Development of Quality and Integrity Islamic Higher Education in North Sumatra in KOPERTAIS IX

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| **Abstract** | The purpose of this study is to describe and analyze the management of private Islamic tertiary institutions which are required to become quality tertiary institutions in terms of the accreditation obtained by the tertiary institutions themselves. The research method uses phenomenological qualitative. Primary data source; university leaders namely STIT Al-Hikmah Tebing Tinggi, IAIDU Kisaran, STAI Al Ihlas Sidikalang, FAI UISU, STAI Lubuk Pakam, and STAI Lubuk Pakam. Secondary data sources; research journals, books, and websites. Qualitative research data collection techniques, namely documentation, observation, and interviews. Descriptive-qualitative analysis techniques and reflective analysis. The research results of KERJASAMA IX North Sumatra have the task of supervising, controlling, fostering, and empowering private Islamic tertiary institutions. Provide consideration and follow-up sanctions against PTAIS that provide non/low quality education. Strategic steps that can be considered in the development of PTAI in the face of globalization are changing the Mindset from the Paradigm of Spectators to Actors, giving birth to graduates with an entrepreneurial spirit, Diplomacy of International Standard Academic Tracks, Sending Lecturers Abroad to Ministry of Religion Launching of 5000 Doctoral scholarship programs, Increasing Foreign Language Competence and global-based standardization of Academic Facilities. |
| **Keywords** | Islamic Higher Education; KOPERTAIS IX; Quality and Integrity |

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1. INTRODUCTION

Government Regulation issued Number 11 of 1960, PTAIN and ADIA were merged and named the State Islamic Institute (IAIN) in Jogjakarta with the Faculty of Ushuluddin, Syari'ah, and Tarbiyah and the Faculty of Syari'ah in Banda Aceh and in Jakarta with the Faculty of Tarbiyah and Adab. Then followed by IAIN Syarif Hidayatullah in 1963 with the Faculty of Tarbiyah and Adab until IAIN and UIN were established. The transformation of IAIN into UIN is a historical point in Islamic higher education in Indonesia with various problems it faces. The development and conversion of IAIN to UIN is the development of scientific insights and a change in scientific thinking with a transformative religious spirit relevant to modern life. This development is inseparable from the critical role of professional educators, the approach used by educators, the interests of students, existing facilities, support from educational institutions, and evaluations of various activities (Sulastri & Heri, 2020).

Based on the dynamics of the journey of Islamic higher education in Indonesia, Islamic higher education institutions, in particular, are required to compete at various levels. Therefore, higher education institutions, both public and private, strive to become world-class Islamic tertiary institutions, thereby trying to compete with national and even world-level campuses to produce graduates who can compete at the international level. It cannot be denied that this paradigm was born because of seeing some of the current realities and the consequences of globalization in various aspects of human life. In its implementation, globalization impacts the market system to the education system.

Based on this, the government must prioritize the education sector in facing globalization, which emphasizes human resources with expertise and professionalism. The goal is to be ready to compete globally; this is the priority of educational institutions that compile programs directly related to the world of work. Therefore higher education institutions need to improve their quality; in this case, at least, there are several efforts made, including strengthening educational staff resources, education, and training in managing quality assurance, education and training in managing quality assurance, providing support working groups to achieve quality and socialize techniques in quality improvement (Nawawi, 2020). So, it is essential to implement leadership in improving the internal quality assurance system that needs to be implemented correctly to achieve quality excellence. So, in the education sector, globalization and the free market impact various levels of education, starting from primary education, secondary education, and tertiary education. The education sector thinks about more than development on a local and national scale which is encouraged to develop according to international standards (Saihu, 2019). At present, it is a moral responsibility for college graduates to master knowledge and abilities that can be used as the principal capital in living life and being competent in the modern world. So in terms of funding, universities must have the authority to allocate a larger budget to improve the quality and quality of higher education. The budget is a priority for increasing research, developing the quality of lecturers, and improving the quality of graduates. The paradigm of thinking in the higher education environment cannot be avoided by looking at the realm of quantity by producing graduates who have entrepreneurial qualities and emphasizing the formation of integrity. So universities must emphasize a more tactical, effective, and efficient entrepreneurial mindset for students who need to become more familiar with dogmatic and bureaucratic mindsets. Tertiary education administrators seek to develop an educational curriculum by preparing graduates who are oriented towards improving the quality of human resources (HR) and prioritizing improving the skills and expertise of graduates with high competitiveness. All of these must emphasize to produce students with integrity; this is what is almost missing in the world of education.

