

Management Policy and Implementation in Improving The Quality of Higher Education in Indonesia

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ABSTRACT

This study aims to determine the policy and implementation of management in improving the quality of education in Indonesian universities. This research uses a literature research method with a qualitative descriptive approach. Literature, scientific journals are needed to study and search for data sources. The results of this study explain the quality assurance approach directing higher education institutions to learn and implement Total Quality Management (TQM). There have been four successes within the scope of college management, among others: (1) Students are satisfied with the services provided by the College; (2) Education customers are satisfied with the services provided to their students; (3) stakeholders are satisfied to have qualified graduates and according to expectations; (4) Lecturers and education staff are satisfied with the services of universities in several fields: division of labor, relationships and communication between lecturers/leaders.

Keywords: *Policy, Implementation, Management, College, Education Quality*

ABSTRAK

Penelitian ini bertujuan untuk mengetahui kebijakan dan implementasi manajemen dalam meningkatkan mutu pendidikan di perguruan tinggi Indonesia. Penelitian ini menggunakan metode penelitian kepustakaan dengan pendekatan deskriptif kualitatif. Sastra, jurnal ilmiah diperlukan untuk mengkaji dan mencari sumber data. Hasil penelitian ini menjelaskan pendekatan penjaminan mutu yang mengarahkan perguruan tinggi untuk belajar dan menerapkan Total Quality Management (TQM). Ada empat keberhasilan dalam lingkup manajemen perguruan tinggi, antara lain: (1) Mahasiswa puas dengan layanan yang diberikan oleh Kolese; (2) Pelanggan pendidikan puas dengan layanan yang diberikan kepada siswa mereka; (3) stakeholder puas memiliki lulusan yang berkualitas dan sesuai harapan; (4) Dosen dan tenaga kependidikan puas dengan pelayanan perguruan tinggi dalam beberapa bidang: pembagian kerja, hubungan dan komunikasi antar dosen/pimpinan.

Kata kunci: *Kebijakan, Implementasi, Manajemen, Perguruan Tinggi, Mutu Pendidikan*

A. INTRODUCTION

Education related to the concept of community development is a dynamic in the development of civilized human beings. Education is not only limited to providing knowledge, but also useful for developing skills in character building, a world civilization that has values and morals, striving for an intelligent society that aims to develop people's abilities to become kamil people, have commendable morals, be wise, innovative, productive, and become intelligent citizens. Related to the vision and mission of education, it is hoped that the Indonesian nation will have a balance between cognitive, affective, and psychomotor perspectives in achieving national development goals, currently, the world of education is facing a major challenge, namely efforts to improve quality. This issue is a major concern in the development of national education.

Education greatly affects the growth of the country's economy. Improving the quality of human beings in Indonesia is not a separate system from government and society. The interrelationships between the state, society and the private sector cannot be separated in the role of driving equity and quality of education (Fattah, 2000).

Guaranteeing the quality of education requires seriousness from education implementers as well as government and society. Because the current education system focuses on quality, it is not only the responsibility of universities and the state but there is synergy between various parts, including the community. The implementation of quality assurance requires directed and systematic activities in the formation of quality management in education.

Education quality management is a method of managing all elements of education with the aim that all those involved in this matter can carry out their duties with high motivation and participate actively in improving the implementation of work to provide adequate services according to educational expectations "education customers".

With the framework of thinking policies of state agencies and the developing science and technology that brings changes to every component of people's lives, the problems that arise can be solved by trying to master and improve science and technology that is useful for the life of the nation. From another point of view, in the era of the industrial revolution, which is increasingly complex, the changes of the era have led humans to enter a world of fierce competition. To be able to survive in the face of world competition, we as the next generation of the nation must be able to improve human quality. Improving personal qualities is very important in a development process that is "organized, organized, creative, effective, and efficient". The urgency in improving the quality of human resources has

encouraged the government and the private sector to collaborate in implementing and making various efforts to develop high-quality education.

