

IMPROVING THE QUALITY OF COLLEGE GRADUATES

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Abstract

The role of Perguruan Tinggi in producing quality graduates both state and suwasta occupies a very strategic position. Public credibility and trust in universities can be seen from the existence and progress of its graduates in the community. Quality graduates will be able to compete both at home and abroad and will be widely absorbed by the community and the world of work. Higher Education as a professional institution that provides functional services to meet the needs of society in the field of human resources. And as a higher education institution, it is certainly the most colorful of the quality of education of a nation. For this reason, improving the quality of university graduates is a must. Steps to improve the quality of graduates: 1. Strict recruitment of prospective students. Apply high discipline, and able to organize. 2. Lecturers who have high qualifications and competencies. The objectives of improving the quality of graduates are: increasing competitiveness, improving the quality of higher education and building public trust. The value system that underlies the improvement of the quality of graduates: theology, logic, teleology, physiology, ethics, aesthetics. Principles of graduate quality improvement: continuous, planned and systematic, autonomous, open, facilitator.

A. INTRODUCTION

In the Great Dictionary of Indonesian, quoted by Onisimus Amtu, it is explained that the meaning of quality is "a measure of good and bad of an object, level, level, or degree in the form of; cleverness, intelligence, proficiency, and so on." In terms of quality is a structured process used to improve the output or output produced. From this we can understand that quality is an effort to improve institutions or institutions based on their abilities or abilities. In addition, there are also several definitions from several experts about this definition of quality. According to Philip B. Crosby, quality is conformity with what is required or standardized. Simply put, a product is said to be of high quality if the product is in accordance with predetermined quality standards, which include raw materials, production processes, and finished products.

According to W. Edward Deming, quality is "conformity to the needs of the market or consumers." A product is said to be of good quality if the product is in accordance with the needs of consumers or customers, so as to provide satisfaction from customers to the product. Meanwhile, according to Joseph Juran, quality is the ability to use or quality is fitness for use. Where it can be interpreted that quality is a suitability or comfort of an item used by someone. In addition, the indication of quality goods is one that has strength, reliability, and guarantees to use. In this case, Sallis also explained that quality is something that satisfies and surpasses the wants or needs of a person or group of people. Where in this case quality is seen as something that is most integral in meeting one's needs. There is a lot of difference of opinion

about the definition of quality. This is because the concept of quality or quality is very relative and depends on everyone's point of view. Among quality experts there are still differences of views, although in certain aspects there are similarities between them, but all emphasize on how to improve the quality of both goods and services through established standardization, through professional and sustainable management. From the various opinions or views of these experts, it can be concluded that quality is something that is in accordance with standards or requirements that can be utilized or used to meet customer needs or provide customer satisfaction obtained through good and sustainable management.

One definition of education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation, and state. In Law No. 12 of 2012 Article 51 concerning the Quality Assurance System, quality Higher Education is Higher Education that seeks to produce graduates who are able to actively develop their potential and produce Science and / or Technology that is useful for society, the nation, the nation, and the state. The definition above emphasizes that, the existence of universities must be oriented to the quality of graduates, to guarantee that, every university must have a quality assurance system. Then one of the indicators of the quality of a university is seen from the quality of its graduates. The presence of quality assurance of Higher Education both externally and internally is a systemic activity to improve the quality of Higher Education in a planned and sustainable manner. Quality assurance of graduates will be achieved through the achievement of graduate competency standards. Based on the Regulation of the Minister of Research, Technology and Higher Education of the Republic of Indonesia number 44 of 2015 concerning National Higher Education Standards, graduate competency standards are the minimum criteria that must be met regarding the qualifications of graduate abilities which include attitudes, knowledge, and skills stated in the formulation of graduate learning outcomes. Attitude is a correct and cultured behavior as a result of internalization and actualization of values and norms reflected in spiritual and social life through the learning process, student work experience, research and/or community service related to learning. Knowledge is the systematic mastery of concepts, theories, methods, and/or philosophies of certain fields of science obtained through reasoning in the learning process, work experience or student practice, research and/or community service related to learning.

