Quality Culture (Multicite Study of Sayek H. Abdul Halim Hasan Al-Ishlahiyah Binjai Islamic High School And Jam'iyah Mahmudiyah Tanjung Pura LKAT Islamic High School)

Aswaruddin, Abdul Mukti, Candra Wijaya.
Universitas Islam Negeri Sumatera Utara, Indonesia
aswaruddin1973@gmail.com

ABSTRACT

This study aims to reveal and analyze the quality culture at (STAI) Syekh H. Abdul Halim Hasan Al-Ishlahiyah Binjai and STAI Jam'iyah Mahmudiah Tanjung Pura City. The research method used in this research is qualitative research with a multi-site approach. The results of this study are: (1) The implementation of an institutional quality culture in educational institutions has a positive impact on improving service quality. This is reflected in a high level of customer satisfaction, where students are satisfied with the services provided; (2) Culture of good resource quality at STAI Syekh H. Abdul Halim Hasan Al-Ishlahiyah Binjai and STAI Jam' iyah Mahmudiah Tanjung Pura Langkat City is an increase in the quality and performance of human resources as well as an increase in productivity, satisfaction of human resources, and the quality of education services. With clear policies, effective training and development programmes, rigorous recruitment processes, regular performance evaluations and proper performance management policies, educational institutions will achieve a significant positive impact on their progress and success; (3) The implementation of a lecturer and staff development program that focuses on the Tri Dharma of higher education at STAI Syekh H. Abdul Halim Hasan Al-Ishlahiyah Binjai and STAI Jam'iyah Mahmudiah Tanjung Pura Langkat City is that the two tertiary institutions can contribute by collaborating with educational institutions and research institutes, as well as meeting national standards, this tertiary institution is able to maintain the quality of higher education, produce quality graduates, and play an active role in the development of science and society; (4) The availability of adequate facilities and infrastructure at STAI Syekh H. Abdul Halim Hasan Al-Ishlahiyah Binjai and STAI Jam'iyah Mahmudiah Tanjung Pura Langkat City is to improve the quality of education in both institutions and provide good support for student success. With comfortable lecture halls, complete libraries, adequate laboratories and studios, as well as adequate sports and fitness facilities, educational institutions create a conducive and effective learning environment; (5) The steps taken by the leadership of STAI Sheikh H. Abdul Halim Hasan Al-Ishlahiyah Binjai and STAI Jam' iyah Mahmudiah Tanjung Pura Langkat City is the creation of an institutional environment that is transparent, trusted and accountable.

Keywords: Culture, Quality, Higher Education

A. INTRODUCTION

The problem of the quality of educational institutions can be studied from a systems perspective, where quality is inherent in every component of the system. The low management capacity of educational institutions will result in low quality of education. This problem can be elaborated in more detail based on the management system of educational institutions which is carried out annually, namely input, process and results. The input component is the 8 national education standards, the process component is a pedagogic process known as the learning process, and the learning outcomes are in the form of graduate competencies (Komaria & Triatna, 2006:15).

Consumers or customers are increasingly critical to receive services that can satisfy their desires. Jones & Salisbury in Danim (2012: 61) state that the needs and expectations of the community (community needs and wants) for good quality educational services seem to be the main triggering factor for educational management innovation. Efforts to create and maintain customer satisfaction is one of the goals of educational institutions. For this reason, only by understanding the process and customer satisfaction, the institution can realize and appreciate quality. All efforts must be directed to the main goal, namely customer satisfaction. Stakeholders if they get something of great benefit from an educational institution, they can be sure they will give their full appreciation and support.

To handle education quality development projects requires teamwork and this is a serious moral responsibility and has major implications for the future of human civilization. The main capital in achieving quality and stakeholder satisfaction, through a process of continuous quality improvement is the existence of cooperation in an educational institution including tertiary institutions.

If we examine it again, higher education institutions in Indonesia, although formal work on higher education quality assurance only began in 2003, when the guidelines for quality assurance for higher education issued by the Ministry of National Education appeared, but actually the quality assurance movement had existed long before that. One of the significant factors driving the quality assurance movement in tertiary institutions is the stipulation of HELTS 2003-2010 which has great hopes for national higher education to contribute to increasing the nation's competitive ability and the establishment of a healthy higher education organization.

This effort is directly proportional to the results obtained, where the results of the 2022 Quacquarelli Symonds World University Rankings with indicators measuring

Academic Reputation, Employer Reputation, Citations per Faculty, Faculty Student Ratio, International Faculty, and International Students chose ten universities in Indonesia that included in the ranking of this institution include: 1) Gadjah Mada University (UGM) Rank 254; 2) University of Indonesia (UI) Rank 290; 3) Bandung Institute of Technology (ITB) Rank 303; 4). Airlangga University (Unair) Rank 465; 5). Bogor Agricultural University (IPB) Rank 511-520; 6) Sepuluh Nopember Institute of Technology (ITS) Rank 751-800; 7) Padjadjaran University (UNPAD) Rank 801-1000; 8) Bina Nusantara University (BINUS) Rank 1001-1200; 9). Diponegoro University (Undip) Rank 1001-1200; and 10). Telkom University (Tel-U) Rank 1001-1200.