The above explanation also impacts private tertiary institutions because if these Islamic tertiary institutions do not contribute, they will be crushed, and there are fears that they will not rise again. Based on Law No. 12 of 2012, the implementation of quality assurance of education in a tertiary institution aims to maintain and improve the quality of Tri Dharma Higher Education organizers with a sustainable standard. Higher education quality assurance is an important program. It must be implemented by all higher education institutions Higher Education must implement and implement a

quality assurance system as a determining aspect to increase the competitiveness of Higher Education (Suryanigsih & Imron, 2019).

So, in this case, on a smaller scale, private Islamic universities in North Sumatra are under the auspices of KOPERTAIS IX. This Kopertais is tasked with supervising and fostering private Islamic higher education institutions. PTKIS is a place to give birth to generations of knowledgeable, faithful, and pious Muslims and compete with PKIN in North Sumatra. Therefore, this task must be carried out by administrators more seriously so that in the future, we can produce quality alums who compete with other tertiary institutions. At a global level, PTKIS managers always follow and get factual and current information and can find innovations and new ideas, and we are all required to keep doing our jobs as well as possible.

In simple terms, it can be said that PTKIS managers must pay attention to the Accreditation of each Study Program because Accreditation is currently a barometer that shows whether Study Programs and Higher Education are good or superior; with this acquisition perspective, students will look at the best PTKIS. It is undeniable that the existence of PTKIS and Private Islamic Colleges (STAIS) in North Sumatra requires extra management and management to meet national standards for higher education. Certain aspects do not meet the requirements of the standard qualifications, increasing the qualifications of teaching staff by encouraging the birth of many doctors and the emergence of professors from PTKIS. Through these human resources, Islamic higher education institutions should always try to come up with the latest ideas and ideas to produce intellectual alums with integrity.

The progress of PTKIS will have an impact on regional development, which by 2021 will have reached 45 private Islamic universities. Based on this, it can be understood that private Islamic tertiary institutions must be recognized for their contribution to regional development. Even though they have private status, private campuses are also required to be quality institutions, which can be seen from the accreditation the institutions themselves obtain. The research aims to improve the management of PTKIS Kopertais IX campus development, especially with integrity and quality. These two concepts are important because tertiary institutions compete at the level of private universities and state universities in North Sumatra.

2. METHODS

The research method used in this research is a qualitative method using a phenomenological approach. This research examines the development carried out by KOPERTAIS IX North Sumatra in making private Islamic tertiary institutions in North Sumatra become of quality and integrity. The primary data sources in the qualitative research were several samples taken from Islamic tertiary institutions under the auspices of KOPERTAIS IX North Sumatra, namely STIT Al-Hikmah Tebing Tinggi, IAIDU Kisaran, STAI Al Ihlas Sidikalang, FAI UISU, STAI Lubuk Pakam, and STAI Al-Hikmah North Sumatra. Data collection techniques in this study are documentation, observation, and interviews. The analysis technique used in this study is a qualitative-descriptive data analysis technique and reflective analysis, namely analysis guided by way of thinking, a combination of inductive and deductive thinking, and to answer the questions of how and what. As for the descriptive data analysis technique, analysis is done by collecting data related to the problem under study, then describing it to clarify reality or reality. At the same time, the analysis details the problem under study by sorting out between one understanding and another to obtain clarity on the problem under study. Data retrieval is through three stages, including the preliminary stage, the filtering stage, and the stage of completing the data that is still lacking. The three stages of checking the data validity of the data often occur at the data filtering stage; therefore, if there is data that is irrelevant and inadequate, then the data will be screened again in the field so that the data has a high level of validity. To get the validity of the findings, it is necessary to test their credibility using extended observation techniques, increased persistence, and triangulation. Data collection techniques using interviews by making interview instrument grids,

making interview guidelines, making observation grids and observation guidelines, and then making research conclusions.