Skills are the ability to perform by referring to or using concepts, theories, methods, materials, and/or instruments, obtained through learning, student work experience, research and/or community service related to learning, including: general skills as general work abilities that must be possessed by every graduate in order to ensure equality or equality of graduate abilities according to the level of program and type of higher education; and Special skills as special work abilities that must be possessed by every graduate in accordance with the scientific field of the study program. As part of the national education system, universities must also have goals that are aligned and must not conflict with the goals of national education. Both are mandated in the outlines of the direction of the State, the laws of the national education system, and government regulations on other universities.

B. OBJECTIVES OF IMPROVING THE QUALITY OF GRADUATES

As explained earlier, education is an important factor in determining the future direction of a nation, because with education life will be easy and directed. The process of carrying out education can be carried out anywhere and anytime with anyone, one of which is with universities as formal educational institutions that are able to produce quality cadres according to their competence.

Success in producing graduates who are competent in various fields is impossible to do in a careless way without the right concept, all of them must have a concept and become a strong education system and be able to lead to the process of education itself. So here the role of universities as one of the institutions responsible for producing competent graduates, must be able to understand its role and function as a forum or institution that always instills the noble values of science and practices them in the life of society, religion and state.

The purpose of setting graduate competency standards is part of the graduate quality assurance program to be in accordance with competencies that have been determined or determined by the government, both the Ministry of Research, Technology and Higher Education as well as the Ministry of Manpower and professional associations so that graduates have high competitiveness in the world of work, especially to meet competitive market needs.

Graduate competency standards stated in the formulation of graduate learning outcomes are used as the main reference for the development of learning content standards, learning process standards, learning assessment standards, lecturer and education staff standards, learning facilities and infrastructure standards, learning management standards, and learning financing standards. The specific goals of improving the quality of graduates can be explained as follows:

1) Increase competitiveness. The duties of universities known as the Tridharma of Higher Education are: Education and Teaching, Research, and Community Service. In addition, universities also play a role in guarding the nation's identity and strengthening national resilience in the midst of globalization. Higher Education as an academic elite group has superior human resources and qualified graduates, so it is appropriate that Higher Education plays a role in determining the nation's competitiveness.

Higher Education is required to improve the quality or quality of its graduates and the relevance of its graduates in accordance with the demands of global changes and the demands of the world of work, as well as the results of their research that can find new innovations for the progress of the nation. Higher Education can produce innovative research and produce skilled personnel needed by employment.

The competitiveness position of the Indonesian nation has been considered lower than that of neighboring countries. Higher Education is expected to give birth to knowledge-based development economic innovations and will be able to increase the productivity and competitiveness of the nation which in turn can increase economic growth and increase the prosperity / welfare of the community and the progress of the nation.

Higher Education is able to produce graduates who are competitive and produce innovations that benefit the community. Things done by universities in an effort to improve their competitiveness include: strengthening students' soft skills and hard skills, strengthening global competence, strengthening foreign language skills, using ICT in learning, strengthening networks with industry in learning and research, increasing scientific publications in reputable international journals,

2) Improve the Quality of Higher Education. Higher education management that considers education as a product, instead of completely forgetting the problem of product quality. Higher education marketing is also done by selling "quality" products. The understanding of quality itself changed from "quality of education" to "quality of educational products". The true quality of education lies in the ability of science to be applied in society, the ability of science to improve the quality of life.