The AD Scientific Index for 2022 also launches from the adscientific index page with five thousand campuses included in it. The assessment refers to three indicators, the i10 index, the h-index, and the citation score on Google Scholar. Based on this assessment, there are 15 (fifteen) best campuses in Indonesia, namely: 1). Gadjah Mada University; 2). State Islamic University of Syarif Hidayatullah Jakarta; 3) University of Indonesia (UI); 4) Padjadjaran University Bandung (UNPAD); 5) Bandung Institute of Technology (ITB); 6) Diponegoro University (UNDIP); 7) Mercubuana University; 8) Widya Mandala Catholic University Surabaya; 9). IPB University; 10). Brawijaya University; 11). Sebelas Maret University UNS Surakarta; 12) Sunan Gunung Djati State Islamic University Bandung; 13) Trisakti University 14). Syiah Kuala University; and 15). Pamulang University.

The Ministry of Religion of the Republic of Indonesia (Kemenag) on its official Instagram account, Friday 30 July 2021, delivered good news for the 10 best state Islamic universities, namely: 1) State Islamic University UIN Sunan Gunung Djati Bandung; 2) Syarif Hidayatullah State Islamic University; 3) State Islamic University Raden Intan Lampung; 4) UIN Sunan Kalijaga Yogyakarta; 5) IAIN Kendari State Islamic Institute; 6) Tulunggung State Islamic Institute; 7) UIN Sunan Ampel Surabaya; 8) UIN Maulana Malik Ibrahim Malang; 9) Pontianak State Islamic Institute; and 10) Sultan Syarif Kasim Riau State University.

Regardless of the pros and cons related to the parameters and indicators used by the above institutions, one thing is certain that the quality assurance movement efforts being carried out are increasingly emerging as quality awareness among internal higher education providers. This awareness embodies a value, a quality norm that is believed and becomes the basis for implementing quality, which is then known as quality culture.

Quality culture is an organizational value system that creates a conducive environment for continuous quality improvement. Quality culture consists of values,

traditions, procedures and expectations about quality promotion. While the purpose of quality culture is to form an organizational environment that has a system of values, traditions and rules that support achieving continuous quality improvement. Goetsch and Davis also emphasized that quality culture is an organizational value system that produces an environment that is conducive to the formation and continuous improvement of quality. Quality culture consists of philosophies, beliefs, attitudes, norms, traditions, procedures and expectations for improving quality. Widespread employee engagement and authorization. (Goetsch, DL and DL Davis.

In short, a quality culture in education is important considering that this is done to improve service and fulfill the wishes and expectations of customers. For this reason, universities should realize this expectation through quality assurance activities. This is in line with Law no. 12 of 2012 concerning Higher Education article 52 paragraph (1) states that Higher Education Quality Assurance is a systematic activity to improve the Quality of Higher Education in a planned and sustainable manner. (2) Quality Assurance as referred to in paragraph (1) is carried out through determination, implementation, evaluation, control and improvement of Higher Education standards.

Quality assurance as part of characterizing a quality culture begins with the establishment of a quality assurance institution starting at the institutional, faculty and lowest levels, namely study programs with names that sound familiar as Quality Assurance Institutions, Quality Assurance Units and Quality Control Groups.

Implementation of quality assurance as part of the quality culture itself begins withstipulates quality assurance standards which include the pillars of tertiary education quality administration, both institutional (governance, cooperation), resources (HR, assets, finance, and information, tri dharma (education, research, service), and infrastructure (lecture rooms, laboratories) , self-development and so on) along with the parameters determined for the quality pillars as a reference, values, norms that must be followed and bind all components of higher education through the higher education quality assurance system (SPM Dikti).

Higher Education Quality Assurance System(SPM Dikti) consists of the Internal Quality Assurance System (SPMI) and the External Quality Assurance System (SPME) and the Higher Education Database is a form of quality culture and that all tertiary institutions in Indonesia will be able to build a quality culture both in their respective tertiary institutions and will contribute to the development of a quality culture of higher education at the national level which will ultimately improve the quality of higher education (Researchdikti: 2017).

SPMI as referred to in Permendikbud No. 50 of 2014 concerning the Higher Education Quality Assurance System is a systematic activity of Higher Education Quality Assurance by each Higher Education autonomously to control and improve the implementation of Higher Education in a planned and sustainable manner. In this regard, it becomes an obligation for tertiary institutions to establish an institution or body that is responsible for conducting quality management. The higher education SPMI cycle according to article 5, namely: a) determines the Higher Education Standards set by the Tertiary Education Institution; constitutes standard/measurement setting activity; b) implementation of Higher Education Standards set by Tertiary Education Institutions is an activity of fulfilling standards/measures; c) evaluation of the implementation of Higher Education Standards stipulated by Tertiary Education Institutions is an activity of comparing the outputs of activities for meeting standards/measures with predetermined standards/measures; d) controlling the implementation of Higher Education Standards set by Tertiary Education Institutions is an analysis of the causes of standards/measures that are not met for corrective action, and e) increasing Higher Education Standards set by Tertiary Education Institutions is an activity to improve standards/measures so that they are higher than the standards /predefined size.

