

# **A Policy To Improve The Quality of UMN Alwasliyah Medan and Panca Budi Development University**

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## **ABSTRACT**

The purpose of this research is to describe the policies that Pancabudi Development University and UMN Alwasliyah Medan implement, the process by which policies are made, the manner in which policies are implemented, any variations in policy implementation, and the challenges that the institutions face in the field and how they resolve them. The present study employs a qualitative research methodology in conjunction with an empirical policy research strategy. By first outlining each policy at each site, doing an analysis inside each site, and then conducting an analysis between sites, this research used a multisite research design. The study's findings demonstrate that Pancabudi Development University has a policy for quality enhancement. 1) a rule requiring all UNPAB instructors and affiliated parties to promptly adapt to higher education standards without the chancellor's commands 2) Modify the metrics and raise the caliber of the literature produced by the instructors 3) Create a rewards program for instructors who successfully publish in journals approved by SINTA and Scopus. 4) Help instructors with their writing 5) Establish "study Saturdays," in which professors are allowed to study on Saturdays. 6) Give importance to the functional roles of lecturers 7) offer recognition and rewards to students who achieve well and engage in activities that enhance the campus's reputation; 8) adopt a philosophy inspired by Professor Khadirun Yahya that emphasizes unity. At Unpab, policy-making involves the bottom line. The challenges encountered are disparities in lecturers' writing skills, which Unpab addresses by offering support. Rules put in place by UMN Alwasliyah Medan 1) Implement academic directives without following the chancellor's instructions; Dikti's regulations are considered academy orders. 2) raise the standard of writing for both instructors and students; 3) publish student theses; 4) help instructors with their writing; 5) LPM UMN conducts frequent audits; and 6) the chancellor established an SMS center for direct complaints from all UMN inhabitants. 7) Online presence of instructors is tracked 8) UMN Alwasliyah's Foundation and Chancellor established a Code of Ethics Team. 9) honors the top instructors in Tridharma-related activities with awards 9) UMN fund handlers, like PTN-BH 10) Form a committee to revise the curriculum. 11) Letters on Alwasliyah philosophy in the same way as Shafs 10 and 11. At UMN, proposals are incorporated into the policy-making process by way of individual hierarchies. By approaching each lecturer differently, the challenges posed by misunderstanding and the shortcomings of some instructors in terms of modifying the writing standard were addressed.

**Keywords: Quality Improvement, Policy, UNPAB, UMN Alwasliyahaining**

## A. INTRODUCTION

The education and training process is a systematic effort organized, designed, and created by the community to convey knowledge, values, attitudes, and skills to experts in accordance with their fields as an effort to empower and develop individual potential and the changes that occur in the human self (Iswan, 2021). Another opinion says that education is an activity or human effort to improve their personality by developing their personal potential in the form of spiritual creativity, feeling, and intention, as well as physical, sensory, and cognitive skills (Kincaid et al., 2003). (Danner et al., 2020) Training is usually carried out by referring to a curriculum that is tailored to the needs of the job analysis results and given in a relatively short time to equip someone with job skills. According to Michael R. Carrel and Robert D. Hatfield, they divide training programs into two categories, namely, general and specific training programs. General training is training that encourages employees to acquire skills that can be used in almost all types of work. (2) Employee education, including basic skills, which are usually a qualification requirement for general training.

From the opinions above, it can be concluded that training is an activity with the aim of improving and developing the attitudes, behaviors, skills, and knowledge of employees in accordance with the wishes of an institution or organization.

Kenny mentioned training as satisfactorily satisfying the work required of him in his present job. Training is basically an activity to learn skills and knowledge in a particular field, which is deliberately provided through more systematic and organized procedures to achieve effective and efficient work. Meanwhile, development is a systematic and organized effort carried out by companies to improve technical, theoretical, conceptual, and moral skills (Martin, 2010).