The quality of graduates is the main problem regarding the competitiveness of graduates in universities. The quality of graduates is also caused by the quality factors of educators (lecturers), educational facilities and infrastructure, and also the policies of the university. These three things are crucial causes to support the quality of graduates in higher education. The quality of graduates will increase the competitiveness of graduates who are individuals and universities concerned. According to Prof. Dr. Slameto The term competitiveness, "preceded" with the concept of comparative advantage, has received greater attention, especially in the last three decades. Competitiveness, one of the most popular jargon, but still not simple to understand. As a multidimensional concept, competitiveness allows for a variety of definitions and measurements. The main pillar of the nation's competitiveness is human capital or human resources, human capital, the second is technological innovation. The problem of low human resources causes the development process to be less supported by adequate productivity and quality of labor. The level of HR productivity is one of the benchmarks for the quality of human resources, in fact in the last 4 years it has decreased. The prolonged economic crisis has resulted in declining labor productivity. Indonesia's productivity ranking according to IMD World Competition Yearbook 2006 is 59, while Thailand 27, Malaysia 28, Korea 29, China 31, India 39 and the Philippines are ranked 49..Likewise in higher education studies, HR problems are crucial in increasing the competitiveness of graduates. The quality of lecturers and the effectiveness of educational employees are the main things to increase the competitiveness of university graduates. So the high quality of higher education human resources will also be high competitiveness in the university because human resources will create competitive graduates compared to graduates in other universities. The problem that occurs is the lack of quality human resources in universities. Less commitment from lecturers and education staff is the main key to the lack of competence of university graduates, in addition to curriculum and infrastructure problems. Curriculum cuts in most universities in Indonesia are the cause of the lack of quality of teaching lecturers. The lack of compensation given is also one of the causes as well. So in this case the commitment of lecturers is influenced by the curriculum and the compensation given.

3) Build public trust in universities. Image building is one of the important things done by universities in making an image in the community. In an economic perspective, for example, a company must spend a large enough budget to build a positive image of a product, even though the budget is again charged to consumers.

Similarly, the existence of high education. Not only with advertising in its various forms that are usually done by marketing, more important, strong and binding is the positive image displayed by graduates of a high education.

The termination orientation of graduates of a high education is a necessity that cannot be negotiable. In addition to an effort to meet the needs of users who meet the required standards, there are also several useful things either directly or indirectly for the development of a university, for example are promotion, strengthening public interest, strengthening public trust, meeting market needs and much more.

Public trust is very important for an institution, if it loses public trust then it is certain that the institution will not last long to be survive. Therefore, public trust cannot be considered a same.

C. PRINCIPLES OF IMPROVING THE QUALITY OF GRADUATES

Based on Permendiknas No. 63 of 2009 article 3 paragraph 2, that education quality assurance is based on the principles of: a. sustainable b. planned and systematic c. autonomous d. facilitator e. open.

Higher education is an institution / institution that is very responsible for the progress and intelligence of its nation in order to be able to compete with other nations. The education / teaching system must also be routinely evaluated by referring to the development of science, technology and art as well as global developments in the world community. The education system in higher education that only leads to graduate products without looking at the process of achieving educational outcomes needs to be evaluated.

With the global conditions that are currently faced together, it results in very tight competition will be experienced by graduates in the business world. This also has an impact on changes in work requirements which are also very strict. This work requirement not only emphasizes the quality of graduates who not only emphasize mastery of *hard* skills (technical and academic abilities) but also mastery of soft skills or soft skills.

In an effort to meet the needs of the work industry, it will certainly result in a paradigm change (mindset) in the learning process. A change in mindset that can fulfill the learning process that can produce the quality of graduates as expected by the job market will require graduates to be able to perceive the meaning of competence in education, namely cognitive, psychomotor and affective.

To produce graduate conditions that are expected to meet the needs of the world of work as described above, there needs to be requirements that must be met starting from the education system, curriculum, lecturers and facilities that in an integrated manner lead to the success of a measurable competency system.

In Indonesian Government Regulation number 19 of 2005 concerning National Education Standards becomes a formal reference material for every citizen of the Republic of Indonesia, especially for officials and officers who handle education. Article 25 explains that:

- 1) Graduate Competition Standards, used as an assessment in determining the graduation of students from educational units.
- 2) Graduate competency standards as referred to in paragraph (1) include competencies for all subjects or subject groups and courses or groups of courses.
- 3) Graduate competence for language subjects emphasizes reading and writing skills that are in accordance with the level of education

The competence of graduates as referred to in paragraphs (1) and (2) includes attitudes, knowledge and skills. Article 26 paragraph (4) specifically discusses the competence of university graduates, it is stated that the Graduate Competency Standards at the higher education level aim to prepare students to become members of society who have noble morals, have knowledge, skills, independence, and attitudes to find, develop, and apply science, technology, and art, which are beneficial to humanity.