SPMI is internally used to improve the quality of education in the planning stage. The findings in the SPMI will be used as input to improve standards and make them even better. Utilization of the results of SPMI implementation is not only used in educational planning, it is also used to foster a better enthusiasm for work, raise awareness to build a quality culture, so that continuous quality improvement will be realized. Bacin.A's research concluded that Quality Assurance aims to maintain and improve the quality of higher education. Opan; Pater et al; Fitrah et al; Legawa et al;

The External Quality Assurance System (SPME) is an activity through accreditation to determine eligibility and achievement levels for study programs and tertiary institutions. Accreditation of study programs and tertiary institutions influences the decision to choose a study program. Accreditation for Study Programs is a form of evaluation (evacuation) of the quality and feasibility of higher education institutions or study programs that have been carried out by organizations or independent bodies outside universities. Support for this is focused on the representation of quality accreditation in education. The higher the study program accreditation, the higher the decision to choose a study program. Furthermore, previous researcher Norazah Mohd. Suki about Green Awareness Effects On Consumers Purchasing Decision: Some Insight From Malaysia, where the indicators of Higher Education

Image are: a). Institutional accreditation is an acknowledgment of a tertiary institution or study program which shows that the college or study program in carrying out the education program and the quality of the graduates produced have met the standards set by the National Accreditation Board for Higher Education (BAN-PT), b). The general atmosphere of the campus is the state of the atmosphere in the campus environment including comfort, cleanliness and campus services, c). The learning atmosphere in class is the state or condition that students receive when carrying out learning activities and d). Campus facilities are everything related to providing learning facilities and supporting the learning process. Institutional accreditation is an acknowledgment of a tertiary institution or study program which shows that the college or study program in carrying out the education program and the quality of the graduates produced have met the standards set by the National Accreditation Board for Higher Education (BAN-PT), b). The general atmosphere of the campus is the state of the atmosphere in the campus environment including comfort, cleanliness and campus services, c). The learning atmosphere in class is the state or condition that students receive when carrying out learning activities and d). Campus facilities are everything related to providing learning facilities and supporting the learning process. Institutional accreditation is an acknowledgment of a tertiary institution or study program which shows that the college or study program in carrying out the education program and the quality of the graduates produced have met the standards set by the National Accreditation Board for Higher Education (BAN-PT), b). The general atmosphere of the campus is the state of the atmosphere in the campus environment including comfort, cleanliness and campus services, c). The learning atmosphere in class is the state or condition that students receive when carrying out learning activities and d). Campus facilities are everything related to providing learning facilities and supporting the learning process.

Evaluation and control of quality assurance as a manifestation of a higher education quality culture is a movement to guarantee the quality of higher education which it organizes through evaluation activities. If using the Internal Quality Assurance System (SPMI) umbrella, evaluation and control activities are directed at overseeing the implementation of higher education by universities on an ongoing basis (continuous improvement) through internal quality audit activities (AMI) which take place once a year. Meanwhile, evaluation and control in the External Quality Assurance System (SPME) is carried out through systemic activities for assessing the eligibility of programs and/or higher education institutions by BAN-PT or independent institutions outside tertiary institutions recognized by the Government, to oversee the implementation of higher education for and on behalf of the

community, as a form of public accountability called Accreditation. This accreditation activity is actually carried out to meet primarily the needs of external stakeholders (parents, world of work, community, government). SPME is also a sub-system of horizontal-external accountability (external-horizontal accountability).

Syekh H. Abdul Halim Hasan Al-Ishlahiyah Binjai Islamic College (STAI) and Jam'iyah Mahmudiah College of Tanjung Pura City are two private Islamic Religious Colleges (PTKIS) out of 37 PTKIS in the Kopertais Region IX North Sumatra. As a private Islamic tertiary institution, of course, it is faced with challenges and problems related to the application of this quality assurance culture. Fulfillment of the pillars of quality which includes institutions, resources, tri dharma of higher education, and infrastructure through the Internal Quality Assurance System is something that is absolutely carried out by these two educational institutions so that their implementation meets national standards. Tilaar explained that there were several reasons why national education standards were needed, namely Indonesia as a developing country, As a unitary state, we need an assessment of the performance of the national education system, members of the global community, and the function of national education standards is to develop strategies and development plans. Quality assurance is also a form of guaranteeing the output of this higher education institution to be accepted and absorbed by users or stakeholders. In line with this, Sanusi et al emphasized that quality educational institutions based on the perspective of users/beneficiaries in general are: 1) Educational institutions have Accreditation A; 2) Graduates are accepted at the best educational institutions; 3) Professional educational staff and good performance; 4) the cumulative achievement index achieved by each graduate, and 5) students have achievements in various competencies and good character. Juran in Tjiptono & Diana also added that educational institutions whose measure of success is customer satisfaction or competitiveness in educational institutions. Educational institution-based quality improvement management is a new alternative in education management that places more emphasis on quality planning, quality control, and quality improvement. Apart from that, the implementation of quality management in these two institutions is also the main key in facing intense competition among other private religious tertiary institutions, state Islamic religious tertiary institutions and other public tertiary institutions. Educational institution-based quality improvement management is a new alternative in education management that places more emphasis on quality planning, quality control, and quality improvement. Apart from that, the implementation of quality management in these two institutions is also the main key in facing intense competition among other private religious tertiary institutions,

state Islamic religious tertiary institutions and other public tertiary institutions. Educational institution-based quality improvement management is a new alternative in education management that places more emphasis on quality planning, quality control, and quality improvement. Apart from that, the implementation of quality management in these two institutions is also the main key in facing intense competition among other private religious tertiary institutions, state Islamic religious tertiary institutions and other public tertiary institutions.

