

# The Management of Improving The Quality of Academic Services For Students at UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan

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## ABSTRACT

IAIN Padangsidimpuan switched to UIN with the letter of the Minister of Religion B-379/MA/OT.00/082021 this was to improve the quality of student academic services. Based on this, this study analyzes the Quality Improvement Management of Student Academic Services. The purpose of this study was to analyze the improvement in the quality of academic services for UIN Padangsidimpuan students. In this study, the authors used a qualitative research approach to Ethnographic Research. Methods of collecting data observation interviews and documentation. Planning for Improving the quality of academic services for UIN Padangsidimpuan students in the 2020-2024 RIP, the program for improving the quality of student academic services is the optimization of digitalization-based student academic services. Organizing the field of digitization or digitalization-based student academic services is entrusted by the Vice Chancellor 1 (academic and institutional fields) assisted by the AAKK Bureau (Academic Administration, Student Affairs and Cooperation). Chancellor of IAIN Padangsidimpuan Number 656 of 2019 concerning SOPs for administrative processes or digital-based academic services. Evaluation of improving the quality of digital-based academic service constraints in other faculties has not been effective.  
**Keywords: Management, Service Quality, Academic.**

## **A. INTRODUCTION**

UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan is a university that pays attention to the competence of its human resources, both in terms of teaching staff and educational staff. There is ample evidence of the institution's commitment to improving the quality of its human resources. For example, training is provided to educational staff in the utilization of information technology in general and for the implementation of specific programs. This includes training or workshops on the Education Management Information System (EMIS), which have been conducted since the institute's establishment. In addition, workshops and technical training related to the use of SIAKAD for academic services, SIMKEU for financial administration, SIMPEG for personnel administration, PDPT for managing educational institution databases, and others are also provided.

Based on the explanation provided above, UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan manages the quality improvement in student academic services as previously described. In doing so, UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan strives to manage the academic process with the aim of enhancing the quality of graduates through academic services. Based on this reality, educational institutions, as providers of educational services, must improve their services in order to gain public recognition and remain competitive. The educational services provided must prioritize educational and institutional quality. Currently, UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan has four faculties and more than 23 undergraduate and graduate programs with various accreditations. Based on the documents, UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan has obtained a "B" institutional accreditation, as issued by the National Accreditation Board for Higher Education under number 40561/SK/BAN-PT/Akred/PT/X/2017.

In 2021, UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan opened postgraduate programs (S2) including Mathematics Education, Sharia Economics, Islamic Broadcasting and Communication, and Ahwal Al Syakhshiyah. They also opened undergraduate programs in Biology Education, Chemistry Education, and Indonesian Language Education.

In the past three years, two programs have received an "A" accreditation, namely the Islamic Education Department (PAI) and the Islamic Broadcasting and Communication Department (KPI), as well as the library, which has been accredited with an "A" under number 00141/LAP.PT/III.2020. UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan is also in the process of transitioning to a State Islamic University (UIN) with the letter from the Minister of Religious Affairs B-379/MA/OT.00/082021. This is done to enhance the quality of academic services for students.

Based on these circumstances, this dissertation research analyzes "The Management of Improving the Quality of Academic Services for Students at UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan."

## **B. LITERATURE REVIEW**

The standard of quality encompasses two aspects: quality based on product/service standards and quality based on the customer (Sallis, 2015). Therefore, quality is something dynamic that is always associated with products, services, people, processes and the environment. Quality based on products or services has several qualifications: 1) compliance with specifications, 2) serving its intended purpose, 3) absence of errors or defects, and 4) being correct from the beginning and throughout its existence. On the other hand, quality is based on the customer's qualifications such as: 1) satisfying customer needs (customer satisfaction), 2) exceeding customer expectations, and 3) informing the customer..

In addition to the aforementioned theories, according to Danim, quality from the customer's perspective is relative. It is measured by the fulfillment of users' needs, desires, and expectations (Danim, 2010). One can interpret quality based on their own criteria, such as surpassing their imagined and desired self, the alignment between desires and the reality of service, suitability in usage, continuous improvement and refinement (Komariah, 2012). customer expectations; involving aspects of products, services, people, processes, and the environment; and evolving criteria, which means that a product may be considered high quality at one time but may not be at another time.