3. FINDINGS AND DISCUSSIONS

North Sumatra KOPERTAIS IX Management Strategy in Improving the Quality of PTAIS

The number of PTAIS in KOPERTAIS IX North Sumatra is 44 by managing several study programs (Prodi) spread across several PTAIS, as well as University FAI with details of PAI (Islamic Religious Education) study program, KI study program (Islamic Education), AS study program (Ahwalul Syahsiyah)), KPI (Islamic Broadcasting Communication) study program, MPI (Islamic Education Management) study program, MDS (Islamic Da'wah Management) study program, muamalah study program, PGMI (Madrasah Ibtidaiyah Teacher Education) study program, PGRA (Raudhatul Athfal Teacher Education) study program, EKI, PBS, study program PS (Sharia Banking) and study program EPS (Sharia Banking Economics). So, in this case, KOPERTAIS functions as supervision, control, guidance, and empowerment, which concerns the tri dharma of higher education.

The details of the realization of the higher education tri dharma are institutional aspects, including foundation deeds, statutes, RIP, Strategic Plan, organizational structure, lecturers, and students. The educational aspect includes the PBM system, Entrance Examination, UTS, UAS, MUNAQASYAH, and other academic activities. Aspects of research include theses, journals, and lecturer ranks. Aspects of community service activities: KKN, street vendors, and aspects of the completeness of facilities and infrastructure. This supervision realizes that KOPERTAIS evaluates it through semiannual reports, monitoring, giving registration numbers every year, and graduation. Based on this explanation, Kopertais IX's purpose is to realize a private Islamic university in North Sumatra so that it becomes a superior, independent, and professional university in managing higher education.

To realize this goal, KOPERTAIS conducts training for academics in private Islamic tertiary institutions, supervises, coordinates with PTAIS managers, fosters and controls in the form of semiannual reports, direct monitoring to regions, grants register numbers every year, and through graduation and holding workshops that are relevant to the needs of PTAIS. Private Islamic tertiary institutions already have students from various regions who return to their respective regions to develop their knowledge. So, the image of the campus will be influential, including, in this case, the image of UIN North Sumatra, which houses KOPERTAIS IX North Sumatra. So it is essential to supervise private Islamic tertiary institutions so that they become quality educational institutions.

The conversion of IAIN and STAIN to UIN is inseparable from political issues; political policies in education will influence PTKIN. This policy will change Islamic higher education institutions in terms of their management with the government's political policies. According to (Daulay, 2012), one thing that is very encouraging for Muslims today is the government's policy on higher education. In principle, based on this policy, the government provides equal opportunities for public and private universities to develop. On the other hand, most Indonesian people are Muslim; of course, the presence of Islamic higher education institutions is highly expected. However, other Islamic educational institutions exist, such as Islamic boarding schools and madrasas. For this reason, it is necessary to have a representative Islamic tertiary institution as a place to study Islam and general science. This is because religious knowledge is essential, but general knowledge is also essential for the nation's future generations.

Based on these demands, KOPERTAIS needs to supervise and foster accommodative, productive, and representative private Islamic tertiary institutions to answer the community's needs. Therefore, Islamic tertiary institutions with quality and integrity are an academic solution and answer the community's wishes. This is because the community has high hopes for higher education to become a place of cultural, civilization, and knowledge inheritance. Ideally, PTAIS has the opportunity to develop knowledge and make it easier to forge students to become professional graduates who can compete in

an increasingly competitive globalization era, both institutionally and with graduates or their output. The status of private tertiary institutions is the same as PTAIN, namely improving and advancing the education of Islamic religious experts for the needs of the government and society.