The existence of fundamental problems with the implementation of educational management, specifically the inability of institutions to use resources and cooperate with the environment (society and other institutions) that have interests other than implementation without adhering to the principles and functions of educational management (Mesiono, 2022). Improving quality is something that humans must do in entering the era of the industrial revolution which is full of high competitiveness. The existence of universities that are the highest educational institutions is also inseparable from world competition. In this case, quality improvement has a special goal of improving the quality of universities to be able to survive in the era of competition. TQM (Total Quality Management) or Integrated Quality Management as usual is the concept of quality improvement in the field of integrated management. Factors causing the low quality of higher education are the lack of maximum implementation of higher education, limited facilities and infrastructure and options to support the teaching and learning process, as well as the number of lecturers who do not have a master's glass and have not had high academic qualifications. The author suggests that the "main" lies in the element of management within the college. Contrary to this assumption, the author hypothesizes that better management is what can improve the quality of higher education in Indonesia.

B. RESEARCH METHODS

To collect information relevant to the topic to be discussed in this paper, this research uses a literature research method with a qualitative descriptive approach that examines data by collecting and studying books, literature, and scientific journals as a source of data. The selection of qualitative methods in this study is to obtain an overview and explanation of management policies and implementation in improving the quality of education in Indonesian universities.

C. RESULTS AND DISCUSSION

The results of the study suggest a quality assurance approach directing higher education institutions to learn and implement Total Quality Management (TQM). There have been four successes within the scope of college management, including: (1) students are satisfied with the services provided by the college; (2) education customers are satisfied with the services provided to their students; (3) stakeholders are satisfied to have

qualified graduates and as expected; (4) lecturers and education staff are satisfied with the service of universities in several fields: division of labor, relationship and communication between lecturers/leaders, employees, salaries/honors received and services.

1. Management Policy and Implementation

Policies are often public. The general policy is that many decisions of the ruler are mandatory at the strategic or comprehensive level (Nugroho, 2008). Meanwhile, according to Nurcholis, an organizational decision aimed at achieving predetermined goals that contain provisions that can be used as guidelines for the code of ethics, among others.:

- a. Further decisions are made both by the target group and by the organization (unit) implementing the policy.
- b. Implement or implement policies that have been set both according to the implementing organization (unit) and the target audience (Nurcholis, 2007).

Policies can be carefully considered by decisions of key decision-makers, not routine and programmed actions that are repeated or linked to decision chains.

2. Management

Translated in English the word "management" means to process, manage, and organize. Management can be interpreted as a science and art, managing, controlling, communicating, and utilizing all existing resources in an organization by utilizing management functions (Muhammad Kristiawan, 2017). Management is said to be a science because it has been able to fulfill scientific principles that can be described procedurally, including formulations, containing laws, and theories derived from existing realities. In this case, science means something that can be explored and taught, while the essence of science is a fact that is objective, scientific, and dynamic (Rahmat, 2017).

In addition to science and art, management can also be considered a profession because management is based on specific skills to achieve leadership performance, it is related to the code of ethics and requires professional work, a professional must have conceptual, social (humanitarian), and technical skills (Mutohar, 2014). Management plays a very important role in an educational institution. For education to run effectively, the leadership that is the center of activities in educational institutions has an important role that aims to advance activities in the institution.

Work is said to be efficient if it gives results by applicable standards, originally if the aspects carried out to meet the objectives of the educational institution. Management effectiveness is achieved only when the manager can carry out his role as a manager to

achieve the educational achievement targets that have been set (Muwahid Shulhan, 2013). Therefore, management is one of the most important factors in running the education system, if the education system does not implement good management, the educational process will fail.

Characteristics of educational management can be read from its goals, processes, and directions. Based on that goal, education should always lead to the development of the personality and basic skills of the learner. Starting with the process, the management of education should be based on the nature of human education, based not only on the principles of effectiveness and efficiency but also on the principles of education. Depending on the orientation, education management may be learner-centered (Mukhibat, 2013). Indonesian public and private universities can survive in the current era of educational globalization if they can implement appropriate and optimal education management (Thoyib, 2012).