(Widianto, 2018) The terms of reference in the implementation of education and training are (1) Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System (State Gazette of the Republic of Indonesia of 2003 Number 78, Supplement to the State Gazette of the Republic of Indonesia Number 4301). (2) Law Number 13 of 2003 concerning Indonesian employment (3) Law Number 5 of 1974 concerning Personnel Principles, as amended by Law Number 43 of 1999. (4) Law Number 14 of 2005 concerning Teachers and Lecturers. (5) Republic of Indonesia Law Number 15 of 2004 concerning Audit of Financial Management and Responsibility (State Gazette of the Republic of Indonesia of 2004 Number 66, Supplement to State Gazette of the Republic of Indonesia Number 4400). (6) Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers. (7) Republic of Indonesia Law Number 06 of 2014 concerning Villages. (8) Government

Regulation Number 100 of 2000 concerning Appointment of Civil Servants in Structural Positions. (9) Republic of Indonesia Government Regulation Number 19 of 2005 concerning National Education Standards.

Training has the ultimate goal of improving performance. Every large institution in the world must have an education and training unit, whether government or private. It is very important to develop the quality of their employees' abilities, which are an important asset. A large budget is provided to design, develop, and organize a number of education and training programs every year (Bangun, 2012).

We often hear the head of a company say that human resources are the company's most valuable asset. The meaning is very simple; that is, it can be interpreted that a company may have various assets, such as land, buildings, vehicles or production machines, office equipment, and so on. However, if human resources aren't driving them, all of these assets will be useless and won't produce anything useful.

So that a company can produce something that can be sold, it needs human resources who are able to carry out work according to their respective duties. (M. Hasibuan, 2007) As a basis for reference in HR development, consider Law No. 8 of 1974 concerning Personnel Principles as amended in Law No. 43 of 1999. Article 1 paragraph 1: "PNS is every citizen of the Republic of Indonesia who has fulfilled the specified requirements, is appointed by an authorized official, is entrusted with duties in a state position, or is entrusted with other state duties and is paid based on the applicable laws and regulations." Article 15, paragraph 1: "The number and composition of civil servant ranks required are determined in the formation." Article 15 paragraph 2: "The formation as intended in paragraph (1) is determined for a certain period of time based on the type, nature, and workload that must be carried out." Article 17 paragraph 1: "PNS are appointed to certain positions and ranks." UU No. 43 of 1999 Article 7 paragraph 1: "Every civil servant has the right to receive a fair and appropriate salary in accordance with his work load and responsibilities."

Employee needs analysis is analyzing whether there are employees who lack readiness for tasks or lack ability, skills, and knowledge, which can be identified from performance assessments, field observations, and questionnaires. Employee needs analysis is a process that is carried out logically, regularly, and continuously to determine the number and quality of employees needed. Analysis is carried out based on workload. Based on the results of this analysis, the number of employee needs will be determined.

Training needs management is an activity carried out systematically to identify gaps between a person's knowledge, skills, and attitudes required by the organization that can be

improved through training. There are several approaches that can be used by organizations in order to develop training management; namely, the most popular model is the ADDIE (analyze, design, development, implementation, and evaluation) model (Gagne et al., 2005). This model is based on the assumption that training must begin. The need for increased competence includes stages that are systematically arranged, starting from analysis, design, development, implementation, and evaluation (Robert Gagne).

(Gould et al., 2004) Training needs management is the initial step in a cyclical process that contributes to the overall staff training and education strategy in an organization or professional group.

North Sumatra Province has a unique vision and mission for realizing higher-quality human resources. "Creating a Professional, Trustworthy, and Dignified ASN". This need is necessary so that the apparatus is ready to provide excellent service to the community in accordance with the demands of implementing good governance. To be able to produce quality apparatus resources, an education and training (training) mechanism is needed that can develop insight and knowledge as well as increase the professionalism and competence of state apparatus. The North Sumatra Provincial Human Resources Development Agency (BPSDM Provsu) is an institution tasked with assisting the Governor in organizing education and training to support regional development that operates in the field of education and training.