Sallis (2002) (Rifa'i, 2018) that quality (quality) can only be displayed by manufacturers who have a system, namely a quality assurance system, which can support the production of goods and services consistently according to certain standards or specifications. In line with that, to be able to apply the basic principles of quality management in higher education institutions or organizations properly, a quality assurance system must be built that supports continuous quality improvement

In this case, KOPERTAIS IX North Sumatra did the things that Kopertais fostered: 1. Institutionalization: Dissemination of regulations, work meetings and consultations, and conflict mediators between foundations. 2. Learning system: workshops, workshops, training, 3. Tridharma PT: upgrading/training on research methodology, 4. Student affairs: scholarships, training, 5. Infrastructure: Proposals for DPK lecturers, recommendations for requests for assistance. With a budget that still follows UIN, Kopertais IX's activities from year to year are similar to previous years, with a minimal budget, and even tend to decrease every year.

The opening of the role of Islamic tertiary institutions in the process of globalization, it is inevitable that open competition requires technological capabilities (in terms of product quality), management capabilities (in terms of accuracy of delivery), high efficiency (in price competition) (Hasan, 2003).

PTAIS needs guidance in tertiary management to be transparent and accountable so that all parties can access various information that exists and is being developed by the tertiary institution. So, in this case, it is essential to carry out quality assurance in a system it includes internal quality assurance, including 1) policies and procedures for quality assurance; 2) approval, monitoring, and regular review of programs and awards; 3) student assessment, 4) quality assurance of teaching staff/lecturers; 5) learning resources and student support; 6) information system; 7) public information. Second, external quality assurance, namely: 1) use of procedures; 2) process development; 3) criteria for decisions; 4) process according to purpose; 5) reporting; 6) follow-up procedures; 7) periodic review of implementation; and 8) analysis of the entire system. Third, the five objectives for quality assurance in educational institutions are improvement, innovation, communication, motivation, and supervision or control (Fadhli, 2020b; Fadhli, 2020a).

This needs to be considered by the higher education management or management because the campus carries an academic climate; of course, all academics must think in a positive direction and have honesty and openness. Likewise, with leadership in tertiary institutions, where a leader must open a democratic and non-discriminatory space for all campus people. KOPERTAIS has the task of supervising, controlling, fostering, and empowering Private Islamic Higher Education. Kopertais' role in improving the quality of PTAIS with integrity, KOPERTAIS performs its duties as follows: (a) receive and validate PTAIS Tridarma activity reports every semester; (b) provide follow-up considerations and sanctions against PTAIS that provide low/low-quality education; (c) analyze the weaknesses of PTAIS in the framework of providing quality education; (d) Improving the quality of human resources, facilities, infrastructure, management, and so on according to the platform resulting from the PTAIS weakness analysis.

Strategy for Development of Progressive Private Higher Education

Education must advance to the formation of reliable human beings who have the quality of faith and piety to Allah SWT so that they have a meaningful contribution to society. In the face of current developments, it is necessary to make efforts to revise the religious education curriculum in the paradigm of Islamic education. The curriculum can encourage specific skills; in this case, PTAIS must be a determinant for every educational activity. In this case, it needs to be dictated that the moral and affective aspects must be highlighted, not just the cognitive and psychomotor aspects. It is necessary to

equip students to master science and technology well. For this reason, Islamic education refers to the purpose for which humans were created. Thus, Islamic education must give birth to people who are always obedient to their Creator.

Islamic Religious Education Policy in public tertiary institutions is influenced by the assumptions and responses of policymakers, in this case, the government, to the socio-political and cultural realities that develop in society. This is in line with Young's theory put forward at the beginning of this paper. This government policy is part of the government's efforts to control the implementation of Islamic Religious Education in public tertiary institutions, as described in Roger Dale's theory, namely through regulations, bureaucratic systems, application of obligations, and political reproduction in the Indonesian context (Hamka, 2018). Based on this, the paradigm that must be built by Islamic education is quality and integrity. Islamic education must be able to educate and teach every student to become a spiritual human being.