The results of preliminary observations obtained information that Sheikh H. Abdul Halim Hasan Al-Ishlahiyah Binjai Islamic High School (STAI) is one of the Islamic high schools in Binjai City, North Sumatra. Sheikh H. Abdul Halim Hasan Al-Ishlahiyah Binjai Islamic College (STAI), which was founded in 1991 with a campus located on Jl. Ir. H. Juanda No. 5 Binjai Tel./Fax. (061) 8830146 City of Binjai.

Islamic College (STAI) Syekh H. Abdul Halim Hasan Al-Ishlahiyah Binjai (Good Accreditation) and has several undergraduate programs, namely the Islamic Religious Education Study Program (Accreditation B), Sharia Banking (Accreditation C), Islamic Early Childhood Education (Good Accreditation), Sharia Economics (Good Accreditation), Economic Law (Good Accreditation), Family Law (Good Accreditation), Islamic Economics (Good Accreditation), and Sharia Economic Law (Good Accreditation). Data obtained in the field also shows that the total number of students is 2,250 students, this number is quite reasonable when compared to the number of students from other private tertiary institutions. Exploring the campus environment feels beautiful and has excellent and comfortable independent facilities and infrastructure for lecture activities.

The results of interviews with one of the managers also obtained information that related to the implementation of quality culture, responses were obtained that in general this quality culture was quite well implemented. The manifestation of this quality culture is to stipulate mutually agreed quality values into the quality documents of the internal quality assurance system both concerning institutional governance, resources, higher education tridarma, and infrastructure into quality standard documents, quality policies, standard operating procedures, manuals quality and other documents. Institutionally, the Sheikh H. Abdul Halim Hasan Al-Ishlahiyah Binjai Islamic College (STAI) is also supported by a quality control agency in the form of a Quality Assurance Agency (LPM), although yes, if you look at institutional accreditation and some study programs, it still needs to be improved.

Meanwhile, the results of initial observations at the Jam'iyah Mahmudiah High School, Tanjung Pura City, Langkat Regency, were established on June 30, 1995, several

years younger than the Sheikh H. Abdul Halim Hasan Al-Ishlahiyah Binjai Islamic High School, whose address is Jalan Sheikh M. Yusuf No. 24 Tanjung Pura - Langkat 20853 North Sumatra, has sufficient institutional accreditation (C). The Undergraduate Program being fostered includes five study programs including Family Law (Accreditation B), Islamic Religious Education (Accreditation B), Sharia Banking (Accreditation C), Islamic Education Management (Applying for Accreditation considering a new study program) and Comparison of Schools (in coaching position) .

The data obtained in the field also shows that the total number of students is 1430 students, this number is relatively good. Exploring the campus environment feels beautiful and has independent facilities and infrastructure which are also very good and comfortable for lecture activities.

Regarding the quality culture on this campus, the results of an interview with one of the managers also obtained information that a quality culture is the basis for organizing this campus. This quality culture is related to the values that are used as guidelines for implementing quality on campus both related to institutions, human resources, teaching, research, community service, availability of supporting facilities and infrastructure. For this matter the campus implements an internal quality assurance system and establishes a quality assurance agency and quality control group, and compiles quality standard documents, quality policies, standard operating procedures, quality manuals and other documents. But the problem lies in the weakness of monitoring and evaluation.

The achievements of these two private religious tertiary institutions should be appreciated and of course the achievements are the result of hard work in the leadership's efforts to build stakeholder confidence in the quality of management and outcomes of these two higher education institutions in the community. Taking into account the data and information above, it leaves a number of further questions that need to be explored related to the emergence of a quality culture in institutions with the support of quality institutions, quality assurance systems but have not been able to improve and boost the achievement of many accreditation institutions and study programs at very good or excellent levels, not to mention questions related to the results of such accreditation actually has a relatively large number of students and this is interesting to explore more deeply through research.

Regardless of the existing objective conditions, efforts to maintain the achievements and achievements obtained by these two private higher education institutions of course depend on the extent to which the academic community has a quality culture attached to them so that the resulting activities and performance will guarantee the quality they already have.

Departing from the description above, it is interesting to study and analyze in more depth through research with the title "Culture of Quality (Multisite Study at the Islamic College of Religion (STAI)) Sheikh H. Abdul Halim Hasan Al-Ishlahiyah Binjai and Jam'iyah Mahmudiah High School Tanjung Pura City).

B. LITERATURE REVIEWS

Culture

Culture is philosophies, ideologies, values, assumptions, beliefs, hopes, attitudes, and shared norms that bind or unite the community in an organization. According to Suprapto, quoting Selo Sumarjan, culture is the product of the human mind in an effort to regulate and manage nature. More formally, Kotter and Hesket define culture as the totality of behavior, art, beliefs, institutions, and all other products of human work and thought that establish groups or products that are transmitted together.