Considering the importance of the need for training to improve the quality of human resources, government institutions should also carry out training for human resources on a continuous basis. However, if you look closely at the existing training activities in North Sumatra Province, they are still limited to fulfilling the demands of an institution's policy needs. The training pattern held is still top-down, which means that programs and activities have been set by the central government to be disseminated to training institutions to be followed up on by programs and activities that have been created in accordance with standard policy requirements and budgets available within the internal scope of a government organization or institution., namely an activity prepared by the central government for subsequent implementation.

Meanwhile, bottom-up training patterns are still not realized as a form of solving existing problems, especially for human resources professionals who work in the public service sector, so the proportion of training is not always evenly distributed. As stated by Adman (2005) in his research regarding the analysis of employee needs in the UPI office study program, which concluded that one of the efforts to place employees according to their field of work is to provide appropriate training..

From the various problems and research above, it can be concluded that training management really needs to be done optimally to get maximum employee performance. Needs analysis really needs to be done well so that the training carried out is right on target and effective.

Based on several theories above as well as the results of research that has been carried out and accompanied by evidence from the results of initial observations that the researcher made, the researcher felt it was important to conduct research entitled "Training Needs Management (Case Study at the Human Resources Development Agency of North Sumatra Province)".

## **B. LITERATURE REVIEW**

### **Quality Improvement Policy**

The phrase "policy" is frequently used at formal meetings, particularly in those where official entities are endowed with authority or jurisdiction. Furthermore, policy is a phrase that always has to be brought up in scientific talks about management. For this reason, the author defines "policy" in this part and provides a true meaning of the term.

A policy is a directive from higher up that deviate from accepted norms and is placed on someone when there is a legitimate justification for not upholding the relevant regulations. In the meanwhile, policy refers to appropriate guidelines that are mandatory for everyone who intends to be bound by them (Ali Imron, 2016: 16).

According to its etymology, the word "wise" denotes "always using cultivated reason; smart; proficient." Moreover, by adding the suffixes to-and-an, the definition of policy is expanded to read as follows: "a set of concepts and principles that form the outline and basis of plans in implementing a job, in scientific work (Syafaruddin et al., 2022)" (Ministry of National Education: 2002).

Leadership offers two crucial ideas that need be understood: first, decisions should be made rationally in order for the parties to whom they apply to agree on them to accept them. Second, the process of making decisions, which leads to further decisions, can serve as a model for leadership or the performance of a job. The steps of policy formation must be followed while creating a policy.

According to Solichin Abdul Wahab, cited by Dewi (2019), there are still differing views on the term "policy" and it is a topic of discussion among professionals. Therefore, Solichin Abdul Wahab (2008: 40–50) offers the following several suggestions to help you comprehend the term policy:

Policies cover behavior and expectations; they also cover the presence or absence of action; they usually have an end goal to be achieved; they are formulated or defined subjectively; they arise from a process that takes time; they include relationships that are both intra- and inter-organizational; they must be distinguished from decisions; they are not always easily distinguished from administration; they are primarily concerned with behavior and expectations; they are defined or formulated subjectively.

The author comes to the conclusion that policy is a decision made by leaders and staff to get around challenges that weren't previously part of the planning related to the technical resolution of the challenges or problems at hand based on the explanations provided by the experts.

Making policies undoubtedly involves guided stages in order to prevent the policy from becoming reckless. Here are the steps involved in creating policies:

1. Identification of Issues Finding and categorizing problems based on their nature constitutes problem identification. The identification of this issue is a crucial initial step that will dictate subsequent actions. Subsequently, issues are categorized based on their source, nature, cause, and field. It needs to be armed with field-tested data and facts in order to identify issues.
2. Selecting Other Options Identifying alternatives means coming up with multiple solutions to the issue at hand. After the problem has been identified, many options are considered for its solution depending on its nature, source, and alternate field. These decisions must be supported by available data and facts up until the point at which the final solution is reliable and understandable.
3. Choosing Your Options The process of choosing an alternative involves figuring out which one will best address the current issue. Following a fact- and data-based analysis of the various options presented, the optimal choice must be chosen to be executed and serve as a roadmap for the subsequent course of action. As a result, selecting an alternative need to be done after giving it considerable thought and accounting for its effects. Above all, the option picked needs to align with the goals that need to be met in order to solve the issue.
4. Making Use of Alternatives Applying alternatives is the next stage in the decision-making process. Putting alternatives into practice is putting into practice the option that has been found to be the best at solving the issue. In order to address current issues effectively, efficiently, and precisely, the alternatives must be implemented in line with the decision that is deemed to be the best.