Article 27 paragraph (2) states that the Competency Standards for Higher Education Graduates are set by each university. Listening to PP no. 19 of 2005, it can be concluded that:

Graduate Competency Standards are not only subject competencies that have been designed by mere study programs but also include attitudes, knowledge and skills. The Graduate Competency Standard aims to prepare graduates in addition to being able to find, develop, apply useful science, technology, and art, graduates are also expected to have noble and independent character. Competency Standards College graduates are determined by each. Each study program must formulate profiles, qualifications, competencies and indicators of the achievement of the competence of its graduates. These three parameters are used as standard measures for the success of the implementation of the study program. Graduate profile is a brief description that describes the role of graduates of a study program such as managers, designers, food technologists, food engineers, accountants, etc. Qualification is special education to acquire a skill needed in order to perform a certain job. To produce quality undergraduate graduates, the government formulates that every undergraduate program in higher education is directed at the results of graduates who have the following qualifications:

- 1) Mastering scientific basics and skills in certain fields of expertise so as to be able to find, understand, explain, and formulate ways of solving problems in their area of expertise;
- 2) Able to apply the knowledge and skills they have in accordance with their field of expertise in productive activities and services to the community with attitudes and behaviors that are in accordance with the system of common life;
- 3) Able to behave and behave in presenting themselves to work in their fields of expertise and in living together in society;
- 4) Able to follow the development of science, technology, and / or art which is his expertise.

While the Quality Assurance Agency for Higher Education (2004) stipulates that a study program must have a standard achievement (standard achievement) of the resulting graduate competencies. Competency achievement standards are realized in the form of graduate performance which is classified into three levels, namely: 1. Treshold performance, which is the minimum competency performance that graduates must have to get a certain level of education. 2. Typical performance, namely the performance of competencies above the minimum that graduates must have to get a certain level of education. 3. Excellent performance, namely the performance of graduate competencies that are far above the competencies and skills set.

It is often found that the curriculum of the study program is developed with an orientation to "content", or referred to as "content-based curriculum" which is more inclined to the scientific development of a study program. The most common way is to establish a curriculum for one study program consisting of a series of courses which then the contents are submitted to lecturers. Thus, the content of the course depends entirely on the wealth of knowledge and skills of the lecturers. The impact of this method can certainly be imagined. There is no clear purpose of each course, so it is only a "content transmission", which varies greatly in breadth and depth.

Meanwhile, changes that occur rapidly and continuously must be carefully anticipated, so that improving the quality of human resources (HR) must be carried out systematically and programmatically. The world of education must be able to ensure that the human resources it produces will have competencies that are able to compete in the global era.

Therefore, the educational programs offered must be able to provide evidence of the formation of abilities / competencies that are considered relevant to the world of work in the global era. Another possibility of this gap in higher education is that there is not yet a common understanding of the competencies and qualifications of graduates that will be produced by the study program.

In fact, it is not impossible that the understanding of the concept of competence and qualification itself is still diverse. If the understanding is still diverse, it is certain that the implementation will be even more diverse. Therefore, it seems necessary to equalize perceptions about the competence and qualifications of graduates among higher education providers. This equalization of perception leads to the preparation of Graduate Competency Standards, especially Strata 1.

Apart from generic competencies, universities that manage education with study programs in mathematics and natural sciences are obliged to produce graduates who are specifically competent. Given the very dynamic challenges and opportunities, graduates must have competitiveness, in the form of: competence in their fields (competence), able to adapt to the environment (adaptability), have the ability to access the development of knowledge (accessibility), and have good character (personality).

D. GRADUATE QUALITY IMPROVEMENT VALUE SYSTEM

In the improvement of graduates in a college, there must be a value that rests on every aspect it develops. There are at least six value systems on which any development is based.