Quality

Makawimbang provides an understanding of quality as "appropriate for use" and emphasizes that the basis of an organization's quality mission is to develop programs and services that meet the needs of users such as students and the community.

Based on the description above, quality culture can be interpreted as an organizational value system that produces a conducive environment for the continuity and sustainability of quality improvement.

C. METHODS

Research design

This research was designed with a qualitative approach. The research design used in this study is multi-site. Multi-site studies were chosen in conducting this research because multi-site studies are a form of qualitative research which can indeed be used primarily to develop theories drawn from several similar research backgrounds, so that theories can be generated that can be transferred to a wider and more general situations. coverage is stated.

Research Presence

One of the uniqueness of qualitative research is that the researcher himself is the main instrument, while non-human instruments act as complementary data. Researchers will come to the location to conduct research in the field. Researchers see and follow activities directly

while still based on the ethical principle of a researcher. For this reason, the presence of researchers is needed to obtain comprehensive and intact data.

Location and Time of Research

Location of this researchSheikh H. Abdul Halim Hasan Al-Ishlahiyah Binjai Islamic College (STAI) Jl. Ir. H. Juanda No. 5 Binjai Tel. /Fax. (061) 8830146 – Binjai Tel & WA : 0853-7177-8165 and 0822-7358-0737 Website :https://ishlahiyah.ac.id Email :binjaistais@gmail.com, and Jam'iyah Mahmudiah Tanjung Pura City (STAI-JM), Jl. Sheikh M. Yusuf No. 24 Tanjung Pura - Langkat 20853 North Sumatra.

In addition, researchers collected data on various activities to explain the meaning of the Quality Culture.

Regarding research time, researchers can at any time go to research sites (institutions) to conduct research during working hours between March and July.

Research subject

The subject of this research is directed at finding data from the chairperson, deputy chairperson, Quality Assurance Institute, Research and Community Service Institute and the lecturers themselves. The data search starts from the element of the Chair as a key informant by using snow-ball sampling.

Data Collection Techniques and Instruments

Research data collection regarding the effectiveness of meeting national education standards was carried out using observation, structured and unstructured interviews and documentation studies.

Data analysis techniques

In qualitative research data analysis is generally divided into three levels; analysis at the initial level, analysis during field data collection, and analysis after completion of data collection. The essence of data analysis in qualitative research is data reduction, because in qualitative research the data collected must be in-depth and sufficient according to the focus and research objectives.

D. RESULTS AND DISCUSSION

a. Institutional Quality Culture at Sheikh H. Abdul Halim Hasan Al-Ishlahiyah Binjai Islamic College (STAI) and Jam'iyah Mahmudiah High School, Tanjung Pura City.

The institutional quality culture of STAI Sheikh H. Abdul Halim Hasan Al-Ishlahiyah Binjai is very important to achieve optimal institutional performance and goals. In building an institutional quality culture, each institutional member must understand the importance of quality and be committed to building it. There are several ways that can be done to strengthen the institutional quality culture at STAI Syekh H. Abdul Halim Hasan Al-Ishlahiyah Binjai, such as providing training and skills development, encouraging institutional members to participate in certification or qualification recognition programs, and measuring success through indicators such as level customer satisfaction and level of participation in training and development. Indeed, building an institutional quality culture is not easy and requires consistent time and effort.

The quality culture at STAI Jam'iyah Mahmudiah Tanjung Pura Langkat City involves all related parties, such as lecturers, staff, students, and external parties such as campus service users. In this case, collaboration and synergy are carried out between all parties so that the implementation of a quality culture can run well." "Then, the implementation of a quality culture can also improve the reputation and competitiveness of campuses in the world of education. By implementing a quality culture, campuses can show commitment and good quality in carrying out the tri dharma of higher education, namely education, research, and community service. This can increase public trust and the potential for cooperation with various parties outside the campus.

A culture of good resource quality at STAI Syekh H. Abdul Halim Hasan Al-Ishlahiyah Binjai and STAI Jam'iyah Mahmudiah Tanjung Pura Langkat City is an increase in the quality and performance of human resources as well as an increase in productivity, satisfaction of human resources, and quality of educational services. With clear policies, effective training and development programmes, rigorous recruitment processes, regular performance evaluations and proper performance management policies, educational institutions will achieve a significant positive impact on their progress and success.

b. Culture of Resource Quality at Sheikh H. Abdul Halim Hasan Al-Ishlahiyah Binjai Islamic College (STAI) and Jam'iyah Mahmudiah High School, Tanjung Pura Langkat City.

Building and strengthening a culture of resource quality at STAI Syekh H. Abdul Halim Hasan Al-Ishlahiyah Binjai is important to ensure that every member of the institution has the same understanding of the importance of quality and the commitment to build it. Training and development of skills and knowledge of institutional members also need to be carried out continuously. Involving students in campus activities and research can also help improve the quality of human resources at the institution and strengthen the overall institutional culture of quality. In this case, institutions need to have quality procedures that are followed by all institutional elements and are applied consistently. This process can be initiated by the foundation, but it is also important to involve the lecturer, Head of study program, and LPM in providing input and suggestions related to the quality procedure. Thus, all institutional elements can feel involved in the development of an institutional quality culture and ensure consistency in the implementation of quality procedures.