According to Husaini Usman (Usman, 2016), quality has 13 characteristics as follows:

- 1) Performance, related to the functional aspects of the campus,
- 2) Timeliness, completing tasks within a reasonable timeframe. For example, starting and ending classes on time
- 3) Reliability, providing excellent service consistently over the years. It means that the quality of the school endures for years.
- 4) Durability, withstanding challenges and crises, ensuring the school's continuity.
- 5) Aesthetics, having an attractive and well-maintained interior and exterior of the school
- 6) Personal Interface, upholding the values of oral communication and professionalism
- 7) Easy of use, the ease of using facilities and infrastructure, such as adhering to school rules.
- 8) Unique features, having specific advantages.

- 9) Conformance to specifications, meeting specific standards, for example, the school meeting minimum service standards (SPM)
- 10) Consistency, maintaining consistency and stability in quality over time, without decline.
- 11) Uniformity, maintaining uniformity and consistency, for example, school uniforms for students and teachers.
- 12) Service Ability, providing excellent service to customers
- 13) Accuracy, delivering accurate and precise services.

According to Mastuhu in Faturrahman, all educational institutions are oriented towards quality. An educational institution is considered to have quality if its inputs, processes, and outcomes meet the requirements demanded by users of educational services. If its performance exceeds the requirements of stakeholders (users), it is considered superior. As the demands and expectations of service users continue to change and develop, the understanding of quality is also dynamic, continuously evolving, and subject to ongoing competition.

Quality management or quality improvement management is a popular term in the business world. In this context, the key terms used include Total Quality Management (TQM), continuous improvement, quality improvement, or total quality. Integrated quality management is a broad organizational commitment to incorporating quality into all activities through continuous improvement. Specifically, quality management is the concern of everyone in the organization (Priarni, 2017).

The philosophy of integrated quality management focuses on team formation, improving customer satisfaction, and reducing costs (Hermanto Nst, 2018). An organization implements integrated quality management by encouraging leaders and employees to collaborate across functions and areas, just as they do with customers and suppliers, to identify areas for quality improvement. Every quality improvement is a step towards zero defects and achieving goals.

Another perspective emphasizes that integrated quality is an approach to conducting business that strives to maximize the excellence of an organization through continuous improvement of product quality, service quality, people, processes, and the environment (Hermanto Nst, 2018).

As an effort to manage change within organizations, there are several quality slogans, including "integrated quality management," "integrated customer satisfaction," "zero defects," and "quality improvement team." Each slogan represents a different philosophy, program and

technique used by various business, industrial and service organizations in developing a culture of quality to meet customer expectations.

As conveyed by Syafaruddin, the success of quality management application in a campus is measured by the level of satisfaction of both internal and external customers (Syafaruddin, 2008). Kampus dikatakan berhasil jika mampu memberikan layanan sesuai harapan pelanggan. Dengan kata lain, keberhasilan kampus sebagai berikut:

- a. Students are satisfied with the campus services, including the curriculum, treatment by lecturers and leaders, facilities provided, management and administrative systems implemented, and the climate and culture developed.
- b. Parents of students are satisfied with the services provided to their children as well as to themselves, and they feel satisfied because any issues can be resolved quickly.
- c. Users or recipients of graduates are satisfied because they receive high-quality graduates who meet their expectations.
- d. Lecturers and employees feel satisfied with the school's services, including welfare, working relationships, work distribution, and the growing and developing work climate and culture.

To measure the quality of education, criteria/indicators are needed. Sallis suggests that there are many good quality indicators in educational institutions, including: 1) high moral values; 2) excellent examination results; 3) the support of parents, business, and the local community; 4) plentiful resources; 5) the application of the latest technology; 6) strong and purposeful leadership; 7) the care and concern for pupils and students; 8) a well-balanced and challenging curriculum. This perspective explains that a quality and good school must have: 1) high moral/character values; 2) excellent examination results; 3) support from parents, the business world, and the local community; 4) abundant resources; 5) the implementation of the latest technology; 6) strong and goal-oriented leadership; 7) care and concern for students; 8) a balanced and relevant curriculum (Fadhli, n.d.).