5. Assessment of Policies Evaluating the choice that has been made is the last action that has to be done before moving forward. Assessing the outcomes of applying different approaches to problem-solving and the ramifications of these choices is known as decision evaluation. (Irfan, 2018)

### **Private Universities**

Indonesia, which became independent on August 17 1945, actually had several higher education institutions, even before independence and after independence, which changed their institutional names after independence, both with the status of state universities and private universities.

Quoted from [kompas.com](http://kompas.com), here are the 10 oldest universities in Indonesia, summarized from the Smart Class page, Friday (30/7/2021). For your information, this list is only a summary of the oldest universities in Indonesia. And on this occasion the author only attached the oldest private universities that were established even before Indonesia's independence, and private universities that were established only 10 years after independence.

1. Indonesian Islamic University

Indonesian Islamic University or abbreviated as UII is the oldest national private university in Indonesia, located in Yogyakarta. UII was originally called the Islamic High School (STI) which was founded in Jakarta on Sunday 27 Rajab 1364 AH to coincide with 8 July 1945 AD.

2. National University

National University is the oldest private university in Jakarta and the second oldest university in Indonesia. Unas was founded on October 15 1949 on the initiative of leading scholars at that time who gathered in the Association for Advancing Science and Culture (PMIK), including Mr. Sutan Takdir Alisjahbana, R. Teguh Suhardho Sastrosoewignjo, Mr. Soedjono Hardjosoediro, Prof. Sarwono Prawirohardjo, and many more. Initially Unas was a course.

3. Indonesian Christian University

Not long after the independence of the Republic of Indonesia (1945), several national figures who were also Indonesian Christian religious leaders were moved and felt the need to establish the Church Council in Indonesia (DGI). This hope was only realized on May 25 1950. At the beginning of its activities, this institution had paid considerable attention to education issues. From here, UKI was born. Precisely on June 30, 1953.

#### 4. Islamic University of North Sumatra

The Islamic University of North Sumatra (UISU) was founded on January 7 1951, and was the first university established outside Java. UISU initially opened preparatory classes for the Indonesian Islamic Academy (equivalent to class III high school section A), before finally being changed to the Indonesian Islamic College (PTII). On 7 January 1952 Miladiah coincided with 9 Rabiul Awal 1371 Hijriah, PTII changed to the Islamic University of North Sumatra.

College is an optional final stage in formal education. Usually delivered in the form of universities, academies, colleges, seminaries, music schools, and institutes of technology. University students are called students, while the teaching staff are called lecturers.

Based on ownership, universities are divided into two, namely state universities and private universities. In Indonesia, higher education can take the form of academies, institutes, polytechnics, high schools and universities. Universities can provide academic, professional and vocational education with diploma (D1, D2, D3, D4), bachelor (S1), master (S2), doctoral (S3) and specialist education programs.

Based on Republic of Indonesia Law Number 9 of 2009, "every tertiary institution in Indonesia must have an Educational Legal Entity whose function is to provide fair and quality services to students, has a non-profit principle, and can manage funds independently to advance national education." In Indonesia, state universities are managed by the Ministry of Education and Culture. The chancellor of a state university is an echelon 2 level official under the Minister of Education and Culture or other ministries. State Religious Universities (PTAN) in Indonesia are under the responsibility of the Ministry of Religion. PTAN consists of Islamic, Christian, Catholic, Hindu and Buddhist religious colleges.

State Islamic religious universities have three types of higher education that fall into this category, namely the State Islamic University (UIN), the State Islamic Religious Institute (IAIN), and the State Islamic Religious College (STAIN). In each province in Indonesia there is generally one UIN, IAIN, or STAIN.