STAI Jam'iyah Mahmudiah Tanjung Pura Langkat City is an example of a campus that implements policies and programs to improve human resource management, including training and development programs, equality, fairness and diversity policies, as well as good recruitment and performance evaluation processes. Regular performance evaluations using predetermined indicators also assist the campus in making decisions and necessary improvements. Thus, the campus can create an inclusive and enjoyable work environment, improve the quality and competitiveness of organizations, and achieve campus goals in an effective and efficient manner.

Implementation of a lecturer and staff development program that focuses on the Tri Dharma of higher education at STAI Syekh H. Abdul Halim Hasan Al-Ishlahiyah Binjai and STAI Jam'iyah Mahmudiah Tanjung Pura Langkat City is that the two tertiary institutions can make a maximum contribution in improving the quality of higher education in Indonesia. Through collaboration with educational institutions and research institutions, as well as meeting national standards, this university is able to maintain the quality of higher education, produce quality graduates, and play an active role in the development of science and society. As such, the implementation of these programs is key to achieving the broader goal of improving Indonesia's higher education system.

c. **Quality culture of Tri Dharma Islamic College (STAI) Syekh H. Abdul Halim Hasan Al-Ishlahiyah Binjai and Jam'iyah Mahmudiah High School Tanjung Pura Langkat City.**

In an educational institution, coordination between study programs is very important to carry out and strengthen the quality culture of the tri dharma of higher education, namely research, teaching, and community service. In terms of research, coordination between study programs can facilitate collaboration between lecturers from various scientific fields in carrying out research. This can open up opportunities for the development of cross-disciplinary research and broaden the scope of the resulting research findings. In terms of teaching, coordination between study programs can ensure that each course taught has clear learning objectives and is relevant to the needs of the world of work and society. In addition, this coordination can also facilitate the sharing of resources and time to strengthen teaching quality,

In terms of community service, coordination between study programs can facilitate the formation of a service team consisting of lecturers from various scientific fields.

Tri Dharma Quality Culture at STAI Jam'iyah Mahmudiyah Tanjung Pura Langkat City: in Education, STAIJM has carried out various activities including: Integration with quality culture, Participating in training and seminars, Apprenticeship programs, Development of lecturers and staff and Performance appraisal systems. In research, STAIJM has carried out: Integration with the quality culture of research centers, training and seminars, encouraging lecturers to take part in training, and providing adequate funds and time. Whereas in community service STAIJM has carried out: Integration with quality culture, apprenticeship programs, facility support, and evaluation and monitoring of the implementation of the Tri Dharma.

d. **Culture of Quality of Facilities and Infrastructure at Sheikh H. Abdul Halim Hasan Al-Ishlahiyah Binjai Islamic High School (STAI) and Jam'iyah Mahmudiah High School, Tanjung Pura City.**

STAI Syekh H. Abdul Halim Hasan Al-Ishlahiyah Binjai has a strong commitment to improving the quality of education and developing human resources. This is demonstrated by the various programs and initiatives implemented, such as improving facilities and infrastructure, curriculum development, improving teaching quality, improving research quality, community service, and training and self-development for lecturers and students. In addition, STAI Syekh H. Abdul Halim Hasan Al-Ishlahiyah Binjai also collaborates with

various institutions or organizations outside the campus to expand the knowledge development network. With this effort, it is expected to improve the quality of education and make a greater contribution to society and the nation as a whole.

The culture of quality of facilities and infrastructure implemented at STAI Jam'iyah Mahmudiah Tanjung Pura Langkat City is an attitude, action, and behavior that focuses on efforts to improve the quality and performance of facilities and infrastructure in tertiary institutions. This is important to increase the institution's success in achieving its mission and goals, as well as providing a better learning experience for students.

Universities have carried out various actions to improve the culture of quality of facilities and infrastructure, such as careful planning, routine maintenance, use of the latest technology, capacity building of human resources, needs studies, regular evaluations, and security supervision. However, there are also a number of challenges faced, such as budget constraints and difficulties in carrying out repairs.

The availability of adequate facilities and infrastructure at STAI Syekh H. Abdul Halim Hasan Al-Ishlahiyah Binjai and STAI Jam'iyah Mahmudiah Tanjung Pura Langkat City is an improvement in the quality of education at both institutions and provides good support for student success. With comfortable lecture halls, complete libraries, adequate laboratories and studios, as well as adequate sports and fitness facilities, educational institutions create a conducive and effective learning environment. These adequate facilities provide the necessary facilities for students to study, interact, and develop their potential properly. Therefore,

e. **Leadership Strategy in Developing a Quality Culture at STAI Syekh H. Abdul Halim Hasan Al-Ishlahiyah Binjai and STAI Jam'iyah Mahmudiah Tanjung Pura City.**

STAI Syekh H. Abdul Halim Hasan Al-Ishlahiyah Binjai has made various efforts to develop a culture of quality on campus. Some of the strategies implemented include mapping the needs of stakeholders, strengthening communication between leaders, lecturers, students and all staff, encouraging the active participation of lecturers and students in quality culture development activities, establishing cooperation with other institutions, establishing high quality education standards and transparent, and implementing a curriculum development strategy that is oriented towards meeting the needs and interests of students, developing research and community service, and improving the quality of teaching through training and developing the competence of lecturers.