Therefore, religious qualifications must also be supported by adequate intellectual quality so that students become literate, have good ways of thinking, have positive motivation, and perform constructive actions. To make a quality educational institution, KOPERTAIS emphasizes the role of leaders, lecturers, staff, and students to jointly improve the quality of tertiary institutions. Of course, the policy is closely related to planning that guides policy and directs the goals and objectives to be achieved. Planning becomes the spearhead for the realization of a plan because policies (especially with legal legitimacy) have imperative power for compliance and constitutive power for action. So the development of quality improvement was fostered by KOPERTAIS to encourage PTAIS in the management of education, prioritizing academic quality. At this time, leaders in the field of education can at least be measured from the following three things: (a) Leaders are policymakers who are aligned with the vision of the institution; (b) Leaders do and (c) Leaders are inspirational (Mustah, 2018).

The policy of higher education leaders is highly expected to pay more attention to academic quality because good academic quality will have implications for recognition from the community regarding good accreditation scores. Moreover, at this time, a tertiary institution's success will be measured if the accreditation obtained gets a superior score; to get a superior accreditation score certainly requires a very long process. The process begins with the implementation of quality assurance at the internal level. Of course, having an internal quality guarantor is one of the instruments that must be fulfilled towards submitting and improving higher education accreditation by the National Accreditation Board for Higher Education (Ban-PT). To get a superior score in the higher education accreditation process, much must be prepared, especially in meeting the educational standards set by the regulations that exist at this time. One of the functions of KOPERTAIS is to ensure that all educational standards set by the government can be achieved or even exceeded. This is essential to develop in improving the quality of higher education with integrity. The role of leadership in realizing the vision and mission of higher education institutions is in line with the demands for national accreditation.

Private Islamic Higher Education implements an autonomy policy in its management, especially regarding funding. With this, you have more flexibility to manage and empower all available financial and academic resources to support the achievement of educational goals here. This is important, not only for this university; others must feel the same way. The main strategic direction in improving the quality of private Islamic tertiary institutions in KOPERTAIS IX North Sumatra is (a) Highly competent graduates; (b) Quality service, which includes knowledge, academic staff, learning, and Islamic values, and (c) Work culture, which includes improving service strategies aimed at students, parents/guardians of students, community, and stakeholders (Fadillah, 2017).

In the dynamics of its development, the level of education in tertiary institutions is the highest formal education pathway; in tertiary institutions, it is in these tertiary institutions that a generation is ready to make changes in society with their respective professions. Therefore, the higher the quality of a tertiary institution, the better the generation is born. Of course, in this case, the interest of young people

is also more interested in entering quality tertiary institutions. Regarding this matter, it is the community's enthusiasm to take part in the acceptance of new students at various quality tertiary institutions. Efforts to improve the quality of education are now the government's commitment to all Indonesian people, namely by improving the quality of education (Anwar, 2018). Therefore, universities must also look at and pay attention to the quality of education provided to students. Improving the quality of education is a strategic choice when it is associated with the increasing demands for competition in all fields at national and global scope.

Based on this explanation, the quality of education at this time must be oriented toward consumer satisfaction in facing global challenges. Therefore, higher education institutions that need to be qualified or qualified will gradually be eroded by the times. Quality tertiary institutions are obtained with good management or quality management. Regarding this management, the success of an educational institution is greatly influenced by the quality of educators, administrative services, leadership, facilities, and infrastructure, as well as other determining factors. So, in this case, in the education management of an institution, a quality control effort is needed so that all aspects related to the educational services provided by schools comply with national education standards and can even compete in the international arena. Therefore, quality assurance has significant importance because quality assurance is specific, and its existence is highly dependent on the system in which quality assurance applies. The education quality assurance system can be categorized into three main activities, namely input, process, output, and outcome. Implementing quality assurance manifests higher education's accountability for the community's rights, especially its stakeholders. Quality assurance aims to protect people's rights; this is where the importance of KOPERTAIS policies is in improving quality tertiary institutions. It means that KOPERTAIS and PTAIS are together to improve higher education quality and integrity.

Discussion

Indonesia has a very open opportunity to play a role on the international stage; Islamic tertiary institutions must address this golden opportunity wisely. Indonesia has enormous social and political assets with enormous social and economic potential. Modern society is now very objective and rational. They will no longer be able to be offered symbols or mere labels without meaning by the demands of their lives. As a result, if an Islamic tertiary institution does not provide something that is needed by the community, many people may leave it. So based on that thought, many people have questioned how to make Islamic higher education more advanced, attractive, and ready to compete (Aminuddin, 2019; Utomo et al., 2020).