State Christian religious universities have two types of higher education that fall into this category, namely the State Christian Religious Institute (IAKN) and the State Christian Religious College (STAKN). There is only one type of state Catholic religious college that falls into this category, namely the State Catholic Religious College (STAKatN) which is in Pontianak.



State Hindu religious universities have two types of tertiary institutions that fall into this category, namely the State Hindu Dharma Institute (IHDN) and the State Hindu Religious College (STAHN).

New state Buddhist universities have one type of higher education that falls into this category, namely the State Buddhist College (STABN).

### **C. METHODS**

Study is based on a multi-site qualitative method. The aim is to describe aspects related to the observed phenomenon and to describe the nature of the existing phenomenon or problem. The research design used in this research is multisite . A multi-site study has been chosen to conduct this research, because this research is a kind of qualitative study that can be used to develop theories based on various similar studies.

The data that researchers used to compile this study was obtained from key individuals. The role of *key people* in research is very large because the assistance and information they provide is the researcher's capital in obtaining data and research materials. These sources include:

1. Chancellor and Foundation
2. Manager of the Quality Assurance Agency at Pancabudi University, Medan, UMN Alwasliyah Medan
3. Lecturer
4. Student
5. All related parties related to the Private Higher Education Quality Guarantee.

Research data collection methods through observation and interviews, documentation studies. To strengthen the validity of the data produced and the validity of the research, researchers refer to the four verification criteria proposed by Lincoln and Guba 2003. These standards consist of 1) reliability, 2) portability, 3) reliability and 4) specificity.

### **D. RESULTS AND DISCUSSION**

In the context of improving the quality of universities, the Pancabudi Development University (UNPAB) and the Muslim Nusantara University (UMN) implemented several policies. The similarities in quality improvement policies between these two universities are:

Medan Pancabudi Development University has implemented a policy so that all lecturers and related parties at UNPAB immediately adapt the standards at Unpab to the

standards imposed by the Higher Education, this policy is carried out spontaneously without requiring an official circular from the Chancellor, this activity has become a culture. at UNPAB and has been understood by all lecturers and all campus residents. Similar but not the same, UMN Alwasliyah Medan sees every change in standards, systems or regulations issued by Dikti as an Academy Order, meaning without any orders, letters from the Chancellor, policies that guide people In essence, the policy is to adjust academic orders, everyone at UMN is obliged to carry out or carry out academic orders. In this case, both universities have the same policy in responding to changes made by Dikti. Even though theoretically the sentences are different, the practical implementation is the same, UNPAB in improving quality also implements policies by changing indicators by increasing the level of lecturers' writings, which previously only had the level of accredited journal standards, now must be accredited nationally, to internationally, from Sinta to Scopus, and in order to motivate lecturers, UNPAB has prepared an incentive scheme for lecturers who succeed in publishing their work in SINTA and Scopus accredited journals . In terms of giving rewards to lecturers who publish their writing in accredited journals, as well as Scopus, UMN also does the same thing to lecturers, as well as appeals to lecturers to improve the level of their writing, even this appeal reaches the student level, that every thesis students must publish, even though it doesn't have to be in an accredited journal, e) To deal with lecturers who are still technologically illiterate and have difficulty writing, both UNPAB and UMN provide assistance to their lecturers. UNPAB implements "study Saturdays" where on Saturday lecturers are given the opportunity to learn anything from lecturers who have already succeeded and are facilitated by the campus. UMN itself provides different treatment to lecturers who are considered to still have difficulties in writing and publishing. Provide assistance but do not have special time like UNPAB does.

Related to the differences in these policies include: a) UNPAB has the following policies: 1) Quality improvement policy which is focused on the functional positions of lecturers by implementing student Saturdays, where every lecturer has the opportunity to study with more senior lecturers or lecturers who are considered more capable in increasing the functional position of each lecturer, 2) giving appreciation and dispensation to students who excel and carry out positive activities in bringing the name of the campus, and 3) special policies from the campus which have a philosophy derived from Prof. Khadirun Yahya by increasing togetherness, by carrying out within one month togetherness day, all work activities are closed, the only activities carried out are togetherness activities, for example morning exercise together, breakfast together, coffee together.