This is in line with what (Syafaruddin, 2005) conveyed, that quality improvement management in educational institutions should place students as the "clients" or in business terms or campus terms as the largest "stakeholders". The components of the Total Quality Management implementation model in education are as follows: (a) Leadership; (b) Customer-focused approach; (c) Organizational climate; (d) Problem-solving teams; (e) Meaningful data availability; (f) Scientific methods and tools; and (g) Education and training.

Integrated quality management is one management strategy to address the external challenges of an organization in order to meet customer satisfaction or expectations. Thus,

quality means achieving customer desires, being in line with objectives, and satisfying customer preferences (Zen & Zen, 2016). Therefore, quality is characterized by the concept that quality is the fulfillment of customer expectations, and it is applied to products, services, people, processes and the environment. Quality represents a statement of change that occurs (Manizar, 2017).

TQM focuses on the process or system of achieving organizational goals. By starting with the quality improvement process, TQM is expected to reduce errors in producing products because a good product is the expectation of customers. Product design is processed according to procedures and techniques to meet customer expectations. The use of scientific methods in analyzing data is necessary to solve problems in quality improvement. The participation of all employees is encouraged so that they have motivation and high performance in achieving customer satisfaction goals.

Regarding the meaning of integrated quality, (Smith, 1992) ) in the book *Total Quality in Higher Education*, states that integrated quality is interpreted in three scopes, namely: encompassing every process, encompassing every job, and every person. Integration in every process means it is not just about production. The process is also included in integration, starting from design, construction, research and development, finance, marketing, improvement, and other functions must be involved in it. Similarly, the meaning of "integrated" in every job field includes product creation. Similarly, a secretary is expected not to make mistakes in typing/conceptualizing, accountants should not make errors in cost calculations, and leaders should not make mistakes in strategy formulation. Meanwhile, being integrated with everyone means acknowledging that everyone is responsible for the quality of their work and their group's work.

Customers and their interests must receive primary attention. Efforts to control and assure product quality are integrated into the production process by placing the responsibility for quality on the task performers. According to Snyder, a quality management system is designed to meet integrated quality. Quality system standards determine the level of supervision needed to ensure that finished products or services meet customer needs. Quality is a central aspect of integrated quality management. To ensure and control that quality, integrated quality management aims to provide certainty that every activity contributes to achieving the main business goals and is carried out efficiently. The basic philosophy of integrated quality is to do the job correctly and accurately the first time (Rosadi, 2012).

The process of achieving integrated quality in quality improvement management includes: (1) being based on strategy, (2) focusing on customers (internal and external), (3)

quality commitment, (4) a scientific approach to decision making and problem- solving, (5) long-term commitment, (6) team formation, (7) continuous improvement process, (8) education and training, (8) creativity through control, (9) alignment of goals, (10) employee involvement and empowerment (Rosadi, 2012).

As a philosophy and tool or technique for quality improvement, the essence of integrated quality management is cultural change. The quality of a product or service is something achieved with satisfaction through the use of quality improvement approaches, techniques or tools. Customer focus is essential for developing a culture of quality and continuous improvement. A culture of quality and continuous improvement in every aspect of institutional/company activities will lead to customer satisfaction..

In addition, integrated quality management is a management system that selects a customer-oriented business strategy involving customers and all members of the organization. In the context of an organization, strategy is a framework that determines the choices, basis, and direction of an organization. The essence of organizational strategy is determining the right thing to do. As a management strategy, the spectrum of integrated quality management activities is oriented towards efforts to: (1) improve the materials and services that are inputs to the organization, and (2) improve efforts to meet the needs of product and service users (present and future) (Smith, 1992).

The role of integrated quality management is to satisfy both internal and external customers through prevention and reduction of errors. Quality management offers the right personnel actions from the beginning in the correct and sustainable manner.