Through the Indonesian Ministry of Religion, the government has provided a 5000 Doctoral scholarship program that will be at the forefront of the development of Islamic studies in Islamic higher education institutions. This is government policy in preparing PTI so that they are ready to compete. Several strategic steps that can be considered in the development of PTAI in facing globalization are:

a.   Mindset Change from Viewer Paradigm to Actor

b.   Give birth to graduates who have an entrepreneurial spirit

c.   Diplomacy of International Standard Academic Tracks

d.   Sending Lecturers Abroad The Ministry of Religion program launched a 5000 Doctoral scholarship program

e.   Improvement of Foreign Language Competence

f.   Standardization of Academic Facilities on a global basis

Indonesia is a pro-democratic country, has diversity, and implements a unitary state system. These three potentials can become the basis for developing cooperation between Indonesia and other countries

in various fields, including Islamic higher education. Some of the strategic steps mentioned above can be considered for developing state Islamic tertiary institutions in the face of globalization. From here, the values of competition are stimulated and developed towards private Islamic tertiary institutions. Almost all Muslim countries do not have explicit, comprehensive, integrated, and directed national policies and plans for developing science and technology. In fact, in many cases, it is the most neglected area of national policy that focuses too much on economic growth (Azra, 2004, 2015). This contrasts with developed countries which pay special attention to education policies in a broad sense, even beyond foreign or military policies. This is because failure in the development of national education broadly can hinder overall development in the future.

Based on this description, KOPERTAIS IX North Sumatra has tried that direction. Leadership, processing systems, and quality assurance provided by Kopertais include workshops, workshops, and training. The role of Kopertais has also included coaching students and graduates so they can be well-directed. While coaching related to students and graduates, namely Kopertais, informs about scholarships and various kinds of competitions between students and between universities, this guidance needs to be improved, especially for graduates; at least there is information about the right workforce for alums. The form of human resource development that Kopertais have carried out includes training for PTAIS leaders and the development of higher education quality, including curriculum development, lecturers, and education staff.

The efforts made by the campus to improve the qualifications and competencies of lecturers are: (a) providing learning opportunities by inviting qualified sources to provide knowledge; (b) Conducting lecturer training by inviting resource persons, such as lecturer RKBM training and training on innovative learning methods, (c) Provision of study funding facilities provided by the foundation to several lecturers who participated in the Strata 2 and 3 Programs at the UIN North Sumatra postgraduate and (d) Sending lecturers to participate in various learning and training activities (Siagian & Rafidah, 2016).

Kopertais provides education and training for lecturers on an ongoing basis, considering that the campus needs help to carry out this coaching optimally. Guidance from Kopertais in the areas of curriculum, learning, and academic atmosphere that has been provided, namely RKBM Training for PTAIS lecturers, RKBM Training for lecturers by Kopertais is ongoing because the curriculum at PTAIS is standardized graduate competence which is structured into main, supporting and other competencies that support the achievement of goals, the implementation of the mission, and the realization of the vision of the study program. The guidance carried out by Kopertais in the financing, infrastructure, facilities, and information systems at PTAIS was only limited to training. Meanwhile, in coaching in research and community service, Kopertais has been able to guide research activities at PTAIS or for community service.

4. CONCLUSION

The role of Kopertais in improving the quality of PTAIS with integrity, KOPERTAIS carries out its duties, including receiving and validating PTAIS Tridarma activity reports every semester. Provide consideration and follow-up sanctions against PTAIS that provide non/low quality education. Analysis of the weaknesses of PTAIS in providing quality education, Improving the quality of human resources, facilities, infrastructure, management, and so on by the platform resulting from the analysis of the weaknesses of the said PTAIS. The main strategic direction in improving the quality of private Islamic tertiary institutions in KOPERTAIS IX North Sumatra is to include highly competent graduates, service quality which includes knowledge, teaching staff, learning, Islamic values, and work culture, which includes service improvement strategies aimed at for students, parents/guardians of students, community, and stakeholders.

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