Meanwhile, the policies at UMN Al-Washliyah include: 1) LPM always carries out audits regularly, yes, there are audits, in monef with the LPM team so we are monef, which means we enter lectures on the portal, so later from that portal he can enter when we teach Yes, that's just what it means, it's not sudden, you've been told, then when you enter the class there's an entry portal, then in that portal there has to be a RPS, if there's no RPS, we can't teach, then we put our material back in, so the university has built a system, that's how it is. so that lecturers really have discipline, so they don't just go into class carelessly without any preparation, they can no longer do that," 2) UMN has a special team whose special task is to upgrade or adapt every time there are changes from DIKTI to the existing system at UMN , for example, changing the curriculum from the previous curriculum to the Merdeka curriculum, the Special Team immediately adjusted the curriculum to the curriculum implemented at UMN Alwasliyah Medan, 3) The Chancellor created an SMS Center which now has a WA number for every student, lecturer and all Education residents. UMN Alwasliyah Medan can complain or provide information to the Chancellor and privacy will be protected. This will make everyone at UMN feel that their actions are being controlled if they are not in accordance with existing regulations at UMN. 4) Lecturers' presence is monitored online. If the lecturer who is responsible for teaching the course is not present, then the consequence is that the lecturer will automatically be absent. gets his teaching honorarium on that schedule, because the salary data is taken directly from online data in accordance with the lecture roster implemented at UMN, 5) UMN Alwasliyah has a Code of Ethics Team formed by the Rector and Foundation, where this team consists of 4 people, 2 people from Internal UMN itself and 2 other people from External, from outside UMN whose independent attitude is expected when giving sanctions to UMN personnel who violate regulations, 6) The Chancellor gave awards to 10 lecturers who were considered the best in their TriDharma activities, including education, research and service . This is done every year, 7) In terms of funding used at the University. In PTN terms, UMN Alwasliyah is like PTN-BH, the funds obtained by UMN are managed independently, there are still reports and deposits to the foundation in certain agreed amounts, but overall, the Chancellor is allowed to manage his own funds if he feels there is a budget. – the budget that needs to be spent is for the benefit of the university, and 8) Policies in alwasliyah must be in accordance with the philosophy of alwasliyah itself, the philosophy of Surat As Shaf verses 10 and 11, Surat As Shaf verses 10 – 11.

Even though there are similarities and differences regarding the quality improvement policies of each, this research clearly shows that both of them are very serious about quality improvement, this is in line with Government Regulation no. 19 of 2005 concerning National

Education Standards (SNP) in Article 4 which states that SNP aims to guarantee the quality of national education. Therefore, fulfilling the SNP by a university will mean that the university guarantees the quality of the higher education it provides. Therefore, SNP can also be called a quality standard for higher education in Indonesia that must be met by every university.

Improving the quality of higher education is an inevitability that must be presented in the midst of current globalization competition because times have changed so quickly that it has affected various sectors, including the education sector. In this context, universities have a tough challenge to produce clear outcomes for their graduates. So, the quality of education must be improved to be able to survive in conditions of high competition. Although the reality cannot be denied that there are many factors that cause the quality of higher education to be low, one of which is the failure to guarantee the quality of higher education. (Alawiyah, 2011).

Quality education is a necessity to produce human resources who are intellectually and emotionally qualified. Therefore, to encourage higher education to have quality, the Government enacted Law Number 12 of 2012 concerning Higher Education. PT's quality improvement policy. Universities should also have commitment and consistency in implementing SPMI indicators. On the other hand, universities must have strategic planning documents that serve as a guide in running the organization so that *output* and *outcomes* are achieved well without ignoring the values of efficiency and effectiveness.