Based on the analysis above, it can be concluded that integrated quality management is a management theory that guides organizational leaders and personnel to implement sustainable quality improvement programs focused on achieving customer satisfaction. Continuous improvement is the essence of integrated quality management, which requires a paradigm shift in thinking and work for many organizations and individuals. At the same time, continuous improvement involves gradual and transformative changes. Leadership quality plays a crucial role in the success of gradual and continuous improvement (Sutarto, 2015).

This means that to maximize the function of higher education management, conducive leadership is needed to drive changes in people and organizational culture towards excellence in customer service.

According to Field in (Sutarto, 2015) there are eight benefits achieved through the implementation of integrated quality management in education, namely:

- a. Strengthening the educational organization and providing a roadmap or direction for change,
- b. Assisting administrators in working as friends within work groups
- c. Handling educational programs with a holistic approach, resulting in changes in the arrangement of all educational elements,
- d. Increasing the participation of everyone involved in education (students, faculty, staff, alumni), as well as community efforts in the institution,
- e. Directing parents and students to make suggestions for advancing education,
- f. Guiding the establishment of education quality standards,
- g. Cultivating a proactive attitude towards factors influencing education,
- h. Being able to control the influence of everything implemented and the way it is controlled.

Quality improvement management is highly beneficial for designing desired changes in education. Designers and administrators of higher education institutions can apply integrated quality management, starting with the transformation of individuals and a culture of quality within the organization.

Quality carries the meaning of the degree (level of excellence) of a product (output/work/effort), whether it be goods or services, tangible or intangible. Tangible quality means that it can be observed and seen in the form of the quality of an object or in the form of activities and behavior. For example, a television is of good quality because it has durability (does not break easily), clear picture color, good sound, and easily obtainable spare parts, attractive behavior, and so on. On the other hand, intangible quality is a quality that cannot be directly seen or observed but can be felt and experienced, such as discipline, friendliness, cleanliness, and so on (Sari, 2020)

Essentially, these various definitions of quality are similar and have the following elements: First, it includes efforts to meet or exceed customer expectations. Secondly, it encompasses products, services, people, processes, and the environment. Thirdly, it is a constantly changing condition. Based on these elements, quality can be defined as a dynamic condition related to products, services, people, processes, and the environment that meets and even exceeds expectations.

Based on the definitions of both conventional and strategic quality, we can state that quality essentially refers to the following core understanding: Quality consists of a number of product attributes, both direct attributes and attractive attributes, that meet customer desires



and thus provide satisfaction in use the product. Quality consists of everything that is free from defects or damage.

The above definition emphasizes that quality is always focused on the customer (customer-focused quality). This means that a product is considered to be of high quality when it meets customer expectations. In the context of education, when someone says that a campus is of high quality, it can be interpreted that its graduates are good, its faculty is good, its facilities are good, and so on. To signify whether something is of quality or not, people give symbols and specific names, such as leading campus, sample campus, pilot campus, model campus, and so on.

In this concept, the essence of the goal of higher education management is customer satisfaction, so quality is determined by how well it can meet the needs and desires of customers, or even exceed them. Because satisfaction and desire are abstract concepts, the understanding of quality in this case is called "quality in perception". Good quality is achieved when a university can map customer needs and use them as a guide in the planning and development of the institution.

### **C. RESEARCH METHOD**

In this research, the Author used a qualitative research approach called Ethnographic Research. The main characteristic of Ethnographic Research, according to John W. Creswell (Creswell, 1994) is its focus on groups that share the same culture. These cultural groups may be small, such as educators in an educational institution, but they are usually large, involving many people who interact continuously.

In this research, the Author outlined the intended data collection techniques as follows. Observation is the most important tool in qualitative research, where the researcher directly observes the activities of planning, implementation, organization, supervision, and evaluation of the improvement of academic services for UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan students. Interview is a step in the research procedure. In-depth interviews were conducted with the implementers at UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan, including the Rector, Vice Rector I, Vice Rector III, lecturers, and competent students in the field being studied. Documentation involves studying physical traces of evidence. The researcher will use documentary data, including documentation on socio-cultural conditions and the existence of management for improving the quality of academic services for students. These documentary data can come from planning, implementation, organization, documentation, and evaluation documents related to the improvement of

academic service quality for students, books in the library, as well as other sources such as journals, scientific papers, and UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan websites.