STAI Jam'iyah Mahmudiah Tanjung Pura Langkat City has a well-planned and well-implemented strategy to develop a culture of quality on its campus. This strategy includes developing a curriculum that is oriented towards the needs and interests of students, improving the quality of teaching through training and competency development for lecturers, human resource development, as well as continuous evaluation and improvement. In addition, the campus also collaborates with various institutions outside the campus to broaden networks and experiences, as well as to set high and transparent standards of quality. With this strategy, STAI Jam'iyah Mahmudiah Kota Tanjung Pura Langkat is expected to be able to improve the quality of education and teaching, as well as produce quality research and community service.

The steps taken by the leadership of STAI Syekh H. Abdul Halim Hasan Al-Ishlahiyah Binjai and STAI Jam'iyah Mahmudiah Tanjung Pura Langkat City were to create an institutional environment that was transparent, trusted and accountable. By carrying out institutional transparency and accountability, strengthening management systems and internal controls, and facilitating easy access to information, these educational institutions can build trust and satisfaction from various related parties, including students, lecturers, accreditation bodies, industry, and the general public. Through continuous performance evaluation and monitoring strategies, active participation of lecturers and students in developing a quality culture, as well as cooperation with other institutions for scientific development, the quality of educational services will increase.

f. Factors supporting and inhibiting quality culture at STAI Syekh H. Abdul Halim Hasan Al-Ishlahiyah Binjai and STAI Jam'iyah Mahmudiah Tanjung Pura City.

The inhibiting factors at STAI Syekh H. Abdul Halim Hasan Al-Ishlahiyah Binjai include: (1) Lack of support from the government and society for tertiary institutions; (2) Complex bureaucracy and lack of qualified human resources; (3) Lack of support and motivation from university management towards staff and students; (4) Lack of access to resources, such as the latest equipment and technology.

One of the best ways to improve the quality culture at STAI Syekh H. Abdul Halim Hasan Al-Ishlahiyah Binjai is to improve communication and collaboration between staff, students and college management. Good and visionary leadership can also influence a quality culture in higher education by providing better direction and strategies and motivating staff and students to work together to achieve the same goals. Other factors that can affect the

culture of quality in tertiary institutions are the quality of qualified lecturers and staff, adequate learning facilities and environment, as well as the development of programs that are more innovative and relevant to the needs of the market and society.

Inhibiting factors to watch out for. One of these factors is the lack of socialization of SOPs and standards set by LPM. Lack of understanding of these SOPs and standards can make it difficult for staff and lecturers on campus to follow established procedures. This will certainly have a negative impact on the quality of educational services provided by the campus.

Supporting and inhibiting factors at STAI Syekh H. Abdul Halim Hasan Al-Ishlahiyah Binjai and STAI Jam'iyah Mahmudiah Tanjung Pura Langkat City are that improving the quality culture in tertiary institutions is very dependent on existing supporting factors. If the supporting factors, such as awareness, commitment, and support from all related parties, are met properly, the tertiary institution will be able to achieve the desired improvement in the quality of education. However, if there are constraining factors, such as a lack of awareness and support, achieving these improvements may be difficult. Therefore, collaboration and cooperation between all parties involved in creating a conducive learning environment is the key to achieving the expected improvement in the quality culture. If all supporting factors are met,

E. CONCLUSION

a. The application of institutional quality culture in educational institutions has a positive impact on improving service quality. This is reflected in the high level of customer satisfaction, where students are satisfied with the services provided. Through the implementation of an institutional quality culture, educational institutions can achieve set quality standards by providing awards and recognition to institutional members who achieve or exceed these standards. This is a motivation for institutional members to continue to strive to improve service quality and achieve the expected level of quality;

b. A culture of good resource quality at STAI Syekh H. Abdul Halim Hasan Al-Ishlahiyah Binjai and STAI Jam'iyah Mahmudiah Tanjung Pura Langkat City is an increase in the quality and performance of human resources as well as an increase in productivity, satisfaction of human resources, and quality of educational services. With clear policies, effective training and development programmes, rigorous recruitment processes, regular

performance evaluations and proper performance management policies, educational institutions will achieve a significant positive impact on their progress and success;

c. Implementation of a lecturer and staff development program that focuses on the Tri Dharma of higher education at STAI Syekh H. Abdul Halim Hasan Al-Ishlahiyah Binjai and STAI Jam'iyah Mahmudiah Tanjung Pura Langkat City is that the two tertiary institutions can make a maximum contribution in improving the quality of higher education in Indonesia. Through collaboration with educational institutions and research institutions, as well as meeting national standards, this university is able to maintain the quality of higher education, produce quality graduates, and play an active role in the development of science and society. As such, the implementation of these programs is key to achieving the broader goal of improving Indonesia's higher education system;

d. The availability of adequate facilities and infrastructure at STAI Syekh H. Abdul Halim Hasan Al-Ishlahiyah Binjai and STAI Jam'iyah Mahmudiah Tanjung Pura Langkat City is an improvement in the quality of education at both institutions and provides good support for student success. With comfortable lecture halls, complete libraries, adequate laboratories and studios, as well as adequate sports and fitness facilities, educational institutions create a conducive and effective learning environment. These adequate facilities provide the necessary facilities for students to study, interact, and develop their potential properly. Therefore,