According to Syafaruddin, management is regulated such as the process and utilization of influencing aspects in the organization through the cooperation of organizational elements to achieve organizational goals optimally and maximally. By function, management is divided into 4 types, among others:

a. Planning

Planning is the process of determining organizational achievements which is the initial stage in creating an organization. The planning function is related to the determination of strategies, standards, policies, and objectives to achieve organizational goals.

b. Organizing

Organizing refers to the management of human and physical resources in such a way that they are procedurally organized according to their respective functions. In other functions, the organization focuses more on grouping people and materials used.

c. Directing

In the sense of direction, the management function places more emphasis on optimizing efficiency and effectiveness. Starting from leading the work, motivating, and explaining the duties and functions of each member.

d. Cotrolling

In contrast, the control function refers to the assessment and evaluation of past and ongoing actions. The supervisory function sees if there are any obstacles to the

achievement of organizational goals. Therefore, maximum performance improvement needs to be done to achieve organizational goals, especially in tertiary institutions.

3. Lecturer Performance

The word performance is translated in English as "performance" or actual performance which means the performance or real achievements achieved by a person. Performance (work performance) is performance in a qualitative and quantitative view carried out by members in carrying out their duties and roles in accordance with the mandate that has been charged to each member. Performance is the result of a process (Nurlaila, 2010). Performance is an activity carried out by employees in carrying out roles, functions, and jobs that are charged to themselves. In the Indonesian big dictionary, performance means a demonstrated achievement, something achievable, and job skills. Performance is something that is achieved in an organization, whether the organization is looking for profit or not looking for profit obtained over some time (Fahmi, 2010). According to Indra Bastian, performance is a description of the achievement of successful implementation of planning/programs/policies in achieving the goals, targets, vision, and mission of the organization contained in the formulation of organizational planning strategically. In this statement, performance can be divided into two categories, concrete and abstract: (1) Performance of a concrete nature is work that is simple and immediately visible, proven, and measurable. (2) Abstract performance is work that cannot be seen and requires complex measurement processes such as accountability and loyalty. Meanwhile, Nanang Fattah claims that job performance is a skill based on science, behavior, and ability as well as the drive to do the work (Fattah, 2010).

Working as a lecturer is considered a profession and therefore requires special knowledge and abilities in the fields of education, service, and research. Therefore, the lecturer is a teaching staff, so the existence of lecturers is not only in charge of providing material to students but also in the task of skills and values. This means that the role of the lecturer is not only limited to the side of knowledge, he is good at science and knows how to convey it to students, the behavior of lecturers should be a good example and example for students.

Lecturers are one of the aspects supporting the quality of higher education. However, the low quality of lecturers is very visible in various universities in Indonesia. Lecturers in colleges must at least have a master's degree. However, many lecturers do not have a

master's degree, besides that, they often teach courses that are not their area of expertise. With this situation, Indonesia's education is increasingly lagging behind neighboring countries, especially in the face of the ASEAN Economic Community (AEC) (Rohman, 2016).

4. Benefits of Lecturer Performance Measurement

Lecturers are said to be professional if they have a high quality of knowledge, skills, and high work motivation. Lecturers with low human resources and low commitment tend to pay less attention to students. The time and energy needed to improve the quality of the learning and teaching process are also very low. "On the other hand, a lecturer with high ability and high commitment are usually very motivated to work, so a lot of time has been invested to improve the quality of education". Factors that can affect lecturer performance include high human quality, knowledge, opportunities, and skills as well as lecturer behavior. Regarding the function of performance appraisal based on the performance accountability module for central government agencies, namely: (1) Ensuring and understanding implementation and steps to achieve performance. (2) ensuring the achievement of a predetermined work plan. (3) Monitor and evaluate performance and implement performance improvement measures. (4) Provide objective rewards and punishments for successful implementation, measured according to an agreed system of indicators. (5) Ensuring customer satisfaction is met. (6) Understand the process of activity of government agencies. (7) Ensuring objective decision-making. (8) Indicate developments that need to be implemented. (9) Solving the problem at hand. Meanwhile, according to Irham Fahmi, the task of performance management is to try to illuminate and answer various problems that arise in the organization due to factors from within and from outside, so that what is felt today does not adversely affect the current and future organization and operations of the company (Fahmi, 2010). Therefore, a performance appraisal is a review or evaluation that refers to a systematic description and evaluation of a person's performance. On the other hand, providing feedback to lecturers aimed at encouraging students to reduce the lack of work results or continue to work at a higher level to improve the effectiveness of lecturers.