#### **D. RESULT AND DISCUSSION**

##### **1. Planning for Improving the Quality of Student Academic Services at UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan**

Planning for the improvement of the quality of academic services for students at UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan has been the primary focus in the effort to develop an excellent educational system. In the Development Master Plan 2020-2024, numbered 25/In.14/Senat/01/2020, UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan has formulated programs aimed at enhancing the quality of academic services for students through the optimization of digital technology.

Through this plan, UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan aims to provide digitally-based academic services. By leveraging information technology, the university strives to facilitate access and management of academic and non-academic data. The implementation of the Academic Information System (Siakad) is one of the steps taken to ensure efficiency and reliability in data management and reporting to the government. The programs of UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan for improving the quality of academic services for students are as follows: a . Optimal digital-based academic services for students. b. Increased accreditation for the university and study programs. c. Transformation into an internationally recognized State Islamic University, along with the addition of faculties and study programs. d. Improved quality of facilities and infrastructure for knowledge development and community services that meet international standards, aimed at enhancing education productivity and competitiveness in response to globalization dynamics. e. Implementation of a curriculum based on the Indonesian National Qualifications Framework (KKNI), integrating the ma'hadal-jami'ah system and development of Arabic, English, Mandarin, and Japanese language skills. f. Enhanced foreign language skills of students and lecturers (Arabic, English, Mandarin and Japanese) to improve educational competitiveness in response to globalization dynamics. g. Enhanced reading, writing, and memorization skills of the Qur'an for students through lectures and guidance at ma'hadal-jamiah. h. Improved talents, interests and creativity of students based on Islamic character, national culture and local wisdom.

According to the Vice Rector III for Student Affairs and Cooperation, explained in the same interview that: Improvement of digital-based academic services is one of our main programs for the next four years, which includes online New Student Admission (PMB), online payment system, digitalization of the campus academic system with SIAKAD, digitalization of the library, online correspondence, and certification

Based on the results of the interview conducted by the researcher, it can be concluded that the plan for improving the quality of academic services for students at UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan researcher in the 4-year plan is to establish a digital-based academic service. In addition to the area of digitalization, another aspect of academic service quality improvement perceived by students is accreditation. Accreditation serves as an external quality assurance system that aims to determine the eligibility of study programs and higher education institutions based on criteria that refer to the National Standards for Higher Education. It ensures the quality of study programs and higher education institutions both academically and non-academically, protecting the interests of students and the community.

## 2. Organizing the Quality Improvement of Student Academic Services at UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan

To achieve the objectives stated in the Development Master Plan 2020-2024 with reference number 25/In.14/Senate/01/2020, the organization or division of tasks for improving the quality of academic services for students was discussed in an interview with the Rector of UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan as follows:

The organization of the digitalization field or digital-based academic services is entrusted to the Vice Rector I (academic and institutional affairs): responsible for the development of digital-based academic services for students, supported by the AAKK Office (Academic Administration, Student Affairs , and Cooperation): responsible for the management of student academic administration and cooperation, reporting directly to the Rector.

To clarify the organizational aspect, the researcher interviewed the Vice Rector I of UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan, and he stated, "For the improvement of digital-based academic services for students, we coordinate with staff in the office and faculty in the central technology and database department. Their tasks include managing and developing information management systems, network and

application development and maintenance, database management, other technology developments, and network cooperation. The library also has the responsibility of providing services, fostering, and developing a digital -based library."

3. Implementation of Improving the Quality of Student Academic Services at UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan

The implementation of the development of academic services for students at UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan should have the main objective of improving productivity by enhancing work efficiency as educators and researchers in community service or service provision to the community. Improving the quality of academic services is the responsibility of all parties in accordance with the concept of integrated quality control. According to the strategic plan outlined in the development of quality academic services for UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan, the following steps are taken. From the observations conducted by the researcher, it was found that UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan campus has implemented academic services for students as determined by the management in the Strategic Plan for academic services. Some of these services have been digitized. This was also confirmed by the respective Rector when the researcher asked for confirmation during an interview during the lunch break in the Rector's office regarding the implementation of digital-based services. He explained that:

Implementation of the Improvement of Academic Services Quality for UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan Students

The digitalization of the campus academic system, commonly known as SIAKAD, is one of the key aspects. With the existence of SIAKAD, the campus can facilitate the management of academic and non-academic data. SIAKAD also assists higher education institutions in reporting their academic data to the government (PDDIKTI) and serves as big data for decision-making in campus development..