1. **Theological Value.** Theological values are divine values, as a country based on divine values has been satisfied this value will be based on every aspect. Likewise, in terms of the quality of graduates to be issued by universities, this divine value must be a spirit as well as the ultimate goal of all activities.

The development of graduates must not give birth to intellectual arrogance that shuns the values of divine truth. On the contrary, the development and advancement of higher education must lead to the realization of divine truth.

2. **Logical value.** Logical values are values that accompany and characterize man himself. The ability to think logically inherent in humans is the ability to distinguish between humans and other creatures. Thus, this logical value must be the basis in all actions and decisions.

Higher education as an educational institution that upholds academic values must definitely prioritize these logical values. For higher education institutions, logical value is a force that can give birth to changes that benefit the human ummah. By maximizing the content capabilities that have been given by Alloh SWT, all academicians can play an active role in contributing in accordance with their capacity.

3. **Physiological Value.** Maximizing human limbs as a grace from Allah SWT is a form of human gratitude. This grace given must be optimized to achieve success in the world and hereafter. With regard to the quality of graduates, universities must direct graduates to the ability to optimize all their physical abilities as potential (resources) that can be used as optimally as possible for good.

4. **Ethical values.** Ethical values are values that maintain human dignity. For a Muslim, keeping ethics is the same as keeping faith. Therefore, this ethical value becomes very important for humans. If this ethical value is lost, then human honor will be bad even worse than *bianatang*.

Higher education as an institution that promotes logical values must not break away from these ethical values. Ethical values must be the frame of other values that bring human dignity more dignity. Thus, higher education graduates must not be separated from these ethical values.

5. **Aesthetic value.** Something good, something right will be more perfect if it looks beautiful, soothes the heart, calms the soul. This aesthetic value is indeed not binding absolutely on anything. However, human nature is always inclined to what is beautiful to look at, soothing, soothing, of course this value must be considered.

Arrangement, compatibility, balance, appropriateness and the like must be a part that is considered in the development of the quality of graduates of a higher education.

6. Teleological Value. Teleological values are related to benefits, effective, productive efficiency and accountability in every facet of life. It is undeniable, in today's era of openness and fierce competition, the value of teleology is important. Higher education as a public institution must be able to display its performance and the responsibility of its graduates to the public how all its programs can be accounted for in an accountable and transparent manner.

E. STEPS TO IMPROVE THE QUALITY OF HIGHER EDUCATION GRADUATES

To improve the quality of graduates according to Rosul Asmawi in the journal MAKARA, SOCIAL HUMANITIES, VOL. 9, NO. 2, DECEMBER 2005: 66-71 M. it is explained that:

1. Students who are educated. To be able to produce good products, you must plant good seeds. To get good seedlings need good selection as well. The obstacle faced in almost universities in getting prospective new students who have good quality is bumped with several factors, for example with the motto of the University: Affordable Cost Guaranteed Quality, which must still be implemented. The history of the establishment of a private university is to accommodate prospective students who cannot be accepted at PTN, as well as the target of accepting as many new students as possible. Thus, the selection system has not considered the actual quality of prospective students, because the graduation standards to be accepted at a faculty have not been so strict. The application of selection that prioritizes the quality and target of accepting as many new students as possible is still a consideration that cannot be implemented. On the one hand it is important to accept qualified prospective students, but on the other hand it is faced with a minimum target; which is also difficult to determine the minimum amount. By getting an adequate number of students, the college will have strong financial support; Therefore, it tends to accept as many students as possible. To be able to improve the quality of education, prospective students must really be netted with strict selection so that prospective students who are accepted have good quality standards because after all, students cannot be separated from responsibility for the development of a university. In addition, the level of student discipline needs to be improved, because through this high discipline students can really be independent and responsible for themselves and the knowledge they receive. To increase the quality and ability of students while they are still attending lectures in college, it is necessary to add organizational skills, because in this organization will be able to develop personal potential for students and add experience to support the knowledge they receive.

