoring progress towards achieving long-term objectives; and (d) establish organizational, divisional, and departmental priorities (David, 2011).

Realization of the budget, income and expenditure of Kopertais IVX Mataram Region is as follows; (1) the budgetary resources for salaries, honorarium and allowances constitute a monthly budget that must be given to the Kopertais apparatus. (2) Office operational budget resources. (3) Budgetary resources for direction, management, assistance, and supervision are managed by the Kopertais apparatus as needed. Salaries, gratuities, and allowances for Kopertais Region IVX personnel are based on rank and position. In a feasibility study, budget calculations also need to be included to find out whether or not a project is feasible from a financial point of view, which can be previously known (Reddy et al., 2015). The Director General of Education's policy towards Kopertais in financing so far has only been in the form of operational assistance for Kopertais, not allocating the budget directly in the form of a separate DIPA for Kopertais (Rusdiana, 2011).

Procedures are incidental activities, carried out occasionally. This relates to the absence of SOP, which contains a series of processes starting from recording, and documenting to reporting. The implication is accelerating the achievement of the objectives of implementing policies on guidance, management, assistance, and supervision namely the creation of an accountable PTKIS (2) Regional Kopertais is led by a coordinator, under whom there are deputy coordinators, secretaries, and implementing staff. These elements perform their duties in a professional manner, which requires expertise or knowledge, skill, and a high degree of integrity. The purpose of this is to implement coaching, management, mentoring, and supervision for effective and efficient PTKIS accountability.

The working atmosphere implemented in the Kopertais XIV Mataram area is quite a comfortable working atmosphere. Oriented to serve the community, maintain the commitment to serve the community, that is, and continue to work hard to complete the tasks according to the established mechanism. Kopertais IVX region in creating a conducive service organizational culture. Based on the organizational structure, namely maintaining cooperation between apparatus in providing services to PTKIS. Collaboration between apparatus, namely by building a system of togetherness and working relations between leaders and subordinates.

According to the results of the analysis, (1) the activities of the Kopertais XIV region in implementing the policy of coaching, management, direction, and supervision are not based on SOP. Kopertais apparatus in regions I, II, and IV are not always performing their duties in accordance with the performance plans, objectives, programs, and activities set out in the strategic plan. (2) In each Kopertais, the main tasks and functions of directing, managing, assisting, and supervising are specified in different organizational designs. This is related to the lack of clarity in the contents of the policies and the understanding of each Kopertais regarding policies on development, management, assistance, and supervision. In addition, each Kopertais has differences in quantity, quality, and proportion of human resources, finances, facilities in the implementation of coaching, management, assistance, and supervision. These differences result in differences in the structure of the bureaucracy and the performance of each policy implementer of development, management, assistance, and supervision.

3.5. PTKIS Quality Evaluation in Kopertais Region XIV (Performance)

Strategy evaluation is the process of monitoring the actual company activities, results, and performance compared to the desired performance (Wheelen & Hunger, 2003). According to Winardi, strategic evaluation is an effort to monitor the results of strategy development and implementation, including measuring organizational performance and taking corrective action when necessary (Winardi Karshi Nisjar, 1997).

Evaluation of the performance of Kopertasi XIV Mataram is carried out by conducting an investigation on the basis underlying the performance-adjusted strategy. Kopertasi XIV Mataram comparing the results of actual performance with expected (ideal) performance. Taking corrective action to ensure that performance is according to plan. Adequate and timely feedback is the cornerstone of strategy evaluation. Taking corrective action is necessary to keep him on track toward the goals he has set. Even the best-developed and implemented strategy can become obsolete when the external and internal environment of an organization changes. Therefore, it becomes imperative for strategists to systematically review, evaluate, and control the implementation of the strategy

4. CONCLUSIONS

The internal environment analysis is carried out by establishing a realistic understanding of all the advantages and disadvantages of PTKIS. While the analysis of the external environment includes the identification of several opportunities, challenges, and threats. Private Islamic higher education institutions are still not the best option when it comes to implementing traditional management in terms of administration, curriculum, and even leadership. Social, political, and social realities show that the space and opportunities that PTKIS alumni have are very limited. A technology-based global competition that forces every higher education institution to respond quickly to changes and developments. Have a strategic pattern in formulating policies. The programming of the programs is guided by the development and needs of the community. Have long, medium, and short-term program achievement targets. The program is directly related to academic activities. Producing quality graduates. The main strategy determines the development direction and management mode of education, and the development strategy is supported by decision-making and action, to formulate and implement plans and strategies, realize change, and move toward progress.

The strategies carried out by Kopertais in the XIV Mataram region are (1) strengthening the supervisory, controlling, and coaching functions to implement PTKIS, (2) strengthening PTKIS institutions that are relevant to stakeholder needs and societal changes, (3) strengthening administration and academic transactions towards the accreditation of excellent study programs, (4) strengthening transparent and reliable Financial Management and Governance in PTKIS, and (5) strengthening human resources and academic culture in PTKIS. The Mission, Goals, Strategy, and Policies of Kopertais IVX Mataram lead to supervisory functions, institutional strengthening, administrative strengthening, management strengthening, and human resource strengthening which have implications for the development of societal progress, especially in the absorption of academic world and the world of work.

The program set by Kopertais IVX Mataram is on the tri dharma aspect: development master plan, strategic plan, curriculum, educational staff, prospective students, and facilities and infrastructure, education administration, PTKIS implementation, cooperation. Supervision of PTKIS is carried out as a form of development on the basis of religious, life, and employment knowledge through strengthening the core topics of the national curriculum, establishing a local curriculum, compiling syllabus, implementing a new curriculum, supervising lecturers, administrative staff to improve the quality and quantity of lecturer staff. PTKIS development is aimed at the following activities: Analysis of PTKIS weaknesses in the context of quality education provision, coaching and empowerment of PTKIS, improvement of human resource quality, student training, coaching management, facilities, and infrastructure.

Evaluation of the performance of Kopertasi XIV Mataram is carried out by conducting an investigation on the basis underlying the performance-adjusted strategy. Kopertasi XIV Mataram comparing the results of actual performance with expected (ideal) performance. Taking corrective action to ensure that performance is according to plan. Adequate and timely feedback is the cornerstone of strategy evaluation. Taking corrective action is necessary to keep him on track toward the goals he has set.

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