Furthermore, on another occasion, specifically on June 5, 2022, the Vice Rector I in charge of Academic Affairs and Cooperation regarding the implementation of improving the quality of academic research services through digitalization was interviewed. He stated:

"In the decision of the Rector of IAIN Padangsidimpuan, Number 656 of 2019, regarding the Standard Operating Procedure (SOP) for the administration process or digital-based academic services, several services are provided. These include services for issuing enrollment certificates, internship permission letters, preliminary research letters, and research permit letters. Online academic transcripts (KHS) and digital-based library services are also available".

Furthermore, on another occasion, specifically on June 7, 2022, the Vice Rector II in charge of Finance and Infrastructure was interviewed regarding the implementation of improving the quality of academic researcher services through strengthening digitalization. He mentioned:

"In 2020, we procured servers and an integrated information system, consisting of 4 physical servers, HP ProLiant DL380p Gen8 brand, with 2 MikroTik RB1100 routers and 10 Speedy modems, each with a speed of 2MB dedicated network. This achieved in a total speed of 20 MB, with 10 MB allocated for the server and 10 MB for use in the UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan building, including the faculties"

Based on the interview, UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan has improved its technology infrastructure to support academic services. They acquired servers and an integrated information system in 2020, showing their commitment to enhance data management. With 4 physical servers, routers, and modems, they have optimized internet speed for academic needs. The network speed of 20 MB, with 10 MB allocated for the server and campus usage, strengthens their campus operations and academic activities. This procurement reflects their understanding of the importance of adequate technology infrastructure in improving academic services. With an integrated system and reliable servers, they can manage student data effectively and provide fast and responsive services.

#### 4. Evaluation of the Improvement of Academic Services Quality for UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan Students

The Rector conducts assessments of subordinates' performance as a step taken to establish management practices, reflect goals, learning, adaptation, and the necessary support required to implement management at UIN Syahada Padangsidimpuan. It also facilitates leaders in developing steps and strategies to achieve college management

supported by adequate resources.

Based on an interview with the Vice Rector I in charge of Academic Affairs and Cooperation at UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan regarding the evaluation of digital-based academic services for students:

The digital-based academic services at UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan encompass various aspects, including administrative services, online libraries, and financial payment services. SiAkad is used for online academic transcripts (KHS) and course registration (KRS). However, the area that is not yet optimal in digital-based academic services is student correspondence.

Furthermore, clarified by the Vice Rector II in charge of Finance and Infrastructure at UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan regarding the evaluation of digital-based academic services for students:

One of the challenges in digital-based academic services, as evaluated by the leadership, is the online correspondence service. It has been implemented in the Faculty of Tarbiyah but is not yet effective in other faculties. In the future, this will be implemented in all faculties, just as all faculties have already implemented online library services.

## **E. CONCLUSION**

Based on the research conducted on the management of improving the quality of academic services for UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan students, several conclusions can be drawn as follows:

1. UIN Padangsidimpuan's plan to improve the quality of academic services focuses on digitizing services for students.
2. The implementation of improving the quality of academic services at UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan involves the assignment of responsibilities. Deputy Chancellor 1 is responsible for developing digital-based academic services, supported by the AAKK Bureau which is responsible to the chancellor for managing administration and academic cooperation.
3. Implementation of quality improvement at UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan in developing academic services including various digital-based services such as registration certificates, internship permits, preliminary research letters, research permits, and online academic transcripts and digital library services.
4. Evaluation of quality improvement at UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan highlights the challenges of digital-based academic services. Some of the online correspondence services have been implemented at the Faculty of Tarbiyah, but need to be expanded to all faculties, such as the implementation of online library services.

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