e. The steps taken by the leadership of STAI Syekh H. Abdul Halim Hasan Al-Ishlahiyah Binjai and STAI Jam'iyah Mahmudiah Tanjung Pura Langkat City were to create an institutional environment that was transparent, trusted and accountable. By carrying out institutional transparency and accountability, strengthening management systems and internal controls, and facilitating easy access to information, these educational institutions can build trust and satisfaction from various related parties, including students, lecturers, accreditation bodies, industry, and the general public. Through continuous performance evaluation and monitoring strategies, active participation of lecturers and students in developing a quality culture, as well as cooperation with other institutions for scientific development, the quality of educational services will increase.

f. Supporting and inhibiting factors at STAI Syekh H. Abdul Halim Hasan Al-Ishlahiyah Binjai and STAI Jam'iyah Mahmudiah Tanjung Pura Langkat City are that improving the quality culture in tertiary institutions is highly dependent on existing supporting factors. If the supporting factors, such as awareness, commitment, and support from all related parties, are met properly, the tertiary institution will be able to achieve the desired

improvement in the quality of education. However, if there are constraining factors, such as a lack of awareness and support, achieving these improvements may be difficult. Therefore, collaboration and cooperation between all parties involved in creating a conducive learning environment is the key to achieving the expected improvement in the quality culture. If all supporting factors are met,

REFERENCES

Ahmad Sulaiman, Udik Budi Wibowo. *Implementasi Sistem Penjaminan Mutu Internal Sebagai Upaya Meningkatkan Mutu Pendidikan di Universitas Gajah Mada*. Jurnal Akuntabilitas Manajemen Pendidikan, Volume 4, No 1, April 2016, h. 17-32.

Bacin A. Sistem Penjaminan Mutu Perguruan Tinggi. *Jurnal Manajemen Pendidikan*, Volume 9, No. 1, 2017, h. 1-12.

Opan Arifudin. *Manajemen Sistem Penjaminan Mutu Internal (SPMI) Sebagai Upaya Meningkatkan Mutu Perguruan Tinggi. .Jurnal Ilmiah MEA (Manajemen, Ekonomi & Akuntansi)*, 3 (1), 2019, h 161-169.

I Made Pater, I Made Yudana, Nyoman Natajaya. Studi Evaluasi Implementasi Sistem Pengendalian Mutu Internal Dalam Rangka Mewujudkan Budaya Mutu. *.Jurnal Pedagogi dan Pembelajaran*.Volume 3 Nomor 1, 2020, h.95-103.

Muh. Fitrah, Ruslan, Hendra (2018) *Urgensi Sistem Penjaminan Mutu Internal Terhadap Peningkatan Mutu Pendidikan Tinggi. Jurnal Penjaminan Mutu*. Volume 4, No 1, Februari 2018, h.76-86.

I Made Legawa, Nyoman, Ida Bagus Wartha, Brata, Ida Bagus. *Implementasi Sistem Penjaminan Mutu Internal di Program Studi Sejarah FKIP Universitas Mahasaraswati Denpasar. Jurnal Universitas Negeri Padang*, 2019, h. 118-132.

Tuti Hermelinda, Meriana & Berlian Afriansyah. *Pengaruh Implementasi Sistem Pengendalian Mutu Internal dan Budaya Mutu Terhadap Peningkatan Mutu Pendidikan Tinggi (Studi Empiris Pada Perguruan Tinggi di Propinsi Bengkulu). Jurnal Akutansi Unihaz,* Volume 3, No.2, desember 2020, h. 183-195.

Permendikbud No. 50 Tahun 2014 tentang *SPM Dikti.*

Prasetyo. Dampak *Kebijakan Akreditasi Perguruan Tinggi Terhadap Daya Saing (Competitiveness) Perguruan Tinggi Swasta di Kabupaten Kebumen. Jurnal Fokus Bisnis*, Vol. 13, No.1, Juli 2014.h.1-12.

Kamal, B., & Rahmadiane, G. D. *Pengaruh Persepsi, Akreditasi Prodi, dan Promosi Terhadap Keputusan Memilih Program Studi Akuntansi Pada Politeknik Harapan Bersama. Jurnal Inspirasi Bisnis dan Manajemen*, Volume 1, No.2, 2017, h. 145–158.

Moch. Suki & Norazah., Green Awareness Effects On Consumers' Purchasing Decision : Some Insights From Malaysia. *Journal of University Sains Malaysia*. July. 2013, h 1-15.

HAR. Tilaar. *Standarisasi Pendidikan Nasional Suatu Tinjauan Kritis*. Jakarta: Rineka Cipta, 2012, h. 106.

Ridwan sani, dkk. 2015. *Penjaminan Mutu Lembaga Pendidikan* . Jakarta: Bumi Aksara, 2015, h. 1.

Tjiptono, Fandy Tjiptono & Anastasia Diana. *Total Quality Management Edisi Revisi*. Yogyakarta: Penerbit Andi, 2003, h.56.