## **E. CONCLUSION**

Researchers made several conclusions from research related to the Quality Improvement Policy implemented at Pancabudi University and UMN Al-wasliyah Medan, namely:

1. Pancabudi Development University, Medan
  - a. Medan Pancabudi Development University has implemented a policy so that all lecturers and related parties at UNPAB immediately adapt the standards at Unpab to the standards imposed by the Higher Education, this policy is carried out spontaneously without requiring an official circular from the Chancellor
  - b. UNPAB implements policies by changing indicators and increasing the level of lecturers' writing, which previously was only at the standard of accredited journals, now must be accredited nationally, to internationally, from Sinta to Scopus, and in order to motivate lecturers
  - c. UNPAB has prepared an incentive scheme for lecturers who successfully publish their work in SINTA and Scopus accredited journals.

- d. To overcome lecturers who are still technologically illiterate and have difficulty writing, both UNPAB and UMN provide assistance to their lecturers.
- e. UNPAB implements "study Saturdays" where on Saturday lecturers are given the opportunity to learn anything from lecturers who have already succeeded and are facilitated by the campus.
- f. UNPAB sees the functional position of lecturers as very important to the point of having a field chancellor to monitor the functions of the lecturers
- g. Unpab gives appreciation and dispensation to students who have achievements and positive activities in bringing the name of the campus.
- h. Unpab has a special policy from the campus which has a philosophy derived from Prof. Khadirun Yahya by increasing togetherness, by holding a togetherness day every month, all work activities are closed, the only activities carried out are togetherness activities, for example morning exercise together, breakfast together, drinking coffee together

The implementation of the policies implemented by the Medan Pancabudi Development University can be said to be successful, seen from the results of the accreditation of several study programs which have improved, such as the Philosophy Study Program which was just upgraded to Superior accreditation in November 2023, and other study programs are still surviving. The number of students is also consistent from year to year with no significant decline.

## 2. Nusantara Muslim University

- a. UMN Alwasliyah Medan views that every change in standards, systems or regulations issued by the Higher Education is an Academy Order, meaning that without any orders, letters from the Chancellor, the policy is that person's guidelines, in essence the policy is to adapt academic orders.
- b. UMN also does the same thing to lecturers, as well as appeals to lecturers to improve their writing level, this appeal even extends to student level.
- c. that every student thesis must be published, even though it doesn't have to be in an accredited journal
- d. To overcome lecturers who are still technologically illiterate and have difficulty writing, both UNPAB and UMN provide assistance to their lecturers.
- e. UMN itself provides different treatment to lecturers who are considered to still have difficulties in writing and publishing. Provide assistance but do not have special time like UNPAB does.

- f. LPM UMN always carries out routine audits, yes, there are audits, done by the LPM team
- g. LPM has a policy that lecturer data and Rps are entered into the portal.
- h. The Chancellor created an SMS Center which is now like a WA number where every student, lecturer and all residents of UMN Alwasliyah Medan Education can complain or provide information to the Chancellor and their privacy will be protected.
- i. Lecturers' attendance is monitored online, if the lecturer who is responsible for teaching the course is not present, then the consequence is that the lecturer will automatically not receive his teaching honorarium on that schedule.
- j. UMN Alwasliyah has a Code of Ethics Team formed by the Chancellor and the Foundation, where this team consists of 4 people, 2 people from Internal UMN itself and 2 other people from External, from outside UMN whose independent attitude is expected when giving sanctions to UMN personnel who violate regulations.
- k. The Chancellor gave awards to 10 lecturers who were considered the best in their TriDharma activities, including education, research and service. This is done every year
- l. In terms of funding, the foundation is not the main determinant, but processing at the UMN center is. In PTN terms, we are like PTN-BH,
- m. "Policies in alwasliyah must be in accordance with the philosophy of alwasliyah itself, the philosophy of Surah as Shaf verses 10 and 11, Surah as Shaf verses 10 - 11
- n. UMN has a special team whose special task is to upgrade or adapt every time there are changes from DIKTI to the existing system at UMN, for example changing the curriculum from the previous curriculum to the Merdeka curriculum, the Special Team immediately adapts the curriculum to the curriculum implemented at UMN Alwasliyah Medan.

The implementation of the policy implemented by the Nusantara Muslim University Alwasliyah Medan can be said to be successful, with the absence of significant obstacles in its implementation, and the consistent accreditation of the study programs at UMN Alwasliyah Medan.

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