5. Quality

Quality is translated in English as "quality" which means quality, quality has the meaning of something related to skills and abilities. Quality is the highest measure of a

product or service. Quality is the level of excellence of a product and work, both in the form of goods and services (Danim, 2008). In the Big Indonesian Dictionary, quality (measurement) is the good or bad of an object, content, level, qualification, or quality (Intelligence) (Bahasa, 2002).

Some concepts of quality have similarities and have the following elements: (1) Customer fulfillment; (2) Includes works, products, services and services, society, stages, and environment; (3) Frequently changing circumstances. According to these elements, quality can be interpreted as a flexible state related to works, products, services and services, society, stages, and an environment that meets expectations. Meanwhile, from the point of view of education, the quality of education can be defined as the ability of universities to operate and effectively control the elements related to higher education in such a way as to provide more value based on the rules/norms imposed. The quality of education requires a high level of excellence in managing optimal and maximum education to create academic excellence for students who have completed a certain level of education or learning program (Umiarso, 2011).

Quality can be said that a product or service is realized when all the functions of the organization are directed at customer satisfaction. Meanwhile, according to (Satori, 2016), Quality assurance is an idea that is leaned on the need to protect users of a product, service, and service. The losses experienced by consumers need to be minimized by buying goods that are ugly, perishable and do not provide comfort. Quality assurance in education aims to provide teaching and learning services as much as possible so that students can increase their potential to the maximum.

Based on the definition of quality, the author can conclude that quality is essentially a characteristic and general feature of work, product, service, and service designed to guarantee the wishes and expectations of "educational customers". If quality is combined with education, it can be interpreted as referring to the quality of products obtained by universities, which can be seen from the number of students with academic and non-academic achievements, achievements and graduates related to the objectives.

6. Development Of Higher Education In Indonesia

Such rapid changes in society cannot be separated from the development of the world of education, especially higher education. Education plays a role as a driver of the progress of global society, one of which is the emergence of innovation. Innovation in various fields of science has a positive impact on everyday human life. Higher education is a place for

the development of science which is very appropriate to develop innovations in all fields of science, changes in people's thinking and behavior demand changes in universities. The rapid development of science on the encouragement of technological progress demands changes in education and the way it is implemented, especially in universities. With the openness of information and incoming social and technological changes, science can adapt to existing changes so that education can develop even more rapidly.

Following this rapid development, universities are required to be able to face changes. Changes in innovation in the field of technology are very important to adapt higher education to global conditions from both society and science. One of the innovations carried out in higher education can be done in terms of learning. A learning system that prioritizes research and practice can help students not only understand but can analyze and implement to provide tangible results for many people, besides that the use of technology also provides space to be able to make new innovations in higher education. Communication technology can be used to conduct lectures online, through an active learning system in the field of communication provides relief for lecturers and students in accessing lecture information anywhere and anytime. This provides an opportunity for those who want to go to a college that is constrained by distance and time.

These innovations require lecturers and students to realize that they are directly involved in these changes and developments. Lecturers and students not only feel changes but are actively involved in development and evaluation when changes occur. In this case, students can become agents of change by realizing innovations and benefits for universities and the process of developing science as a whole. Higher education innovation is the responsibility of higher education in responding to the rapid development of the times. Through innovation, universities not only keep up with changes but are far from resisting change, using existing advances to improve the quality of education, of course, quality higher education can benefit individuals and society.

7. Education Quality Improvement Management

There are 3 kinds of factors that cause the decline of education, namely: 1) National education policy and implementation utilize inconsistent educational production functions or analytical inputs; 2) Implementation happens centrally; 3) Parental participation in the implementation of education is still relatively low (Muwahid Shulhan, 2013).

To apply these principles, universities must operate a management system in improving quality. Quality improvement management which was later shortened to MPM

is a pattern developed in the world of education, implemented in Sydney, Australia, which includes: Quality Assurance and Quality Control combined with patterns developed by Pittsburgh, USA, Donald Adams, and others. No program that improves the quality of higher education can run effectively without adequate funding from government agencies, communities, or the business world.

Based on the explanation above, it can be concluded that management in quality is a method of managing the organization as a whole and integrated whose purpose is to always meet and achieve customer needs and make continuous improvements in all areas of the organization's activities. The purpose of quality management is to improve the quality of performance, increase accountability and efficiency, and improve the quality of work to create superior products or satisfy service to customers.