2. Lecturers as educators and teachers. Lecturers must have the necessary qualifications for the delivery of their knowledge to students. With competent and qualified lecturers, it will facilitate the delivery of science and technology so that what is conveyed to students can be accepted and developed in accordance with the ability of students with the study of the field of science they choose. In relation to this qualification, a lecturer always has at least equalized functional positions from the National Education Department, with the position of Expert Assistant. The high level of this lecturer's functional position shows the level of one's qualifications, both in terms of achievement and prestige. In addition, lecturers must also have high discipline, also have a sense of responsibility for the knowledge given to students. How can it be possible to

improve the quality of education if lecturers only give lectures 3-4 times in each semester. So lecturers must have a great responsibility to their students so that they don't just give lectures carelessly. Without efforts to improve the quality of existing lecturers, fundamental changes to the curriculum and teaching and learning methods will be unequal and may be less effective. Improving the quality of lecturers needs to start from the recruiter system, improving the ability of lecturers, an assessment system for the ability and performance of lecturers, and a career improvement system. Of course, efforts to improve the quality of lecturers need to be accompanied by improving their welfare. The lecturer's abilities include the ability to learn the knowledge to be taught and techniques in providing teaching. This means that increasing the ability of lecturers needs to be done from two aspects, namely increasing knowledge in their fields, and abilities or skills in teaching; Namely using the right learning method. Besides that, it can also be seen from the classification of education (S2 / S3) and the level of academic positions. Quality management of lecturers can be done through improving education to higher strata at the best PTN and PTS at home and abroad gradually and planned. The basic problems commonly faced by lecturers in continuing their education to S2 or S3 concern the cost of education and the relevance of disciplines. Education managers are always more concerned with improving the quality of these lecturers, by providing adequate financial support in the University's revenue and expenditure budget. In addition, it can also be done through increasing seminar activities (local, regional and national), symposia, discussions, as well as upgrades and workshops, both in faculties and universities themselves, as well as in leading universities in the country. Increase cooperation activities with agencies, the business world and the industrial world in relation to linkage and commensurate programs as an enhancer of insight and ways of thinking and skills for lecturers. With the synergistic linkage between the government, universities and the business / industrial world; Therefore, the inequality of university graduates is a shared responsibility; which should equally be shouldered. The government provides coaching and regulatory functions, the business / industrial world absorbs graduates and universities prepare graduates with quality standards to fill the world of work. To produce quality university graduates, it must cooperate with the business / industrial world as absorbers and users of university graduates This can be done by involving elements of students, alumni and companies representing the business world, to provide useful input to produce university graduates who are expected to be able to take part in the era of globalization. For this reason, it is necessary to improve the curriculum by adding new programs such as: mastery of international languages, computer technology, internship programs and ethics. Laboratories as a place for training and student practice need to be equipped with adequate facilities and the training program must be adjusted to the development of the industrial and service world. While the library as the heart of higher education needs to be enriched and equipped with the latest journals and literature. Computerized facilities and complete tools allow students to interact globally; Including digging into Lefal's knowledge of the internet. Similarly, buildings or lecture rooms and their equipment to support the educational and teaching process really need attention in terms of cleanliness, beauty and comfort.

F. CONCLUSION

Higher Education is a higher education institution that plays a role in producing quality graduates. In addition, Higher Education as a professional institution that provides services serves to meet the needs of the community in the field of human resources. And as a higher education institution, of course, the most colorful of the quality of education of a nation. Improving the quality of higher education is a necessity. Steps to improve the quality of graduates, 1. Strict recruitment of prospective students: high discipline, independence and able to organize. The objectives of improving the quality of Higher Education graduates: 1. to be in accordance with the competencies that have been determined or determined by the government, both the Ministry of Research, Technology and Higher Education as well as the Ministry of Manpower and Professional Associations 2. so that graduates have high competitiveness in the world of work, especially to meet the needs of a competitive market. 3. Improve the quality of Higher Education 4. Building public trust. Principles of graduate quality improvement: Continuous, planned and systematic, open, autonomous, facilitator Values that underlie the improvement of graduate quality: theology, physiology, logic, ethics, aesthetics, teleology.

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