Production supervision has a guarantee system so that the work produced meets the quality criteria. Therefore, the implementation of quality must be organized from the start of planning. If quality control is implemented after the product is manufactured, there is a risk that many products will not meet the expected criteria. In this model, quality management has the main objective of avoiding and minimizing the risk of failure during the production process by ensuring that each stage of the production process takes place as much as possible according to the criteria. Therefore, quality management is not only about meeting product quality standards but is more focused on how to carry out the production stages correctly by the mechanism to be carried out.

The stages of production that are carried out to the maximum, will create maximum work as well. Education that has high quality is the hope and passion of every educational institution. The community gathered at the institution hopes that students will get a quality education so that they can compete in the world of education in the future. In meeting the expectations of the community, every university must always strive so that the education it provides can create quality products, namely products that can provide satisfaction to customers. The practice of conducting education can be attributed to the production process of the enterprise (Ali, 2007). The products created by educational institution are only in the form of services. Thus, an educational institution can be considered a service industry.

Based on this point of view, the quality of services and services provided measures the quality of the level of higher education, namely how satisfied customers are with the services provided. Therefore, it can be said that the college is qualified if it meets the requirements. The main mission of the college is to meet and provide satisfaction to its

customers (Bendriyati, 2015). Based on certain quality standards to customers, not only in the form of high-class graduates. Education that has high quality is not only reflected in the quality of its graduates but also covers how universities can meet and provide customer satisfaction by predetermined quality standards.

The customers in question are lecturers and other employees, as well as external, namely students and related parties outside the college. Therefore, higher education is considered high quality when it can put services that exceed the expectations of lecturers, students, the community, and other stakeholders such as financiers, the government, or the world of work.

To guarantee the quality, colleges must know exactly what customers need. Universities must always aim to mobilize various elements in implementing quality management in managed education so that they can fulfill the participation and educational activities. Therefore, the focus should be on cooperation with all areas of college management. The components of higher education include lecturers, education staff, students, and the community. The purpose of working with university elements is to utilize and utilize students in the implementation of education, both in decision making problem solving.

This section became an educational reform movement that gave high responsibility to universities to carry out education in such a way that the products created were environmentally friendly. Management in quality prioritizes optimal participation of various parties responsible for the more equitable involvement of all elements of education in educational decision-making. This should encourage them to engage in the implementation of education, which will accommodate efficiency in achieving higher education goals. Management success in the quality of education can be judged by customer satisfaction. A university can be said to be successful if it can provide services that satisfy the expectations of "education customers".

8. The Importance of Quality Management In Education

The authority granted to the regions affects the implementation of education in the regions. The enactment of educational autonomy should have a positive impact on the development of quality educational institutions. Every educational institution is required to be able to develop human quality and regional potential based on local advantages. The inevitable result of the decentralization of education, since cultural and regional opportunities are very diverse is the diversity of its graduates. Therefore, standardization

of quality and quality assurance of education must focus on efforts to maintain and improve the quality of education at the national level.

To assume responsibility for organizing education based on quality standards, it must be assessed on an ongoing and sustainable basis for the suitability and achievements achieved about quality improvement in higher education. According to (Ali, 2007), He explained that the assessment of appropriateness and continuous work results cannot be separated from management, especially quality management in universities whose main goal is to minimize and eliminate the risk of failure in the production process by ensuring that each stage is held correctly and carried out according to standards during the production process so that it can work as well as possible.

Based on the explanation above, it can be concluded that quality management plays an important role in quality standardization and quality assurance of education. This is because quality control activities are not only an effort to make products comply with quality standards, but are more focused on how to carry out the production process appropriately by the mechanisms that must be held to create products that provide satisfaction to customers, especially the community who use educational services.

D. CONCLUSION

Policies are often linked to the public. Public policy is a decision made by a public authority that connects many people at a strategic or high level. Performance is an activity carried out by employees in carrying out roles, functions, and jobs that are charged to themselves. The success of quality management in higher education can be judged by customer satisfaction. Universities can be considered successful if they can provide services that are by the expectations of "education customers" and create products that provide satisfaction, especially for people who use educational services.

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